

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>Department:</u>	<u>School:</u>
<u>Course:</u> Graphic Design/Career Tech Ed	<u>Grade:</u>	<u>Department:</u>
<u>Level(s):</u> 11		<u>Grade Level(s):</u>
<u>Period(s) Participating:</u>	<u>Anticipated # of students:</u>	<u>Anticipated # of students:</u>
<u>Project Name:</u> "America As Art"		
<u>Date Submitted:</u>		

SECTION 2 Project Description:

Through a one-year course in Graphic Arts students deepen their knowledge & use of design software such as Dreamweaver & Photoshop. During the first semester students create an "Identity Packet" (Personal Logo, Business Cards, Stationary & Brochures) for themselves using the software of their choice, growing personally, artistically & technologically through self & group critique of their designs. During the second semester, students work with clients at the school site (other Small Learning Communities (SLCs), Students Clubs & Organizations, etc...).

SECTION 3 Community Need(s):

Many high schools are home to several SLCs & many student clubs/organizations. Each one of these entities needs to promote themselves & activities to the school population & the community. These organizations are competing for enrollment into their organization & for funding to remain active.

SECTION 4 Community Partner(s):

Different SLCs, school clubs and organizations are identified. Students arrange meetings with the representatives of each organization and gather the necessary information for the assignment. They will meet with their client several more times in order to receive the approval of their designs. At the completion of the assignment students provide the client with a print ready copy of the design.

SECTION 5 Student Voice

- Students choose their topic
- Students select members of their collaborative groups
- Students decide on the software programs they will use to best meet their clients' needs

SECTION 6 California Content/Skill Standard(s)

Visual Arts Standards

- 1.0 Creative Expression
- 2.0 Historical & Cultural Context
- 3.0 Aesthetic Valuing
- 4.0 Connections, Relationships, Applications

(OVER)

SECTION 7 Project Components:

Fall semester: Students become proficient in the use of Adobe Photoshop & Macromedia Dreamweaver design software, by creating the various components of their “Identity Packet”. The final products (Personal Logo, Business Cards, Stationary & Brochures) are presented in a portfolio format.

Spring semester: Students choose a client at the school site that would need their services to create an “Identity Packet” for that client. Students “pitch” their final products to the client & the teacher at the completion of the assignment.

SECTION 8 Reflection Prompts

After delivering their “Pitch” to the Client, Students Reflect in Writing on:

- What are the 3 most important things you learned about working with a client?
- What surprised you about working with a client?
- How will you use this information in the future?
- What did you do that made you feel successful?
- What would you like to do over again? Why? What changes would you make?
- What did you need to spend more time doing to prepare & create your product?
- What skills did you learn that you can apply to another subject?

What grade do you feel you deserve & why? Use the scoring rubric in your rationale.

SECTION 9 Outcomes and Assessments:

Outcome: The student will gain in-depth knowledge about the design software of their choice while experiencing challenges & rewards of the client/designer relationship.

Assessments: A written review will be provided by the client to assess student professionalism, the success of the student created products in meeting their needs, & whether the client “bought” their products

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials_____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ **Date:** _____
Teacher Signature

Approved: _____ **Date:** _____
Principal or designee Signature

Original to: _____APSCS **Copies to:** _____SIS Coordinator _____Teacher(s)

