



HQIM Bid Package: CTE Arts, Entertainment, & Design

**Created for Mississippi Department of Education
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Subjects & Titles Included

<u>MS Course Code</u>	Grade Level/Subject	Suggested Pearson Title	Format	Digital Platform
10892 - CTE - Multimedia - Digital Design	CTE – Multimedia	Principles of Graphic Design, ©2024	print + digital	VitalSource

Free with Order Information

Pearson offers 1 free Teacher's Edition (as applicable and available) free with every 25 Student Editions purchased (digital or physical).

For complete details on gratis materials and ratios, please refer to [Attachment D: Pricing](#). This information can be found in Columns R & S on the appropriate tabs.

Features & Benefits Brochure

Principles of Graphic Design, 1st Edition

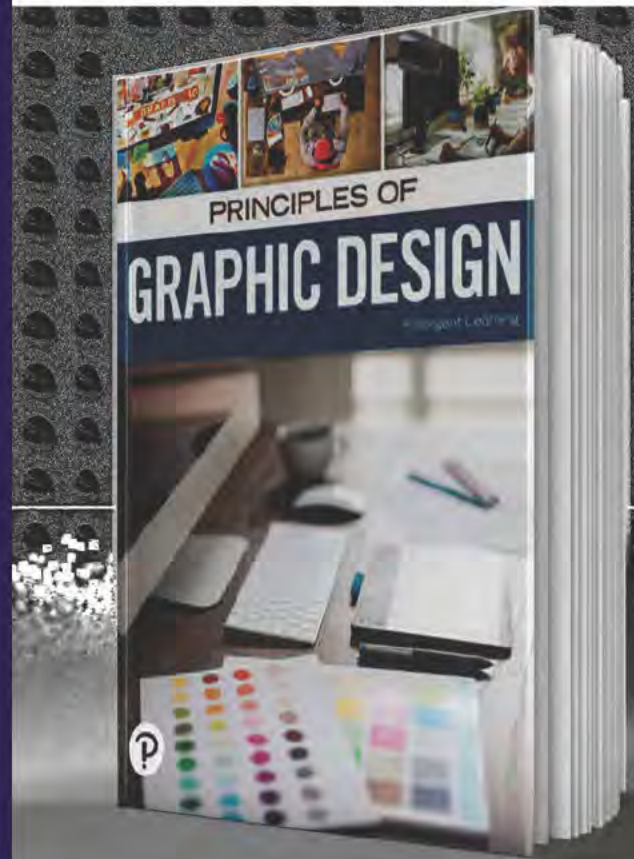
By: JoLynn Pulliam and Meg Holloway

Prepare students for creative careers in graphic design with hands-on learning and industry insight.

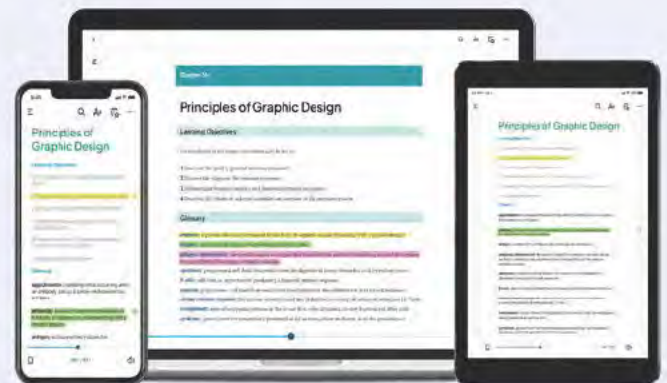
Principles of Graphic Design explores the fundamental principles that lead to effective design. Through real-world applications and practice using Adobe Creative Cloud, students build technical skills and design confidence. From typography and layout to photography and printing, this course is built for aspiring creatives at any level.

Key Features:

- ✓ **Career-Ready Curriculum:** Covers professional and employability skills including communication, digital citizenship, and client interaction.
- ✓ **Software-Based Learning:** Step-by-step practice using Adobe Illustrator, Photoshop, and InDesign.
- ✓ **Creative Thinking:** Includes design projects and capstone challenges to develop critical thinking and design critique.
- ✓ **Teacher Support:** Includes a Wraparound Edition, downloadable resources, and customizable assessments.
- ✓ **Cert Prep Ready:** Aligns to industry expectations and supports certification readiness.



VitalSource®



Bookshelf by VitalSource® is a best-in-class eText platform where students get instant access to their Pearson eTextbook with tools to enhance learning, retention, and mastery. Features include: flashcards, highlighting, note taking, read aloud, offline access, and accessibility support. Students and instructors can learn anywhere with ease.

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- Chapter 1** Careers in Arts, Audio/Visual Technology, and Communications
- Chapter 2** Developing Employability Skills
- Chapter 3** Career-Ready Practices
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► Introduction to design

- Chapter 6** Working with Graphics
- Chapter 7** Graphic Design Basics
- Chapter 8** Typography and Text
- Chapter 9** History of Graphic Design
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► Introduction to vector illustration

- Chapter 11** Getting Started with a Draw Program
- Chapter 12** Creating and Editing Shapes and Paths
- Chapter 13** Working with Type

► Introduction to printing and imaging

- Chapter 14** Getting Started with an Image Editing Program
- Chapter 15** Printing Technology
- Chapter 16** Page Layout and Desktop Publishing



ISBN List

9780138171117 Student Edition (HS Hardcover)

9780138171100 eTextbook access code card

9780138171285 Student Edition with eTextbook access code card

9780138171179 Six (6) eTextbook access code cards

9780138171292 Student Edition with six (6) eTextbook access code cards

9780138171162 Teacher's Wraparound Edition

Curriculum Scope & Sequence

Scope & Sequence – Pearson: Principles of Graphic Design, ©2024

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
Course Description: This textbook provides a comprehensive introduction to the field of graphic design, guiding students from foundational career preparation through advanced design concepts and hands-on applications. Beginning with career readiness, students explore essential workplace skills, ethical decision-making, and the responsible use of technology. As they progress, they gain a deeper understanding of design principles, color theory, typography, and audience-centered design. The book introduces vector illustration techniques, the design process, and the use of design briefs to define project goals. Students also learn image editing, digital photography, and print production, including industry-standard tools, workflows, and printing methods. The textbook concludes with capstone projects, giving students the opportunity to showcase their skills, collaborate with peers, and apply their learning to real-world design challenges. Throughout, students are encouraged to think critically, communicate visually, and refine their work through feedback and self-evaluation.		
NOTE: This is a suggested scope and sequence for the course content.		
Total Number of Periods Total Number of Minutes Total Number of Hours	X periods 7,875 minutes 131.25 hours*	*Schedule calculations based on 175/180 calendar days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	Standards
Unit 1: Career Preparation In this chapter on Career Preparation, students explore the foundational knowledge and skills necessary for entering the graphic design field. They learn about various employment settings for graphic designers and the types of tasks they might perform. The chapter distinguishes between hard	10 periods 490 minutes	(1) Introduction, Safety, and Orientation <ul style="list-style-type: none"> a. Identify course expectations, school policies, program policies, safety procedures, and jobs related to Digital Design. <ul style="list-style-type: none"> i. Identify course expectations, school policies, and program policies related to Digital Design. ii. Apply safety procedures in the classroom, lab, and for all equipment.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
<p>skills, such as software proficiency, and transferable skills like communication and problem-solving. Students are introduced to SMART goals for effective planning, the value of a college education in the job market, and the differences between resumes and portfolios. The chapter also covers ethical technology use, common classroom safety hazards, acceptable use policies, and how design professionals shape the societal impact of technology. Finally, it emphasizes the importance of evaluating information for accuracy and understanding cybersecurity threats and protective practices.</p>		<ul style="list-style-type: none"> iii. Explore career opportunities related to the multimedia industry. b. Explore 21st century skills in relation to the classroom environment. <ul style="list-style-type: none"> i. Identify potential influences that shape personality development, including personality traits, heredity, and environment. ii. Develop a report on how personality traits affect teamwork and leadership skills. iii. Develop effective leadership, decision-making, and communication skills. iv. Create a working résumé with a portfolio and continue to update throughout the course. v. Describe the purpose of student organizations as it relates to personality, leadership, and teamwork development. c. Identify legal requirements for participation in the occupation. DOK1 <ul style="list-style-type: none"> i. Describe ways to avoid legal liability problems in the occupation. ii. Discuss digital citizenship. <p>(2) Typography</p> <ul style="list-style-type: none"> a. Understand copyright laws associated with font usage. <ul style="list-style-type: none"> i. Discuss the legal considerations and copyright laws that govern the use of different fonts.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
		<p>(3) Digital, Social, and Mobile Media</p> <ul style="list-style-type: none"> a. Utilize artificial intelligence (AI) in social media design. <ul style="list-style-type: none"> i. Explore AI tools and technologies used in digital and social media design, including content generation, image and video enhancement, and user interaction analysis. ii. Analyze the impact of AI on digital media trends, audience engagement, and content personalization. iii. Apply AI-based design tools to create innovative digital media elements, enhancing user experience on various platforms.
Unit 2: Introduction to Design This chapter introduces students to the fundamental concepts of graphic design, including how computers create vector graphics using paths and lines. Students explore common graphics file formats, distinguishing between vector and raster types, and learn the importance of selecting the appropriate resolution for digital displays. Key design principles such as hue, value, saturation, emphasis, and color theory are explained to help students understand how to create visually effective designs. The chapter also covers typography, including how to categorize typefaces, choose appropriate font sizes, and apply paragraph	8 periods 370 minutes	<p>(1) Advanced Photo Editing</p> <ul style="list-style-type: none"> a. Understand the essentials of photo editing and graphic design. <ul style="list-style-type: none"> i. Review the fundamental components of a digital camera and familiarize with key photo editing terminology. b. Learn the process of opening, editing, and saving images in photo editing software. <ul style="list-style-type: none"> i. Blend modes ii. Filters iii. Selection tools iv. Transform tools c. Differentiate between web and print resolutions and understand how to adjust image sizing accordingly.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
<p>alignments to enhance communication. Emphasis is placed on creating audience-centered designs by analyzing market data and tailoring graphics to target demographics. Additionally, students examine historical design movements such as Art Deco and the New York School to understand their lasting impact on modern advertising and visual communication.</p>		<p>(2) Layout Design</p> <ul style="list-style-type: none"> a. Understand the principles of layout design and color modes. <ul style="list-style-type: none"> i. Types of Layouts: <ul style="list-style-type: none"> 1. Advertisements 2. Screen print b. Apply the use of grids, columns, margins, and bleeds in layout design. <ul style="list-style-type: none"> i. Demonstrate the use of grids and columns to organize content within a layout. c. Recognize and use elements of design in layout creation. <ul style="list-style-type: none"> i. Design Elements: <ul style="list-style-type: none"> 1. Color 2. Form 3. Line 4. Shape 5. Space 6. Texture 7. Value <p>(3) Typography</p> <ul style="list-style-type: none"> a. Examine typography as a critical element of layout design. <ul style="list-style-type: none"> i. Discuss typography concepts and their importance in design planning. ii. Explore how tone, audience, and purpose influence design choices and readability.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
		<ul style="list-style-type: none"> iii. Identify how principles of design relate to the use and selection of typography. iv. Identify various typefaces and understand their appropriate applications. DOK 2 <ul style="list-style-type: none"> 1. Types of Typefaces: <ul style="list-style-type: none"> a. Display b. Monospaced c. Sans serif d. Script e. Serif b. Demonstrate knowledge of standard font formats and their applications. <ul style="list-style-type: none"> i. Describe TrueType fonts and their common uses. (4) Branding <ul style="list-style-type: none"> a. Examine the three types of logos and their design considerations. <ul style="list-style-type: none"> i. a. Logo Types: <ul style="list-style-type: none"> 1. Type-based logos 2. Image-based logos 3. Combination logos b. Differentiate between target audiences for each type of logo. <ul style="list-style-type: none"> i. Analyze how type-based logos appeal to different demographics compared to image and combination logos.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
		<ul style="list-style-type: none"> ii. Assess the impact of logo design choices on brand perception across various audience segments. c. Develop a logo using concept development stages, from brainstorming to mockup creation. <ul style="list-style-type: none"> i. Outline the concept development process for creating a logo. ii. Design a logo mockup that aligns with a given brand's identity and values. (5) Digital, Social, and Mobile Media <ul style="list-style-type: none"> a. Apply graphic design principles to create engaging content for digital platforms. <ul style="list-style-type: none"> i. Produce multimedia graphics tailored for various social media, considering platform norms and image dimensions. ii. Design multimedia elements that are user-friendly on multiple devices, such as smartphones and tablets. b. Analyze the impact of multimedia content in online engagement and digital branding. <ul style="list-style-type: none"> i. Investigate how well-designed multimedia content can capture attention and encourage sharing on social media. ii. Develop a set of multimedia designs that work together to build a brand's online presence.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
		<ul style="list-style-type: none"> c. Integrate advanced multimedia elements to enrich digital media designs. <ul style="list-style-type: none"> i. Embed interactive components like animations into designs to increase user interaction on social platforms. ii. Construct a multimedia project that integrates images, GIFs, and video clips for a comprehensive communication strategy.
Unit 3: Introduction to Vector Illustration In this chapter, students are introduced to the basics of vector illustration and the advantages of resolution-independent graphics, which maintain clarity at any size. They learn how to create and save new files in drawing programs and how zooming in or out can aid in precision or provide a broader design view. The chapter explores the benefits of using multiple pages or artboards within a single file for organizing complex projects. Students discover various methods for creating shapes like hexagons and learn the distinction between open and closed paths. The concept of visual perspective—one-point, two-point, and multi-point—is introduced to help create depth in illustrations. Additionally, the chapter presents the four stages of the design	4 periods 190 minutes	(6) Layout Design <ul style="list-style-type: none"> a. Understand the principles of layout design and color modes. <ul style="list-style-type: none"> i. Types of Layouts: <ul style="list-style-type: none"> 1. Brochures b. Apply the use of grids, columns, margins, and bleeds in layout design. <ul style="list-style-type: none"> i. Demonstrate the use of grids and columns to organize content within a layout.

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
process and emphasizes the importance of using a design brief to establish clear goals, identify the target audience, and guide project direction effectively.		
Unit 4: Introduction to Printing and Imaging This chapter introduces students to essential tools and techniques in image editing, photography, and print production. Students learn how layers, filters, masks, and retouching tools enhance digital images and how resolution-independent text allows for flexible, high-quality design in programs like Photoshop. The chapter explains how to evaluate and improve photographs using tools such as the rule of thirds and bracketing, and highlights the importance of understanding camera settings. It also explores printing processes, beginning with an overview of flexography and progressing through the stages of a print workflow. Students examine the use of frames in desktop publishing, the types of print equipment used in production, and the value of various print methods to customers. Finally, they explore printed publications for businesses, specialty items, and digital	6 periods 290 minutes	(1) Advanced Photo Editing <ul style="list-style-type: none"> a. Understand the essentials of photo editing and graphic design. <ul style="list-style-type: none"> i. Recognize safety procedures and proper handling of photo editing equipment. b. Utilize photo-editing software to create and modify images. <ul style="list-style-type: none"> i. Identify and understand the functions of various photo-editing software terms. ii. Learn the process of opening, editing, and saving images in photo editing software. iii. Master advanced photo-editing tools: <ul style="list-style-type: none"> 1. Brushes 2. Layers 3. Styles and effects iv. Differentiate between web and print resolutions and understand how to adjust image sizing accordingly. (2) Layout Design <ul style="list-style-type: none"> a. Understand the principles of layout design and color modes. DOK 1 <ul style="list-style-type: none"> i. Types of Layouts:

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
printing technologies that shape the modern printing industry.		<ol style="list-style-type: none"> 1. Magazines <ol style="list-style-type: none"> b. Produce a cohesive design product that integrates layout principles and design elements. <ol style="list-style-type: none"> i. Create and present a design project that effectively uses layout techniques and incorporates grid systems and design elements. (3) Typography <ol style="list-style-type: none"> a. Demonstrate knowledge of standard font formats and their applications. <ol style="list-style-type: none"> i. Explain the characteristics of OpenType fonts and what makes them versatile. ii. Discuss PostScript fonts and their role in professional printing.
Unit 5: Capstone Projects In this final chapter, students apply their accumulated graphic design knowledge and skills through a series of capstone projects. They are encouraged to select appropriate software tools to execute their creative visions and may work independently or collaboratively in teams. Emphasis is placed on using the principles and elements of design to guide project development and on refining their work through feedback from peers and instructors. These projects provide an opportunity for students to demonstrate	1 period 30 minutes	<ol style="list-style-type: none"> (1) Layout Design <ol style="list-style-type: none"> a. Understand the principles of layout design and color modes. <ol style="list-style-type: none"> i. Types of Layouts: <ol style="list-style-type: none"> 1. Infographics

Course Name: CTE: Multimedia Digital Design Core (10892)		Course Credit: 1.0 Course Requirements: . Grades 11-12. Prerequisites: None. Recommended Prerequisites: Click or tap here to enter text.
their technical abilities, creativity, and professionalism in preparation for real-world design challenges.		

Standards Correlations

CTE Multimedia Digital Design Core	Principles of Graphic Design
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Unit 1: Introduction, Safety, and Orientation	
Competencies and Suggested Objectives	
1. Identify course expectations, school policies, program policies, safety procedures, and jobs related to Digital Design. DOK1	pp. 5-11
a. Identify course expectations, school policies, and program policies related to Digital Design.	pp. 5-12
b. Apply safety procedures in the classroom, lab, and for all equipment.	pp. 67-72
c. Explore career opportunities related to the multimedia industry.	pp. 11-13
2. Explore 21st century skills in relation to the classroom environment. DOK1	pp. 16-22; 58
a. Identify potential influences that shape personality development, including personality traits, heredity, and environment.	p. 19
b. Develop a report on how personality traits affect teamwork and leadership skills.	pp. 26-28; 52-54
c. Develop effective leadership, decision-making, and communication skills.	pp. 26-29; 61
d. Create a working résumé with a portfolio and continue to update throughout the course.	pp. 31-37; 41
e. Describe the purpose of student organizations as it relates to personality, leadership, and teamwork development.	p. 28
3. Identify legal requirements for participation in the occupation. DOK1	p. 72; 81
a. Describe ways to avoid legal liability problems in the occupation.	p. 72
b. Discuss digital citizenship.	pp. 78-81
Unit 2: Advanced Photo Editing	
Competencies and Suggested Objectives	
1. Understand the essentials of photo editing and graphic design. DOK 1	pp. 214-216
a. Recognize safety procedures and proper handling of photo editing equipment.	pp. 214-216; 220
b. Review the fundamental components of a digital camera and familiarize with key photo editing terminology.	p. 104; 115
2. Utilize photo-editing software to create and modify images. DOK 2	pp. 217-222
a. Identify and understand the functions of various photo-editing software terms.	pp. 217-222

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b. Learn the process of opening, editing, and saving images in photo editing software.	pp. 217-222
c. Master advanced photo-editing tools:	
• Blend modes	p. 121-124
• Brushes	p. 231-234
• Filters	p. 112; 225
• Layers	p. 222
• Selection tools	p. 193
• Styles and effects	pp. 230-234
• Transform tools	pp. 193-194
d. Differentiate between web and print resolutions and understand how to adjust image sizing accordingly.	p. 108; 234; 256
Unit 3: Layout Design	
Competencies and Suggested Objectives	
1. Understand the principles of layout design and color modes. DOK 1	
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• Magazines	p. 159; 272
• Flyers	related p. 60
• Slides	
• Advertisements	p. 156
• Infographics	p. 272
• Screen print	p. 123
2. Apply the use of grids, columns, margins, and bleeds in layout design. DOK 2	p. 185
a. Demonstrate the use of grids and columns to organize content within a layout.	p. 185
b. Explain and apply the concepts of margins and bleeds to ensure proper spacing and edge-to-edge printing in design projects.	pp. 133-135
3. Recognize and use elements of design in layout creation. DOK 1	p. 129
a. Design Elements:	p. 129; 198
• Color	pp. 129-130
• Form	pp. 129-130
• Line	pp. 119-120
• Shape	pp. 129-130
• Space	pp. 119-120
• Texture	pp. 119-120
• Value	p. 124

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4. Produce a cohesive design product that integrates layout principles and design elements.	p. 243; 264
DOK 2	
a. Create and present a design project that effectively uses layout techniques and incorporates grid systems and design elements.	p. 243; 264; 268
Unit 4: Typography	
Competencies and Suggested Objectives	
1. Examine typography as a critical element of layout design. DOK 1	pp. 130-135
a. Discuss typography concepts and their importance in design planning.	pp. 130-132
b. Explore how tone, audience, and purpose influence design choices and readability.	pp. 133-136
c. Identify how principles of design relate to the use and selection of typography.	pp 119-120
2. Identify various typefaces and understand their appropriate applications. DOK 2	
a. Types of Typefaces:	pp. 130-131
• Display	pp. 130-132
• Monospaced	pp. 130-133
• Sans serif	pp. 130-134
• Script	pp. 130-135
• Serif	pp. 130-136
3. Understand copyright laws associated with font usage. DOK 2	p. 85
a. Discuss the legal considerations and copyright laws that govern the use of different fonts.	p. 85
4. Demonstrate knowledge of standard font formats and their applications. DOK 1	p. 131
a. Describe TrueType fonts and their common uses.	p. 131
b. Explain the characteristics of OpenType fonts and what makes them versatile.	p. 228
c. Discuss PostScript fonts and their role in professional printing.	p. 228
Unit 5: Branding	
Competencies and Suggested Objectives	
1. Examine the three types of logos and their design considerations. DOK 1	p. 129
a. Logo Types:	
• Type-based logos	pp. 129-131
• Image-based logos	pp. 129-132

CTE Multimedia Digital Design Core	Principles of Graphic Design
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• Combination logos	pp. 129-133
2. Differentiate between target audiences for each type of logo. DOK 2	
a. Analyze how type-based logos appeal to different demographics compared to image and combination logos.	pp. 133-136
b. Assess the impact of logo design choices on brand perception across various audience segments.	pp. 129-133
3. Develop a logo using concept development stages, from brainstorming to mockup creation.	p. 137
DOK 3	
a. Outline the concept development process for creating a logo.	p. 137
b. Design a logo mockup that aligns with a given brand's identity and values.	p. 137
Unit 6: Digital, Social, and Mobile Media	
Competencies and Suggested Objectives	
1. Apply graphic design principles to create engaging content for digital platforms. DOK3	pp. 129-134
a. Produce multimedia graphics tailored for various social media, considering platform norms and image dimensions.	pp. 129-135
b. Design multimedia elements that are user-friendly on multiple devices, such as smartphones and tablets.	pp. 133-134
2. Analyze the impact of multimedia content in online engagement and digital branding. DOK3	pp. 129-134
a. Investigate how well-designed multimedia content can capture attention and encourage sharing on social media.	pp. 133-134
b. Develop a set of multimedia designs that work together to build a brand's online presence.	pp. 129-134
3. Integrate advanced multimedia elements to enrich digital media designs. DOK 3	p. 135-136
a. Embed interactive components like animations into designs to increase user interaction on social platforms.	pp. 133-136
b. Construct a multimedia project that integrates images, GIFs, and video clips for a comprehensive communication strategy.	p. 137
4. Utilize artificial intelligence (AI) in social media design. DOK 2	p. 88
a. Explore AI tools and technologies used in digital and social media design, including	p. 88

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content generation, image and video enhancement, and user interaction analysis.	p. 88
b. Analyze the impact of AI on digital media trends, audience engagement, and content personalization.	pp. 81-82; 88
c. Apply AI-based design tools to create innovative digital media elements, enhancing user experience on various platforms.	p. 88

Technology Supporting Document

Mississippi Requirement	MyLab/Mastering	Bookshelf by VitalSource (etext for CTE titles)
Technology Supporting Document includes the Learning Management System (LMS) and its hardware and software capabilities. The document should include the following information:	n/a	n/a
i. Thin Common Cartridge 1.3 – IEDTECH Global Standards	We don't specifically support Thin Common Cartridge. When Pearson is integrated with an LMS using our LTI 1.3 app, the instructor can create deeplinks which are an external tool item. These can potentially be imported and exported in Thin Common Cartridge files. However, this is not a typical part of the workflow for creating or copying Pearson courseware.	Thin common cartridge employs LTI, which is fully supported.
ii. School rostering	Users are rostered into the Pearson courseware when they access their Pearson product for the first time. If the Pearson courseware is integrated with an LMS, the user will have a Pearson account created for them in most circumstances. We take the email address associated with the LMS account and make that the Pearson username, but if that username already exists in our system then we can't automatically create the account, and we ask the user to log in or create a new account instead. This is usually only a concern if the school district recycles email addresses. Returning students will be recognized by their LMS credentials and passed to their preexisting Pearson account. The experience is completely SSO after the Pearson account is successfully created and matched with the LMS account.	Rostering via LTI is fully supported.
iii. PDF and/or ePUB format	Pearson eTexts use our own format and browser. Alternative file types may be available for users with accessibility needs. Some products may include supplemental materials in PDF format.	EPUB is preferred for accessibility, but tagged PDF's will also work.

<p>iv. Alternative text (image), captions and subtitles (videos), read-alouds, and other accessibility functions</p>	<p>Pearson works closely with key members of the disability and advocacy community who are committed to accessible instructional materials. We work with organizations such as W3C, the DIAGRAM Center, Book Industry Study Group, the Center for Accessible Materials Innovation, and the EDUPUB Alliance (EPUB for Education). Pearson is pleased to announce our collaboration with the Book Industry Study Group to promote the launch of Quick Start Guide to Accessible Publishing.</p> <p>Pearson staff contribute time, expertise, and creativity to moving accessibility forward. We conduct user studies and a variety of research and usability studies on important topics, such as assistive technology use, and on product prototypes. We collaborate with advocacy groups and share advances and insights through conference presentations.</p> <p>Students can now instantly purchase accessible digital textbooks for select Pearson titles, providing affordable, faster, and more efficient access to their learning materials.</p> <p>Alternate text files for other Pearson titles are available for qualified students upon request and at no added cost, provided the student has purchased or is renting the print or digital textbook.</p> <p>All other requests can be placed using Pearson's disability request form. Please understand that it may take up to 10 business days for you to receive the electronic file.</p> <p>https://www.pearson.com/en-us/legal-information/accessibility.html</p>	<p>Pearson works closely with key members of the disability and advocacy community who are committed to accessible instructional materials. We work with organizations such as W3C, the DIAGRAM Center, Book Industry Study Group, the Center for Accessible Materials Innovation, and the EDUPUB Alliance (EPUB for Education). Pearson is pleased to announce our collaboration with the Book Industry Study Group to promote the launch of Quick Start Guide to Accessible Publishing.</p> <p>Pearson staff contribute time, expertise, and creativity to moving accessibility forward. We conduct user studies and a variety of research and usability studies on important topics, such as assistive technology use, and on product prototypes. We collaborate with advocacy groups and share advances and insights through conference presentations.</p> <p>Students can now instantly purchase accessible digital textbooks for select Pearson titles, providing affordable, faster, and more efficient access to their learning materials.</p> <p>Alternate text files for other Pearson titles are available for qualified students upon request and at no added cost, provided the student has purchased or is renting the print or digital textbook.</p> <p>All other requests can be placed using Pearson's disability request form. Please understand that it may take up to 10 business days for you to receive the electronic file.</p> <p>https://www.pearson.com/en-us/legal-information/accessibility.html and https://accessibility.vitalsource.com</p>
<p>v. 508 compliant platform</p>	<p>We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines (WCAG) 2.2, as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts.</p> <p>We strive to provide equal access for all students. To achieve this goal, we've created the Pearson Accessibility Guidelines for eLearning. These guidelines provide developers standards for creating the most effective educational content.</p> <p>https://www.pearson.com/en-us/legal-information/accessibility.html</p>	<p>We gratefully acknowledge and endorse the work of the Web Accessibility Initiative of the World Wide Web consortium on the Web Content Accessibility Guidelines (WCAG) 2.2, as well as the work of United States Access Board and the Information Technology Advisory Committee (TEITAC) on their Section 508 Refresh Drafts.</p> <p>We strive to provide equal access for all students. To achieve this goal, we've created the Pearson Accessibility Guidelines for eLearning. These guidelines provide developers standards for creating the most effective educational content.</p> <p>https://www.pearson.com/en-us/legal-information/accessibility.html and https://accessibility.vitalsource.com</p>
<p>vi. Privacy-data security specifications</p>	<p>Pearson's privacy and data security specifications are linked here: https://www.pearson.com/en-us/privacy-center/privacy-notice.html</p>	<p>Vitalsource's privacy and data security specifications are linked here: https://www.pearson.com/en-us/privacy-center/privacy-notice.html and https://vitalsource.com/privacy</p>

vii. Browser and OS support	Browser & OS Support Information can be found here: https://support.pearson.com/getsupport/s/article/Using-an-Alternate-Supported-Browser	Browser and OS Support Information can be found here: https://bookshelfsupport.vitalsource.com/hc/en-us/sections/32270458995095
b. LMS is a generic term for platforms like Canvas, Google, and Schoology. A software platform designed to manage, deliver, and track educational courses, training programs, or learning and development initiatives. It provides educators with tools to create and organize content, manage student enrollments, track progress, assess performance, and facilitate communication between instructors and learners. LMSs often include discussion forums, assignment submissions, quizzes, grading, and reporting.	Our LTI 1.3 app is available for Canvas, Schoology, Blackboard, Brightspace/D2L, Moodle and Sakai. We can also integrate with Clever and Classlink, but we would suggest integrating with one of the LMSes listed instead because those integrations have a bigger feature set, most notably grade sync.	Yes, VitalSource is compatible with and can integrate with ClassGather.
c. ClassGather offers customers access to their digital instructional materials through direct integrations with publisher platforms. As a certified integration partner, ClassGather supports roster exchange with publishers via OneRoster (CSV or API) and SSO access via SAML, OAuth, or LTI. Through automated resource assignment, access to digital titles is provisioned at the time of purchase, so student and teacher access “just works” without additional content or integration configuration.	We don't currently integrate with ClassGather.	Yes, VitalSource is compatible with and can integrate with ClassGather.

Digital Access & Implementation Guide

Pearson

Reviewer Guide

Mississippi HQIM Adoption

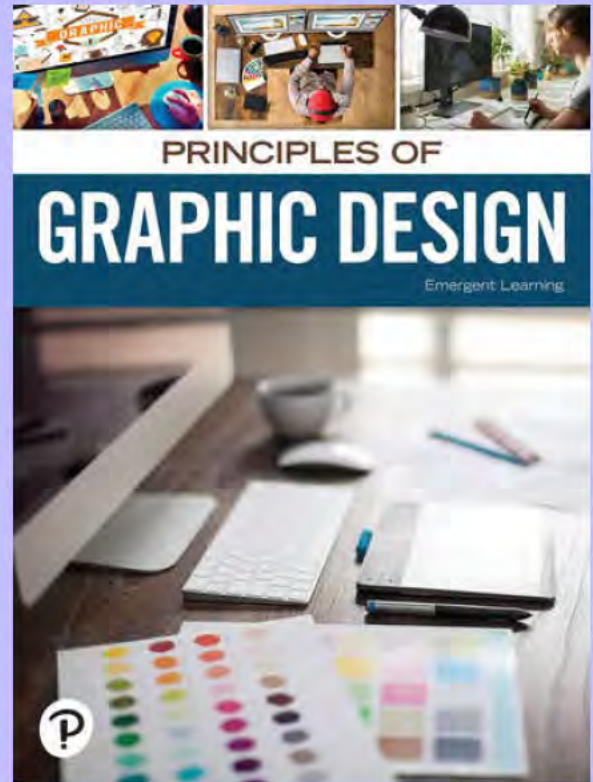
CTE: Arts, Entertainment, & Design – Multimedia

Principles of Graphic Design, © 2024

Program Description

Principles of Graphic Design, 1st edition explores the fundamental principles that lead to effective graphic design. Through comprehensive and practical examples, gain a solid understanding of key concepts and techniques to create visually appealing designs. This edition is for the beginner or experienced designer, it serves as a guide to mastering the principles and developing creativity in the graphic design industry.

- **Developing skills:** Introduces design concepts and skills, beginning concepts of photography.
- **Career-driven:** Graphic design career options promote employability and professionalism.
- **Certification:** Prepare for industry-recognized certifications.



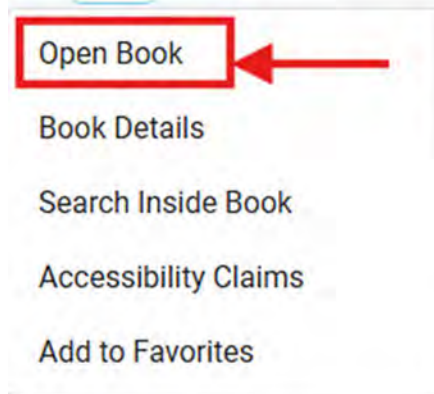
Digital Sample Access:


<https://vstgo.co/r/vjVw>

The Pearson Sample Link for this title requires no credentials. Multiple users in multiple locations can review this text and its features simultaneously. As such, this singular link represents all categories of digital access requested (demo, limited, and full access). This link will expire on 7/28/26. If this title is selected for adoption, Pearson will provide demo access for the full adoption period.

1. Accessing the Course & Instructor Resources

- Navigate to: <https://vstgo.co/r/vjVw>
(There are no log-in credentials.)
- Once you have agreed to the “Terms of Use”, hover over the thumbnail for your title.
- Select “Open Book” or simply click on the cover.



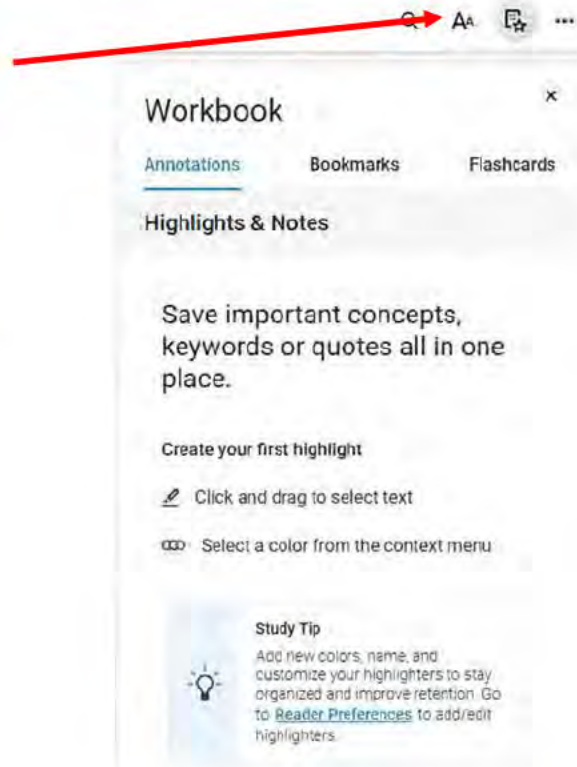
 Principles of Graphic Design Emergent Learning		...
Expand all Collapse all		
Contents		324
Principles of Graphic Design		i
Contents		iii
To the Student		xi
Unit 1 Career Preparation		1
Unit 2 Introduction to Design		99
Unit 3 Introduction to Vector Illustration		173
Unit 4 Introduction to Printing and Imaging		211
Unit 5 Capstone Projects		269
Appendix A Network Systems		275
Glossary		297
Index		313

2. Reviewing the eText

- Using the left-hand menu, select resources to review, such as:
 - Chapters
 - Sections
 - Appendices
 - Glossary

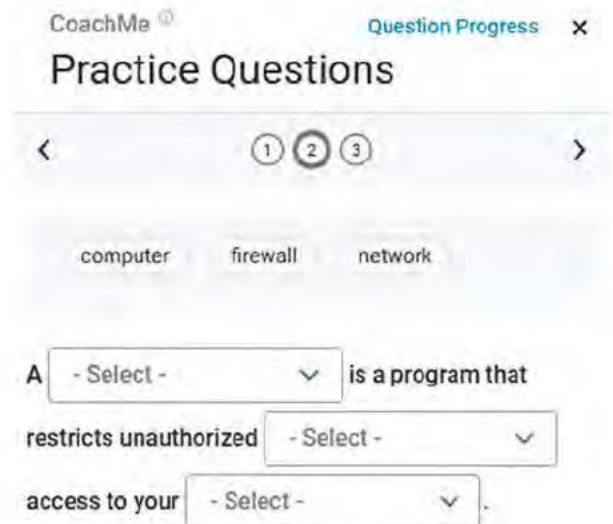
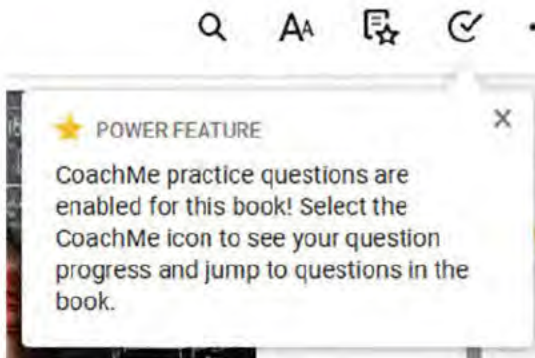
3. Reviewing the Workbook

- To open the Workbook, select the document/star icon in the top right corner.
- Browse the Workbook, including Annotations, Bookmarks, and Flashcards.



4. Reviewing the “Coach Me” Feature

- Select the circle/check icon in the top right corner.
- Navigate through the structured practice questions and answers in the “Coach Me” feature for students.



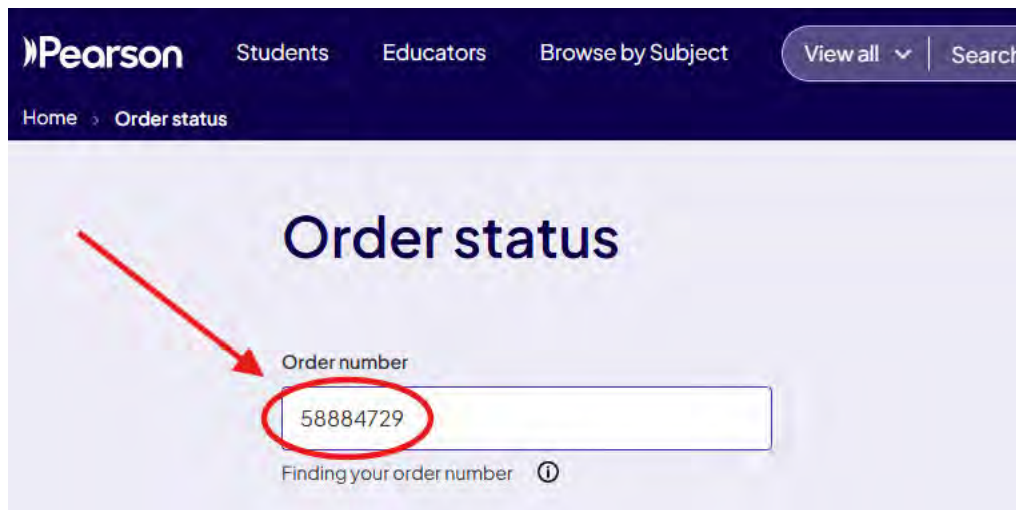
Presentation Video

CTE: Multimedia Digital Design

<https://youtu.be/LRXPfYLpxNk>

Physical Sample Information

Pearson has provided physical samples of the textbooks in this section (pupil edition and teacher edition, if printed teacher edition is available). The Pearson order number for the shipment is: **58884729**. Details and tracking numbers can be found on our [Order Status Page](#) after entering the order number.

A screenshot of the Pearson website's 'Order status' page. The page has a dark blue header with the Pearson logo and navigation links: 'Students', 'Educators', 'Browse by Subject', 'View all', and 'Search'. Below the header, the breadcrumb 'Home > Order status' is visible. The main content area is light blue and features the title 'Order status' in large, bold, dark blue text. Below the title, there is a form with a label 'Order number' and a text input field containing the number '58884729'. A red arrow points from the left towards the input field, and the number itself is circled in red. Below the input field, there is a link 'Finding your order number' with an information icon (i) to its right.

Pearson Order Status Page