

# Course Outline

Arts, Media, and Entertainment

REVISED: August/2017

**Job Title:**

Graphic Designer

**Career Pathway:**

Design, Visual, and Media Arts

**Industry Sector:**

Arts, Media, and Entertainment

**O\*NET-SOC CODE:**

27-1024.00

**CBEDS Title:**

Intermediate Graphics  
Technology

**CBEDS No.:**

5622

**70-65-50**

## Graphic Design (Fundamentals)

**Credits:** 15

**Hours:** 180

**Course Description:**

This competency-based course is the first in a sequence of four designed for graphic design. It provides technical instruction and practical experience in workplace safety, the basic principles and techniques of graphic design, print and web typography, color theory and management, elements of illustration, logo design, branding, conceptualization of images through sketching, digital imaging software and their applications, basic word processing and spreadsheet, resource management and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**Prerequisites:**

None.

**NOTE:** For Perkins purposes this course has been designated as an **introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

## **ACKNOWLEDGMENTS**

Thanks to GAYLE BRODIE and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Arts, Media, and Entertainment Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

## ***Arts, Media, and Entertainment Pathway Standards***

### **A. Design, Visual, and Media Arts Pathway**

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway:

- ◆ Digital Animator
- ◆ Artistic Director
- ◆ Commercial Artist
- ◆ Web Designer
- ◆ Museum Curator

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A4.0 Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Graphic Design (Fundamentals) Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand the career opportunities available in the graphic design industry.</p>	<ol style="list-style-type: none"> <li>1. Define graphic design.</li> <li>2. Describe the graphic design environment.</li> <li>3. Describe the job responsibilities of a graphic artist.</li> <li>4. List career opportunities available in the fields of:               <ol style="list-style-type: none"> <li>a. computer graphics</li> <li>b. online graphic design</li> </ol> </li> <li>5. Develop a sense of design by using:               <ol style="list-style-type: none"> <li>a. the “visual eye”</li> <li>b. the “critical eye”</li> <li>c. the “analytical eye”</li> </ol> </li> <li>6. Describe today’s impact of the web on graphic design and the graphic design artist.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b></p> <p>Academics: 1.0</p> <p>Communications: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>Career Planning and Management: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.4, 6.6, Responsibility and Flexibility: 7.3, 7.4, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.3, A2.9, A3.1, A3.4, A5.1, A5.2, A5.3, A5.4, A5.5, A5.6, A5.7, A8.1, A8.2, A8.3, A8.5, A8.7</p>
<p>B. WORKPLACE SAFETY</p> <p>Understand safety principles in graphic design.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> <li>Describe the safety guidelines in the workplace.</li> <li>Pass the safety test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 12</p> <p><b>CTE Anchor:</b> Communications: 2.6 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Technical Knowledge and Skills: 10.2</p> <p><b>CTE Pathway:</b> A8.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. GRAPHIC DESIGN PRINCIPLES AND TECHNIQUES</p> <p>Understand, apply, and evaluate the fundamental principles and techniques of graphic design.</p>	<ol style="list-style-type: none"> <li>1. Define basic graphic design terms.</li> <li>2. Identify and describe the basic graphic design principles.</li> <li>3. Describe and demonstrate layout techniques.</li> <li>4. Explain the differences between advertising design and web design.</li> <li>5. Describe the various file formats of photo images.</li> <li>6. Describe and demonstrate the techniques used in importing photo images.</li> <li>7. Describe and demonstrate the techniques used in importing text into layouts.</li> <li>8. Explain the differences in a variety of current printing methods.</li> <li>9. Prepare files for final output.</li> <li>10. Describe the use of Adobe PDF files in graphic design.</li> <li>11. Define preflight.</li> <li>12. Describe the following preflight methods: <ol style="list-style-type: none"> <li>a. manual preflight</li> <li>b. automated preflight</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.2, 2.4, 2.5, 2.6  Career Planning and Management: 3.1, 3.4, 3.5, 3.6, 3.7, 3.8  Technology: 4.1  Problem Solving and Critical Thinking: 5.1, 5.2, 5.4  Health and Safety: 6.1  Responsibility and Flexibility: 7.5  Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.6, 8.7  Leadership and Teamwork: 9.7  Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4  Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.9, A3.1, A4.2, A5.1, A5.2,</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(12 hours)	<ol style="list-style-type: none"> <li>6. Describe the features of the following color systems:               <ol style="list-style-type: none"> <li>a. Cyan-Magenta-Yellow-Black (CMYK)</li> <li>b. Red-Green-Blue (RGB)</li> <li>c. Web safe color</li> </ol> </li> <li>7. Identify the tools and resources available in developing a color palette.</li> <li>8. Describe the techniques used in developing a color palette.</li> </ol>	<p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.5</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.6, A2.7, A2.8, A2.9, A8.1, A8.2, A8.4, A8.6</p>
<p>F. ILLUSTRATION, LOGO DESIGN, AND BRANDING</p> <p>Understand, apply, and evaluate the fundamental elements of illustration, logo design, and branding.</p>	<ol style="list-style-type: none"> <li>1. Define illustration.</li> <li>2. Collect and save examples of art and illustration from the following media, in a portfolio:               <ol style="list-style-type: none"> <li>a. magazines</li> <li>b. newspapers</li> <li>c. direct mail</li> <li>d. television</li> <li>e. animation</li> <li>f. special effects</li> <li>g. catalogs</li> <li>h. brochures</li> <li>i. data sheet flyers</li> </ol> </li> <li>3. Define each of the following as it relates to the Adobe Illustrator program:               <ol style="list-style-type: none"> <li>a. vector-based image</li> <li>b. raster or bitmap image</li> <li>c. toolbox</li> <li>d. text tools</li> <li>e. transform tools</li> <li>f. layer</li> <li>g. color management</li> <li>h. path</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.3, 2.6</p> <p>Career Planning and Management: 3.1, 3.4, 3.5</p> <p>Technology: 4.1, 4.3, 4.4</p> <p>Problem Solving and Critical Thinking: 5.3</p> <p>Responsibility and Flexibility: 7.5</p> <p>Ethics and Legal Responsibilities: 8.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(36 hours)	<ol style="list-style-type: none"> <li>4. Demonstrate the use of each of the following tools and procedures in Adobe Illustrator:               <ol style="list-style-type: none"> <li>a. toolbox</li> <li>b. layers</li> <li>c. text tools</li> <li>d. color management</li> <li>e. transform tools</li> <li>f. image sizing</li> <li>g. rotating</li> <li>h. reflecting</li> <li>i. paths</li> <li>j. placement</li> <li>k. texturing</li> <li>l. filters</li> <li>m. printing</li> </ol> </li> <li>5. Describe the use of the graphic tablet in illustration.</li> <li>6. Examine pencil sketching techniques for use in Adobe Illustrator.</li> <li>7. Describe the use of the scanner in illustration.</li> <li>8. Demonstrate scanning procedures from Adobe Illustrator files and/or scanned files.</li> <li>9. Prepare and save in the portfolio a finished-color illustration from Adobe Illustrator files and/or scanned files.</li> <li>10. Define the following:               <ol style="list-style-type: none"> <li>a. logo</li> <li>b. branding</li> </ol> </li> <li>11. Explain the necessity of readability for graphics in a logo design.</li> <li>12. Produce three black-and-white logo designs using Adobe Illustrator files and/or scanned files.</li> <li>13. Save the three black-and-white logo designs in portfolio.</li> </ol>	<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration and Application: 11.1, 11.2, 11.5</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A2.1, A2.3, A2.5, A2.6, A2.7, A2.9, A3.3, A3.4, A3.5, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4, A8.6</p>
<p><b>G. CONCEPTUALIZATION</b></p> <p>Understand and apply the conceptualization of ideas and images through sketching.</p>	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. conceptualization</li> <li>b. composition</li> <li>c. fast visualization</li> <li>d. storyboarding</li> </ol> </li> <li>2. Describe and demonstrate drawing techniques.</li> <li>3. Describe and demonstrate composition.</li> <li>4. Describe and demonstrate fast visualization.</li> <li>5. Describe character development.</li> <li>6. Describe idea development.</li> <li>7. Describe and demonstrate storyboarding techniques for web site organization.</li> <li>8. Produce and save to the portfolio the following sketches for:               <ol style="list-style-type: none"> <li>a. one (1) full-color magazine ad</li> <li>b. one (1) full-color two-fold brochure design</li> <li>c. one (1) four-page editorial layout design</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.5 Problem Solving and Critical Thinking: 5.3 Responsibility and Flexibility: 7.1, 7.5 Ethics and Legal Responsibilities: 8.1, 8.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> A1.1, A1.2, A1.4, A1.5, A1.6, A2.1, A2.2, A2.3, A2.5, A2.9, A5.1, A5.2, A5.3, A5.4, A5.6, A7.4, A8.1, A8.2, A8.3, A8.4, A8.5, A8.6</p>
<p>H. DIGITAL IMAGING APPLICATION FUNDAMENTALS</p> <p>Understand and apply the features of and procedures for various types of digital imaging software.</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. digital imaging</li> <li>b. desktop publishing</li> <li>c. desktop publishing applications</li> <li>d. image sizing</li> <li>e. rotating</li> <li>f. placement</li> <li>g. reflecting</li> <li>h. coloring</li> <li>i. texturing</li> <li>j. filter usage</li> </ol> </li> <li>2. Describe the importance of each of the following digital imaging applications in graphic design: <ol style="list-style-type: none"> <li>a. Adobe Illustrator</li> <li>b. Adobe InDesign</li> <li>c. QuarkXPress</li> <li>d. Adobe Photoshop</li> </ol> </li> <li>3. Review the use of the following tools and procedures in Adobe Illustrator: <ol style="list-style-type: none"> <li>a. toolbox tools</li> <li>b. layers</li> <li>c. text tools</li> <li>d. color management</li> <li>e. transform tools</li> <li>f. image sizing</li> <li>g. rotating</li> <li>h. reflecting</li> <li>i. paths</li> <li>j. placement</li> <li>k. texturing</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1, 4.2, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Responsibility and Flexibility: 7.5 Technical Knowledge and skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours)	<ul style="list-style-type: none"> <li>l. filters</li> <li>m. printing</li> </ul> <ol style="list-style-type: none"> <li>4. Demonstrate the use of the following tools and procedures in Adobe InDesign: <ul style="list-style-type: none"> <li>a. text management</li> <li>b. page layout</li> <li>c. layers</li> <li>d. toolbox</li> <li>e. color management</li> <li>f. graphics management</li> <li>g. publication management</li> <li>h. printing</li> </ul> </li> <li>5. Demonstrate the use of the following tools and procedures in QuarkXPress: <ul style="list-style-type: none"> <li>a. text management</li> <li>b. page layout</li> <li>c. layers</li> <li>d. toolbox</li> <li>e. color management</li> <li>f. graphics management</li> <li>g. publication management</li> <li>h. printing</li> </ul> </li> <li>6. Demonstrate the use of the following tools and procedures in Adobe Photoshop: <ul style="list-style-type: none"> <li>a. image sizing</li> <li>b. rotating</li> <li>c. placement</li> <li>d. reflecting</li> <li>e. coloring</li> <li>f. texturing</li> <li>g. filters</li> </ul> </li> <li>7. Produce and save to portfolio each of the following: <ul style="list-style-type: none"> <li>a. three full-color magazine ads</li> <li>b. one full-color two-fold brochure design</li> <li>c. one four-page editorial layout design</li> <li>d. one set of personalized stationery including envelopes</li> <li>e. three business card designs</li> </ul> </li> </ol>	<p><b>CTE Pathway:</b> A2.1, A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.6</p>
<p>I. WORD PROCESSING AND SPREADSHEET FUNDAMENTALS</p> <p>Understand and apply a standard word processor program, a spreadsheet program, and a desktop publishing program.</p>	<ol style="list-style-type: none"> <li>1. Describe the steps in using Word document.</li> <li>2. Apply spell check to a document.</li> <li>3. Apply grammar check to a document.</li> <li>4. Describe and demonstrate Excel spreadsheet conversion to HTML.</li> <li>5. Describe and demonstrate the manipulation of text and data in: <ul style="list-style-type: none"> <li>a. Word</li> <li>b. Excel</li> </ul> </li> <li>6. Describe and demonstrate the incorporation of text and data into desktop publishing applications.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4 Responsibility and Flexibility: 7.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		Ethics and Legal Responsibilities: 8.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1, 11.2, 11.7  <b>CTE Pathway:</b> A2.1, A2.5, A2.9, A7.4, A8.2
<b>J. RESOURCE MANAGEMENT</b>  Understand resource management principles and techniques in graphic design.	<ol style="list-style-type: none"> <li>1. Define the following:               <ol style="list-style-type: none"> <li>a. resources</li> <li>b. management</li> <li>c. sustainability</li> </ol> </li> <li>2. Describe the management of the following resources in graphic design:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following in graphic design:               <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Describe the benefits of effective resource management in graphic design in terms of:               <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.4, 2.5, 2.6 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibility: 8.1, 8.2, 8.3, 8.5, 8.7 Leadership and Teamwork: 9.2, 9.5, 9.6 Technical Knowledge and Skills: 10.1, 10.2, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Demonstration and Application: 11.1, 11.2, 11.3  <b>CTE Pathway:</b> A1.3, A1.6, A1.7, A2.1, A2.2, A2.6, A2.9, A3.1, A3.4, A3.6, A4.1, A5.1, A7.2, A7.4, A8.6, A8.7
K. EMPLOYABILITY SKILLS  Understand how to acquire and apply skills and support materials needed for employment.	<ol style="list-style-type: none"> <li>1. Identify the specific job opportunities and requirements for successful employment in the computer graphic design industry.</li> <li>2. Analyze the skills relative to being suitable for the job.</li> <li>3. Discuss customer service techniques.</li> <li>4. Submit the finished portfolio materials for instructor’s critique.</li> <li>5. Prepare a résumé.</li> <li>6. Prepare a job application.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3, 3.4, 3.6, 3.9 Technology: 4.1, 4.2, 4.3 Health and Safety: 6.3, 6.4, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(4 hours)		<p>Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> A1.1, A2.5, A2.6, A2.7, A2.9, A5.5, A5.6, A5.7, A8.2</p>
<p>L. REVIEW AND EVALUATION</p> <p>Understand and apply the criteria for achieving student growth in cognitive, affective, and psychomotor skills.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Pass the manipulative performance tests assigned by the instructor.</li> <li>2. Complete the performance chart.</li> <li>3. Demonstrate competence in each project (teacher approval) before going to the next.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4 Technology: 4.1, 4.2, 4.3 Health and Safety: 6.3, 6.4, 6.7 Technical Knowledge and Skills: 10.1, 10.3 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2</p>

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTS AND SUPPLEMENTAL BOOKS**

Pocket Pal Production Handbook  
Tech Pen book

Adobe Illustrator (current version number) Classroom in a Book  
Adobe Photoshop (current version number) Classroom in a Book  
Adobe In-Design (current version number) Classroom in a Book  
QuarkXPress user guides

Macromedia Dreamweaver (current version number)  
Macromedia Flash (current version number)  
Macromedia Freehand (current version number)

### **SOFTWARE**

Adobe Photoshop  
Adobe Illustrator  
Macromedia Flash  
Adobe In-Design  
Macromedia Freehand  
Corel Draw  
Macromedia Director

### **RESOURCES**

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:

<http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

<http://www.skillsnet.com/>

(Jobseekers Guide, Employment Resources, etc.)

<http://www.onetcenter.org/>

(Occupational Information Network)

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Critiques
- C. Field trips
- D. Guest lectures
- E. Training films

### **EVALUATION**

SECTION A – Introduction – Pass all assignments and exams on introduction with a minimum score of 80% or higher.

SECTION B – Workplace Safety - Pass the safety test with 100% accuracy.

SECTION C – Graphic Design Principles and Techniques – Pass all assignments and exams on graphic design principles and techniques with a minimum score of 80% or higher.

SECTION D – Typography – Pass all assignments and exams on typography with a minimum score of 80% or higher.

SECTION E – Color Theory – Pass all assignments and exams on color theory with a minimum score of 80% or higher.

SECTION F – Illustration, Logo Design, and Branding – Pass all assignments and exams on illustration, logo design, and branding with a minimum score of 80% or higher.

SECTION G – Conceptualization – Pass all assignments and exams on conceptualization with a minimum score of 80% or higher.

SECTION H – Digital Imaging Application Fundamentals – Pass all assignments and exams on digital imaging application fundamentals with a minimum score of 80% or higher.

SECTION I – Word Processing and Spreadsheet Fundamentals – Pass all assignments and exams on word processing and spreadsheet fundamentals with a minimum score of 80% or higher.

SECTION J – Resource Management – Pass all assignments and exams on resource management with a minimum score of 80% or higher.

SECTION K – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

SECTION L – Review and Evaluation – Pass all assignments and exams on review and evaluation with a minimum score of 80% or higher.

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### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

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