

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

70-65-60

Graphic Design: Advertising Design

Credits: 15

Hours: 180

Course Description:

This competency-based course is the third in a sequence of four designed for graphic design. It provides students with technical instruction and practical experience in fundamental advertising principles, vector-based logo design and illustrations, desktop imaging and desktop publishing applications in pre-press production, electronic file management, website advertising, project presentation and delivery, and proofreading and editing. This course also covers 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:

Enrollment requires successful completion of the Graphic Design: Digital Imaging (70-65-55) course and portfolio.

NOTE: For Perkins purposes this course has been designated as a **concentrator/capstone** 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). fCourse 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.

pp. 7-15

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

p. 17

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: Advertising Design Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ADVERTISING DESIGN PRINCIPLES AND SAFETY</p> <p>Know the fundamentals of advertising design and safety procedures.</p>	<ol style="list-style-type: none"> 1. Review the safety guidelines. 2. Pass the safety test with 100% accuracy. 3. Describe the following: <ol style="list-style-type: none"> a. fundamental advertising principles b. strategies c. tactical principles 4. Define the following media: <ol style="list-style-type: none"> a. static b. motion c. sound media 5. Describe the development of an advertising proposal. 6. Describe and demonstrate composition techniques. 7. Describe and demonstrate fast conceptualization and prototyping. 8. Describe and demonstrate the following principles of design: <ol style="list-style-type: none"> a. balance b. unity c. emphasis d. contrast e. movement f. rhythm g. pattern 9. Describe and demonstrate advertisement planning for the following media: <ol style="list-style-type: none"> a. print b. web c. video 10. Describe and demonstrate project management strategies. 11. Define usability. 12. Describe the importance of usability in advertising design. 13. Describe the importance of knowing the audience in advertising design. 14. Produce and save in a portfolio at least three renderings using pencil and pen. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.1, 4.3, 4.5 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.0, 11.1, 11.2, 11.3, 11.4, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours)		CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A1.7, A1.8, A1.9, A2.1, A2.2, A2.3, A2.5, A2.6, A2.7, A2.9, A3.1, A3.3, A3.4, A3.5, A3.6, A4.1, A4.2, A5.4, A5.5, A5.6, A5.7, A8.1, A8.2, A8.3, A8.6, A8.7
B. LOGO DESIGN AND ILLUSTRATIONS Learn the techniques in logo design and illustration in vector-based applications.	<ol style="list-style-type: none"> 1. Review the definition of vector-based image. 2. Review the use of tools and techniques in Adobe Illustrator (a vector-based application). 3. Complete review exercises in Adobe Illustrator. 4. Demonstrate scanning procedures. 5. Demonstrate tracing of scanned artwork with vector application techniques. 6. Demonstrate process from sketching to finalized computer output. 7. Prepare a finished color illustration. 8. Describe basic logo design principles. 9. Define readability. 10. Explain the importance of readability of graphics in logo design. 11. Name the basic elements of vector-based application. 12. Prepare digital art for output and save in the portfolio. 13. Show the uses of art and illustration in the following media: <ol style="list-style-type: none"> a. magazines b. newspapers c. direct mail d. television e. animation f. special effects g. catalogs h. brochures i. data sheet flyers 14. Design, produce, and save in the portfolio three black-and-white illustrations for each of the following: <ol style="list-style-type: none"> a. logo design b. business stationery 15. Design, produce, and save in the portfolio three color graphic illustrations for each of the following: <ol style="list-style-type: none"> a. logo design b. business stationery 	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.5 Technology: 4.1, 4.3, 4.4 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.2, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.6, 8.7 Leadership and Teamwork: 9.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(36 hours)	<p>16. Create and save in the portfolio three color stationery packages consisting of:</p> <ol style="list-style-type: none"> letterhead business card envelope 	<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, 11.7</p> <p>CTE Pathway: A1.1, A1.2, A1.3, A1.4, A1.5, A1.6, A2.1, A2.3, A2.5, A2.6, A2.7, A2.8, A2.9, A3.1, A3.3, A3.4, A3.5, A5.4, A5.5, A5.6, A5.7, A7.4, A8.1, A8.2, A8.4, A8.6</p>
<p>C. DESKTOP IMAGING AND DESKTOP PUBLISHING APPLICATIONS</p> <p>Understand fundamentals of desktop imaging applications (Adobe Photoshop, Adobe Illustrator) and desktop publishing applications (Adobe InDesign) in pre-press production.</p>	<ol style="list-style-type: none"> Define raster-base image. Compare the characteristics of vector-based vs. raster-based applications. Describe basic elements of type. Review the history of typography. Describe basic typographical elements. Demonstrate how to correctly identify typefaces and their size measurements. Demonstrate how to calculate measurements of the following: <ol style="list-style-type: none"> base-12 picas system points system Demonstrate how to select type techniques. Demonstrate font management techniques in computers. Show proper file management and organization for computers. Review color theory. Review the following techniques used in Adobe Photoshop: <ol style="list-style-type: none"> image handling formatting resizing color management optimizing for web printing Review the following techniques used in Adobe Illustrator: <ol style="list-style-type: none"> toolbox tools layers text tools 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Health and Safety: 6.2, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours)	<ul style="list-style-type: none"> d. color management e. transform tools f. paths g. printing <p>14. Review the following techniques used in Adobe InDesign:</p> <ul style="list-style-type: none"> a. text management b. page layout c. layers d. toolbox e. color management f. graphics management g. publication management h. printing <p>15. Use Adobe Photoshop and/or Adobe Illustrator to prepare the following for pre-press production:</p> <ul style="list-style-type: none"> a. three typography designs b. a full-color poster design c. two full-color CD or DVD package designs <p>16. Use Adobe InDesign to lay out the following:</p> <ul style="list-style-type: none"> a. three typography designs b. a full-color poster design c. two full-color CD or DVD package designs 	<p>Leadership and Teamwork: 9.3</p> <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>CTE Pathway: A1.1, A1.2, A1.3, A1.6, A1.7, A2.1, A2.2, A2.6, A2.7, A2.8, A2.9, A4.2, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4, A8.6</p>
<p>D. ELECTRONIC FILE MANAGEMENT</p> <p>Know the fundamentals of electronic file management.</p>	<ul style="list-style-type: none"> 1. Develop a solid naming convention for the following: <ul style="list-style-type: none"> a. files b. directories c. data management 2. Explain media limitations on file names: <ul style="list-style-type: none"> a. on the web b. on local files 3. Describe proper use of headings. 4. Discuss the importance of proper document structure to ensure accessibility. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Ethics and Legal Responsibilities: 8.2, 8.3, 8.6, 8.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)		<p>Demonstration and Application: 11.1, 11.2, 11.4, 11.5</p> <p>CTE Pathway: A1.3, A1.6, A1.7, A2.1, A2.2, A2.6, A2.7, A2.8, A2.9, A3.1, A5.4, A5.5, A5.6, A5.7, A7.4, A8.1, A8.2</p>
<p>E. WEBSITE ADVERTISING</p> <p>Learn the benefits and techniques of advertising on the web.</p>	<ol style="list-style-type: none"> 1. Discuss the website advertising theory. 2. Discuss the advantages and disadvantages of the following digital advertising banners : <ol style="list-style-type: none"> a. fixed b. static c. animated 3. Discuss and demonstrate e-mail advertising techniques. 4. Create and save in portfolio three examples of email advertising using the following digital advertising banners: <ol style="list-style-type: none"> a. fixed b. static c. animated 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.2, 8.3, 8.6, 8.7 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>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(16 hours)		CTE Pathway: A2.1, A2.6, A2.7, A2.8, A2.9, A3.1, A5.4, A5.5, A5.6, A5.7, A7.4, A8.1, A8.2, A8.6
F. PROJECT PRESENTATION AND DELIVERY Understand the proper presentation techniques for clients in the computer graphic design industry.	<ol style="list-style-type: none"> 1. Discuss effective communication skills. 2. Define presentation software. 3. Describe presentation software currently available. 4. Prepare and save in portfolio presentation materials from production notes using the following: <ol style="list-style-type: none"> a. presentation program software b. overhead transparencies c. other media 5. Demonstrate incorporation of advertising format into client's outline form. 6. Prepare and save in portfolio a comprehensive rough layout for client's approval prior to producing the final mechanical samples. 7. Discuss and demonstrate the use of the following presentation tools: <ol style="list-style-type: none"> a. overhead projector b. LCD projector c. SMART board 8. Deliver a sales presentation to one's peers. 9. Critique sales presentations by other students. 10. Schedule a sales presentation to a client. 	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Career Planning and Management: 3.2, 3.3, 3.5, 3.8 Technology: 4.1, 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.5 Ethics and Legal Responsibilities: 8.1, 8.7 Leadership and Teamwork: 9.1, 9.2 Technical Knowledge and Skills: 10.1, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4 CTE Pathway: A1.1, A1.2, A1.3, A1.6, A2.1, A2.2, A2.3, A2.5, A2.6, A2.7, A2.9, A3.1,

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(16 hours)		A4.3, A4.6, A5.5, A5.6, A5.7, A6.1, A6.2, A6.3, A7.1, A7.2, A7.3, A7.4, A7.5, A8.1, A8.2, A8.3, A8.4, A8.5, A8.7
<p>G. PROOFREADING AND EDITING</p> <p>Know proofreading and editing techniques for layout.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify editing marks and techniques used in correcting copy. 2. Check proofs against three originals using the following criteria: <ol style="list-style-type: none"> a. type size b. type alignment c. aesthetic use of typography d. correct wording e. correct spelling f. correct punctuation 3. Save corrected proofs and originals in portfolio. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 10, 11, 12</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2, 11.3, 11.4</p> <p>CTE Pathway: A8.1, A8.5</p>
<p>H. RESOURCE MANAGEMENT</p> <p>Understand the fundamentals of resource management in advertising design.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the management of the following resources in graphic design: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in graphic design: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the benefits of effective resource management in graphic design in terms of: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</p> <p>CTE Anchor: Communications: 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.2, 9.5, 9.6 CTE Pathway: A3.1, A3.4, A3.6, A4.1, A7.1, A7.2, A7.4, A8.6, A8.7
I. EMPLOYABILITY SKILLS Know the acquisition of skills and support materials to obtain employment.	<ol style="list-style-type: none"> 1. Complete sample job applications correctly. 2. Design a résumé. 3. Submit the finished portfolio materials for instructor’s critique. 4. Review effective customer service techniques. 5. Role-play a mock interview for employment as: <ol style="list-style-type: none"> a. an applicant b. a potential employer 	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.3, 3.4, 3.6, 3.8, 3.9 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.3, 7.4, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.7 Leadership and Teamwork: 9.1, 9.6, 9.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)		Technical Knowledge and Skills: 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 CTE Pathway: A1.1, A2.5, A2.6, A2.7, A2.9, A5.5, A5.6, A5.7, A8.2

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/artsmmedia.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 – Advertising Design Principles and Safety – Pass the safety test with a score of 100%.

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

SECTION C – Desktop Imaging and Desktop Publishing Applications – Pass all assignments and exams on desktop imaging and desktop publishing applications with a minimum score of 80% or higher.

SECTION D – Electronic File Management – Pass all assignments and exams on electronic file management with a minimum score of 80% or higher.

SECTION E – Website Advertising – Pass all assignments and exams on website advertising with a minimum score of 80% or higher.

SECTION F – Project Presentation and Delivery – Pass all assignments and exams on project presentation and delivery with a minimum score of 80% or higher.

SECTION G – Proofreading and Editing – Pass all assignments and exams on proofreading and editing with a minimum score of 80% or higher.

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

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

Statement for Civil Rights

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