CTE/ROP Graphic Design

San Diego County Office of Education - Sweetwater Union High School District
Pacing Guide/Course Description

Course Length: 1 year (2 semesters)	**Classroom Instruction:** 180 hours
SUHSD Course Number:	**Grade Level:** 10, 11, 12
SDCOE Course Number:	**SDCOE Total Hours:**
CBEDS Number/Title:	**Year of Implementation:** 2012
Course Pre-requisites: None	**Articulation (school/credits):** None
CTE Industry Sector: Arts, Media, and Entertainment	**CTE Pathway(s):** Media and Design Arts
Job Titles: Graphic Designers, Desktop Publishers, Multimedia Artists and Animators, Commercial and Industrial Designers, Web Developers, Film and Video Editors, Software Developers, Systems Software, Computer Programmers	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media, and Entertainment	
Required Textbook: **Supplemental Instructional Materials :** Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill	
Course Description: This course provides entry and intermediate level training in computer graphics and design. Some modules can include advance training and/or specialized curriculums in such areas as animation. Students learn basic computer operating, terminology, peripheral use, and file management/integration. The creative and technical process of project management is taught with an emphasis placed on concept to completion planning. Instruction covers typography, design elements and color management. Students learn software packages covering page layout, illustration, and photo manipulation and scanning with some modules offering instruction in specialized software for web design and animation. Instruction may or may not include hand-drawing techniques.	

CTE/ROP Graphic Design

Semester 1

Unit 1: Equipment Operations
Unit 2: Terminology
Unit 3: Peripherals
Unit 4: File Management & Integration
Unit 5: Creative & Technical Process Project Management
Unit 6: Design Principals& Elements
Unit 7: Typography
Unit 8: Color Management

Semester 2

Unit 1: Layout Software
Unit 2: Graphic Software
Unit 3: Web Design Software
Unit 4: Web Page Design
Unit 5: Animation Software
Unit 6: Multimedia Offering
Unit 7: Basic Job Offering
Unit 8: Occupational –Specific Job Skills
Unit 9: Safety and Rules
Unit 10: Workplace Skills & Ethics
Unit 11: Job Acquisition Skills/ Lifelong Learning

Semester 1 - Unit 1 – Equipment Operations (5 hours)			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
1A - Performs basic computer operation including proper start up and shut down procedures. **1B -** Performs quick search and launches files and applications. **1C -** Utilizes network, stores and exchanges information. **1D -** Performs basic troubleshooting techniques relating to files, printing, peripherals and network. **1E -** Identifies system requirements for software usage.	**Career Technical Education:** ***IT/ISSP/** **A1.1** Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources. **A1.2** Evaluate support needs for different data and systems configurations. **A1.3** Understand the necessity of and procedures for communicating and documenting technical support provided. **A2.1** Understand how to develop the purpose and scope of a systems project. **A2.2** Understand the criteria and processes for evaluating the functions of information systems. **A2.3** Know the processes needed to install and maintain systems. **A2.4** Know appropriate documentation support for information systems. **A3.1** Analyze business problems by using functional and cost-benefit perspectives. **A3.2** Know common organizational, technical, and financial risks associated with the implementation and use of systems.	**1A:** Overview of Computer Operation **1B:** Navigation **1C:** Configuration **1D:** Troubleshooting	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

	A3.3 Know the functions of various tools used to manage projects involving the development of information systems. **A4.1** Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems. **A4.2** Understand how to identify and integrate various organizational systems to achieve maximum efficiency and effectiveness. **A5.1** Know appropriate policies and procedures to ensure the security and integrity of management systems. **A5.2** Investigate, evaluate, select, and use major types of systems applications and vendors, including retail, manufacturing, and service management **A6.1** Analyze technical support needs. **A6.2** Use technical writing and communication skills to work effectively with diverse groups of people. **A6.3** Understand the principles of a customer-oriented service approach to users. **A9.1** Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations. **A9.2** Understand techniques for optimizing quality assurance processes.		Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	A10.1 Know the variety of data types that are stored in database management systems. **A10.2** Understand the ways in which tools for developing applications can be used to create information systems. **A10.3** Understand the various structures appropriate for specific applications within database management systems. **A10.4** Understand the development process of database schemas. **A10.5** Understand the possibilities for and limitations of converting data between databases and various applications. **Core Academic:** ***AME/A/1.2S/IE/G9-12/** **(1.I)**Analyze situations and solve problems that require combining and applying concepts from more than one area of science.		

	Semester 1 - **Unit 2 – Terminology (10 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
2A - Explains computer terminology related to system operations. **2B -** Applies design terminology of proximity, alignment, repetition, contrast, texture, values, shape and color. **2C -** Demonstrates knowledge of typography including weight, personality and readability. **2D -** Defines key terms related to the electronic design industry and can distinguish between word processing, page layout, web design and other graphics or animation software uses. **2E -** Identifies basic Internet terminology including popular acronyms. **2F -** Interprets copyright laws.	**Career Technical Education:** ***IT/ISSP/** **A1.1** Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources. **A1.2** Evaluate support needs for different data and systems configurations. **A1.3** Understand the necessity of and procedures for communicating and documenting technical support provided. **A2.1** Understand how to develop the purpose and scope of a systems project. **A2.2** Understand the criteria and processes for evaluating the functions of information systems. **A2.3** Know the processes needed to install and maintain systems. **A2.4** Know appropriate documentation support for information systems. **A3.1** Analyze business problems by using functional and cost-benefit perspectives. **A3.2** Know common organizational, technical, and financial risks associated with the implementation and use of systems.	**2A:** Computer **2B:** Design/Layout **2C:** Industry **2D:** Software **2E:** Internet	**Teacher and Student Resources:** **Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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	A3.3 Know the functions of various tools used to manage projects involving the development of information systems. **A4.1** Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems. **A4.2** Understand how to identify and integrate various organizational systems to achieve maximum efficiency and effectiveness. **A5.1** Know appropriate policies and procedures to ensure the security and integrity of management systems. **A5.2** Investigate, evaluate, select, and use major types of systems applications and vendors, including retail, manufacturing, and service management **A6.1** Analyze technical support needs. **A6.2** Use technical writing and communication skills to work effectively with diverse groups of people. **A6.3** Understand the principles of a customer-oriented service approach to users. **A7.1** Know common industry-standard software and its applications. **A7.2** Evaluate the effectiveness of software to solve specific problems. **A7.3** Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion		Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	groups, tutorials, manuals). **A7.4** Diagnose and solve software application problems. **A7.5** Know current and emerging industry-standard technology and trends. **A8.1** Know appropriate search procedures for different types of information, sources, and queries. **A8.2** Evaluate the accuracy, relevance, and comprehensiveness of retrieved information. **A8.3** Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity. **A9.1** Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations. **A9.2** Understand techniques for optimizing quality assurance processes. **A10.1** Know the variety of data types that are stored in database management systems. **A10.2** Understand the ways in which tools for developing applications can be used to create information systems. **A10.3** Understand the various structures appropriate for specific applications within database management systems. **A10.4** Understand the development		

	process of database schemas. **A10.5** Understand the possibilities for and limitations of converting data between databases and various applications **Core Academic:** ***AME/A/1.3HSS/WH/G10/** **(10.11)** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).		

	Semester 1 – **Unit 3 – Peripherals (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
3A - Operates and identifies a variety of peripherals including printers, external storage devices, scanners and digital cameras. **3B -** Applies proper procedure in attaching or detaching peripheral devices. **3C -** Knows how to check cables and software for peripheral troubleshooting.	**Career Technical Education:** ***IT/ISSP/** **A1.1** Evaluate the systems-development life cycle and develop appropriate plans to maintain a given system after assessing its impact on resources. **A1.2** Evaluate support needs for different data and systems configurations. **A1.3** Understand the necessity of and procedures for communicating and documenting technical support provided. **A2.1** Understand how to develop the purpose and scope of a systems project. **A2.2** Understand the criteria and processes for evaluating the functions of information systems. **A2.3** Know the processes needed to install and maintain systems. **A2.4** Know appropriate documentation support for information systems. **A3.1** Analyze business problems by using functional and cost-benefit perspectives. **A3.2** Know common organizational, technical, and financial risks associated with the implementation and use of systems.	**3A:** Input/output Devices **3B:** Troubleshooting **3C:** Other (Trade organizations, user groups, vendor)	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

	A3.3 Know the functions of various tools used to manage projects involving the development of information systems.	Layouts, Davis
		-The Design of Advertising, Nelson
	A4.1 Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems.	-The Non-Designer's Design Book, Williams
		-The Non-Designer's Web Book, Williams and Tollett
	A4.2 Understand how to identify and integrate various organizational systems to achieve maximum efficiency and effectiveness.	-Working with Words and Pictures, Siebert and Cropper
		-Various periodicals
	A5.1 Know appropriate policies and procedures to ensure the security and integrity of management systems.	-Adobe Software User Guides
	A5.2 Investigate, evaluate, select, and use major types of systems applications and vendors, including retail, manufacturing, and service management	-Adobe Classroom in a Book Macromedia Dreamweaver, Towers
		-The Story of Graphic Communications, Texas Graphic Arts Educational Foundation
	A7.1 Know common industry-standard software and its applications.	
	A7.2 Evaluate the effectiveness of software to solve specific problems.	
	A7.3 Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion groups, tutorials, manuals).	
	A7.4 Diagnose and solve software application problems.	
	A7.5 Know current and emerging industry-standard technology and trends.	
	A8.1 Know appropriate search procedures for different types of	

	information, sources, and queries. **A8.2** Evaluate the accuracy, relevance, and comprehensiveness of retrieved information. **A8.3** Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity. **A9.1** Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations. **A9.2** Understand techniques for optimizing quality assurance processes **Core Academic:** ***AME/A/1.3HSS/WH/G10/** **(10.11)** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).		

	Semester 1 - **Unit 4 – File Management & Integration (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
4A - Creates, saves, moves, copies, opens, closes, and deletes files. **4B -** Moves, creates backups and copies files to various eripherals. **4C -** Selects various file formats in relation to final output. **4D -** Manipulates files for downsizing and space considerations. **4E -** Integrates software applications. **4F -** Demonstrates ability to manage fonts.	**Career Technical Education:** ***IT/ISSP/** **A8.1** Know appropriate search procedures for different types of information, sources, and queries. **A8.2** Evaluate the accuracy, relevance, and comprehensiveness of retrieved information. **A8.3** Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity **A10.1** Know the variety of data types that are stored in database management systems. **A10.2** Understand the ways in which tools for developing applications can be used to create information systems. **A10.3** Understand the various structures appropriate for specific applications within database management systems. **A10.4** Understand the development process of database schemas. **A10.5** Understand the possibilities for and limitations of converting data between databases and various applications **Core Academic:** ***IT/ISSP/**	**4A:** Finding, Deleting, Moving & Saving **4B:** File Format / Size Management **4C:** Back-Up **4D:** Font Management	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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	A10.1 Know the variety of data types that are stored in database management systems.		Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

Semester 1 - **Unit 5 – Creative & Technical Process of Project Management (20 hours)**

Competencies	Standards	Suggested Pacing	Resources/Materials
5A - Demonstrates an understanding of conceptualization techniques to include brainstorming, thumbnails and group project interaction. **5B -** Incorporates project budgetary considerations. **5C -** Selects appropriate layout format, proportions and copy placement using grids and guidelines. **5D -** Sets goals, defines objectives and meets timelines. **5E -** Differentiates between varieties of marketing pieces'. **5F -** Demonstrates knowledge of pre-press output and service bureau guidelines. **5G -** Integrates graphics and text. **5H -** Identifies and analyzes audience and determines most effective format.	<u>**Career Technical Education:**</u> ***AME/MDAP/** **(1.1)** Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. **(1.3)** Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. **(1.4)** Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. **(1.5)** Analyze the material used by a given artist and describe how its use influences the meaning of the work **(1.8)** Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style. **(2.1)** Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. **(2.2)** Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills. **(2.3)** Develop and refine skill in the	**A:** Brainstorming/ Visualization/ Thumbnails **B:** Applying Real World Problems & Situations **C:** Concept to Completion Project Planning	<u>**Teacher and Student Resources:**</u> **Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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	manipulation of digital imagery (either still or video). **(2.4)** Review and refine observational drawing skills. **A1.3** Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve): **(3.1)** Identify similarities and differences in the purposes of art created in selected cultures. **(3.2)** Identify and describe the role and influence of new technologies on contemporary works of art. **(3.3)** Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve): **(3.1)** Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. **(3.2)** Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. **(3.3)** Investigate and discuss universal	Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	concepts expressed in works of art from diverse cultures. **A2.0** Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway: **A2.1** Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation. **A2.2** Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. **A2.3** Use technology to create a variety of audio, visual, written, and electronic products and presentations. **A2.4** Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). **A2.5** Know the writing processes, formats, and conventions used for various media. **A2.6** Understand technical support related to various media and design arts. **A2.7** Know how advanced and emerging technologies (e.g., virtual environment or voice recognition		

	software) may affect or improve media and design arts products or productions. **A2.8** Use models, simulations, and other tests to determine optimal design solutions from a variety of options. **A1.4** Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve): **(4.1)** Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. **(4.3)** Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. **(4.4)** Articulate the process and rationale for refining and reworking one of their own works of art. **(4.5)** Employ the conventions of art criticism in writing and speaking about works of art. Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve): **(4.1)** Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.	

	(4.3) Analyze and articulate how society influences the interpretation and message of a work of art. **(4.6)** Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements. **A1.5** Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the proficient level (grades nine through twelve): **(5.2)** Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. **(5.3)** Compare and contrast the ways in which different media (television, newspapers, and magazines) cover the same art exhibition. **(5.4)** Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician). Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve): **(5.1)** Speculate on how advances in technology might change the definition and function of the visual arts. **(5.2)** Compare and contrast works of art, probing beyond the obvious and		

| | identifying psychological content found in the symbols and images.
(5.3) Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).
(5.4) Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.
A1.6 Specific applications of ELA Literary Response and Analysis standards (grades eleven and twelve):
(3.1) 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.
(3.3) Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
(3.6) Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth). | | |

	(3.9) Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) **A1.7** Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve): **(1.1)** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. **(1.2)** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. **(1.4)** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. **(1.5)** Use language in natural, fresh, and vivid ways to establish a specific tone. **(1.8)** Integrate databases, graphics, and spreadsheets into word-processed documents. **(1.9)** Revise text to highlight the		

	individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. **(2.2)** Write responses to literature: **a**. Demonstrates a comprehensive understanding of the significant ideas in works or passages. **b.** Analyze the use of imagery, language, universal themes, and unique aspects of the text. **c.** Support important ideas and viewpoints through accurate and detailed references to the text and to other works. **d.** Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. **e.** Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. **(2.3)** Write reflective compositions: **a.** Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). **b**. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. **c.** Maintain a balance in describing individual incidents and relate those		

	incidents to more general and abstract ideas. **(2.4)** Write historical investigation reports: **a.** Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. **b**. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. **c.** Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. **d.** Include information from all relevant perspectives and take into consideration the validity and reliability of sources. **e**. Include a formal bibliography. Specific applications of ELA Written and Oral English Language Conventions standards (grades eleven and twelve): **(1.1)** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. **(1.2)** Produce legible work that shows accurate spelling and correct punctuation and capitalization. **(1.3)** Reflect appropriate manuscript		

	requirements in writing. **<u>Core Academic:</u>** ***AME/C/2.4LS/LSSA/G11-12/** **(1.1)** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). **(1.2)** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. **(1.3)** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). **(1.4)** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect. **(1.5)** Distinguish between and use various forms of classical and contemporary logical arguments, including: **a.** Inductive and deductive reasoning **b.** Syllogisms and analogies **(1.6)** Use logical, ethical, and		

	emotional appeals that enhance a specific tone and purpose. **(1.7)** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. **(1.8)** Use effective and interesting language, including: **a.** Informal expressions for effect **b.** Standard American English for clarity **c.** Technical language for specificity **(1.9)** Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation. **(1.10)** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. **(1.12)** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect). **(1.13)** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.		

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	(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds"). ***AME/C/2.1R/RC/G9-10/** **(2.2)** Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. **(2.3)** Generate relevant questions about readings on issues that can be researched. **(2.4)** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. **(2.6)** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.2W/WSA/G11-12/** **(1.1)** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. **(1.2)** Use point of view, characterization, style (e.g., use of		

	irony), and related elements for specific rhetorical and aesthetic purposes. **(1.3)** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. **(1.4)** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. **(1.5)** Use language in natural, fresh, and vivid ways to establish a specific tone.	

Semester 1 - **Unit 6 – Design Principals & Elements (15 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
6A - Uses shapes, color, line, textures, value, contrast and typography. **6B -** Uses negative and positive space. **6C -** Establishes visual relationships through repetition and contrast. **6D -** Uses symmetrical and asymmetrical design. **6E -** Applies symbolism in design. **6F -** Creates logos. **6G -** Performs text runaround, "pull quotes," and drop caps. **6H -** Identifies capabilities and limitations of electronic design. **6I -** Transforms and manipulates images. **6J -** Distinguishes between raster and vector-based images. **6K -** Uses master pages, layer palettes and style sheets. **6L -** Uses inline graphics.	**Career Technical Education:** **(1.8)** Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style. ***AME/MDAP/** **(1.1)** Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. **(1.3)** Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. **(1.4)** Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. **(1.5)** Analyze the material used by a given artist and describe how its use influences the meaning of the work **A1.3** Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the proficient level (grades nine through twelve): **(3.1)** Identify similarities and differences in the purposes of art created in selected cultures. **(3.2)** Identify and describe the role and	**6A:** Finding, Deleting, Moving & Saving 1. Generate layouts using design elements **6C:** End-User Requirements	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

6M - Uses masking and clipping paths. **6N -** Creates custom paths with basic and graduated fills.	influence of new technologies on contemporary works of art. **(3.3)** Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. Specific applications of VPA Historical and Cultural Context standards for Visual Arts at the advanced level (grades nine through twelve): **(3.1)** Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. **(3.2)** Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture. **(3.3)** Investigate and discuss universal concepts expressed in works of art from diverse cultures. **A1.4** Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the proficient level (grades nine through twelve): **(4.1)** Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. **(4.3)** Formulate and support a position regarding the aesthetic value of a		Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	specific work of art and change or defend that position after considering the views of others. **(4.4)** Articulate the process and rationale for refining and reworking one of their own works of art. **(4.5)** Employ the conventions of art criticism in writing and speaking about works of art. Specific applications of VPA Aesthetic Valuing standards for Visual Arts at the advanced level (grades nine through twelve): **(4.1)** Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. **(4.3)** Analyze and articulate how society influences the interpretation and message of a work of art. **(4.6)** Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements. **A1.5** Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the proficient level (grades nine through twelve): **(5.2)** Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. **(5.3)** Compare and contrast the ways in which different media (television,		

	newspapers, and magazines) cover the same art exhibition. **(5.4)** Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician). Specific applications of VPA Connections, Relationships, Applications standards for Visual Arts at the advanced level (grades nine through twelve): **(5.1)** Speculate on how advances in technology might change the definition and function of the visual arts. **(5.2)** Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images. **(5.3)** Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). **(5.4)** Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts. **A1.7** Specific applications of ELA Writing Strategies and Applications standards (grades eleven and twelve): **(1.1)** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form)		

	when completing narrative, expository, persuasive, or descriptive writing assignments. **(1.2)** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. **(1.4)** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. **(1.5)** Use language in natural, fresh, and vivid ways to establish a specific tone. **(1.8)** Integrate databases, graphics, and spreadsheets into word-processed documents. **Core Academic:** ***AME/C/2.1R/RC/G9-10/** **(2.2)** Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. **(2.3)** Generate relevant questions about readings on issues that can be researched. **(2.4)** Synthesize the content from several		

Semester 1 - **Unit 7 – Typography (15 hours)**

Competencies	Standards	Suggested Pacing	Resources/Materials
7A - Demonstrates knowledge of typeface classifications. **7B -** Identifies x-height, baseline, ascenders, descenders and their roles in measuring and designing with type. **7C -** Applies dingbats, bullets, rules and symbols. **7D -** Uses leading, kerning and tracking. **7E -** Converts type into outlines. **7F -** Uses special character set. **7G -** Demonstrates awareness of key historical developments of typography and current trends. **7H -** Identifies and relates font personalities. **7I -** Produces curved or special effects type.	**Career Technical Education:** ***AME/MDAP/** **A2.1** Analyze the way in which technical design (e.g., color theory, lighting, graphics, typography, posters, sound, costumes, and make up) contributes to a performance or presentation. **A2.5** Know the writing processes, formats, and conventions used for various media. **Core Academic:** *** AME/A/1.1M/A1/G8-12/** **(15.0)** Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.	**7A:** Font Design **7B:** Font Personality **7D:** Design Manipulation **7D:** Readability **7E:** Trends/Universal Application **7F:** Type Specifications	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport

			-Quick Solutions to Great Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

CTE/ROP Graphic Design

Semester 1 - **Unit 8 – Color Management (15 hours)**

Competencies	Standards	Suggested Pacing	Resources/Materials
8A - Distinguishes between spot versus process. **8B -** Distinguishes between print and other media. **8C -** Uses color matching systems. **8D -** Evaluates and corrects color, tone and sharpness. **8E -** Creates positive/negative color images. **8F -** Demonstrates abilities in overprints & knockouts.	<u>**Career Technical Education:**</u> ***AME/MDAP/** **(1.3)** Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work **(1.6)** Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. <u>**Core Academic:**</u> ***AME/A/1.4VAPA/VA/ADV/G9-12/** **(5.2)** Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.	**8A:** Psychology of Color **8B:** Application of Color **8C:** Palettes **8D:** Effects on Media **8E:** Spot vs. Process **8F:** End User Requirements	<u>**Teacher and Student Resources:**</u> **Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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Semester 2 - **Unit 1 – Layout Software (40 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
9A - The student demonstrates ability in Acrobat **9B -** The student demonstrates ability in QuarkXpress **9C -** The student demonstrates ability inInDesign **9D -** The student demonstrates ability inMS Office	**Career Technical Education:** ***AME/MDAP/** **A2.2** Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. **A2.3** Use technology to create a variety of audio, visual, written, and electronic products and presentations. **A2.4** Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones). **A2.5** Know the writing processes, formats, and conventions used for various media. **A2.6** Understand technical support related to various media and design arts. **A2.7** Know how advanced and emerging technologies (e.g., virtual environment or voice recognition software) may affect or improve media and design arts products or productions. **A2.8** Use models, simulations, and other tests to determine optimal design solutions from a variety of options.	**9A:** Layout Software 1. Acrobat 2. QuarkXPress 3. InDesign 4. MS Office	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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| | ***IT/ISSP/**
A7.1 Know common industry-standard software and its applications.
A7.2 Evaluate the effectiveness of software to solve specific problems.
A7.3 Know a variety of sources for reference materials (e.g., online help, vendors' Web sites, online discussion groups, tutorials, manuals).
A7.4 Diagnose and solve software application problems.
A7.5 Know current and emerging industry-standard technology and trends.
Core Academic:
* AME/A/1.1M/A1/G8-12/
(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. | | Layouts, Davis
-The Design of Advertising, Nelson
-The Non-Designer's Design Book, Williams
-The Non-Designer's Web Book, Williams and Tollett
-Working with Words and Pictures, Siebert and Cropper
-Various periodicals
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-Adobe Classroom in a Book Macromedia Dreamweaver, Towers
-The Story of Graphic Communications, Texas Graphic Arts Educational Foundation |

		Semester 2 - **Unit 2 – Graphic Software (5 hours)**	
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
10A - The student demonstrates ability inPhotoshop **10B -** The student demonstrates ability in Illustrator **10C -** The student demonstrates ability inFireworks **10D -** The student demonstrates ability inFont Manager **10E -** The student demonstrates ability in Corel Draw/Photopaint **10F -** P The student demonstrates ability inainter	**Career Technical Education:** ***IT/MSSVP/** **(B1.6)** Know the basic design elements necessary to produce effective print, video, audio, and Web-based media. **Core Academic:** ***VAPA/VA/PR/CE/** **(2.3)** Develop and refine skill in the manipulation of digital imagery (either still or video).	**10B:** Graphic Software 1. Photoshop 2. Illustrator 3. Fireworks 4. Font Manager 5. Corel Draw/Photo pain 6. Painter	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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CTE/ROP Graphic Design

Semester 2 – Unit 3 – Web Design Software (5 hours)

Competencies	Standards	Suggested Pacing	Resources/Materials
11A - The student demonstrates ability in Netscape Composer **11B -** The student demonstrates ability in Dreamweaver **11C -** The student demonstrates ability in Flash **11D -** The student demonstrates ability in Fireworks **11E -** The student demonstrates ability in Mozilla Firefox **11F -** The student demonstrates ability in Netscape **11I -** Internet Explorer	**Career Technical Education:** ***IT/MSSVP/** **(B1.6)** Know the basic design elements necessary to produce effective print, video, audio, and Web-based media. **Core Academic:** ***VAPA/VA/PR/CE/** **(2.3)** Develop and refine skill in the manipulation of digital imagery (either still or video).	**11C :** Web Design Software 1. Dreamweaver 2. Flash 3. Fireworks 4. Mozilla Firefox 5. Netscape	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

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	Semester 2 - **Unit 4 – Web Page Design (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
12A - Demonstrates an understanding of how to combine content and graphics to create an effective web page. **12B -** Produces the artwork and graphics for use on web page projects for business advertisement, informational or personal use. **12C -** Demonstrates an understanding of the importance of good design in web site and multimedia production.	**Career Technical Education:** ***IT/MSSVP/** **(B1.6)** Know the basic design elements necessary to produce effective print, video, audio, and Web-based media. **Core Academic:** ***VAPA/VA/PR/CE/** **(2.3**) Develop and refine skill in the manipulation of digital imagery (either still or video).	**12D:** Animation Software 1. Flash	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

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Semester 2 - **Unit 5 – Animation Software (5 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
13A - The student demonstrates ability in 3D **13B -** The student demonstrates ability in Flash **13C -** The student demonstrates ability in Sound Forge (PC) **13D -** The student demonstrates ability in Sound Edit (Mac)	<u>**Career Technical Education:**</u> ***MPD/IGTP/** **(B3.1)** Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry. <u>**Core Academic:**</u> ***AME/A/1.4VAPA/VA/ADV/G9-12/** **(5.2)** Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.	**13A:** 3D **13B:** Flash **13C:** Sound Forge (PC) **13D:** Sound Edit (Mac)	<u>**Teacher and Student Resources:**</u> *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

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Semester 2 - **Unit 6 – Multimedia Authoring (5 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
14A - Demonstrates an understanding of a variety of software utilized in the production of various multimedia projects. **14B -** Produces a variety of multimedia projects, such as web page, multimedia presentations, and CD-ROM's. **14C -** Produces an audio recording utilizing a computer-based sequencer, drum Machine, keyboard and synthesizer module. **14D -** Produces a custom sound-track for a video or multimedia production."	**Career Technical Education:** ***MPD/IGTP/** **(B3.1)** Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry. **Core Academic:** ***AME/A/1.4VAPA/VA/ADV/G9-12/** **(5.2)** Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.	**14A:** Software utilized in the production of various multimedia projects. **14B:** Multimedia projects, web page, multimedia presentations, and CD-ROM's. **14C:** Audio recording utilizing a computer-based sequencer, drum machine, keyboard and synthesizer module." **14D:** Producing a custom sound-track for a video or multimedia production."	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

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	Semester 2 - **Unit 7 – Basic Job Preparation (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
15A - Works independently and collaboratively. **15B -** Respects and understands diversity. **15C -** Is punctual and dependable. **15D -** Meets standards of neatness and grooming.	**Career Technical Education:** ***AME/HS/** **(6.1)** Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. **(6.2)** Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. ***AME/CMP/** **(3.2)** Understand the scope of career opportunities and know the requirements for education, training, and licensure. *** AME/A/1.1M/NS/G7/** **(2.2)**Add and subtract fractions by using factoring to find common denominators. ***AME/C/2.3WO/ELC/G11-12/** **(1.1)**Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. **(1.2)**Produce legible work that shows accurate spelling and correct punctuation and capitalization. **Core Academic:** ***AME/C/2.2W/WSA/G11-12/**	**15A:** Working independently and collaboratively. **15B:** Respects and diversity. **15C:** Punctuality. **15D:** Grooming.	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport

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	2.5) Write job applications and résumés: **a**. Provide clear and purposeful information and address the intended audience appropriately. **b.** Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. **c.** Modify the tone to fit the purpose and audience. **d.** Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.		-Quick Solutions to Great Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	Semester 2 - **Unit 8 – Occupational-Specific Job Skills (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
16A - Communicates and presents design ideas and implementation. **16B -** Communicates the technical aspects and terminology of the graphic communications industry. **16C -** Works well with minimal supervision and direction. **16D -** Demonstrates understanding of the organization and job functions within the graphics industry. **16E -** Demonstrates knowledge of related career opportunities.	<u>**Career Technical Education:**</u> ***AME/RF/** **(7.1)**Understand the qualities and behaviors that constitute a positive and professional work demeanor. ***AME/PSCT/** **(5.1)**Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. **(5.3)**Use critical thinking skills to make informed decisions and solve problems. ***AME/ELR/** **(8.3)** Understand the role of personal integrity and ethical behavior in the workplace. ***AME/LT/** **(9.5)** Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. <u>**Core Academic:**</u> ***AME/C/2.2W/WSA/G11-12/** **2.5)** Write job applications and résumés: **a**. Provide clear and purposeful information and address the intended audience appropriately. **b.** Use varied levels, patterns, and types of language to achieve intended	**16A:** Presenting design ideas and implementation. **16B:** Technical aspects and terminology of the graphic communications industry. **16C:** Supervision and direction. **16D:** Job functions within the graphics industry. **16E:** Career opportunities.	<u>**Teacher and Student Resources:**</u> **Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel -On Edge, Rockport -Quick Solutions to Great

	effects and aid comprehension. **c.** Modify the tone to fit the purpose and audience. **d.** Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document		Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

Semester 2 - **Unit 9 – Safety & Rules (5 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
17A - Respects individual classroom and school safety rules in the computer lab. **17B -** Understands industry guidelines. **17C -** Demonstrates knowledge of OSHA regulations. **17D -** Practices proper ergonomics.	**Career Technical Education:** ***AME/HS/** **(6.1)** Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. **(6.3)** Know how to take responsibility for a safe and healthy work environment. **Core Academic:** ***AME/C/2.2W/WSA/G11-12/** **2.5)** Write job applications and résumés: **a**. Provide clear and purposeful information and address the intended audience appropriately. **b.** Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. **c.** Modify the tone to fit the purpose and audience. **d.** Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document	**17A:** Respects **17B:** Understands industry guidelines. **17C:** OSHA regulations. **17D:** Ergonomics.	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk, Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

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Semester 2 - **Unit 10 – Basic Job Preparation (5 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
19A - Works independently and collaboratively **19B -** Respects and understands diversity. **19C -** Is punctual and dependable. **19D -** Meets standards of neatness and grooming.	**Career Technical Education:** ***AME/HS/** **(6.1)** Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. **(6.3)** Know how to take responsibility for a safe and healthy work environment. **Core Academic:** ***AME/C/2.2W/WSA/G11-12/** **2.5)** Write job applications and résumés: **a**. Provide clear and purposeful information and address the intended audience appropriately. **b.** Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. **c.** Modify the tone to fit the purpose and audience. **d.** Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document	**15A:** Working independently and collaboratively. **15B:** Respects and diversity. **15C**: Punctuality. **15D:** Grooming.	**Teacher and Student Resources:** *Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

			-On Edge, Rockport -Quick Solutions to Great Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation

	Semester 2 - **Unit 11 – Job Acquisition/Lifelong Learning (5 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Resources/Materials**
20A - Completes an appropriate resume and job application. **20B -** Practices job interview techniques. **20C -** Awareness of advanced career and educational opportunities and the need for continuous education.	<u>**Career Technical Education:**</u> ***AME/RF/** **(7.1)**Understand the qualities and behaviors that constitute a positive and professional work demeanor. ***AME/PSCT/** **(5.1)**Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. **(5.3)**Use critical thinking skills to make informed decisions and solve problems. ***AME/ELR/** **(8.3)** Understand the role of personal integrity and ethical behavior in the workplace. <u>**Core Academic:**</u> ***AME/C/2.2W/WSA/G11-12/** **2.5)** Write job applications and résumés: **a**. Provide clear and purposeful information and address the intended audience appropriately. **b.** Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. **c.** Modify the tone to fit the purpose and audience. **d.** Follow the conventional style for	**20A:** Resume and job application. **20B:** Job interview techniques. **20C:** Advanced career and educational opportunities	<u>**Teacher and Student Resources:**</u> **Supplemental Instructional Materials:* -Art Talk,Newest Edition 2004,Glencoe McGraw-Hill, Glencoe McGraw-Hill -Ragans Artist's and Graphic Designers Market, Cox -Contemporary Advertising, Arens -Design Essentials, Cohen -Design It Yourself, Green Drawing on the Artist Within, Edwards 6 -High Tech Trademarks, Mendenhall -Less is More, Heller and Fink -Letterhead and Logo Design, Rockport -Logos, Letterheads and Business Cards, Green -Manual of Style and Usage, The New York Times -Minimal Graphics, Fishel

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	that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document		-On Edge, Rockport -Quick Solutions to Great Layouts, Davis -The Design of Advertising, Nelson -The Non-Designer's Design Book, Williams -The Non-Designer's Web Book, Williams and Tollett -Working with Words and Pictures, Siebert and Cropper -Various periodicals -Adobe Software User Guides -Adobe Classroom in a Book Macromedia Dreamweaver, Towers -The Story of Graphic Communications, Texas Graphic Arts Educational Foundation