

CTE/ROP Computer Graphic Design 1/2

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

Course Length: 2 Semesters	Classroom Instruction: 180 hours
SUHSD Course Number: 97119/97166	Grade Level: 9, 10, 11, 12
SDCOE Course Number: 575706	SDCOE Total Hours: 730 hours
CBEDS Number/Title: 5621/Graphic Arts Technology	Year of Implementation: 2011
Course Pre-requisites: None	Articulation (school/credits): None
CTE Industry Sector: Arts, Media and Entertainment	CTE Pathway(s): Media and Design Arts, Production and Managerial Arts
Job Titles: Multimedia Artist, Graphic Designer, Web Developer, Fine Artists	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment	
Required Textbooks: None	
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 operation, 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 in 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.	

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Semester 1

- Unit 1: Introduction/Workplace Skills
- Unit 2: Equipment Operation/Safety
- Unit 3: Basic computer Terminology
- Unit 4: File Management and Integration
- Unit 5: Peripherals
- Unit 6: Typography Terminology
- Unit 7: Typography Bitmap
- Unit 8: Color Management
- Unit 9: Creative & Technical Process of Project Management
- Unit 10: Terminology Copyright
- Unit 11: Design/Layout Terminology
- Unit 12: Layout Software
- Unit 13: Design Principles/Elements
- Unit 14: Graphics Software
- Unit 15: Graphics Terminology
- Unit 16: Job Acquisition Skills
- Unit 17: Job Acquisition Skills/Lifelong Learning Opportunities

Semester 2

- Unit 1: Introduction/Workplace Skills
- Unit 2: Equipment Operation/Safety
- Unit 3: File Management and Integration
- Unit 4: Peripherals
- Unit 5: Internet Terminology
- Unit 6: Creative and Technical Process or Project Management
- Unit 7: Design Principles and Elements
- Unit 8: Animation Terminology
- Unit 9: Animation Software
- Unit 10: Web Design Terminology
- Unit 11: Web Design Software
- Unit 12: Job Acquisition Skills
- Unit 13: Job Acquisition Skills/Lifelong Learning Opportunities

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<u>Semester 1 - Unit 1 – Introduction/Workplace Skills (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A - Works independently and collaboratively.</p> <p>2B - Communicates effectively and appropriately.</p> <p>2E - Is punctual.</p> <p>2F - Follows directions.</p> <p>2H - Is cooperative.</p> <p>2J - Meets job standards of neatness and grooming.</p> <p>2K - Responds appropriately to constructive criticism.</p> <p>1B - Practices occupational safety standards.</p> <p>1D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/CPM/</p> <p>3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>*AME/T/</p> <p>4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>*AME/PSCT/</p> <p>5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.</p> <p>*AME/HS/</p> <p>6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p>*AME/RF/</p> <p>7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.</p> <p>7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</p> <p>7.3 Understand the need to adapt to varied roles and responsibilities.</p> <p>7.4 Understand that individual actions can affect the larger community.</p> <p>7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.</p> <p>7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and how flexibility influences business</p>	<p>2A,2B,2E,2F,2H,2J,2K – Ongoing Workplace skills and behavior</p> <p>1B,1D – Ongoing Occupational knowledge and skills</p>	<p><u>Teacher Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p> <p><u>Student Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p>

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	<p>relationships (e.g., employer-client).</p> <p>7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.</p> <p>*AME/ELR/</p> <p>8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>*AME/LT/</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>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.</p> <p>9.6 Understand the fluid and diverse organizational structures in the field.</p> <p>9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p> <p>*AME/MDAP/WO/G11-12/</p> <p>(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>Core Academic:</p>		
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	*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.		
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<u>Semester 1 - Unit 2 – Equipment Operation/Safety (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>1A - Performs basic computer operation including proper start up and shut down procedures.</p> <p>1B - Performs quick search and launches files and applications.</p> <p>1C - Utilizes network, stores and exchanges information.</p> <p>1D - Performs basic troubleshooting techniques relating to files, printing, peripherals and network.</p> <p>1E - Identifies system requirements for software usage.</p> <p>1A - Accesses and utilizes technology and information.</p> <p>1F - Demonstrates safe equipment operation.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/T/</p> <p>4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>*AME/HS/</p> <p>6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p>6.3 Know how to take responsibility for a safe and healthy work environment.</p> <p>6.4 Understand the lifestyle choices and physical preparation required to function and maintain work activities in the chosen field.</p> <p>*AME/MDAP/</p> <p>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).</p> <p>*AME/PMAP/</p> <p>C1.2 Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations.</p> <p><u>Core Academic:</u></p> <p>*AME/C/2.3WO/ELC/G11-12/</p> <p>(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>1A-1E – 30 minutes Equipment operation</p> <p>1A – 30 minutes Occupational knowledge and skills</p> <p>1F – ongoing Equipment safety operation</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 3 – Basic Computer Terminology (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>1A - Explains computer terminology related to system operations.</p>	<p><u>Career Technical Education:</u> *AME/TKS/ 10.6 Know the appropriate skills and vocabulary of the art form.</p> <p><u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>1A – 1 hour Overview of computer operations</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 4 – File Management and Integration (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Creates, saves, moves, copies, opens, closes, and deletes files.</p> <p>4B - Moves, creates backups and copies files to various peripherals.</p> <p>4C - Selects various file formats in relation to final output.</p> <p>4D - Manipulates files for downsizing and space considerations.</p> <p>4E - Integrates software applications.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.4 Understand digital applications. *AME/MDAP/ 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). <u>Core Academic:</u> *AME/A/1.1M/MG/G/ (3.1) Evaluate the reasonableness of the solution in the context of the original situation.</p>	<p>4A-4B – 1 hour Finding, deleting, moving, saving and back-up</p> <p>4C – 1 hour File format/size management</p> <p>4D-4E – 1 hour Manipulates files and integrates software applications</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 5 – Peripherals (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Operates and identifies a variety of peripherals including printers, external storage devices, scanners and digital cameras.</p> <p>3B - Applies proper procedure in attaching or detaching peripheral devices.</p> <p>3C - Checks cables and software for peripheral troubleshooting.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services. *AME/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. *AME/MDAP/ 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). A2.7 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. <u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>3A – 2 hours Input/output devices</p> <p>3B-3C – 1 hour Troubleshooting</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 6– Typography Terminology (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2C - Demonstrates knowledge of typography terms including weight, personality and readability.</p>	<p><u>Career Technical Education:</u> *AME/PSCT/ 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. *AME/MDAP/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <u>Core Academic:</u> *AME/A/1.3HSS/USH/G11/ (11.8.8) Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). *AME/C/2.1R/R/G11-12/ (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>2C – 1 hour Typography</p>	<p><u>Teacher Resources:</u> *Textbook: Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p><u>Student Resources:</u> *Textbook: Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p>

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<u>Semester 1 - Unit 7 – Typography Bitmap (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>7A - Demonstrates knowledge of typeface classifications.</p> <p>7B - Identifies x-height, baseline, ascenders, decenters and their roles in measuring and designing with type.</p> <p>7D - Uses leading, kerning and tracking.</p> <p>7C - Applies dingbats, bullets, rules and symbols.</p> <p>7E - Converts type into outlines.</p> <p>7F - Uses special character set.</p> <p>7G - Demonstrates awareness of key historical developments of typography and current trends.</p> <p>7H - Identifies and relates font personalities.</p> <p>7I - Produces curved or special effects type.</p> <p>7J - Demonstrates ability to manage fonts.</p>	<p><u>Career Technical Education:</u> *AME/TKS/ 10.8 Know key influences on the origin and evolution of art, technology, media, and performance (e.g., the influence of historical styles on contemporary idioms).</p> <p><u>Core Academic:</u> *AME/A/1.3HSS/HREPV/G9-12/ (2) Students identify bias and prejudice in historical interpretations. *AME/C/2.1R/R/G11-12/ (3.4) Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. *AME/C/2.2W/WA/G8/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). *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. *AME/C/2.4LS/LSSA/G11-12/ (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”).</p>	<p>7A,7B,7D – 1 hour Font design, readability and type specification</p> <p>7C,7E,7F – 1 hour Trends/universal application, conversion of outline, and special character set</p> <p>7G-7H – 30 minutes Key historical developments of typography and font personalities</p> <p>7I-7J – 30 minutes Special effects type and font management</p>	<p><u>Teacher Resources:</u> <i>*Textbook:</i> Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p><u>Student Resources:</u> <i>*Textbook:</i> Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p>

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<u>Semester 1 - Unit 8 – Color Management (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>8A - Distinguishes between color processes.</p> <p>8B - Distinguishes between print and other media.</p> <p>8C - Evaluates and corrects color, tone and sharpness.</p> <p>8D - Uses color matching systems.</p> <p>8E - Creates positive/negative color images.</p> <p>8F- Demonstrates abilities in overprints and knockouts.</p>	<p><u>Career Technical Education:</u> *AME/TKS/ 10.7 Understand and analyze the elements of the art form. *AME/MDAP/A1.1/AP/VA/ADV/G9-12/ (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. *AME/MDAP/ 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. *AME/A/1.2S/PH/G9-12/ (4.e) Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second). *AME/A/1.4VAPA/TH/ADV/G9-12/ (4.2) Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work. *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.</p>	<p>8A- 1 hour Color theory</p> <p>8B- 1 hour Effects of media</p> <p>8C – 1 hour Palettes</p> <p>8D – 1 hour Psychology of color</p> <p>8E-8F – 1 hour Creates color images and end user requirements</p>	<p><u>Teacher Resources:</u> <i>*Textbook:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p> <p><u>Student Resources:</u> <i>*Textbook:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p>

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<u>Semester 1 - Unit 9– Creative & Technical Process of Project Management (11 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Demonstrates an understanding of conceptualization techniques to include brainstorming, thumbnails and group project interaction.</p> <p>5B - Incorporates project budgetary considerations.</p> <p>5D - Sets goals, defines objectives and meets timelines.</p> <p>5C - Selects appropriate layout format, proportions and copy placement using grids and guidelines.</p> <p>5E - Differentiates between varieties of marketing pieces.</p> <p>5G - Integrates graphics and text.</p> <p>5H - Identifies and analyzes audience and determines most effective format.</p> <p>1C - Thinks critically and solving solves problems effectively.</p> <p>1F - Applies knowledge to real world problems and situations.</p> <p>2C - Performs reliably and responsibly.</p> <p>2G - Works well with minimum supervision.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.7 Understand the impact of the economic environment on the arts industry. 3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies. *AME/PSCT/ 5.3 Use critical thinking skills to make informed decisions and solve problems. *AME/TKS/ 10.10 Use technical applications in the creative process, where appropriate. *AME/MDAP/A1.2/CE/VA/ADV/G9-12/ (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. *AME/PMAP/ C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project. C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects. C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements,</p>	<p>5A – 3 hours Brainstorming, visualization and thumbnail</p> <p>5B,5D – 2 hours Concepts to completion project, setting goals and meeting timelines</p> <p>5C,5E – 1 hour Layout format using grids and guidelines, identifying a variety of marketing pieces</p> <p>5G – 3 hours Graphics & text</p> <p>5H – 1 hour Determines format by identifying and analyzing audience</p> <p>1C,1F – 1 hour Critical thinking, effective problem solver and knowledge applied in real world problems</p> <p>2C,2G – ongoing Reliably and responsibly performance and works well with minimum supervision</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p><u>Student Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p>

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	<p>commercials/advertisements, press kits, and advertising tags.</p> <p>C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.</p> <p>Core Academic:</p> <p>*AME/A/1.3HSS/AD/G12/ (12.8) Students evaluate and take and defend positions on the influence of the media on American political life.</p> <p>*AME/A/1.3HSS/ECON/G12/ (12.2.5) Understand the process by which competition among buyers and sellers determines a market price.</p> <p>(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.</p> <p>(12.2.8) Explain the role of profit as the incentive to entrepreneurs in a market economy.</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (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).</p>		
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<u>Semester 1 - Unit 10 – Terminology Copyright (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2F - Interprets copyright laws.</p>	<p><u>Career Technical Education:</u> *AME/ELR/ 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately. 8.6 Understand liability and compliance issues relevant to the arts, media, and entertainment industries. *AME/MDAP/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <u>Core Academic:</u> *AME/A/1.3HSS/CAST/G9-12/ (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. *AME/A/1.3HSS/HIN/G9-12/ (1) Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>2F – 1 hour Copyright Laws</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 1 - Unit 11 – Design/Layout Terminology (2 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2B - Applies design terminology of proximity, alignment, repetition, contrast, texture, values, shape and color.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>2B – 2 hours Design/layout</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p> <p><u>Student Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p>

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<u>Semester 1 - Unit 12 – Layout Software (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>9A - Demonstrates an understanding of basic terminology, tools, techniques and software related to layout.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.5 Know the key technological skills appropriate for occupations in the arts industry. *AME/MDAP/A1.2/CE/VA/ADV/G9-12/ (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. <u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters). *AME/C/2.1R/RC/G9-10/ (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 Internet). *AME/C/2.2W/WA/G8/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). *AME/C/2.2W/WSA/G11-12/ (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p>	<p>9A – 5 hours Layout software which could include: Adobe Suite (Photoshop, Illustrator, In Design), MS Office (Publisher), QuarkXPress</p>	<p><u>Teacher Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar Digitalschool.net <u>Student Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar Digitalschool.net</p>

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<u>Semester 1 - Unit 13 – Design Principles/Elements (35 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Uses shapes, color, line, textures, value, contrast and typography.</p> <p>6B - Uses negative and positive space.</p> <p>6C - Establishes visual relationships through repetition and contrast.</p> <p>6D - Uses symmetrical and asymmetrical design.</p> <p>6E - Applies symbolism in design.</p> <p>6F - Creates logos.</p> <p>6G - Performs text runaround, "pull quotes," and drop caps.</p> <p>6H - Identifies capabilities and limitations of electronic design.</p> <p>6I - Transforms and manipulates images.</p> <p>6J - Distinguishes between raster and vector-based images.</p> <p>6L - Uses inline graphics.</p>	<p>Career Technical Education: *AME/MDAP/A1.1/AP/VA/PR/G9-12/ (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. (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. (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.</p> <p>*AME/MDAP/A1.1/AP/VA/ADV/G9-12/ (1.1) Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.</p> <p>*AME/MDAP/A1.2/CE/VA/PR/G9-12/ (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p> <p>*AME/MDAP/A1.4/AV/VA/ABV/G9-12/ (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.</p> <p>Core Academic: *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p> <p>*AME/A/1.3HSS/HREP/VA/G9-12/</p>	<p>6A – 2 hours Shape, color, line, texture value and contrast</p> <p>6B – 1 hour Generate layout using design elements</p> <p>6C – 1 hour Visual relationships</p> <p>6D – 4 hours Symmetrical and asymmetrical design</p> <p>6E-6H – 5 hours Symbolism in design, creates logos, performs text runaround, and electronic design</p> <p>6I-6J – 5 hours Images; transforms, manipulates, differentiates between raster and vector-based</p> <p>6L – 2 hours Inline graphics</p> <p>6K – 6N 15 hours Master pages, layer palettes and style sheets, masking and clipping paths, creates custom paths</p>	<p>Teacher Resources: <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p> <p>Student Resources: <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p>

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	<p>(2) Students identify bias and prejudice in historical interpretations. *AME/A/1.3HSS/HIN/G9-12/</p> <p>(1) Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments. *AME/C/2.1R/R/G11-12/</p> <p>(2.2) Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. *AME/C/2.4LS/LSSA/G11-12/</p> <p>(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").</p>		
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<u>Semester 1 – Unit 14 – Graphics Software (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>10A - Accesses and utilizes technology and information.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.5 Know the key technological skills appropriate for occupations in the arts industry. *AME/MDAP/A1.1/AP/VA/ADV/G9-12/ (1.3) Analyze their works of art as to personal direction and style. (1.5) Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture. (1.6) Describe the use of the elements of art to express mood in one or more of their works of art. *AME/MDAP/A1.2/CE/VA/PR/G9-12/ (2.3) Develop & refine skill in the manipulation of digital imagery (either still or video). (2.4) Review & refine observational drawing skills. *AME/MDAP/A1.2/CE/VA/ADV/G9-12/ (2.1) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. (2.2) Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. <u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.2) Construct and read drawings and models made to scale. *AME/C/2.1R/RC/G9-10/ (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 Internet).</p>	<p>10A – 5 hours Graphics software which could include: 1. Adobe Suite (Photoshop, Illustrator, In Design) 2. Painter"</p>	<p><u>Teacher Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar Digitalschool.net <u>Student Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar Digitalschool.net</p>

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<u>Semester 1 – Unit 15 – Graphics Terminology (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6K - Uses master pages, layer palettes and style sheets.</p> <p>6M - Uses masking and clipping paths.</p> <p>6N - Creates custom paths with basic and graduated fills.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p><u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>D2 – 1 hour Industry; Defines key terms related to the electronic design industry</p>	<p><u>Teacher Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p> <p><u>Student Resources:</u> *Textbooks: Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p>

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<u>Semester 1 – Unit 16 – Job Acquisition Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3C - Attains awareness of advanced career and educational opportunities.</p> <p>1E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>2D - Works with diverse populations effectively and respectfully.</p> <p>1F - Applies knowledge to real world problems and situations.</p> <p>3B - Acquires job interview techniques.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/CPM/</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>*AME/TKS/</p> <p>10.12 Use a variety of strategies (e.g., personal experience, discussion, research) to comprehend, interpret, evaluate, and appreciate source and technical documents and materials.</p> <p>*AME/MDAP/A1.2/CE/VA/PR/G9-12/</p> <p>(2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p> <p>*AME/MDAP/A1.7/WSA/G11-12/</p> <p>(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.</p> <p>(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>(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.</p>	<p>3C – 1 hour Advanced career and educational opportunities</p> <p>1E – 1 hour Comprehensive understanding of all aspects of industry</p> <p>2D – 1 hour Works with diverse populations</p> <p>1F – 1 hour Knowledge to real world problems and situations</p> <p>3B – 1 hour Job interview techniques</p>	<p><u>Teacher Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p> <p><u>Student Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p>

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	<p>*AME/PMAP/ C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.</p> <p><u>Core Academic:</u> *AME/A/1.3HSS/ECON/G12/ (12.2) Students analyze the elements of America's market economy in a global setting. (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</p> <p>*AME/A/1.3HSS/ECON/G12/ (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p> <p>*AME/A/1.4VAPA/VA/ADV/G9-12/ (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).</p> <p>*AME/C/2.1R/RC/G9-10/ (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.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>		
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Semester 1 - Unit 17 – Job Acquisition Skills /Lifelong Learning Opportunities (5 hours)			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Completes an appropriate resume and job application.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. *AME/MDAP/A1.7/WSA/G11-12/ (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. *AME/MDAP/WO/G11-12/ (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. <u>Core Academic:</u> *AME/A/1.3HSS/WH/G10/ (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers). *AME/C/2.2W/WA/G8/ (2.5) Write documents related to career development, including simple business letters and job applications: a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type</p>	<p>3A – 5 hours Resume and job application</p>	<p><u>Teacher Resources:</u> Job Finder’s Guide Aci.net Bls.gov <u>Student Resources:</u> Job Finder’s Guide Aci.net Bls.gov</p>

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	<p>of document (e.g., letter of inquiry, memorandum).</p> <p>*AME/C/2.2W/WSA/G11-12/</p> <p>2.5) Write job applications and résumés:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.</p> <p>c. Modify the tone to fit the purpose and audience.</p> <p>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.</p> <p>*AME/C/2.3WO/ELC/G11-12/</p> <p>(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>*AME/C/2.4LS/LSSA/G11-12/</p> <p>(1.8) Use effective and interesting language, including:</p> <p>a. Informal expressions for effect</p> <p>b. Standard American English for clarity</p> <p>c. Technical language for specificity</p>		
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<u>Semester 2 - Unit 1 – Introduction/Workplace Skills (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A - Works independently and collaboratively.</p> <p>2B - Communicates effectively and appropriately.</p> <p>2E - Is punctual.</p> <p>2F - Follows directions.</p> <p>2H - Is cooperative.</p> <p>2J - Meets job standards of neatness and grooming.</p> <p>2K - Responds appropriately to constructive criticism.</p> <p>1B - Practices occupational safety standards.</p> <p>1D - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/CPM/</p> <p>3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.</p> <p>*AME/T/</p> <p>4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.</p> <p>*AME/PSCT/</p> <p>5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.</p> <p>*AME/HS/</p> <p>6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p>*AME/RF/</p> <p>7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.</p> <p>7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</p> <p>7.3 Understand the need to adapt to varied roles and responsibilities.</p> <p>7.4 Understand that individual actions can affect the larger community.</p> <p>7.5 Know the current issues and trends related to the field, distinguishing the different and convergent objectives that drive the industry.</p> <p>7.6 Understand the value of flexibility in all aspects of the creative process (e.g., nonconforming ideas and concepts) and</p>	<p>2A,2B,2E,2F,2H,2J,2K – Ongoing Workplace skills and behavior</p> <p>1B,1D – Ongoing Occupational knowledge and skills</p>	<p><u>Teacher Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p> <p><u>Student Resources:</u></p> <p>Aci.net</p> <p>Bls.gov</p>

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	<p>how flexibility influences business relationships (e.g., employer-client).</p> <p>7.7 Develop a personal commitment to and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.</p> <p>*AME/ELR/</p> <p>8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.</p> <p>8.3 Understand the role of personal integrity and ethical behavior in the workplace.</p> <p>*AME/LT/</p> <p>9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>9.2 Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.</p> <p>9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>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.</p> <p>9.6 Understand the fluid and diverse organizational structures in the field.</p> <p>9.7 Cultivate consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution.</p> <p>*AME/MDAP/WO/G11-12/</p> <p>(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>		
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	<p><u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>		
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<u>Semester 2 – Unit 3 – File Management and Integration (2 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Creates, saves, moves, copies, opens, closes, and deletes files.</p> <p>4B - Moves, creates backups and copies files to various peripherals.</p> <p>4C - Selects various file formats in relation to final output.</p> <p>4D - Manipulates files for downsizing and space considerations.</p> <p>4E - Integrates software applications.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.4 Understand digital applications appropriate to specific media and projects. *AME/MDAP/ 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). <u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>4A-4B – review Finding, deleting, moving, saving and back-up</p> <p>4C – review File format/size management</p> <p>4D-4E – review Manipulates files and integrates software applications</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 4 – Peripherals (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Operates and identifies a variety of peripherals including printers, external storage devices, scanners and digital cameras.</p> <p>3B - Applies proper procedure in attaching or detaching peripheral devices.</p> <p>3C - Checks cables and software for peripheral troubleshooting.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/ 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). A2.7 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.</p> <p><u>Core Academic:</u> *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>3A – 30 minutes - review Input/output devices</p> <p>3B-3C – 30 minutes - review Troubleshooting</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 6 – Creative and Technical Process or Project Management (7 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Demonstrates an understanding of conceptualization techniques to include brainstorming, thumbnails and group project interaction.</p> <p>5B - Incorporates project budgetary considerations.</p> <p>5C - Selects appropriate layout format, proportions and copy placement using grids and guidelines.</p> <p>5E - Differentiates between a variety of marketing pieces.</p> <p>5H - Identifies and analyzes audience and determines most effective format.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/CPM/</p> <p>3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</p> <p>3.7 Understand the impact of the economic environment on the arts industry.</p> <p>3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies.</p> <p>*AME/PSCT/</p> <p>5.3 Use critical thinking skills to make informed decisions and solve problems.</p> <p>*AME/PMAP/</p> <p>C2.3 Identify the activities and linkages from each stage associated with the preproduction, production, and postproduction of a creative project.</p> <p>C2.6 Apply knowledge of services, equipment capabilities, the workflow process, data acquisition, and technology to a timely completion of projects.</p> <p>C3.2 Understand basic marketing principles and the use of promotional materials, such as standard public service announcements, commercials/advertisements, press kits, and advertising tags.</p> <p>C3.3 Know various media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain through written, oral, visual, and electronic media.</p> <p><u>Core Academic:</u></p>	<p>5A – 3 hours Brainstorming, visualization and thumbnail</p> <p>5B,5C,5E – 2 hours Project budgetary, layout format</p> <p>5H – 2 hours - review Identifies and analyzes audience</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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	<p>*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).</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (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).</p>		
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<u>Semester 2 – Unit 7 – Design Principles and Elements (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Uses shapes, color, line, textures, value, contrast and typography.</p> <p>6B - Uses negative and positive space.</p> <p>6C - Establishes visual relationships through repetition and contrast.</p> <p>6D - Uses symmetrical and asymmetrical design.</p> <p>6E - Applies symbolism in design.</p> <p>6H - Identifies capabilities and limitations of electronic design.</p> <p>6J - Distinguishes between raster and vector-based images.</p> <p>6F - Creates logos.</p> <p>6I - Transforms and manipulates images.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/A1.1/AP/VA/PR/G9-12/ (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. (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.</p> <p><u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (2.2) Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (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”).</p>	<p>6A – 1 hour - review Shape, color, line, texture value and contrast</p> <p>6B – review Generate layout using design elements</p> <p>6C – review Visual relationships</p> <p>6D – review Symmetrical and asymmetrical design</p> <p>6E – review Symbolism in design</p> <p>6H,6J – 1 hour Electronic Design/Raster and vector-based images</p> <p>6F,6I – 3 hours Creates logos and transforms images</p>	<p><u>Teacher Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p> <p><u>Student Resources:</u> <i>*Textbooks:</i> Exploring Photoshop CS3 by Annesa Hartman and Ken Sholar</p> <p>Exploring Illustrator CS3 by Annesa Hartman and Ken Sholar</p> <p>Digitalschool.net</p>

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<u>Semester 2 – Unit 8 – Animation Terminology (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>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.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/WO/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>2D – 1 hour Key term related to the electronic design industry</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 9 - Animation Software (29 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>12A - Demonstrates an understanding of basic terminology, tools, techniques and software related to computer animation.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.5 Know the key technological skills appropriate for occupations in the arts industry. *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. *AME/PMAP/ C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation. <u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters). *AME/A/1.3HSS/CAST/G9-12/ (2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. *AME/C/2.1R/RC/G9-10/ (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</p>	<p>12A – 29 hours Animation software which could include: 1. Adobe Suite (Flash) 2. Autodesk (Maya, 3dsmax) 3. Animation Master</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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	<p>guides to World Wide Web sites on the Internet).</p> <p>AME/C/2.2W/WSA/G11-12/ (2.6) Deliver multimedia presentations:</p> <ul style="list-style-type: none">a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).b. Select an appropriate medium for each element of the presentation.c. Use the selected media skillfully, editing appropriately and monitoring for quality.d. Test the audience's response and revise the presentation accordingly. <p>*AME/C/2.4LS/LSSA/G11-12/ (2.4) Deliver multimedia presentations:</p> <ul style="list-style-type: none">a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.b. Select an appropriate medium for each element of the presentation.c. Use the selected media skillfully, editing appropriately and monitoring for quality.d. Test the audience's response and revise the presentation accordingly.		
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<u>Semester 2 – Unit 10 – Web Design Terminology (1 hour)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>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.</p>	<p><u>Career Technical Education:</u> *AME/T/ 4.5 Know the key technological skills appropriate for occupations in the arts industry. *AME/MDAP/WO/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. <u>Core Academic:</u> *AME/C/2.1R/R/G11-12/ (1.2) Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. *AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>2D – 1 hour Key term related to the electronic design industry</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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<u>Semester 2 – Unit 11 – Web Design Software (29 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>11A - Demonstrates an understanding of basic terminology, tools, techniques and software related to computer graphics.</p>	<p><u>Career Technical Education:</u> *AME/MDAP/A1.2/CE/VA/ADV/G9-12/ (2.4) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. *AME/MDAP/A1.7/WSA/G11-12/ (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents. *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. *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. A2.5 Know the writing processes, formats, and conventions used for various media. *AME/PMAP/ C1.4 Know the elements involved in creating a media or performing arts production for video or electronic presentation. <u>Core Academic:</u> *AME/A/1.1M/MG/G7/ (1.1) Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to</p>	<p>11A – 29 hours Web design software which could include: 1. Adobe Suite (Dreamweaver) 2. Autodesk (Maya)</p>	<p><u>Teacher Resources:</u></p> <p><u>Student Resources:</u></p>

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	<p>cubic centimeters).</p> <p>(3.1) Evaluate the reasonableness of the solution in the context of the original situation. *AME/A/1.1M/PRS/G8-12/</p> <p>(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots. *AME/A/1.3HSS/CAST/G9-12/</p> <p>(2) Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. *AME/C/2.1R/RC/G9-10/</p> <p>(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes *AME/C/2.1R/RC/G9-10/</p> <p>(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/2.1R/R/G11-12/</p> <p>(2.6) Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p>(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.</p>		
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	<p>*AME/C/2.2W/WSA/G11-12/ (1.5) Use language in natural, fresh, and vivid ways to establish a specific tone. (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). (2.6) Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.</p> <p>*AME/C/2.4LS/LSSA/G7/ (1.8) Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p> <p>*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). (1.10) Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. (2.4) Deliver multimedia presentations: a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. b. Select an appropriate medium for each</p>		
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	<p>element of the presentation.</p> <ul style="list-style-type: none">c. Use the selected media skillfully, editing appropriately and monitoring for quality.d. Test the audience's response and revise the presentation accordingly.		
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<u>Semester 2 – Unit 12 – Job Acquisition Skills (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3C - Attains awareness of advanced career and educational opportunities.</p> <p>1E - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p>2D - Works with diverse populations effectively and respectfully.</p> <p>1F - Applies knowledge to real world problems and situations.</p> <p>3B - Acquires job interview techniques.</p>	<p><u>Career Technical Education:</u></p> <p>*AME/CPM/</p> <p>3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</p> <p>3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.</p> <p>3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</p> <p>*AME/T/</p> <p>4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.</p> <p>*AME/MDAP/A1.2/CE/VA/PR/G9-12/ (2.2) Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p> <p>*AME/MDAP/A1.7/WSA/G11-12/ (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.</p> <p>(1.5) Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>*AME/PMA/</p> <p>C2.7 Understand the audition and review process for artists, actors, musicians, singers, conductors, composers, writers, narrators, and technicians.</p> <p><u>Core Academic:</u></p>	<p>3C – 1 hour Advanced career and educational opportunities</p> <p>1E – 1 hour Comprehensive understanding of all aspects of industry</p> <p>2D – 1 hour Works with diverse populations</p> <p>1F – 1 hour Knowledge to real world problems and situations</p> <p>3B – 1 hour Job interview techniques</p>	<p><u>Teacher Resources:</u> Job Finder's Guide</p> <p>Aci.net</p> <p>Bls.gov</p> <p><u>Student Resources:</u> Job Finder's Guide</p> <p>Aci.net</p> <p>Bls.gov</p>

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	<p>*AME/A/1.3HSS/WH/G10/ (10.3.5) Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).</p> <p>*AME/A/1.3HSS/ECON/G12/ (12.2) Students analyze the elements of America's market economy in a global setting. (12.2.4) Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</p> <p>*AME/A/1.3HSS/ECON/G12/ (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p> <p>*AME/A/1.4VAPA/VA/ADV/G9-12/ (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).</p> <p>*AME/C/2.2W/WSA/G11-12/ (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.</p> <p>*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.</p> <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>		
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Semester 2 – Unit 13 – Job Acquisition Skills/Lifelong Learning Opportunities			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Completes an appropriate resume and job application.</p>	<p><u>Career Technical Education:</u> *AME/CPM/ 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. *AME/MDAP/A1.7/WSA/G11-12/ (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. (1.9) 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. *AME/MDAP/WO/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization. <u>Core Academic:</u> *AME/C/2.2W/WSA/G11-12/ (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. 2.5) 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</p>	<p>3A – 5 hours Resume and job application</p>	<p><u>Teacher Resources:</u> Job Finder’s Guide Aci.net Bls.gov <u>Student Resources:</u> Job Finder’s Guide Aci.net Bls.gov</p>

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	<p>comprehension.</p> <ul style="list-style-type: none">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. <p>*AME/C/2.3WO/ELC/G11-12/ (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>*AME/C/2.4LS/LSSA/G11-12/ (1.8) Use effective and interesting language, including:</p> <ul style="list-style-type: none">a. Informal expressions for effectb. Standard American English for clarityc. Technical language for specificity		
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