Course Outline

Job Title:
Graphic Designer

Career Pathway:
Design, Visual, and Media Arts

Industry Sector:
Arts, Media, and Entertainment

O*NET-SOC CODE:
27-1024.00

CBEDS Title:
Intermediate Graphics Technology

CBEDS No.:
5622

70-65-55

Graphic Design: Digital Imaging

Credits: 15   **Hours:** 180

Course Description:
This competency-based course is the second in a sequence of four designed for graphic design. It provides students with technical instruction and practical experience in the use of a variety of hardware, software and peripherals used in the creation and manipulation of still, two-dimensional images; and the use of electronic input and output devices. This course also includes instruction in resource management and a review of employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires the successful completion of the Graphic Design (Fundamentals) (70-65-50) course and portfolio.

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

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

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

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

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

COURSE OUTLINE COMPONENTS   **LOCATION**

GOALS AND PURPOSES   Cover

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

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

PERFORMANCE OBJECTIVES OR COMPETENCIES   pp. 7-15

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

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

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

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

COURSE OUTLINE COMPONENTS	**LOCATION**

INSTRUCTIONAL STRATEGIES　　　　　　　　　　　　　　　　　　　　　　　　　p. 17

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

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

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

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.　　pp. 7-15

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

EVALUATION PROCEDURES　　　　　　　　　　　　　　　　　　　　　　　　　p. 17

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

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

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT　　Cover

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

ACKNOWLEDGMENTS

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Arts, Media, and Entertainment Industry Sector
Knowledge and Performance Anchor Standards

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

2.0 Communications
Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

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

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

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

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

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

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

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

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

Arts, Media, and Entertainment
Pathway Standards

A. Design, Visual, and Media Arts Pathway

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

Sample occupations associated with this pathway:
♦   Digital Animator
♦   Artistic Director
♦   Commercial Artist
♦   Web Designer
♦   Museum Curator

A1.0   Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0   Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0   Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0   Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0   Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

A6.0   Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

A7.0   Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0   Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

COMPETENCY-BASED COMPONENTS
for the Graphic Design: Digital Imaging Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

A. INTRODUCTION AND SAFETY
 	
Understand the available career opportunities and job responsibilities of those in the computer-generated images (CGI) and graphic design industries.
	1. Distinguish between the following types of computer-generated images:
	  a. flash animation (2D)
	  b. 3D animation
	  c. digital photographic images
	2. Describe the job responsibilities of an art director.
	3. Describe the job responsibilities of a graphic artist.
	4. Describe the job responsibilities of a storyboard artist.
	5. List career opportunities available in the field of computer-graphics.
	6. List career opportunities available in graphic design industries.
	7. Review the safety guidelines.
	8. Pass the safety test with 100% accuracy.
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Academics:
		1.0
		Communications:
		2.1, 2.2, 2.3, 2.4
		Career Planning and Management:
		3.3, 3.4, 3.5, 3.7
		Technology:
		4.1, 4.3, 4.5
		Problem Solving and Critical Thinking:
		5.3
		Health and Safety:
		6.2, 6.3, 6.4, 6.5, 6.6, 6.7
		Responsibility and Flexibility:
		7.2, 7.4, 7.5
		Ethics and Legal Responsibilities:
		8.1, 8.3, 8.4, 8.5, 8.6, 8.7
		Leadership and Teamwork:
		9.3
		Technical Knowledge and Skills:
		10.2, 10.3, 10.4
		Demonstration and Application:
		11.1, 11.2, 11.3, 11.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		**CTE Pathway:** A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, A2.9, A5.1, A5.2, A5.3, A5.4, A5.6, A5.7, A8.1, A8.2, A8.3
B. PRODUCTION PROCESS Understand and apply the production and creative process.	1. Describe the importance of working together as a team. 2. Generate brainstorming techniques and fast prototyping techniques. 3. Produce written proposals and treatments. 4. Describe the development and process of design brief. 5. Produce and save in a portfolio hand-drawn style frames and story boards. 6. Produce and save in a portfolio computer-generated style frames and story boards. 7. Describe pre-production and production planning. 8. Write a production report and save it in the portfolio. 9. Describe post-production. 10. Describe delivery/signing off. 11. Demonstrate the revision process. 12. Describe the final delivery.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **CTE Anchor:** Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.3, 8.4, 8.5, 8.6 Leadership and Teamwork: 9.1, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(8 hours)		Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 **CTE Pathway:** A1.1, A2.1, A2.2, A2.3, A2.5, A2.6, A2.7, A2.8, A2.9, A3.6, A4.1, A5.4, A5.5, A5.6, A5.7, A8.1, A8.2, A8.6, A8.7

C. WORKSTATION SETUP AND PERIPHERAL DEVICES
 	
Understand and apply the use of 2D peripheral devices.
	1. Describe and demonstrate the use of a scanner.
	2. Describe and demonstrate the use of a printer.
	3. Describe the different types of storage devices.
	4. Describe and demonstrate the use of a graphic tablet.
	5. Describe and demonstrate the use of a storage device for:
	   a. images
	   b. data
	6. Describe and demonstrate the use of a CD/DVD "burner" for:
	   a. project delivery
	   b. storage
	   c. backup
	7. Describe the necessity for accurate color calibration of the following peripherals:
	   a. Describe the necessity for monitor
	   b. printer
	   c. scanner
	8. Demonstrate color calibration
	   a. monitor
	   b. printer
	   c. scanner
	9. Describe and demonstrate the use of a digital camera.
	10. Describe the following file formats:
	   a. JPG
	   b. Camera RAW
	   c. TIF
	   d. PNG
	11. Describe situations which demand different file resolutions.
	12. Attach and detach peripheral devices.
	13. Demonstrate software installation.
	14. Demonstrate hardware drive installation.
	15. Transfer digital files between
	   a. CPU and storage devices
	   b. Storage devices
	16. Identify various backup strategies.
		Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		
		CTE Anchor: Communications: 2.1, 2.2, 2.4, 2.5, 2.6 Career Planning and Management: 3.1, 3.4, 3.5 Technology: 4.1, 4.2, 4.3, 4.4 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.2, 6.3, 6.4, 6.7 Ethics and Legal Responsibilities: 8.6 Leadership and Teamwork: 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		**CTE Pathway:** A1.1, A1.2, A1.3, A2.1, A2.2, A2.3, A2.4, A2.5, A2.6, A2.7, A2.8, A.2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4, A8.6

D. GENERAL APPLICATION TRAINING
 	
Understand and apply the features and applications of design software (Adobe Illustrator, Adobe Photoshop, Adobe InDesign, and QuarkXPress).
	1. Review the definition of raster or bitmap images.
	2. Review the definition of vector-based images.
	3. Describe and demonstrate the following basic and intermediate Photoshop skills:
	  a. image handling
	  b. formatting
	  c. resizing
	  d. color management
	  e. optimizing for web
	  f. printing
	4. Describe and demonstrate visual effects achieved by Photoshop filters.
	5. Describe and demonstrate the following basic and intermediate Illustrator skills:
	  a. toolbox tools
	  b. layers
	  c. text tools
	  d. color management
	  e. transform tools
	  f. paths
	  g. printing
	6. Describe and demonstrate the following basic and intermediate desktop publishing software skills for QuarkXpress and InDesign
	  a. text management
	  b. page layout
	  c. layers
	  d. toolbox
	  e. color management
	  f. graphics management
	  g. publication management
	  h. printing
		Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
		
		CTE Anchor: Communications: 2.1, 2.4, 2.5, 2.6 Technology: 4.1 Problem Solving and Critical Thinking: 5.3 Health and Safety: 6.2, 6.4, 6.5, 6.7 Ethics and Legal Responsibilities: 8.6 Leadership and Teamwork: 9.3 Ethics and Legal Responsibilities: 8.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5, 11.6

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours)		**CTE Pathway:** A1.1, A1.2, A1.3, A2.1, A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4, A8.6

E. TROUBLESHOOTING
 	
Understand and apply the solutions to hardware and software problems in graphic design.
 	
(8 hours)
	1. Solve technical problems using user guides.
	2. Describe internet research techniques for finding technical support.
	3. Solve technical problems over the internet by:
	    a. using company technical support
	    b. using user forums
		Career Ready Practice: 1, 3, 4, 5, 6, 7, 8, 9, 11, 12
		
		CTE Anchor: Technology: 4.6
		Problem Solving and Critical Thinking: 5.3
		Health and Safety: 6.1, 6.2, 6.3, 6.7
		Technical Knowledge and Skills: 10.1
		
		CTE Pathway: A3.6, A4.1, A5.4, A8.6, A8.7

F. EDITING AND REVISING PROJECTS Understand and apply the role of direction and constructive criticism as used in the graphic design industry. (10 hours)	1. Explain the production process and creative process of reworking projects. 2. Demonstrate the ability to give and follow directions. 3. Explain the revision and feedback processes.	**Career Ready Practice:** 1, 2, 3, 4, 5, 10, 11, 12 **CTE Anchor:** Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2, 11.3, 11.4 **CTE Pathway:** A8.1, A8.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS

G. ACCESSING DIGITAL IMAGES
 	
Understand, apply and evaluate the basics of capturing and downloading digital images.
 	
(16 hours)
	1. Review the different digital formats.
	2. Demonstrate the following:
	   a. scanning a graphic
	   b. transferring the scanned material to a graphics application
	3. Explain the difference between resolution for:
	   a. print projects
	   b. web projects
	4. Describe and demonstrate how to find the following on the internet:
	   a. graphic comp and composition resources
	   b. commercial photographs
	   c. other files
	5. Purchase the following from the internet:
	   a. graphic comp and composition resources
	   b. commercial photographs
	   c. other files
	6. Describe the transfer of files process (downloading).
	7. Download the following:
	   a. graphic comp and composition resources
	   b. commercial photographs
	   c. other files
	8. Describe the following:
	   a. copyright restrictions
	   b. fair use of images
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
		
		CTE Anchor:
		Communications: 2.4
		Technology: 4.1, 4.3
		Problem Solving and Critical Thinking: 5.3
		Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7
		Responsibility and Flexibility: 7.4, 7.6, 7.7
		Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7
		Leadership and Teamwork: 9.2, 9.3
		Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4
		Demonstration and Application: 11.1, 11.4, 11.5
		
		CTE Pathway:
		A1.1, A1.2, A1.3, A2.1, A2.6, A2.7, A3.3, A3.4, A3.5, A3.6, A4.1, A5.4, A7.2, A7.4, A8.1, A8.2, A8.4, A8.6, A8.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
H. IMAGE MANIPULATION Understand and apply the techniques for manipulating existing images and the unique attributes and limitations of various types of design software used in the CGI and graphic design industries. (30 hours)	1. Manipulate image size using software tools and save in portfolio. 2. Manipulate image color using software tools and save in portfolio. 3. Manipulate image texture using software tools and save in portfolio.	**Career Ready Practice:** 1, 3, 4, 5, 10, 11, 12 **CTE Anchor:** Communications: 2.1, 2.4, 2.5 Technology: 4.1 Problem Solving and Critical Thinking: 5.2, 5.3 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5 **CTE Pathway:** A2.1, A2.6, A2.7, A2.8, A8.1, A8.2, A8.4, A8.6
I. CREATION OF ORIGINAL IMAGES Understand the value of digital image manipulation and apply various CGI and graphic design software tools to create original images.	1. Describe and demonstrate visual effects creation. 2. Describe and demonstrate photo collage creation. 3. Describe and demonstrate image restorations. 4. Describe and demonstrate image repairs. 5. Create image opacity using software tools and save in portfolio. 6. Create original images using software filters and save in portfolio. 7. Create original images using software layers and save in portfolio. 8. Create original images using software rotating tools and save in portfolio. 9. Create original images using software reflecting tools and save in portfolio.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12 **CTE Anchor:** Communications: 2.1, 2.3, 2.4, 2.5, 2.6 Technology: 4.1, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	10. Manipulate images using other software tools and save in portfolio. 11. Create image motion using software tools and save in portfolio.	Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3 Demonstration and Application: 11.1, 11.2, 11.4, 11.5 **CTE Pathway:** A2.1, A2.3, A2.6, A2.7, A2.8, A2.9, A4.6, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4, A8.6
(32 hours)		

J. RESOURCE MANAGEMENT
 	
Understand resource management principles and techniques in graphic design.
	1. Define the following:
	   a. resources
	   b. management
	   c. sustainability
	2. Describe the management of the following resources in graphic design:
	   a. time
	   b. materials
	   c. personnel
	3. List specific examples of effective management of the following in graphic design:
	   a. time
	   b. materials
	   c. personnel
	4. Describe the benefits of effective resource management in graphic design in terms of:
	   a. profitability
	   b. sustainability
	   c. company growth
	5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.
		Career Ready Practice:
		1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
		
		CTE Anchor:
		Communications:
		2.1, 2.4, 2.5, 2.6
		Technology:
		4.1, 4.3, 4.4, 4.5
		Problem Solving and Critical Thinking:
		5.1, 5.2, 5.3
		Technical Knowledge and Skills:
		10.1, 10.2, 10.3
		Demonstration and Application:
		11.1, 11.2, 11.4, 11.5
		
		CTE Pathway:
		A2.6, A2.7, A2.8, A2.9, A5.5, A5.6, A5.7, A8.1, A8.2, A8.4

(2 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
K. EMPLOYABILITY SKILLS REVIEW Understand the employment skills needed for the computer graphic design industry. (2 hours)	1. Review the specific job opportunities in the computer graphic design industry. 2. Review the requirements for successful employment. 3. Review the skills relative to being suitable for the job. 4. Review effective customer service techniques. 5. Submit the finished portfolio materials for instructor's critique. 6. Submit the finished portfolio to three of the companies named on your computer-graphics list. 7. Review how to prepare a résumé. 8. Review how to complete a job application.	**Career Ready Practice:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 **CTE Anchor:** Communications: 2.1, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.3, 4.5 Problem Solving and Critical Thinking: 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.3, 11.4. 11.5 **CTE Pathway:** A2.5, A2.6, A2.7, A2.9, A5.5, A5.6, A5.7, A8.2

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Pocket Pal Production Handbook
Tech Pen book

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

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

SOFTWARE

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

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:
http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf

http://www.skillsnet.com/
(Jobseekers Guide Employment Resources, etc.)

 http://www.onetcenter.org/
(Occupational Information Network)

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion

B. Critiques

C. Field trips

D. Guest lectures

E. Training films

EVALUATION

SECTION A – Introduction and Safety – Pass the safety test with a score of 100%.

SECTION B – Production Process - Pass all assignments and exams on production process with a minimum score of 80% or higher.

SECTION C – Workstation Setup and Peripheral Devices – Pass all assignments and exams on workstation setup and peripheral devices with a minimum score of 80% or higher.

SECTION D – General Application Training – Pass all assignments and exams on general application training with a minimum score of 80% or higher.

SECTION E – Troubleshooting – Pass all assignments and exams on troubleshooting with a minimum score of 80% or higher.

SECTION F – Editing and Revising Projects – Pass all assignments and exams on editing and revising projects with a minimum score of 80% or higher.

SECTION G – Accessing Digital Images – Pass all assignments and exams on accessing digital images with a minimum score of 80% or higher.

SECTION H – Image Manipulation – Pass all assignments and exams on image manipulation with a minimum score of 80% or higher.

SECTION I – Creation of Original Images – Pass all assignments and exams on creation of digital images with a minimum score of 80% or higher.

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

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

Statement for Civil Rights

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