

CTE/ROP Computer Graphic Arts

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:	Grade Level: 10, 11, 12
SDCOE Course Number:	SDCOE Total Hours:
CBEDS Number/Title:	Year of Implementation:
Course Pre-requisites: None	Articulation (school/credits): None
CTE Industry Sector: Arts, Media, and Entertainment Industry Sector	CTE Pathway(s): Media and Design Arts
Job Titles: Graphic Designers, Desktop Publishers, Multimedia Artists, Multimedia Animators, Computer Programmers, Art Teachers, Drama Teachers, Music Teachers, Painters, Sculptors, Illustrators & Web Developers	
Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media, and Entertainment Industry Sector	
Required Textbooks: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press	
Course Description: This course provides instruction using various software applications, students produce sketches, rough layouts and a comprehensive layout for a printed product. Student demonstrates the application of basic graphic design principles and typography to achieve specific goals through assigned projects. In preparation to meet the state standards through course content, students are introduced to appropriate computer applications through instruction and practice. Working toward understanding of design principles, students produce design examples incorporating balance, emphasis, repetition, unity harmony and color. Students prepare designs demonstrating an understanding of typography and how type communicates. Working from job specifications, including objective, size, copy, color(s), and theme, students prepare thumbnail sketches, a rough layout and comprehensive layout that includes all specifications. The comprehensive layout is prepared using digital technology. Included artwork will be in the form of electronic original illustrations, scanned images and digital photographs. Students correct designs and submit to instructor for evaluation. A portfolio is maintained for use in future job applications.	

CTE/ROP Computer Graphic Arts

Semester 1

Unit 1: Equipment Operation

Unit 2: Terminology

Unit 3: Peripherals

Unit 4: File Management and Integration

Unit 5: Creative and Technical Process of Project Management

Semester 2

Unit 1: Design Principles and Elements

Unit 2: Typography

Unit 3: Color Management

Unit 4: Application Skills

Unit 5: Occupational Knowledge and Skills

Unit 6: Workplace Skills and Behavior

Unit 7: Job Acquisition Skills/Lifelong Learning Opportunities

CTE/ROP Computer Graphic Arts

<u>Semester 1 - Unit 1 – Equipment Operation (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>1A - Understands and performs basic computer operation including proper start up and shut down procedures</p> <p>1B - Performs quick search</p> <p>1C - Able to create/save, move, copy, open, close and delete files</p> <p>1D - Demonstrates ability to manage fonts</p> <p>1E - Utilizes network, stores and exchanges information</p> <p>1F - Understands and performs basic troubleshooting relating to files, printing, peripherals and network</p> <p>1G - Identifies system requirements for software usage.</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A2.0 Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction A4.0 Students understand the processes and procedures involved in producing image carriers for the reproduction of single-color and multicolor products B2.0 Students understand integrated graphic multimedia functions and applications of electronic imaging software B5.1 Understand current integrated graphic multimedia technologies, characteristics, processes, procedures, and systems. <u>Core Academic:</u> VAPA/VA/PR/AP/ 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>A: Overview of Computer Operation B: Navigation C: Configuration D: Troubleshooting</p>	<p><u>Teacher and Student Resources:</u> <i>*Textbook:</i> Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<u>Semester 1 - Unit 2 – Terminology (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>2A - Explains computer terminology related to system operations</p> <p>2B - Relates and applies design terminology of proximity, alignment, repetition, contrast, texture, values, shape and color</p> <p>2C - Demonstrates knowledge of typography including weight, personality, and readability</p> <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>2E - Understands and relates basic internet terminology including popular acronyms</p> <p>2F - Interprets copyright laws</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A1.2 Evaluate graphic arts copies, designs, and layouts for proper grammar, punctuation, and adherence to specifications. A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction. *MPD/IGTP/ B1.2 Evaluate integrated graphic multimedia designs and layouts for proper grammar, punctuation, and adherence to specifications. <u>Core Academic:</u> *VAPA/VA/PR/AP/ 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. 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.</p>	<p>A: Computer B: Design/Layout C: Industry D: Software E: Internet</p>	<p><u>Teacher and Student Resources:</u> <i>*Textbook:</i> Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<u>Semester 1 - Unit 3 – Peripherals (3 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>3A - Identifies variety of peripherals used in electronic design including printers, external hard drives, scanners and digital cameras</p> <p>3B - Applies proper procedure in attaching or detaching peripheral devices</p> <p>3C - Knows how to check cables and software for peripheral troubleshooting</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction A9.1 Understand the health and safety precautions required in graphic communications laboratories. A9.2 Know the Occupational Safety and Health Administration rules and procedures for storing and using graphic arts materials and chemicals, the classification of recorded graphic arts environment fires, and fire-fighting treatments for those classifications.</p> <p><u>Core Academic:</u> *ELA/R/G9-10/ 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p>	<p>A: Input/Output Devices B: Troubleshooting</p>	<p><u>Teacher and Student Resources:</u> <i>*Textbook:</i> Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<u>Semester 1 - Unit 4 –File Management and Integration (5 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>4A - Creates, saves and deletes files</p> <p>4B - Is able to move, backup and copy file to various formats</p> <p>4C - Understands various file formats, uses and their relation to final output</p> <p>4D - Knows how to manipulate files for downsizing and space considerations</p> <p>4E - Integrates usage of software from one programs to the next</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A2.0 Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction. A4.0 Students understand the processes and procedures involved in producing image carriers for the reproduction of single-color and multicolor products A5.0 Students understand the functions, processes, and procedures required for the reproduction of printed products and the factors affecting the image transfer process *MPD/IGTP/ B2.0 Students understand integrated graphic multimedia functions and applications of electronic imaging software B2.1 Know electronic imaging software principles and processes used to prepare integrated graphic multimedia products. <u>Core Academic:</u> *AME/MDAP/A1.3/HCC/VA/PR/G9-12 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.</p>	<p>A: Finding, Deleting, Moving and Saving B: File Format/Size Management C: Back-Up D: Font Management E: Creative Titles F: Versioning</p>	<p><u>Teacher and Student Resources:</u> <i>*Textbook:</i> Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<u>Semester 1 – Unit 5 – Creative and Technical Process of Project Management (30 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>5A - Understands conceptualization techniques to include brainstorming, thumbnails and group project interaction</p> <p>5B - Incorporates budgetary considerations in project completion</p> <p>5C - Able to set goals, define objectives and meet timelines</p> <p>5D - Differentiates between variety of marketing pieces, including letterhead, ads, forms, resumes, flyers, CD covers</p> <p>5E - Has basic knowledge of pre-press output and service bureau guidelines</p> <p>5F - Integrates graphics and text into a page layout of illustration design</p> <p>5G - Refines document for production</p> <p>5H - Identifies and analyzes audience and then determines most effective format</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A1.0 Students understand the application of basic graphic art design principles to achieve specific goals A1.1 Produce sketches, rough layouts, and comprehensive layouts for a printed product by using design principles to guide the process. A2.0 Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software. A8.1 Understand current photographic technologies, processes, and materials used in the graphic arts. *MPD/IGTP/ B1.0 Students understand the application of basic integrated graphic design principles to achieve specific goals. B3.1 Understand current photographic technologies, processes, and materials used in the integrated graphic multimedia industry. B5.0 Students understand integrated graphic multimedia technologies *MPD/C/2.2W/WS/G8/ 1.5 Achieve an effective balance between researched information and original ideas. <u>Core Academic:</u> *VAPA/VA/PR/CE/ 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. 2.3 Develop and refine skill in the</p>	<p>A: Brainstorming/ Visualization/Thumbnails B: Applying Real World Problems and Situations C: Concept to completion Project Planning</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

	<p>manipulation of digital imagery (either still or video).</p> <p>2.4 Review and refine observational drawing skills.</p> <p>*VAPA/VA/PR/HCC/</p> <p>3.1 Identify similarities and differences in the purposes of art created in selected cultures.</p> <p>3.2 Identify and describe the role and influence of new technologies on contemporary works of art.</p> <p>3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.</p> <p>3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p>*VAPA/VA/PR/AV/</p> <p>4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.</p> <p>4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.</p>		
--	---	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 1 – Design Principles and Elements (20 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>6A - Incorporates usage of shapes, color, line, texture, value, contrast and typography as a design to layouts</p> <p>6B - Understands role of negative and positive space</p> <p>6C - Establishes visual relationships through repetition and contrast</p> <p>6D - Utilizes symmetrical and asymmetrical design</p> <p>6E - Understands universality symbolism in design</p> <p>6F - Creates logos combining text and graphics</p> <p>6G - Understands electronic design's capabilities and limitations</p> <p>6H - Sizes, scales and crops images</p> <p>6I - Enhances and manipulates photographic images through use of filters</p> <p>6J - Prepares files for final output</p> <p>6K - Utilizes basic scanning techniques</p> <p>6L - Identifies bitmapped/postscript graphics</p> <p>6M - Distinguishes between raster and vector-based images</p> <p>6N - Demonstrates grouping elements and constrained</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A1.0 Students understand the application of basic graphic art design principles to achieve specific goals A2.0 Students understand graphic arts functions and copy preparation, including applications of desktop publishing and electronic imaging software. A3.0 Students understand image generation processes and procedures required to reproduce single-color and multicolor printing A4.1 Understand the process for creating image carriers for graphic art reproduction and printing. A4.2 Produce image carriers for single-color and multicolor products. *MPD/IGTP/ B1.0 Students understand the application of basic integrated graphic design principles to achieve specific goals B3.0 Students understand contemporary photography and its applications in integrated graphic multimedia processes and systems <u>Core Academic:</u> 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). 2.4 Review and refine observational drawing skills. *VAPA/VA/PR/HCC/</p>	<p>A: Shape, Color, Line, Textures, Value, Contrast 1. Generate layouts using design elements B: End-User Requirements</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<p>sizing 6O - Utilizes in-line graphics 6P - Uses masking and clipping paths 6Q - Fills simple and custom paths with basic, graduated and radial fills 6R - Exports and imports graphics to various software applications.</p>	<p>3.1 Identify similarities and differences in the purposes of art created in selected cultures. 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. 3.4 Discuss the purposes of art in selected contemporary cultures. *VAPA/VA/PR/AV/ 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. 4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p>		
---	---	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 2 – Typography (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>7A - Demonstrates knowledge of basic classification of typefaces</p> <p>7B - Creates and maintains font library</p> <p>7C - Distinguishes between display type and body text</p> <p>7D - Understands definitions and applicability of dingbats, bullets, rules and symbols</p> <p>7F - Accesses special character set</p> <p>7G - Awareness of key historical developments of typography and up-to-date trends</p> <p>7H - Identifies and relates font personalities</p> <p>7I - Produces curved or special effects type using a graphic application</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A1.0 Students understand the application of basic graphic art design principles to achieve specific goals A2.1 Know variables related to graphic art and copy preparation. *MPD/IGTP/ B1.2 Evaluate integrated graphic multimedia designs and layouts for proper grammar, punctuation, and adherence to specifications. <u>Core Academic:</u> *VAPA/VA/PR/AP/ 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. 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. *VAPA/VA/PR/CE/ 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.4 Review and refine observational drawing skills. 2.5 Create an expressive composition, focusing on dominance and subordination. *VAPA/VA/PR/HCC/ 3.1 Identify similarities and differences in the purposes of art created in selected cultures. 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in</p>	<p>A. Font Design 1. Font Personality 2. Design Manipulation</p> <p>B. Readability</p> <p>C. Trends/Universal Application</p> <p>D. Type Specifications</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

	<p>selected works of art. (3.4) Discuss the purposes of art in selected contemporary cultures.</p>		
--	---	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 3 – Color Management (10 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>8A - Understands basic concept of psychology of color on the consumer</p> <p>8B - Distinguishes between spot, CMYK, and RGB</p> <p>8C - Understands Pantone, color system</p> <p>8D - Evaluates color, tone, sharpness, and corrects as needed</p> <p>8E - Creates positive/negative color images</p> <p>8F - Demonstrates abilities in overprints and dropouts</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A2.2 Know how to produce single and multicolor images used for reproducing printed products. A3.0 Students understand image generation processes and procedures required to reproduce single-color and multicolor printing: A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction. A3.2 Produce line, halftone, and special-effect images required for graphic art reproduction products. <u>Core Academic:</u> *VAPA/VA/PR/AP/ 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. 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. *VAPA/VA/PR/CE/ 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.</p>	<p>A. Psychology of Color B. Application of Color 1. Palettes 2. Effects on Media C. Spot vs. Process D. End user Requirements</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 4 – Application Skills (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>9A - Utilizes appropriate keyboard shortcuts</p> <p>9B - Understands and utilizes multiple selections techniques</p> <p>9C - Understands and uses layers in a document</p> <p>9D - Creates and uses masks</p> <p>9E - Demonstrates abilities in color adjustments and color tinting</p> <p>9F - Creates and edits clipping paths for document export</p> <p>9G - Effectively uses, cut copy and paste commands</p> <p>9H - Demonstrates the ability to perform and render a Boolean operation</p> <p>9I - Creates a composite image in a photo editing application</p> <p>9J - Demonstrates the ability to create an image from primitive shapes in a drawing application</p> <p>9K - Creates a composition in a 3D modeling program</p> <p>9L - Creates a business card design</p> <p>9M -Creates an advertising poster</p> <p>9N -Creates a package design</p> <p>9O - Understands the use of grid layout</p>	<p><u>Career Technical Education:</u> *AME/MDAP/A1.1/AP/VA/PR/G9-12/ A1.0 Students master appropriate visual and performing arts (VPA) and English–language arts (ELA) content standards in relation to visual, aural, written, and electronic media projects and products. *AME/MDAP/ A2.0 Students understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway. A2.2 Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation. 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). *AME/PAP/ B1.0 Students master appropriate visual and performing arts (VPA) content standards for artistic perception in relation to theatrical, aural, and physical performance. *AME/PAP/B2.1/CE/D/PR/G9-12/ 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances. *AME/PAP/B5.1/CRA/D/PR/G9-12/ B5.0 Students master appropriate VPA content standards for Connections, Relationships, Applications in relation to theatrical, aural, and physical performances. <u>Core Academic:</u> *VAPA/VA/PR/ 1.1 Identify and use the principles of design to</p>	<p>A: Keyboard shortcuts 1. Selection techniques 2. Use of layers 3. Use and creation of masks. B: Color Adjustments 1. Color tinting 2. Creating and editing clipping paths. C: Commands 1. Cut, Copy and Paste 2. Boolean operation D: Photo Editing Application E: Drawing Application F: 3D Modeling Program G: Business Card Design H: Advertising Poster I: Package Design J: Grid Layout</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

	<p>discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. ARTS, FASH</p> <p>2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. ARTS, BLD, FASH</p> <p>2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. ARTS</p> <p>2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). ARTS, MANUF</p> <p>2.4 Review and refine observational drawing skills. ARTS</p> <p>4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. ARTS, FASH</p> <p>4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. ARTS</p> <p>4.4 Articulate the process and rationale for refining and reworking one of their own works of art. ARTS</p>		
--	---	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 5 – Software Programs (30 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>10A – Demonstrates ability to produce a printed product with the use of desktop publishing and electronic imaging software.</p> <p>10B – Demonstrates ability to produce line, halftone, and special-effect images.</p> <p>10C – Demonstrates ability to produce image carriers for single color and multicolor products.</p> <p>10D – Demonstrates ability to produce an integrated graphic multimedia product by using electronic imaging software.</p> <p>10E – Demonstrates knowledge of the steps to producing an integrated graphic multimedia project.</p> <p>10F – Demonstrates knowledge of strategies for distributing an integrated graphic multimedia project using one or more media.</p> <p>10G – Demonstrates ability to compare and contrast works of art.</p> <p>10H – Demonstrates ability to analyze and discuss complex ideas.</p> <p>10I – Prepares a portfolio of their original works of art for a variety of purposes.</p> <p>10J – Demonstrates ability to identify contemporary styles.</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A2.4 Produce a printed product with the use of desktop publishing and electronic imaging software. A3.2 Produce line, halftone, and special-effect images required for graphic art reproduction products. A4.2 Produce image carriers for single-color and multicolor products. A8.2 Produce black-and-white and color images under natural and studio lighting conditions. *MPD/IGTP/ B2.2 Produce an integrated graphic multimedia product by using electronic imaging software. B3.2 Produce black-and-white and color images under natural and studio lighting conditions. B5.2 Know the steps in producing an integrated graphic multimedia project designed to inform, teach, or sell. B5.3 Know strategies for disseminating integrated graphic multimedia projects. B5.4 Know strategies for distributing an integrated graphic multimedia project using one or more media. <u>Core Academic:</u> *VAPA/VA/PR/AV/ 4.5 Construct a rationale for the validity of a specific work of art artwork that falls outside their own conceptions of art. *VAPA/VA/PR/CRA/ 5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols</p>	<p>A: Layout Software</p> <ol style="list-style-type: none"> 1. Acrobat 2. QuarkXpress 3. InDesign 4. MS Office 5. Publisher 6. Celtx <p>B: Graphic software</p> <ol style="list-style-type: none"> 1. Photoshop 2. Illustrator 3. Fireworks 4. Type Styler Bridge 5. Corel Draw/Photopaint 6. Freehand 7. Painter 8. Image Ready <p>C: Web Design Software</p> <ol style="list-style-type: none"> 1. Netscape Composer 2. Dream Weaver 3. Flash 4. Fireworks 5. Pagemill 6. Image Ready 7. FrontPage 8. Adobe Golive <p>D: Animation Software</p> <ol style="list-style-type: none"> 1. 3D 2. Animation Master 3. Flash 4. Image Ready 5. Poser 6. Bryce 7. Blender 	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

	<p>and images.</p> <p>5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post- secondary application, exhibition, job application, and personal collection).</p> <p>5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.</p> <p>*VAPA/VA/ADV/API/</p> <p>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>1.3 Analyze their works of art as to personal direction and style.</p> <p>1.6 Describe the use of the elements of art to express mood in one or more of their works of art.</p> <p>*VAPA/VA/ADV/CE/</p> <p>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.</p> <p>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.</p> <p>2.5 Use innovative visual metaphors in creating works of art.</p> <p>2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p> <p>*VAPA/VA/ADV/HCC/</p> <p>3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.</p> <p>3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.</p> <p>*VAPA/VA/ADV/AV/</p> <p>4.1 Describe the relationship involving the art</p>		
--	--	--	--

CTE/ROP Computer Graphic Arts

	<p>maker (artist), the making (process), the artwork (product), and the viewer.</p> <p>4.3 Analyze and articulate how society influences the interpretation and message of a work of art.</p> <p>4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.</p> <p>*VAPA/VA/ADV/CCA/</p> <p>5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for post- secondary application, exhibition, job application, and personal collection).</p>		
--	---	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 5 – Occupational Knowledge and Skills (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>11A - Accessing and utilizing technology and information</p> <p>11B - Practicing occupational safety standards</p> <p>11C - Thinking critically and solving problems effectively</p> <p>11D - Using basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills</p> <p>11E - Attaining a comprehensive understanding of all aspects of industry the individual is preparing to enter</p> <p>11F - Applying knowledge to real world problems and situations</p>	<p><u>Career Technical Education:</u> *MPD/GATP/ A9.2 Know the Occupational Safety and Health Administration rules and procedures for storing and using graphic arts materials and chemicals, the classification of recorded graphic arts environment fires, and fire-fighting treatments for those classifications A9.3 Know the rules and responsibilities of the various governmental safety agencies that regulate and influence the graphics arts manufacturing industry.</p> <p><u>Core Academic:</u> *VAPA/VA/PR/HCC/ 3.1 Identify similarities and differences in the purposes of art created in selected cultures. 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. 3.4 Discuss the purposes of art in selected contemporary cultures.</p> <p>*VAPA/VA/PR/AV/ 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position</p>	<p>A: Basic Job Preparation B: Occupational-Specific Job Skills 1. Portfolio Development C: Safety/Rules 1. Classroom 2. Industry 3. OSHA</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

	after considering the views of others.		
--	--	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 – Unit 6 – Workplace Skills and Behavior (12 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>12A - Works independently and collaboratively</p> <p>12B - Respects and understands diversity</p> <p>12C - Is punctual and dependable</p> <p>12D - Meets standards of neatness and grooming</p> <p>12E - Communicates and presents design ideas and implementation</p> <p>12F - Understands and communicates the technical aspect and terminology of the graphic communications industry</p> <p>12G - Works well with minimal supervision and direction</p> <p>12H - Uses correct procedures to prepare computer and printer</p> <p>12I - Understands ergonomics as related to sedentary occupations</p> <p>12J - Functions as a team member, working cooperatively/collaboratively to produce a final project.</p> <p>12K - Demonstrates understanding of the organization and functions within the graphic industry and can discuss the application of individual skills relative to the industry</p> <p>12L - Demonstrates</p>	<p><u>Career Technical Education:</u> *AME/MDAP/ 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> *VAPA/VA/PR/AV/ 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context. 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. 4.5 Employ the conventions of art criticism in writing and speaking about works of art.</p> <p>*VAPA/VA/PR/CRA/ 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).</p>	<p>A: Basic Job Preparation B: Occupational-Specific Job Skills 1. Portfolio Development C: Safety/Rules 1. Classroom 2. Industry 3. OSHA</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>

CTE/ROP Computer Graphic Arts

<p>knowledge of other career opportunities in electronic layout and visualization</p> <p>12M - Respects individual classroom and school safety rules in the computer lab</p> <p>12N - Understands industry guidelines</p> <p>12O - Basic knowledge of OSHA</p>			
---	--	--	--

CTE/ROP Computer Graphic Arts

<u>Semester 2 - Unit 7 – Job Acquisition Skills/Lifelong Learning Opportunities (15 hours)</u>			
Competencies	Standards	Suggested Pacing	Resources/Materials
<p>13A - Completes an appropriate resume and job application</p> <p>13B - Models job interview techniques</p> <p>13C - Attains awareness of advanced career and educational opportunities and the need for continuous education</p>	<p><u>Career Technical Education:</u> *AME/MDAP/A1.2/CE/VA/ADV/G9-12/ 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p> <p><u>Core Academic:</u> *VAPA/VA/PR/CRA/ 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).</p>	<p>A: Resume B: Application C: Job Interview D: Career Opportunities E: Lifelong Learning</p>	<p><u>Teacher and Student Resources:</u> *Textbook: Adobe Creative Suite 5 Design Premium Classroom in a Book by Adobe Press</p>