

# Graphic Design and Illustration



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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Graphic Design and Illustration Program of Study. The academic standards in this document are theoretical and performance-based. The standards contain content from Colorado, Maryland, Tennessee, and Texas and were validated by D.C. business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; Work-Based Learning resources and requirements by course level; and a recommended equipment and supply list.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.



# Graphic Design and Illustration

## Table of Contents

<b>Course Descriptions: Graphic Design and Illustration .....</b>	<b>4</b>
<b>Industry Certifications.....</b>	<b>5</b>
<b>Work-Based Learning Examples and Resources .....</b>	<b>5</b>
<b>Labor Market Information Definitions and Data .....</b>	<b>5</b>
<b>Model Six-Year Plan: Graphic Design and Illustration .....</b>	<b>7</b>
<b>Course Standards.....</b>	<b>8</b>
<b>Principles of Arts, Audio/Video Technology, and Communications .....</b>	<b>8</b>
<b>Graphic Design and Illustration I .....</b>	<b>13</b>
<b>Graphic Design and Illustration II .....</b>	<b>16</b>
<b>Practicum in Printing and Imaging Technology .....</b>	<b>18</b>



## Course Descriptions: Graphic Design and Illustration

Course Level	Course Information	Description
Level I	<b>Principles of Arts, A/V Technology, and Communications</b> <b>OSSEID:</b> 5030101 <b>Grades:</b> 9-12 <b>Prerequisite:</b> None <b>Credit:</b> 1	Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
Level II	<b>Graphic Design and Illustration I</b> <b>OSSEID:</b> 5030102 <b>Grades:</b> 10-12 <b>Prerequisite:</b> Principles of Arts, A/V Technology, and Communications <b>Credit:</b> 1	Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
Level III	<b>Graphic Design and Illustration II</b> <b>OSSEID:</b> 5030103 <b>Grades:</b> 11-12 <b>Prerequisite:</b> Graphic Design and Illustration I <b>Credit:</b> 1	Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
Level IV	<b>Practicum in Printing and Imaging Technology</b> <b>OSSEID:</b> 5030103 <b>Grades:</b> 12 <b>Prerequisite:</b> Graphic Design and Illustration II <b>Credit:</b> 1	The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses. Careers in audio/video production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production II, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increased understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.



## Industry Certifications

Adobe Certified Associate (ACA) – Illustrator  
 Adobe Certified Associate (ACA) – InDesign  
 Adobe Certified Associate (ACA) – Photoshop

## Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
<b>Career Exploration</b> Industry Visits Guest Speakers Participate in a CTSO	<b>Career Awareness</b> <i>All of Level I, plus:</i> Postsecondary Visits Program- Specific Site Tours Mock Interviews	<b>Career Preparation</b> <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	<b>Career Preparation</b> Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

**Career Coach DC** (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

**Nepris** (<https://dc.nepri.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepri also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

**Virtual Job Shadow** (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

## Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA’s, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Graphic Design and Illustration Program of Study (source: EMSI, August 2021)
<b>High Wage</b>	Those occupations that have a 25 <sup>th</sup> percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage	<b>Standard Occupational Code (SOC):</b> 27-1024.00 Graphic Designers  <b>Hourly Wages</b> <b>25<sup>th</sup> Percentile: \$28.11</b>



	<p>for the Washington, DC, metropolitan statistical area.</p> <p><i>Note: A 25<sup>th</sup> percentile hourly wage of \$20.49 or greater is required to meet this definition.</i></p>	<p><b>50<sup>th</sup> Percentile:</b> \$36.72  <b>75<sup>th</sup> Percentile:</b> \$48.07</p>
<b>High Skill</b>	<p>Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate’s degree, or higher.</p>	<p><b>Typical Entry-Level Education:</b> Associate’s Degree</p>
<b>In-Demand</b>	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (<b><i>growth plus replacement</i></b>) annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i></p>	<p><b>Annual Openings:</b> 460</p>



## Model Six-Year Plan: Graphic Design and Illustration

**College:** University of the District of Columbia Community College

**Program/CIP:**

**Plan:**

**Entity:** Office of the State Superintendent of Education

**Career Cluster:** Arts, A/V Technology, and Communications

**Program of Study:** Graphic Design and Illustration

High School					College			
Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Semester I	Semester II	Semester III	Semester IV
<b>English (4)</b>	English I	English II	English III	English IV				
<b>Math (4)</b>	Algebra I	Geometry	Algebra II	Math				
<b>Science (4)</b>	Biology	Lab Science	Lab Science	Science				
<b>Social Studies (4)</b>	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
<b>Health (.5) and Physical Ed (1)</b>	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
<b>World Languages (2)</b>			World Language I	World Language II				
<b>Art (.5)</b>		Art (.5)						
<b>Music (.5)</b>		Music (.5)						
<b>Elective / Major Courses</b>	Principles of Arts, Audio/Video Technology, and Communications	Graphic Design and Illustration I	Graphic Design and Illustration II	Practicum in Printing and Imaging Technology				
<b>Total possible college credits completed in high school: XX</b>					<b>Credit hours required to complete the AAS program: XX</b>			



## Course Standards

### Principles of Arts, Audio/Video Technology, and Communications

1. **General requirements.** This course is recommended for students in Grade 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides students with industry-aligned content, challenging academic standards, and relevant technical knowledge to further their education and succeed in current or emerging professions.
  - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
  - C. Careers in the Arts, Audio/Video Technology, and Communications Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. explore opportunities in training, education, and certifications for employment;
    2. demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability;
    3. demonstrate skills related to seeking and applying for employment;
    4. create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and
    5. demonstrate skills in evaluating and comparing employment opportunities.
  - B. **The student applies English language arts in Arts, Audio/Video Technology, and Communications projects. The student is expected to:**
    1. demonstrate the use of content, technical concepts, and vocabulary;
    2. use correct grammar, punctuation, and terminology to write and edit documents;
    3. identify assumptions, purpose, and propaganda techniques;



4. compose and edit copy for a variety of written documents;
  5. evaluate oral and written information; and
  6. research topics for the preparation of oral and written communication.
- C. **The student applies professional communications strategies. The student is expected to:**
1. adapt language structure and style for audience, purpose, situation, and intent;
  2. organize oral and written information;
  3. interpret and communicate information, data, and observations;
  4. deliver formal and informal presentations;
  5. apply active listening skills to obtain and clarify information;
  6. develop and interpret tables, charts, and figures to support written and oral communications;
  7. listen to and speak with diverse individuals; and
  8. exhibit public relations skills to increase internal and external customer/client satisfaction.
- D. **The student understands and examines problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
  2. employ interpersonal skills in groups to solve problems.
- E. **The student uses technology applications when completing Arts, Audio/Video Technology, and Communications projects and processes. The student is expected to:**
1. use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for Arts, Audio/Video Technology, and Communications projects; and
  2. use processes such as personal information management, file management, and file sharing.
- F. **The student understands arts, audio/video technology, and communications systems. The student is expected to:**
1. describe the nature and types of businesses in arts, audio/video technology, and communications;
  2. analyze and summarize the history and evolution of the arts, audio/video technology, and communications fields of study;
  3. analyze the arts, audio/video technology, and communications economic base; and
  4. analyze and summarize evidence of interdependence between the technical and the artistic sides of arts, audio/video technology, and communications.
- G. **The student understands the principles of audio/video production. The student is expected to:**
1. apply knowledge of audio and video script production;
  2. discuss the impact of audio and video selection on human emotion;
  3. demonstrate the use of audio and video for a three-screen environment, including cell phones, television monitors, and computer screens;
  4. demonstrate various videography techniques, including picture composition, video composition, audio composition, editing, and delivery;
  5. understand the differences between linear and nonlinear systems; and
  6. demonstrate knowledge of control peripherals for capturing or ingesting media.
- H. **The student understands the principles of fashion design that impact consumer purchasing of fashion and apparel accessories. The student is expected to:**



1. describe social, cultural, and life cycle influences;
  2. explain how fashion trends are determined; and
  3. analyze the influence of advertising on consumer apparel choices.
- I. **The student understands the principles of video game design. The student is expected to:**
1. demonstrate knowledge and appropriate use of computer operating systems;
  2. demonstrate appropriate use of hardware components, software programs, and storage devices;
  3. demonstrate knowledge of sound editing;
  4. demonstrate knowledge of file formats and cross-platform compatibility;
  5. acquire and exchange information in a variety of electronic file sharing formats; and
  6. combine graphics, images, and sound.
- J. **The student understands the principles of graphic design and illustration. The student is expected to:**
1. research the history of visual arts and design;
  2. explain the evolution of art and design;
  3. compare current visual arts technologies with historical technologies;
  4. understand general characteristics in artwork from a variety of cultures; and
  5. analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.
- K. **The student understands the principles of commercial photography. The student is expected to:**
1. demonstrate knowledge of photographic composition and layout; and
  2. evaluate photographs using principles of art, commercial photography standards, and critical-thinking skills.
- L. **The student understands the principles, elements, and techniques of animation. The student is expected to:**
1. describe and use audience identification, scriptwriting, character design, storyboarding, and audio and delivery formats;
  2. describe and use cell, stop motion, tweening, motion paths, masking, looping, scripting/programming, and interactivity;
  3. describe lighting and camera shots; and
  4. describe and use flipbooks, claymation, or cut-outs.
- M. **The student understands the principles of printing and imaging. The student is expected to:**
1. identify processes required for the production of various printed products;
  2. identify basic design elements such as text, graphics, and white space; and
  3. demonstrate basic knowledge of color theory.
- N. **The student applies safety regulations. The student is expected to:**
1. implement personal and classroom safety rules and regulations; and
  2. follow emergency procedures as needed.
- O. **The student identifies and develops leadership characteristics. The student is expected to:**
1. identify leadership characteristics; and
  2. participate in student leadership and professional development activities.



- P. **The student applies the decision-making and understands and complies with laws regarding the use of technology in arts, audio/video technology, and communications. The student is expected to:**
1. demonstrate an understanding of ethical conduct related to interacting with others, such as maintaining client confidentiality and privacy of sensitive content and giving proper credit for ideas;
  2. examine the First Amendment, Federal Communications Commission regulations, Freedom of Information Act, liability laws, and other regulations for compliance issues;
  3. examine the liabilities, copyright laws, fair use, and duplication of materials associated with productions and performances;
  4. analyze the impact of arts, audio/video technology, and communications industries on society;
  5. demonstrate an understanding of proper digital etiquette, personal security guidelines, use of network resources, and the district's acceptable use policy for technology; and
  6. identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, willingness to learn new knowledge and skills, and pride in quality work.
- Q. **The student understands communications strategies as they relate to arts, audio/video technology, and communications. The student is expected to:**
1. adapt the language and design of a project for audience, purpose, situation, and intent;
  2. organize oral, written, and graphic information into formal and informal projects;
  3. interpret and communicate information for multiple audiences; and
  4. collaborate to create original projects, including seeking and responding to advice from others such as peers or experts in the creation and evaluation process.
- R. **The student uses a variety of strategies to plan, obtain, evaluate, and use valid information. The student is expected to:**
1. obtain print and digital information such as graphics, audio, and video from a variety of resources while citing the sources;
  2. evaluate information for accuracy and validity; and
  3. present accurate information using techniques appropriate for the intended audience.
- S. **The student applies technical skills for efficiency. The student is expected to:**
1. employ planning and time-management skills to complete work tasks; and
  2. use technology to enhance productivity.
- T. **The student develops a basic understanding of arts, audio/video technology, and communications. The student is expected to:**
1. research the scope of career opportunities;
  2. develop an understanding of the elements and principles of art;
  3. develop an understanding of the industry by explaining the history and evolution of the arts, audio/video technology, and communications career fields and defining and using related terminology;
  4. evaluate works of art using critical-thinking skills;
  5. determine the use of art elements such as color, texture, form, line, and space; and
  6. determine the use of principles of design such as continuity, pattern, rhythm, balance, proportion, and unity in products.



- U. **The student makes informed judgments about product designs and the designs of others. The student is expected to:**
1. interpret, evaluate, and justify artistic decisions; and
  2. select and analyze original product designs by peers and others to form precise conclusions about formal qualities and historical and cultural contexts, intents, and meanings.
- V. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Graphic Design and Illustration I

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
  - C. Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.
  - D. Students will participate in at least two Career Awareness Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    1. identify and participate in training, education, or certification for employment;
    2. identify and demonstrate positive work behaviors and personal qualities needed to be employable;
    3. demonstrate skills related to seeking employment to find and obtain a desired job;
    4. maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and
    5. examine employment opportunities in entrepreneurship.
  - B. **The student applies academic knowledge and skills in art and design projects. The student is expected to:**
    1. apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and
    2. apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.



- C. **The student understands professional communications strategies. The student is expected to: ;**
1. adapt language such as structure and style for audience, purpose, situation, and intent;
  2. organize oral and written information;
  3. interpret and communicate information;
  4. deliver formal and informal presentations;
  5. apply active listening skills;
  6. listen to and speak with diverse individuals; and
  7. exhibit public relations skills.
- D. **The student understands and employs problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
  2. employ interpersonal skills in groups to solve problems.
- E. **The student applies technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.**
- F. **The student understands design systems. The student is expected to analyze and summarize the history and evolution of related fields.**
- G. **The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.**
- H. **The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:**
1. employ leadership skills;
  2. employ teamwork and conflict-management skills;
  3. conduct and participate in meetings; and,
  4. employ mentoring skills.
- I. **The student applies ethical decision-making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:**
1. exhibit ethical conduct related to interacting with others, such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;
  2. discuss and apply copyright laws in relation to fair use and acquisition;
  3. model respect for intellectual property;
  4. demonstrate proper etiquette and knowledge of acceptable use policies; and
  5. analyze the impact of the advertising and visual communication design industry on society.
- J. **The student applies technical skills for efficiency. The student is expected to:**
1. employ planning and time-management skills to complete work tasks.
- K. **The student develops an increasing understanding of graphic design and illustration. The student is expected to:**
1. research art and design career opportunities and qualifications.



- L. **The student researches the history and evolution of art and design. The student is expected to:**
  - 1. explain the history of visual arts and design;
  - 2. understand general characteristics in artwork from a variety of cultures; and
  - 3. compare current visual arts technologies with historical technologies.
  
- M. **The student conducts oral or written critiques of designs. The student is expected to:**
  - 1. interpret, evaluate, and justify design decisions;
  - 2. apply a critical method of evaluation;
  - 3. communicate an oral or written defense; and
  - 4. evaluate oral or written feedback.
  
- N. **The student demonstrates an understanding of artistic design. The student is expected to analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.**
  
- O. **The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:**
  - 1. create designs for defined applications;
  - 2. apply elements of design;
  - 3. apply design principles and typography;
  - 4. use good composition;
  - 5. demonstrate anatomical figure drawing;
  - 6. demonstrate drawing in one-point, two-point, and multi-point perspective;
  - 7. create a project by applying color; and
  - 8. apply printing concepts.
  
- P. **The student develops technology skills. The student is expected to:**
  - 1. use technology as a tool to research, organize, evaluate, and communicate information.
  - 2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  - 3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  - 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies



## Graphic Design and Illustration II

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Graphic Design and Illustration I. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Arts, Audio/Video Technology, and Communications Career Cluster is focused on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
  - C. Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. participate in training, education, or certification for employment;
    2. demonstrate positive work behaviors and personal qualities needed to be employable;
    3. demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;
    4. maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples; and
    5. demonstrate skills in evaluating and comparing employment opportunities.
  - B. **The student applies academic knowledge and skills in art and design projects. The student is expected to:**
    1. apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and
    2. apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.



- C. **The student understands and employs problem-solving methods. The student is expected to:**
  - 1. employ critical-thinking skills independently and in groups; and
  - 2. employ interpersonal skills in groups to solve problems.
  
- D. **The student applies knowledge of design systems. The student is expected to analyze and summarize the history and evolution of related fields.**
  
- E. **The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.**
  
- F. **The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:**
  - 1. employ leadership skills;
  - 2. employ teamwork and conflict-management skills;
  - 3. conduct and participate in meetings; and
  - 4. employ mentoring skills.
  
- G. **The student applies ethical decision-making and complies with laws regarding use of technology in art and design. The student is expected to:**
  - 1. exhibit ethical conduct;
  - 2. apply copyright laws;
  - 3. model respect for intellectual property;
  - 4. demonstrate proper etiquette and knowledge of acceptable use policies; and
  - 5. identify the impact of the advertising and visual communication design industry on society.
  
- H. **The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.**
  
- I. **The student develops an advanced understanding of graphic design and illustration. The student is expected to:**
  - 1. interpret, evaluate, and justify design decisions;
  - 2. participate in oral or written critiques of designs by applying a critical method of evaluation; and
  - 3. identify and apply art elements and principles to designs and illustrations.
  
- J. **The student develops technology skills. The student is expected to:**
  - 1. use technology as a tool to research, organize, evaluate, and communicate information.
  - 2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  - 3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  - 4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies



## Practicum in Printing and Imaging Technology

1. **General requirements.** This course is recommended for students in Grades 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, A.V. Technology, and Communication Career Cluster. Prerequisite: Graphic Design and Illustration II. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Arts, Audio/Video Technology, and Communications Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content, including visual and performing arts and design, journalism, and entertainment services.
  - C. Careers in printing span all aspects of the industry, including prepress, press, and finishing, and bindery operations. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the printing industry with a focus on finishing and bindery operations and customer-based projects. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. identify and participate in training, education, or certification to prepare for employment;
    2. identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment; and
    3. demonstrate skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills.
  - B. **The student applies academic knowledge and skills in printing and imaging projects. The student is expected to:**
    1. apply English language arts knowledge and skills in accordance with industry standards to a variety of written documents; and
    2. apply mathematics knowledge and skills in accordance with industry standards to solve a problem.



- C. **The student implements advanced communications strategies. The student is expected to:**
1. adapt language such as structure and style for audience, purpose, situation, and intent;
  2. organize oral and written information;
  3. interpret and communicate information, data, and observations;
  4. present information formally and informally;
  5. apply active listening skills to obtain and clarify information;
  6. listen to and speak with diverse individuals; and
  7. exhibit public relations skills to increase internal and external customer/client satisfaction.
- D. **The student implements advanced problem-solving methods. The student is expected to:**
1. employ critical-thinking skills independently and in groups; and
  2. employ interpersonal skills in groups to solve problems.
- E. **The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for printing and imaging projects.**
- F. **The student applies safety regulations. The student is expected to:**
1. implement personal and workplace safety rules and regulations; and
  2. follow emergency procedures.
- G. **The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:**
1. employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;
  2. employ teamwork and conflict-management skills to achieve collective goals;
  3. establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;
  4. prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;
  5. conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and
  6. employ mentoring skills to inspire and teach others.



- H. **The student implements ethical decision-making and complies with laws regarding the use of technology in printing. The student is expected to:**
1. demonstrate an understanding of ethical conduct related to interacting with others, such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;
  2. apply copyright laws in relation to fair use and duplication of materials;
  3. model respect for intellectual property;
  4. demonstrate proper etiquette and knowledge of acceptable use policies; and
  5. understand Creative Commons laws, including all licensing.
- I. **The student implements career-building characteristics. The student is expected to:**
1. maintain, update, and present a portfolio with information such as work experiences, licenses, certifications, and work samples;
  2. demonstrate skills in evaluating and comparing employment opportunities; and
  3. examine employment opportunities in entrepreneurship.
- J. **The student implements technical skills for efficiency. The student is expected to employ planning and time-management skills and tools to enhance results and complete work tasks.**
- K. **The student implements an advanced technical understanding of professional printing and imaging. The student is expected to:**
1. understand printing systems and their uses;
  2. manage the printing process;
  3. prepare customer documents;
  4. use appropriate printing processes;
  5. use binding processes, including cutting, folding, and trimming;
  6. calculate paper counts from a stock sheet;
  7. demonstrate folding a variety of print pieces, adapting equipment as needed;
  8. demonstrate saddle stitch, perfect bind, and flat stitching in various printed materials;
  9. establish padding press operations;
  10. use appropriate embossing, foil stamping, die-cutting, and laminating samples;
  11. print appropriate paper labels, inkjet labels, and bulk forms;
  12. demonstrate knowledge of postal regulations related to packages, contents, sizes, and destinations; and
  13. meet customer needs with regard to labeling, packaging, and shipping according to regulatory standards.
- L. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information.
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
  3. demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.