**Competency Cross-Reference - Graphic Arts Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** Evaluate the student by recording the appropriate number to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

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| **Rating Scale (0-6):** | |
| 0 | **No Exposure -** no experience/ knowledge in this area; program/ course did not provide instruction in this area |
| 1 | **Unsuccessful Attempt -** unable to meet knowledge or performance criteria and/ or required significant assistance |
| 2 | **Partial Demonstration** - met some of the knowledge or performance criteria with or without minor assistance |
| 3 | **Knowledge Demonstrated** - met knowledge criteria without assistance at least once |
| 4 | **Performance Demonstrated** - met performance criteria without assistance at least once |
| 5 | **Repetitive Demonstration** - met performance and/ or knowledge criteria without assistance on multiple occasions |
| 6 | **Mastered** - successfully applied knowledge or skills in this area to solve related problems independently |
| N/ A | Not observed or does not apply |

*\*National-level competency developed by a committee of design instructors and officials from PrintED, GAERF (Graphics Arts Education Research Foundation), and AIGA (American Institute of Graphic Artists)*

| ***Score*** | ***#*** | ***Competency*** | ***Academic / Technical Standards*** | ***SkillsUSA Framework*** | ***Instructional Strategy*** | ***Unit Plan Title(s)*** |
| --- | --- | --- | --- | --- | --- | --- |
| Safety (to be integrated throughout the program) | | | | | | |
|  | 1 | Demonstrate safe work habits | RI.1.A, B | Technical Skills: Safety & Health | Lecture/ Presentation |  |
|  | 2 | Demonstrate use of Xacto knife with cutting mat safely | RI.1.A, B | Technical Skills: Safety & Health | Demonstration |  |
|  | 3 | Identify location of First Aid box and know procedure to properly administer First Aide for a small cut | RI.1.A, B | Technical Skills: Safety & Health | Demonstration |  |
|  | 4 | Identify the location of Eye Wash station and know procedure to use it. | A2.DS.A.7 | Technical Skills: Safety & Health | Demonstration |  |
|  | 5 | Identify location of Fire Extinguishers and understand PASS procedure on using it. | A2.DS.A.7 | Technical Skills: Safety & Health | Lecture/ Presentation |  |
|  | 6 | Demonstrate appropriate workplace safety practices (e.g. lockout/ tagout, chemical, electrical, hand tools, power tools, ladders, PPE, ventilation, and environmental hazards) | RI.1.A, B | Technical Skills: Safety & Health | Lecture/ Presentation |  |
|  | 7 | Apply Safety Data Sheet (SDS) requirements | RI.1.A, B | Technical Skills: Safety & Health | Lecture/ Presentation |  |
|  | 8 | Apply local, state, and federal standards and effects on the printing industry (e.g. OSHA) | RI.1.A, B | Technical Skills: Safety & Health | Lecture/ Presentation |  |
| Presentation, Interpersonal, and Communication Skills | | | | | | |
|  | 1 | \*Identify and explore the major occupations related to the advertising design industry | W.1.A | Technical Skills: Job-Specific Skills |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 2 | Review roles and responsibilities of employment positions in the graphic communications industry: sales representative, customer service rep, estimator, graphic designer, database programmer, photographer, screen printer, production artist, pre-media technician, press operator, bindery operator, management | W.1.A | Technical Skills: Job-Specific Skills |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 3 | Describe work ethic skills that should be exhibited by employees in the creative arts field | W.1.A | Personal Skills: Work Ethic |  |  |
|  | 4 | Describe the positive and negative impact of social media on a personal brand or perception | W.1.A, RI.1.D, RI.3.D | Workplace Skills: Communication |  |  |
|  | 5 | Identify basic salary/ wage expectation ranges for major occupations in the graphic communications field | W.1.A | Technical Skills: Job-Specific Skills |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 6 | Design a personal resume that highlights the candidate's experience, skills, and talents, and includes references | W.3.A (a-e) | Workplace Skills: Planning, Organizing & Management |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 7 | Write a cover letter for a specific job that differentiates the candidate form other job seekers | W.3.A (a-e) | Workplace Skills: Communication |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 8 | Complete an employment application form | W.3.A (a-e) | Technical Skills: Job-Specific Skills |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 9 | Discuss and demonstrate way to prepare for a successful interview | W.1.A, SL.1.A-C, SL.2.A-C | Personal Skills: Self-Motivation |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 10 | Identify common interview questions and prepare responses | W.1.A, SL.1.A-C, SL.2.A-C | Workplace Skills: Planning, Organizing & Management |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 11 | Develop appropriate questions to ask prospective employers during interviews | W.1.A | Workplace Skills: Communication |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 12 | Conduct a mock job interview conducted by a teacher | SL.1.A-C, SL.2.A-C | Workplace Skills: Communication |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 13 | Prepare a letter or email to follow up with a job interview | W.3.A (a-e) | Workplace Skills: Communication |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 14 | Evaluate an employment benefits package | RI.3.D | Workplace Skills: Decision Making |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 15 | Compare job opportunities, including wages, benefits, responsibilities, and potential career growth | W.1.A | Technical Skills: Professional Development |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 16 | Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks | RI.1.A-D | Workplace Skills: Decision Making |  |  |
|  | 17 | \*Create a digital portfolio to showcase your work | W.1.A, W.2.A, W.3.A | Technical Skills: Job-Specific Skills |  | [Employment Unit](file:///C:\Users\clements\Downloads\DESE%20Project\Graphic%20Arts%20Competencies.xlsx#RANGE!A1) |
|  | 18 | Create a presentation to show evidence of research from various sources for a design project | W.1.A, W.2.A, W.3.A | Technical Skills: Job-Specific Skills |  |  |
|  | 19 | Use design terminology when critiquing and presenting a design for a client | RI.1.B | Workplace Skills: Leadership |  |  |
|  | 20 | Give a presentation showing correct poise, articulation, and grammar | SL.2.A-C | Workplace Skills: Communication |  |  |
| Principles and Elements of Design | | | | | | |
|  | 1 | \*Identify the basic elements of design: line, shape/ form, direction, size/ scale, texture, value, color | G.GMD.B, G.MG.A, RI.1.A-B | Workplace Skills: Decision Making |  |  |
|  | 2 | Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, value and shade, and the effect of light and distance on color | RI.1.C | Workplace Skills: Leadership |  |  |
|  | 3 | \*Demonstrate an understanding of color relationships: complimentary, split-complimentary, double-complimentary, analogous, monochromatic | RI.1.C | Workplace Skills: Leadership |  |  |
|  | 4 | Discuss a time-based concept | SL.1.A, SL.2.A-C | Workplace Skills: Communication |  |  |
|  | 5 | \*Create a storyboard to demonstrate a time-based concept | RI.1.C | Technical Skills: Job-Specific Skills |  |  |
|  | 6 | \*Demonstrate an understanding of color balance by adjusting intensity of color to render specific colors, the method often referred to as gray balance, neutral balance, or white balance | R.I.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 7 | \*Define Design Thinking to include the six steps that comprise the process: understand, observe, define, ideate, prototype, and test | RI.1.B | Workplace Skills: Communication |  |  |
|  | 8 | \*Implement Design Thinking by completing a project that includes each of the six steps involved in the process | RI.1.A, B | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 9 | \*Develop a diverse range of concepts through thumbnails and rough drafts by sketching. Show color using appropriate medium in response to a design project |  | Technical Skills: Job-Specific Skills |  |  |
|  | 10 | \*Pitch a concept to demonstrate an understanding of the relationship between message, color, typography, images, and layout | G.MG.A, RI.1.A, SL.2 | Workplace Skills: Communication |  |  |
|  | 11 | Explain spot color and Pantone Color System (PMS) | SL.2.A-C | Workplace Skills: Communication |  |  |
|  | 12 | \*Explain design rationale for the creative choices implemented during the design process: thumbnail, rough, comprehensive, mock up | A1.NQ.B, G.MG.A, SL.1.A | Workplace Skills: Communication |  |  |
|  | 13 | \*Identify and discuss the basic principles of design: unity, contrast, proportions, balance, emphasis, rhythm | RI.1.A | Workplace Skills: Communication |  |  |
|  | 14 | Identify and discuss the relationship of the components that are comprised in a design concept: message, color, typography, images, layout | G.MG.A, SL.1.A, RI.1.A | Workplace Skills: Communication |  |  |
|  | 15 | \*Demonstrate an understanding of corporate identity, including logos, and how branding affects consumer recognition and behavior | RI.1.A-C | Workplace Skills: Leadership |  |  |
|  | 16 | \*Use brainstorming techniques to develop ideas for a design concept based on client need and target audience | G.MG.A, W.1.A | Workplace Skills: Decision Making |  |  |
|  | 17 | Critique a layout to determine if it meets the client’s needs, and suggest improvements | G.GMD.B, G.MG.A, W.3.A | Workplace Skills: Decision Making |  |  |
| Type | | | | | | |
|  | 1 | \*Identify type styles within a type family: Roman, bold, italic, condensed | RI.1.A | Technical Skills: Job-Specific Skills |  |  |
|  | 2 | \*Identify: x-height, meanline, baseline, ascenders, descenders, serifs, leading, and their roles in measuring and designing with type | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 3 | \*Identify: lowercase, uppercase, small caps, and ligatures | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 4 | \*Distinguish between display (headline) type and body (text) type by their point sizes, styles, and uses | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 5 | \*Identify letter: spacing, tracking, kerning, baseline shift, and horizontal scale | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 6 | \*Identify the five classic typefaces, their classifications and uses to include: Garamond, Baskerville, Bodoni, Century, and Helvetica | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | \*Define: dingbats, bullets, glyphs, symbols, superscript, subscript, and their uses in publications | RI.1.B | Workplace Skills: Communication |  |  |
|  | 8 | \*Define type arrangements: flush left–ragged right, flush right–ragged left, centered, justified, force justified, and widows and orphans | RI.1.B | Workplace Skills: Communication |  |  |
|  | 9 | \*Select appropriate type for use in a print or digital medium | W.3.A.e | Workplace Skills: Decision Making |  |  |
|  | 10 | Use correct typography in paragraph style illustrating: caps, lowercase, uppercase, small caps and ligatures | W.3.A.c | Technical Skills: Computer & Technology Literacy |  |  |
|  | 11 | Set typography to appropriate line lengths, character counts, and leading |  | Workplace Skills: Decision Making |  |  |
|  | 12 | Determine usage for a variety of fonts and assess the effectiveness of a communication piece using different applications of type | W.1.A | Workplace Skills: Decision Making |  |  |
|  | 13 | Organize complex information using typography hierarchy | W.2.A | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 14 | Compare the differences of typeface technologies: TrueType, Open Type, PostScript | RI.1.D | Technical Skills: Job-Specific Skills |  |  |
|  | 15 | Describe font substitution when outputting a printed page | RI.1.A | Workplace Skills: Communication |  |  |
| Page Layout | | | | | | |
|  | 1 | \*Demonstrate an understanding of file formats (.doc, .eps, .png, .ai; .jpg; .psd; .gif, .tif; .indd; .pdf, etc.); file management operations, and file naming conventions | RI.1.A | Workplace Skills: Decision Making |  |  |
|  | 2 | \*Demonstrate the use of appropriate page layout software for a print or digital project | RI.1.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 3 | \*Demonstrate the proper procedures for printing a black/ white proof or a color proof to a laser or inkjet printer | RI.1.B | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 4 | \*List the advantages/ disadvantages of hard proofing versus soft proofing | RI.1.A | Workplace Skills: Decision Making |  |  |
|  | 5 | \*Export a print-ready Portable Document Format (PDF) using page layout software |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 6 | \*Identify trim size; bleed size; and, live area of a project | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | \*Locate examples of ad sizes from publications (full-page, half-page, and quarter-page ads) |  | Workplace Skills: Decision Making |  |  |
|  | 8 | \*Proofread and edit using current editing methods. Make corrections/ adjustments as specified | W.3.A.c | Workplace Skills: Communication |  |  |
|  | 9 | \*Set text with appropriate margins, formatting, gutters, and proper leading | W.3.A.c | Technical Skills: Computer & Technology Literacy |  |  |
|  | 10 | \*Prepare computer generated layouts incorporating appropriate marks: gutters, register marks, trim marks, fold lines | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 11 | \*Design and produce a document using desired fonts, styles, margins, indents, tabs, and colors | W.3.A.e | Workplace Skills: Decision Making |  |  |
|  | 12 | \*Create a multi-page document using text blocks, graphics, frames, and headings using drop caps and text wraps for print or digital media | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 13 | \*Create a document using grids, templates, master pages, paragraph style sheets, and character style sheets | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 14 | \*Preflight and package a native file |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 15 | \*Demonstrate various United States Postal Service (USPS) design requirements and provide resources for more information on USPS requirements |  | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 16 | \*Repurpose a design concept for use in various media, e.g., web, digital distribution, print, etc. | W.3.A.e | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 17 | Show an understanding of how to generate a project based on specs for print or digital format | RI.1.A | Workplace Skills: Leadership |  |  |
|  | 18 | Create a multi-page layout utilizing a grid, folio, images and text in columns and a color scheme | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 19 | Create a page that includes number of pages, facing pages, page size and orientation, margins, bleeds, slugs, indents, tabs using professional layout software | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 20 | Show ability to organize complex information: hierarchy and information architecture | W.3.A.a | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 21 | Create a mock-up of a publication | W.3.A.e | Technical Skills: Job-Specific Skills |  |  |
|  | 22 | Demonstrate specified paragraph formatting to text: indents (left, right, hanging); spaces before and after; leading; drop caps; tabs; object alignment and distribution | W.3.A.e | Technical Skills: Job-Specific Skills |  |  |
|  | 23 | Compare the differences between supplying PDF files versus native files for print | RI.1.D | Technical Skills: Computer & Technology Literacy |  |  |
|  | 24 | Show knowledge of the project phases of a typical project, including those that involve stakeholders and vendors | RI.1.A-D | Workplace Skills: Teamwork |  |  |
|  | 25 | Assess proper line and page breaks including hyphenation, widows and orphans in a given layout | W.3.A.e | Workplace Skills: Communication |  |  |
| Image Capture & Photography | | | | | | |
|  | 1 | \*Capture digital images using a scanner and digital camera |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 2 | Identify the main parts of a camera | RI.1.A, B | Technical Skills: Job-Specific Skills |  |  |
|  | 3 | Use manual settings on a camera to photograph a scene outside and inside | RI.1.A, B | Technical Skills: Job-Specific Skills |  |  |
|  | 4 | Describe various camera components and settings used while capturing images: aperture, shutter speed, image resolution, white balance | RI.1.A, B | Workplace Skills: Communication |  |  |
|  | 5 | Experiment with focus settings, macro, and zooming techniques; show knowledge of these settings |  | Technical Skills: Professional Development |  |  |
|  | 6 | Show knowledge of how to stage, light and photograph an object, a person and a group of people, with and without props | RI.3.A, B, D | Workplace Skills: Decision Making |  |  |
|  | 7 | Know the results produced by using different filters for effects in both hardware and software | RI.3.A, B, D | Technical Skills: Computer & Technology Literacy |  |  |
|  | 8 | Show evidence of knowledge in the advantages and disadvantages of using a flash | RI.3.A, B, D | Technical Skills: Job-Specific Skills |  |  |
|  | 9 | \*Demonstrate appropriate scanner/ program operations for line artwork and continuous tone in both black/ white and color | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 10 | \*Evaluate high/ low resolution images and describe the uses of each (screen display, digital press, offset press, wide format inkjet) | RI.3.A, B, D | Workplace Skills: Decision Making |  |  |
|  | 11 | \*Select and download a digital image from a stock photography website or other media that is appropriate for intended output |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 12 | \*Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or digital media |  | Technical Skills: Job-Specific Skills |  |  |
|  | 13 | \*Edit a raster image by using color correction, tone control, cropping, scaling, etc. |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 14 | \*Demonstrate an understanding of additive and subtractive color, i.e., Red-Green-Blue (RGB) and Cyan-Magenta-Yellow-Key/ black (CMYK) | RI.1.B | Workplace Skills: Leadership |  |  |
|  | 15 | Describe and perform image cloning in image editing software | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 16 | Describe and use unsharp masking in image editing software | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 17 | Describe and use layers, selections and channels in an image editing software program to edit a color photograph | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 18 | \*Demonstrate the use of Optical Character Recognition (OCR) software to make text editable | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 19 | Describe types of graphics and appropriate uses: raster (bitmap), vector, line art, continuous tone | RI.1.B | Workplace Skills: Communication |  |  |
|  | 20 | Explain pixels per inch resolution (display); dots per inch (output device resolution); lines per inch resolution (halftone) | 6.RP.A | Workplace Skills: Communication |  |  |
|  | 21 | Discuss digital asset management and file naming conventions | RI.3.B | Workplace Skills: Communication |  |  |
|  | 22 | Compare use of scanner versus lens based image capture (digital camera) | W.1.A | Workplace Skills: Decision Making |  |  |
|  | 23 | Create and edit images in a raster based program using: layers, transparencies, layer modes, masks, selections |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 24 | Demonstrate compositing or composing images using complex image construction |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 25 | Create a design that communicates a specific message visually | RI.1.C | Technical Skills: Job-Specific Skills |  |  |
|  | 26 | Create a design showing different cropping, scaling and values of an image | 7.GM.A.1 | Technical Skills: Job-Specific Skills |  |  |
|  | 27 | Create a single image from two or more images |  | Technical Skills: Job-Specific Skills |  |  |
| Digital Illustration | | | | | | |
|  | 1 | \*Demonstrate an understanding of the differences between raster and vector files by examining with a magnifying glass or loupe | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 2 | \*Use the appropriate graphics program to manipulate type: rotated, circled, extended, tints and fills | RI.1.B | Technical Skills: Computer & Technology Literacy |  |  |
|  | 3 | \*Create a design using a vector illustration program |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 4 | \*Trace a raster drawing/ photograph using a vector illustration program |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 5 | \*Create and edit an illustration in a vector based program using: layers, transparency, pen tool, clipping mask, shape modes, distribute |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 6 | \*Create a spot color illustration or logo using Pantone Matching System (PMS) or other color matching system, and view or print separations |  | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | Identify different types of information graphics | RI.3.A-D, W.1.A | Technical Skills: Job-Specific Skills |  |  |
|  | 8 | Gather and present research data | RI.3.A-D, W.1.A | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 9 | Create a logo design and show the logo with: PMS colors, CMYK values, RGB/ Hexadecimal values, reverse, line art, color separations |  | Technical Skills: Job-Specific Skills |  |  |
| Animation/ Multimedia | | | | | | |
|  | 1 | Identify the 12 principles of animation | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 2 | Create a character from basic shapes | G.GMD.B, G.MG.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 3 | Analyze the way in which technical design (color theory, lighting, graphics, typography, posters, sound, costumes, makeup) contributes to a performance or presentation | RI.1.A | Technical Skills: Job-Specific Skills |  |  |
|  | 4 | Know the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation | RI.1.A-D | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 5 | Use the elements of the particular art form to observe, perceive and respond | RI.1.C | Workplace Skills: Communication |  |  |
|  | 6 | Apply knowledge of equipment and skills related to production in a variety of arts, media, and entertainment occupations | RI.1.A-D | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | Know the elements involved in creating a media or performing arts production for video or electronic presentation | RI.1.A-D | Technical Skills: Job-Specific Skills |  |  |
|  | 8 | Use technology in the creative process to create a variety of audio, visual, written and electronic products and presentations | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 9 | Deliver multimedia presentations that use the selected media skillfully, editing appropriately and monitoring for quality | SL.1.A-C, SL.2.A-C | Technical Skills: Computer & Technology Literacy |  |  |
|  | 10 | Deliver multimedia presentations that test the audience's response and revise the presentation accordingly | SL.1.A-C, SL.2.A-C, A2.DS.A (especially 7) | Workplace Skills: Communication |  |  |
| Design Business Skills | | | | | | |
|  | 1 | Identify methods for determining pricing structure of a graphic design project to include one of the following: time-based pricing, fixed fee, and value-based pricing | RI.1B, A1.NQ.B.4, A1.SSE.A.1, A1.CED.A.4, A1.IF.B.6 | Workplace Skills: Decision Making |  |  |
|  | 2 | Prepare a written quote for an advertising design project | W.2.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 3 | Prepare an invoice for an advertising design project, identifying terms of payment | W.2.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 4 | Identify courses of action when faced with issue of non-payment of invoices |  | Workplace Skills: Decision Making |  |  |
|  | 5 | Identify potential high risk clients who might constitute higher financial risk for a freelance designer (e.g., new businesses, political campaigns, family/ friends, etc.) and determine the positives/ negatives of accepting/ declining these prospective high risk clients |  | Workplace Skills: Decision Making |  |  |
|  | 6 | Demonstrate proper customer service skills (assisting customers, answering telephone; taking messages; writing/ responding to emails) | SL.2.A, SL.2.B | Technical Skills: Service Orientation |  |  |
|  | 7 | Know the difference between accounts payable, accounts receivable, debit and credit, and invoicing/ payment terms and conditions | RI.1.B | Workplace Skills: Decision Making |  |  |
|  | 8 | Use a job ticket to track progress |  | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 9 | Create an invoice for a job | W.2.A | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 10 | Know the difference between employment forms (W-2, W-4, i9, cover letter, application, resume, letter of recommendation) | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 11 | Know the difference between tax forms and what they stand for (W-9, 1099, 503-C, EIN, etc.) | RI.1.B | Workplace Skills: Job-Specific Skills |  |  |
|  | 12 | Gather needed information and complete necessary steps to complete a project from design to delivery by actively interacting with a client or instructor to include:  A. Project Initiation (determine the client’s needs)  B. Research (explore information provided at the initial client  meeting)  C. Strategy (analyze the research gathered and decide on design   and functionality criteria)  D. Development (mind mapping, storyboarding, free writing, layout   creation)  E. Presentation (review with client; make changes)  F. Production/ launch (implement finished piece across all   deliverables)  G. Completion (turn over completed project to client) | RI.1.A, RI.1.B, RI.1.C, RI.3.D, W.1.A, W.3.A, SL.1.A-C, SL.2.A-C | Workplace Skills: Planning, Organizing & Management |  |  |
| Design History | | | | | | |
|  | 1 | Identify art movements through history and their impacts on the world | RI.1.A, RI.1.B | Technical Skills: Multicultural Sensitivity & Awareness |  |  |
|  | 2 | Identify well-known designers and be able to explain why they are known | RI.1.A, RI.1.B | Technical Skills: Professional Development |  |  |
|  | 3 | Identify well-known typographers and be able to explain why they are known | RI.1.A, RI.1.B | Technical Skills: Professional Development |  |  |
|  | 4 | Identify well-known design firms and be able to explain why they are known | RI.1.A, RI.1.B | Technical Skills: Professional Development |  |  |
|  | 5 | Identify design trends throughout history | RI.1.A, RI.1.B | Technical Skills: Professional Development |  |  |
|  | 6 | Explain how culture effected design through history | RI.1.A, SL.2.A | Technical Skills: Multicultural Sensitivity & Awareness |  |  |
|  | 7 | Explain how design has changed from the beginning of the 20th Century to the 21st Century | RI.1.A, SL.2.A | Workplace Skills: Communication |  |  |
| Marketing and Branding | | | | | | |
|  | 1 | Create a logo marks sheet for a client noting the appropriate usage based on colors and file types | RI.2.C | Technical Skills: Computer & Technology Literacy |  |  |
|  | 2 | Develop a color scheme for a client's logo or product |  | Workplace Skills: Decision Making |  |  |
|  | 3 | Show an understanding by explaining the importance of branding | RI.1.A, SL.2.A | Workplace Skills: Communication |  |  |
|  | 4 | List the elements of corporate branding | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 5 | Discuss how corporate branding affects consumer recognition and behavior | SL.1.C | Workplace Skills: Communication |  |  |
|  | 6 | Understand what technology is appropriate for a specific client's needs; what type of medium effectively communicates the message | W.3.A.e | Workplace Skills: Decision Making |  |  |
|  | 7 | Create a mock-up of a package design for a client | W.3.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 8 | Identify different mediums for advertising and creating a brand | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 9 | Identify different ad sizes |  | Technical Skills: Job-Specific Skills |  |  |
|  | 10 | Design an ad based on a typical ad layout | W.3.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 11 | Identify the focal point of an advertisement | RI.1.D | Technical Skills: Job-Specific Skills |  |  |
|  | 12 | Create a headline for an advertisement | W.3.A | Workplace Skills: Decision Making |  |  |
|  | 13 | Design an advertising campaign for a product of a company | W.3.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 14 | Define and identify co-op advertising | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 15 | Explain the differences between the local and national print advertising | RI.1.A, SL.2.A | Workplace Skills: Communication |  |  |
| Production and Output | | | | | | |
|  | 1 | \*Output a file with marks/ bleeds/ seps |  | Technical Skills: Job-Specific Skills |  |  |
|  | 2 | \*Setup a file based on job specs |  | Technical Skills: Computer & Technology Literacy |  |  |
|  | 3 | \*Mount a project for presentation |  | Technical Skills: Job-Specific Skills |  |  |
|  | 4 | \*Describe common printing processes: flexography, gravure, letterpress, offset lithography, screen printing, digital | RI.1.A-C | Workplace Skills: Communication |  |  |
|  | 5 | \*List common products produced by each printing process | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 6 | \*Identify samples of each printing process | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | Discuss the Pantone color process | RI.1.D, RI.3.D | Technical Skills: Job-Specific Skills |  |  |
|  | 8 | Review common paper types, weights, grades and classifications commonly used in the printing industry | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 9 | Define counterfeiting, copyright, and intellectual property infringement | RI.1.B | Personal Skills: Integrity |  |  |
|  | 10 | Identify the issues and challenges associated with counterfeiting, copyright and intellectual property infringement in the printing industry | RI.1.A-C | Personal Skills: Professionalism |  |  |
|  | 11 | Describe the function and use of basic commercial production equipment | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 12 | Define workflow and review common steps in a typical print workflow: digital file preparation, print, finish | RI.1.B | Workplace Skills: Planning, Organizing & Management |  |  |
|  | 13 | Describe the purpose of a job ticket and locate key production information | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 14 | Identify departments within printing organizations through live or virtual observation | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 15 | Describe the role and responsibilities of departments within a printing organization: sales, estimating, file preparation, printing, binding, shipping | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 16 | Define RGB and CMYK color | RI.1.B | Technical Skills: Job-Specific Skills |  |  |
|  | 17 | Describe preflighting and list common file issues found | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
|  | 18 | Explain the purpose of proofing; compare hard and soft proofs and discuss advantages/ disadvantage of each | RI.1.D, RI.3.D | Technical Skills: Job-Specific Skills |  |  |
|  | 19 | Review how content may be published digitally: publishing to the web, social media, mobile devices | W.3.A.e | Technical Skills: Computer & Technology Literacy |  |  |
|  | 20 | Discuss the impact that substrates have on a printed project | RI.1.D, RI.3.D | Technical Skills: Job-Specific Skills |  |  |
|  | 21 | Describe and compare the use and benefits of binding and finishing options | RI.1.A-C | Technical Skills: Job-Specific Skills |  |  |
| Academic Skills - Math | | | | | | |
|  | 1 | \*Identify measurement on a ruler to the sixteenths | 2.GM.B, 3.GM.B.7, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 2 | Convert fractions to a decimal | 5.NF.A.2 | Technical Skills: Job-Specific Skills |  |  |
|  | 3 | Explain the difference between points, picas and inches and appropriate usage | A1.NQ.B, 2.GM.B.5 | Technical Skills: Job-Specific Skills |  |  |
|  | 4 | \*Recreate a printed ad on the computer | A1.NQ.B, G.MG.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 5 | \*Resize an image using correct ratio | A1.NQ.B, G.MG.A | Technical Skills: Computer & Technology Literacy |  |  |
|  | 6 | Create a design with minimal waste by determining optimum output | A1.NQ.B, G.GMD.B, G.MG.A | Technical Skills: Job-Specific Skills |  |  |
|  | 7 | Calculate reduction or enlargement percentage of original photograph to final size (calculate final size of a 12 inch image if it is reduced 25%) | A1.NQ.B, G.MG.A | Technical Skills: Job-Specific Skills |  |  |
|  | 8 | Determine optimum layout for minimizing waste when cutting smaller sheets out of larger parent sized sheet of paper | A1.NQ.B, G.MG.A | Technical Skills: Job-Specific Skills |  |  |
|  | 9 | Explain the difference between points, picas, and inches | A1.NQ.B, 2.GM.B.5 | Workplace Skills: Job-Specific Skills |  |  |
|  | 10 | Demonstrate the measurement of type in points and line length in picas | A1.NQ.B, 2.GM.B.5 | Technical Skills: Job-Specific Skills |  |  |
|  | 11 | Solve basic linear measurement problems (such as calculate how many inches are in a poster that is 2.4 foot long; determine cost of goods) | A1.NQ.B, 3.GM.B.8, 2.GM.B.5 | Technical Skills: Job-Specific Skills |  |  |
|  | 12 | Solve addition of decimal problems—two and three digit (calculate total cost of a copy job it printing is $76.23, heavy paper is an additional $22.98 and drilling costs $12.00; calculate total time to proofread 5 pages if pages 1-3 take 5.75 minutes each and pages 4-5 take 6.25 minutes each) | 5.NBT.A, 6.RP.A, 7.RP.A, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 13 | Solve for the cost of an estimated job (calculate selling price of a job if production is $500, material cost is $350 and markup is 15%) | 5.NBT.A, 6.RP.A, 7.RP.A, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 14 | Solve division of decimal problems—two and three digit (convert 30 inch length to points; calculate monthly cost of software that is leased for $263/ year) | 5.NBT.A, 6.RP.A, 7.RP.A, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 15 | Solve decimals to percent conversion problems (calculate total number of blank pages in 300 page book if 84% are printed) | 5.NBT.A, 6.RP.A, 7.RP.A, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 16 | Demonstrate an understanding of place values in decimals (explain the difference in different offset path settings based on .0125 versus .0175 versus .125) | 5.NBT.A, 6.RP.A, 7.RP.A, A1.NQ.B | Technical Skills: Job-Specific Skills |  |  |
|  | 17 | Measure the diameter and radius of a circle | 2.GM.B, 7.GM.A.4, G.C.A.2 | Technical Skills: Job-Specific Skills |  |  |
| Academic Skills – English/ Language Arts | | | | | | |
|  | 1 | Use standard English in speaking and writing (including grammar, usage, punctuation, spelling and capitalization) | W.3.A (a-e) | Workplace Skills: Communication |  |  |
|  | 2 | Read and evaluate nonfiction works and material | RI.1.A-D, RI.2.A-D, RI.3.A-D | Workplace Skills: Decision Making |  |  |
|  | 3 | Participate in formal and informal presentation and discussion of issues and ideas | SL.1.A-C, SL.2.A-C | Workplace Skills: Communication |  |  |
|  | 4 | Identify and evaluate relationships between language and culture | RI.3.C | Workplace Skills: Multicultural Sensitivity & Awareness |  |  |
|  | 5 | Create a visual example of an analogy in a design | RI.1.C | Technical Skills: Job-Specific Skills |  |  |
|  | 6 | Demonstrate a forced association of two unrelated objects using brainstorming techniques | RI.3.A | Workplace Skills: Communication |  |  |
|  | 7 | Identify and define proofreader's marks | RI.1.C | Technical Skills: Job-Specific Skills |  |  |
|  | 8 | Describe an object in writing | RI.1.C | Workplace Skills: Communication |  |  |
| Leadership/ CTSO | | | | | | |
|  | 1 | Actively participate in CTSOs |  | Personal Skills: Self-Motivation |  |  |
|  | 2 | Demonstrate appropriate work ethic |  | Personal Skills: Work Ethic |  |  |
|  | 3 | Demonstrate an understanding of SkillsUSA Framework | RI.1.A-C | Personal Skills: Self-Motivation |  |  |
|  | 4 | Explain and perform basic parliamentary procedures in a group meeting | SL.1.A-C, SL.2.A-C | Workplace Skills: Leadership |  |  |