Arts, Audio-Video Technology and Communications Career Cluster
Introduction to Graphics and Design
Course Number: 48.56100

Course Description:
This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. Pre-requisite for this course is adviser approval.

Course Standard 1

AAVTC-IGD-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1   **Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities**.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2   Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Preparation and Participation in Meetings
Building Team Communication	Conducting Two-Person or Large Group Meetings
	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3   Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4   Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5   Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6   Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
L9-10RST 1-10 and L9-10WHST 1-10:
Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

AAVTC-IGD-2
Explore careers available in the field of graphic communications and the design industry.

   2.1   Identify the certificates, diplomas, and degrees available.).
   2.2   Compare and contrast careers in graphics and design, along with their education, training requirements, and salary ranges.
   2.3   Identify the college majors that are found in the area of graphics design and communication.
   2.4   Investigate how graphics and design permeates our daily lives.
   2.5   Demonstrate understanding of education and career development as a lifelong learning process.
   2.6   List and describe professional organizations in the field of computing.

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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

AAVTC-IGD-3
Discuss developments and individuals relating to the history of the graphics and design industry and explore emerging trends and technologies.

   3.1   Describe the development of the graphic communication and design industries.
   3.2   Identify persons with major contributions to the field of graphic design.
   3.3   Outline the history of printing and graphic design and explain its effects on the print/design industry and society.
   3.4   Identify and describe emerging trends and technologies.

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Course Standard 4

AAVTC-IGD-4
Examine the professional and ethical issues involved in the visual communications and design industries.

   4.1   Identify basic copyright issues for graphic communications and design industries to include understanding the use of Creative Commons copyright.
   4.2   Explain the consequences of copyright infringement.

4.3 Explain ethics issues for the graphic communications and design industries.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 5

AAVTC-IGD-5
Examine and describe the business cycle elements.
5.1 Describe the job flow from initial customer contact to collection of payment.
5.2 Interpret basic business terms.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
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Course Standard 6

AAVTC-IGD-6
Explain and demonstrate how to operate equipment in a safe manner.
6.1 Identify safety features and practices.
6.2 Describe proper personal protection equipment needed.
6.3 Read and interpret equipment operating instructions.

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Course Standard 7

AAVTC-IGD-7
Identify safety and health procedures utilized in the classroom/lab environment.
7.1 Identify location of safety and first aid equipment.
7.2 Identify procedures for emergency situations.
7.3 Identify procedures for handling hazardous and combustible materials (MSDS, OSHA).

7.4   Identify proper ergonomic practices.
7.5   Describe OSHA, MSDS, and EPA.
7.6   Describe Lockout and Tagout.
7.7   Explain Right to Know.

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Course Standard 8

AAVTC-IGD-8
Demonstrate proper usage of measuring units and devices.
8.1   Examine and construct documents with multiple measurement systems used in the field (including inches and picas).
8.2   Understand and accurately execute measurement conversions.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Course Standard 9

AAVTC-IGD-9
Recognize and utilize basic paper types and sizes for output.
9.1   Determine size, weight, quantities, type, and amount of paper necessary for fulfilling a job order.
Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Course Standard 10

AAVTC-IGD-10
Generate and manipulate various graphic imaging processes.
10.1   Discern appropriate use of technology in areas of color and design choices.
10.2   Evaluate photographic digital input techniques for maximum effect.
10.3   Manage resolution issues.
10.4   Assess the issues of sizing images in various forms.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
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Course Standard 11

AAVTC-IGD-11
Analyze pre-press, pre-flight, and output operations.
    11.1   Determine and use proper imposition to save materials used in multi-page and multi-piece projects.
    11.2   Position images on substrates using appropriate measurements.

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Course Standard 12

AAVTC-IGD-12
Understand and demonstrate how to design a page layout.

    12.1   Demonstrate how to log on/boot-up, save, and print using a page layout program.
    12.2   Demonstrate proper document set-up.
    12.3   Design and produce a document using desired fonts, formatting, margins, indents, tabs, gutters, header and footer, guides, trims, folds, and proper leading
    12.4   Demonstrate text alignment, element positioning, and rules of page design for printed matter.
    12.5   Set-up column grids for page layout according to job specifications.
    12.6   Set up and select appropriate pagination for a given job.
    12.7   Proofread, edit, and make corrections/adjustments to copy on the screen.

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Course Standard 13

AAVTC-IGD-13
Identify and define the five elements incorporated in basic graphic designs and understand the application of effective color usage.
    13.1   Identify the utilization of the elements of design including line, shapes, value, mass, space, texture, and color as they apply to basic design.
    13.2   Understand the color wheel: primary, secondary, tertiary.
    13.3   Understand the use of color schemes, such as analogous and complementary colors.
    13.4   Understand and apply the psychology of color in design.
    13.5   Define CMYK and RGB and understand the difference between them and when to use them.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
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Course Standard 14

AAVTC-IGD-14
Identify and produce files utilizing different digital formats.
  - 14.1 Describe the strengths and weaknesses of TIFF, EPS, JPG, GIF, PDF, and PNG in a Postscript environment.
  - 14.2 Create documents/images and demonstrate the ability to save as digital files.
  - 14.3 Demonstrate how to place scanned graphics/photos into an existing page layout program.
  - 14.4 Produce digital files using appropriate DPI and PPI resolution for media.

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Course Standard 15

AAVTC-IGD-15
Identify and demonstrate page layout terminology and tools.
  - 15.1 Identify and demonstrate use of basic design principles including figure/ground, unity/variety, proportion/scale, emphasis, contrast, balance, repetition and rhythm.
  - 15.2 Identify and demonstrate use of layout methods/stages: (1) Thumbnail, (2) Rough, and (3) Comprehensive/Computer.
  - 15.3 Identify and demonstrate use of traditional and computer-generated tools in the production of page layout.

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Course Standard 16

AAVTC-IGD-16
Distinguish and demonstrate the difference between page layout, raster-based photo manipulation, and vector-based graphic software applications.
  16.1 Identify and demonstrate the basic capabilities of page layout, raster-based photo manipulation, and vector-based software applications as they apply to the completion of graphic communications projects.
  16.2 Define and identify the differences between raster- and vector-based software.
  16.3 Demonstrate the ability to properly integrate text and images in a computer-generated page layout.
  16.4 Demonstrate the ability to properly alter and enhance an image using a raster-based photo manipulation software application.
  16.5 Demonstrate the ability to create a logo utilizing a vector-based software application.

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Course Standard 17

AAVTC-IGD-17
Discuss the origins of type by examining the evolution of letterforms.
  17.1 Define the terms "pictograms", "ideograms", "icons" and the distinctions between them and letterforms.
  17.2 Outline the evolution of alphabet, punctuation, upper case letters, lower case letters, and ligatures as elements of typography and explain the effect of each in its development.
  17.3 Identify and describe how current communication technologies impact emerging trends in typography.

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Course Standard 18

AAVTC-IGD-18
Evaluate the function of typeface design in supporting legibility in a variety of media applications.
  18.1   Define the concept of "mood and theme" in typography.
  18.2   Identify effects applied to typefaces to achieve "readability" and evaluate when each is – or is not – appropriate to use.
  18.3   Identify major type classifications and define distinguishing characteristics of each such as Roman/Serif, Block/Square Serif, Sans Serif, Script, Black Letter, Decorative/Novelty.
  18.4   Define the use of reverse type and the concept of weight and color as a type effect.
  18.5   Identify the four methods of alignment and describe how each impacts the presentation of type.
  18.6   Define and apply the difference between display type (14pts or larger) and body copy (12pts or smaller)
  18.7   Select and use appropriate type composition techniques involving leading, tracking, kerning, scaling, and aligning based on job particulars.

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Georgia Department of Education

Course Standard 19

AAVTC-IGD-19
Distinguish between the different print/output processes.
  19.1 Create printed products by using at least two different print processes from design to completion.
  19.2 Describe the differences between the processes used.
  19.3 Identify the steps in making an image using one process.
  19.4 Demonstrate an understanding of the terms and technology of these processes.

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Course Standard 20

AAVTC-IGD-20
Explore the different electronic imaging processes.
  20.1 Create images by using an electronic media process from concept to delivery.
  20.2 Identify the steps in making an image using one process.
  20.3 Demonstrate an understanding of the terms and technology of the process.

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Course Standard 21

AAVTC-IGD-21
Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

21.1 Explain the purpose, mission, objectives, motto, colors, official dress and other distinguishing characteristics of SkillsUSA.

21.2 Explain how participation in SkillsUSA can promote lifelong responsibility for community service, professional growth and development.

21.3 Explore the impact and opportunities SkillsUSA can develop to bring business and industry together with education in a positive working relationship through innovative leadership and career development programs.

21.4 Explore the local, state, and national opportunities available to students through participation in SkillsUSA including but not limited to conferences, competitions, community service, philanthropy, and other SkillsUSA activities.

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