



**2017-2018**

# **Graphic Communications**

## **OUTLINE**

### **DESCRIPTION:**

Graphic Communications is designed to prepare students for entry-level employment in desktop publishing and the printing industry. In a computer lab, students create publications using various software. In an operational campus-based print shop students will learn the proper use of hand tools, power equipment, control, how to measure items, job planning and figure costs, and safety, job search and interpersonal skills attitudes necessary to secure and maintain a job. Activities in this course include work-based learning that connects students to industry and the local community.

### **INFORMATION:**

- A. Pre-requisite: None
- B. Length: One year
- C. Sector: Manufacturing and Product Development
- D. Pathway: Graphic Production Technologies

<b>O*Net SOC Codes</b>	
<b>Code #</b>	<b>Title</b>
27.1024.00	Graphic Designers
43.9031.00	Desktop Publishers

<b>Orientation</b>
<ul style="list-style-type: none"><li>A. Introduce the course and facilities.</li><li>B. Discuss the syllabus and major objectives.</li><li>C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.</li><li>D. Review instructor/student expectations.</li><li>E. Explain enrollment and attendance requirements and procedures.</li><li>F. Review grading and student evaluation procedures.</li><li>G. Discuss the community classroom aspect of the program if applicable.</li><li>H. Discuss the “next steps” related to additional education, training, and employment.</li><li>I. Review classroom safety, emergency and disaster procedures.</li></ul>
<b>1. Communication Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li><li>B. Read and interpret written information and directions.</li><li>C. Practice various forms of written communication appropriate to the occupation.</li><li>D. Practice positive body language skills.</li><li>E. Practice professional verbal skills for resolving a conflict.</li><li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li></ul>
<b>2. Interpersonal Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li><li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li><li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li><li>D. Practice participation skills.</li><li>E. Identify different personality types and strategies for working effectively with each type.</li><li>F. Practice business and social etiquette skills appropriate to the occupation.</li><li>G. Discuss the role of business and personal ethics in the decision-making process.</li><li>H. Evaluate various job-related scenarios and justify decisions based on ethics.</li><li>I. Demonstrate flexibility and adaptability in working with others.</li><li>J. Demonstrate the use of time management skills.</li></ul>
<b>3. Employability Skills</b>
<ul style="list-style-type: none"><li>A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.</li></ul>

- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

#### **4. Leadership**

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

#### **5. Personal and Occupational Safety**

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Use MSDS sheets to identify potentially hazardous chemicals with their procedures for disposal, and first aid.
- E. Understand the importance of proper maintenance of equipment.
- F. Identify safety hazards commonly found in print/graphic arts lab.
- G. Apply personal safety practices to and from the job.
- H. Describe the procedure for reporting a work-related hazard or injury.
- I. Recognize the effects of substance abuse in the workplace.
- J. Identify the electrical hazards of working with electrical equipment.
- K. Identify and correct ergonomic concerns as they relate to print graphic arts.

## 6. Introduction to Computers

- A. Identify each computer component and its operation, i.e. keyboard, mouse, monitor, printer, CPU, and disk drive.
- B. Properly open software programs for specific use.
- C. Open, view, save and share documents.
- D. Describe the ethics of copyright laws as they relate to the printing industry (e.g., sourced images, fonts, and software).
- E. Demonstrate ability to obtain help.
- F. Describe Fair Use and Intellectual Property.

## 7. Layout and Design

- A. Create rough layout sketches with type indications.
- B. Assign appropriate paper for a projects intended use.
- C. Create a document with proper specifications including bleeds and crops marks.
- D. Demonstrate the use of tools in the toolbox.
- E. Demonstrate appropriate use of fonts.
- F. Properly position and balance the elements in a printed product through the use of columns and manipulation of text flow.
- G. Place, resize, and move a graphic.
- H. Demonstrate the appropriate use of image resolution.
- I. Format text using character specifications (e.g., horizontal width, baseline adjustments, leading, etc). Recognize and use set publication preferences.
- J. Adjust baseline and text spacing.
- K. Use spell checker and proofread text.
- L. Produce a four-page document demonstrating consistent layout and design competencies and using graphics, CMYK, RGB and spot color.
- M. Demonstrate how to set tabs.
- N. Identify difference of CMYK vs. RGB.
- O. Create and format multiple pages.
  - a. Import and position text.
  - b. Manipulate text box.
  - c. Demonstrate the use of color in publication.
  - d. Create and use master pages.

<b>8. Plate Making</b>
<ul style="list-style-type: none"><li>A. Operate plate-making system(s) competently and safely.</li><li>B. Identify proper storage and disposal methods.</li></ul>
<b>9. Offset Lithography</b>
<ul style="list-style-type: none"><li>A. Operate the offset press competently and safely.</li><li>B. Use correct fountain solutions and inks.</li><li>C. Run various substrates such as paper, card stock, NCR, envelopes.</li><li>D. Perform basic maintenance and clean up of equipment.</li><li>E. Print a two-sided project integrating registration in positioning, positioning on the page and various substrates.</li></ul>
<b>10. Finishing/Cut and Binding</b>
<ul style="list-style-type: none"><li>A. Demonstrate necessary measurement skills that are associated with the bindery.</li><li>B. Use the power cutter, padder, drill, folder, shrink-wrap equipment, stitcher/stapler, and laminator competently and safely.</li><li>C. Perform basic maintenance of equipment, i.e., oiling, ink and water balances, and roller problems.</li></ul>

## Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J	2 3 10	2 3		LS 1-12.6 SLS 11-12.2
2. Students will create safety posters that would be applicable to and posted in a graphics communications lab.	1A-C, E, F 5D, F 6A-C 7A-K, M	1 2 10 12	5.0 6.0 8.0 10.0	A1.0 A3.0 A6.0	CC 5 LS 11-12.3 RSL 11-12.4 WS 11-12.6 WS 11-12.7
3. Students will design a music cover of a professional group/artist of their choice.	1A-D, F 6A-C 7A-K, M	1 2 10	2.0 4.0 5.0 10.0	A1.0 A2.0 A3.0	CC3 LS 11-12.3 RSL 11-12.4 WS 11-12.6
4. Students will develop a digital magazine reflecting the events that occurred the year they were born. Students will publish their magazines on the teacher web page.	1A-C, E, F 6A-C 7A-M	1 2 4 10 11	2.0 4.0 5.0 10.0	A1.0 A2.0 A3.0 A6.0	LS 11-12.6 LS 11-12.3 RSIT 11-12.7 RSL 11-12.4 WS 11-12.3 WS 11-12.6 WS 11-12.7 WS 11-12.8
5. Students will redesign a menu from a local restaurant, making their work available digitally to restaurant owners/managers.	1A- F 6A-C 7A-K, M	1 2 4	2.0 4.0 5.0	A1.0 A2.0 A3.0	LS 11-12.3 RSL 11-12.4 WS 11-12.6

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
		5 7 10	10.0	A6.0	
6. Students will design a professional playbill for a high school drama production, working with the drama director, and presenting their products to the drama department.	1A- F 2A, D-G, I, J 6A- E 7A-M 8A, B 9A-E 10 A-C	1 2 4 5 8 10	2.0 4.0 5.0 10.0	A1.0 A2.0 A3.0 A5.0 A6.0 A7.0 A8.0	LS 11-12.3 PS 1.B WS 11-12.3 WS 11-12.6 WS 11-12.7 WS 11-12.8
7. Students will create sports programs for the high school's sports teams, working with coaches or boosters, and presenting the final products to the head coach.	1A-F 2A, D-J 6A-C 7A-M 8A, B 9A- E 10A-C	1 2 4 10	2.0 4.0 5.0 8.0 10.0	A1.0 A2.0 A3.0 A4.0 A5.0 A6.0 A7.0 A8.0	LS 11-12.3 PS 1.B RSIT 11-12.7 SLS 11-12.1d WS 11-12.3 WS 11-12.6 WS 11-12.7
8. Students will design a newsletter highlighting a CHS faculty/staff member, emailing the final product to their subject.	1A-F 2A,D-J 6A-C, E 7A-K, M	1 2 7 10 11	2.0 4.0 5.0 8.0 10.0	A1.0 A2.0 A3.0	LS 11-12.3 LS 11-12.6 SLS 11-12.1d WS 11-12.3 WS 11-12.6 WS 11-12.7

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
9. Students will redesign an existing product box.	1A-C, E, F 2A, J 6A-E 7A-K, M	1 2 5 10	2.0 4.0 5.0 10.0	A1.0 A2.0 A3.0 A6.0	G-GMD5 LS 11-12.3 LS 11-12.6
10. Students will develop a digital brochure highlighting the features and benefits of a specific cell phone.	1A-F 2A, F, G, J 6A-E 7A-M	1 2 10 11	2.0 4.0 5.0 10.0	A1.0 A2.0 A3.0 A6.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7 WS 11-12.3 WS 11-12.6 WS 11-12.7
11. Students will compile a digital portfolio that illustrates their skills and abilities at the end of the program.	1A-F 2D-H, J 6A-E 7A-M	1 2 3 10	2.0 4.0 5.0 10.0	A1.0 A3.0 A6.0	LS 11-12.6 WS 11-12.3 WS 11-12.6



## Standards Assessed in this Program

### Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

### Anchor Standards

#### 2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### 3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### 4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

#### 5.0 Problem Solving and Critical Thinking

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

#### 6.0 Health and Safety

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

#### 7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

#### 8.0 Ethics and Legal Responsibilities

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

## 9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

## 10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

## Pathway Standards

### Manufacturing and Product Development-Graphic Production Technologies Pathway

**A1.0** Apply the basic graphic design principles to achieve effective visual communication.

**A2.0** Demonstrate an understanding of the psychology of color and color theory as it relates to visual communication.

**A3.0** Apply graphic design software and desktop publishing as a means of creating effective communication.

**A4.0** Demonstrate technical illustration and vector drawing skills.

**A5.0** Adhere to the prepress process and procedures required to reproduce single color and multicolor printing.

**A6.0** Apply the processes and procedures involved in producing image files for the reproduction of single color and multicolor products.

**A7.0** Develop a proficiency in applying the processes and procedures required for the reproduction of printed products and the image transfer process.

**A8.0** Understand various binding and finishing processes.

## Common Core State Standards

### ENGLISH LANGUAGE ARTS

#### Language Standards

**LS 11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Reading Standards for Literature

**RSL 11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

## Reading Standards for Information Text

**RSIT 11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## Speaking and Listening Standards

**SLS 11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

**SLS 11-12.1d:** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

## Writing Standards

**WS 11-12.3:** Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**WS 11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

**WS 11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WS 11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

## MATHEMATICS:

### Geometry - Geometric Measurement and Dimensions

**G-GMD 5:** Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

## SCIENCE:

### Crosscutting Concept

**CC 3:** Scale, proportion, and quantity

**CC 5:** Energy and matter: Flows, cycles, and conservation

### Physical Science

**PS 1.B:** Chemical Reactions