PROGRAM CONCENTRATION: **Architecture, Construction, Communications & Transportation**

CAREER PATHWAY: **Graphic Communications**

COURSE TITLE: **Graphic Output Processes**

Course Description: Students gain experience in successfully completing the output processes of various projects in an increasingly independent manner from direct teacher control. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary education environment where self-motivation and a high level of skill are expected.

CAREER DEVELOPMENT

The goal of this course is to provide students with an understanding of the skills required to enter the graphic communications career field or continue their education. Students will be assisted in developing an understanding of the importance of personal skills that are expected in a global economy. Professional and individual entrepreneur skills will be discussed and implemented through lecture and lab assignments.

ACCT-GOP-1. Students will develop leadership skills.

     a. Develop professional communication skills for effective customer and team management.
     b. Implement and emphasize listening, verbal, and written communication abilities.
     c. Define the role and importance of work ethics as related to creating a positive work environment.
     d. Exhibit professional work ethics at all times.
     e. Define and model the following personal work ethics:
         -Attitude
         -Time Management
         -Responsibility
         -Hygiene

Academic Standards:
ELA 10W3 The students uses research and technology to support writing.

ELA 10RL5 The students understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-GOP-2. Students will investigate entrepreneurship as it relates to economic development.

      a. Compare and contrast the traits of successful and unsuccessful business ventures.
      b. Examine the advantages of entrepreneurship.
           -Control of income
           -Personal responsibility and independency
           -Establishment of professional and community relationships
      c. Examine the disadvantages of entrepreneurship.
           -Long Work Hours
           -Monetary Risk
           -Enforcement of work place standards
           -Paperwork and recordkeeping
      d. Evaluate the market for potential customers.

Academic Standards:
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-GOP-3. Students will engage in their own professional development.

      a. Investigate and plan a career path that leads to a career in graphic communications.
      b. Prepare a portfolio to illustrate their experiences and abilities related to graphic communications.

Academic Standards:
ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PRODUCTION PLANNING
Students will apply critical thinking and leadership skills to produce job specifications, cost estimations, and project production.

ACCT-GOP-4. Students will accurately read and interpret job specifications.

      a. Maintain project schedule processes to meet deadlines.
      b. Develop and interpret job ticket.
      c. Determine best allocation of materials, equipment, and manpower.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-GOP-5. Students will plan and prepare projects for output.

> a. Determine most appropriate imposition format.
> b. Utilize equipment for maximum efficiency.
> c. Specify appropriate delivery requirements.

Academic Standards:
M6M4 Students will determine the surface area of solid figures (right rectangular prisms and cylinders).

SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

M3M4 Students will understand and measure the area of simple geometric figures (squares and rectangles).

ACCT-GOP-6. Students will accurately analyze project costs.

> a. Evaluate material costs.
> b. Assess optimal manpower use.
> c. Establish equipment costs.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

PRODUCTION SIMULATION
Students will apply knowledge and skills of production planning and project production.

ACCT-GOP-7. Students will practice customer service skills.

      a. Analyze project and prepare estimation for client.
      b. Prepare job ticket/jacket incorporating all information related to production of the project.
      c. Communicate with client during all production phases.
      d. Examine inventory and verify and calculate necessary supplies and materials.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-GOP-8. Students will prepare files for production.

      a. Analyze project to determine necessary software.
      b. Design and produce a digital document using necessary software. Design should include placed graphics, correct color mode, and correct size appropriate to output process.
      c. Illustrate good use of design principles.
      d. Preflight documents and identify problems (resolution, missing fonts, missing graphics, number of inks, HTML).
      e. Demonstrate knowledge of spell check and proofreaders marks.
      f. Proofread, edit, and make corrections or adjustments to copy.
      g. Schedule time for production of project.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions

ACCT-GOP-9. Students will demonstrate the ability to use an output process to create a quality product.

      a. Determine equipment necessary to produce final project.

    b. Select appropriate substrate and appropriate inks to produce a quality project.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ACCT-GOP-10. Students will demonstrate the ability to finish the project to create a quality product.

    a. Choose equipment necessary to finish project.
    b. Choose appropriate materials to finish a quality project.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions

ADVANCED IMAGE PREPARATION
Students will enhance their understanding of file management and file transfer procedures and will demonstrate knowledge of page layout, proofreading skills, and output options.

ACCT-GOP-11. Students will effectively manage the digital assets related to image development.

    a. Organize files for easy access and archiving.
    b. Format files correctly based on end use and output process. Formats used in industry: native/default format; meta files (files that contain fonts, raster and vector information, example: wmf, pdf, eps); and generic (example: tif, jpg, gif, and txt).

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Sample Tasks:
- Convert file from native file format in to different formats. Place the new formats in a document and identify the quality differences.
- Students will demonstrate knowledge of digital file preparation.
- Read and interpret a job ticket for production information.
- Preflight documents and identify problems (resolution, missing fonts, missing graphics, number of inks).
- Demonstrate knowledge of spell check and proofreaders marks. Proofread, edit and make corrections or adjustments to copy.
- Design and produce a digital document in a page layout program. Layout should include placed graphics of print quality, correct number of inks, correct margins, and gutters for folding purposes.

ACCT-GOP-12. Students will effectively prepare digital files.

a. Read, interpret, and correctly set up files for production.
b. Evaluate a file for potential problems and correct by preflighting.
c. Ensure the content of a file is correct by checking image and proofreading.

Academic Standards:
SCSh5 Students will demonstrate the computation and estimation skills necessary for analyzing data.

ELA 10RL5 The students acquires new vocabulary in each content area and uses it correctly.

ELA 10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Reading Across the Curriculum

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn

through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas
- -Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- -Read both informational and fictional texts in a variety of genres and modes of discourse.
- -Read technical texts related to various subject areas.

Discussing Books
- -Discuss messages and themes from books in all subject areas.
- -Respond to a variety of texts in multiple modes of discourse.
- -Relate messages and themes from one subject area to messages and themes in another area.
- -Evaluate the merit of texts in every subject discipline.
- -Examine author's purpose in writing.
- -Recognize the features of disciplinary texts.

Building Vocabulary Knowledge
- -Demonstrate an understanding of contextual vocabulary in various subjects.
- -Use content vocabulary in writing and speaking.
- -Explore understanding of new words found in subject area texts.

Establishing Context
- -Explore life experiences related to subject area content.
- -Discuss in both writing and speaking how certain words are subject area related.
- -Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and

teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.