



*Prepares Students for College and Careers*

# ▲ Digital Design I

## COURSE CODES:

▲ROP 67015    ▲WUHS 8075    ▲ERUSD 0000    ▲STATE (CALPADS) 7211

**Course Leads to:** Post-Secondary Education and Employment

**Industry Sector:** Arts, Media, & Entertainment

**Career Pathway:** Design, Visual, and Media Arts – 111

**Classroom Hours:** 180

**Course Level:** Concentrator

**Work Based Learning:** 180 (optional)

**Approved Textbook/Curriculum:** None

| POST-SECONDARY EDUCATION   | INDUSTRY CERTIFICATIONS             | EMPLOYMENT   |
|--|-------------------------------------|--|
| Articulation with College      No<br>Dual Enrollment with College      No<br>UC Approved a-g elective credit      No                 | NONE                                | <b>Related Careers (O*NET)</b>   |
| <b>COLLEGE MAJORS</b>  | <b>NEXT STEPS</b>                   |  |
| Public Relations<br>Computer Graphics<br>Computer Science<br>Digital Arts<br>Digital Communications and Multimedia<br>Graphic Design | ROP Digital Design II<br>Internship | 27-1024.00      Graphic Designers<br>43-9031.00      Desktop Publishers<br>51-9151.00      Photographic Process<br>Workers and Processing<br>Machine Operators<br>51-5112.00      Printing Press Operators |

## Prerequisites:

None, this course fulfills district "Digital Literacy" requirements.

## Course Description:

Digital Design I students learn the skills needed to develop a broad perspective of art, design, communication theory, processes and tools and their applications in Digital Design. Students will apply design elements and principles to projects such as print media publications and digital media. Students will also explore the trends in the global field of design and its application in print, product, and environmental realms. Students will understand the impact of the arts and design throughout history, various cultures and theory such as elements and principles of design to enhance their artistic vision and style. Through design projects, students will develop problem-solving skills, artistic perception, critical thinking, and self-reflection. Learning and using current versions of industry-standard software and programs will provide students with a professional environment and the associated responsibilities as graphic designers. Digital Design I also includes the history and developments of major industry processes, printing, application, layout, and design as it pertains to a variety of substrates; environmental considerations and restrictions.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

## **COURSE OUTLINE**

### **I. ORIENTATION**

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

### **II. CAREERS IN DIGITAL DESIGN**

- A. Research and understand various occupations within the Digital Design industry sector
- B. Describe the importance of ethical behavior, safety, diversity, and excellent customer service in the Digital Design industry
- C. Explain the value and concept of entrepreneurship in our society and identify characteristics of successful entrepreneurs
- D. Discuss environmentally-sound practices and sustainability within the industry sector

### **III. PREPARING FOR COLLEGE AND CAREERS**

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Résumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

### **IV. INTRODUCTION TO DIGITAL DESIGN**

- A. Understand the role of the digital designer in our society today
- B. Understand basic elements of design
  - 1. Basic elements of design
  - 2. Color wheel
  - 3. Principles of design
- C. Begin to develop a professional digital portfolio

### **V. HISTORY OF DIGITAL DESIGN**

- A. Identify and understand various important aspects and styles of design
- B. Compare and contrast various global perspectives of contemporary digital design
- C. Predict future trends and paths of digital design as well as the digital designer

### **VI. DIGITAL DESIGN SKILLS**

- A. Describe the computer's internal equipment that enables the creation of computer graphics
- B. Develop proficiency in the use of current industry standard design software
- C. Understand how to modify and manipulate photos using industry standard software
- D. Describe and use different file formats
- E. Perform image editing using cropping and retouching techniques
- F. Demonstrate proper use of plug-ins, filters, and effects in image modification
- G. Employ assorted types, fonts, and typography to various projects according to specification
- H. Understand the various types of printers used for different digital design projects
- I. Select appropriate software to create digital design projects according to customer specifications

### **VII. LOGO/ PACKAGING DESIGN**

- A. Describe the importance of logo and logo design
- B. Understand the history of logos
- C. Identify purpose, intent, and needs in logo design
- D. Compare and contrast text-based logos and graphic-based logos
- E. Discuss three-dimensional package design using logos
- F. Identify business systems and content, present product (logo, stationary, business card)
- G. Understand packaging, its purpose, and how it can effect consumer choice
- H. Identify various packaging trends
- I. Discuss how environmental concerns affect packaging decisions

## COURSE OUTLINE

J. Create a package design based on customer specifications

### VIII. THE BUSINESS OF DIGITAL DESIGN

- A. Understand the design process, from concept development to finished product
- B. Understand targeted audience
- C. Identify and prepare for various client scenarios and specifications
- D. Compare and contrast various business models including sole proprietorship, consultant, and employee within the digital design industry

## PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON TBD)

- A. Research
- B. Outline
- C. First Draft
- D. Final Draft
- E. Presentation

## ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

**INDUSTRY SECTOR:** Arts, Media and Entertainment

### ESSENTIAL PATHWAY STANDARD - A1.0

Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

**KEY ASSIGNMENT**

### ESSENTIAL PATHWAY STANDARD - A2.0

Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

**KEY ASSIGNMENT**

### ESSENTIAL PATHWAY STANDARD – A3.0

Analyze and assess the impact of history and culture on the development of professional arts and media products.

**KEY ASSIGNMENT**

### ESSENTIAL PATHWAY STANDARD – A4.0

Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

**KEY ASSIGNMENT**

### ESSENTIAL PATHWAY STANDARDS – A5.0

Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.

**KEY ASSIGNMENT**

## STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

**1: Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

**2: Communications Language Standard**

Acquire and accurately use 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. LS 9-10, 11-12.6 Anchor Standard

**3: Career Planning and Management Speaking and Listening Standard**

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 11-12.2 Anchor Standard

**4: Technology Writing Standard**

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 11-12.6 Anchor Standard

**5: Problem Solving and Critical Thinking Writing Standard**

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, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

**6: Health and Safety Reading Standards for Science and Technical Subjects**

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

**7: Responsibility and Flexibility Speaking and Listening Standard**

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 9-10 11-12.1 Anchor Standard

**8: Ethics and Legal Responsibilities Speaking and Listening Standard**

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. SLS 11-12.1d Anchor Standard

**9: Leadership and Teamwork Speaking and Listening Standard**

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

**10: Technical Knowledge and Skills Writing Standard**

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

**11: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.