

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 PUBLISHING

- A. Identify and describe the role and influence of new technologies in the digital publishing industry
- B. Understand the history and important people and events as they relate to the timeline of graphics and publishing
- C. Research and understand various occupations within the Arts, Media, and Entertainment industry sector, specifically within the publishing and printing industries
- 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 Resumé
- 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. ADVANCED PRINCIPLES OF DESIGN AND ELEMENTS OF ART

- A. View and respond to a variety of industry-related artistic products integrating industry-appropriate vocabulary
- B. Identify and use the principles of design to discuss, analyze, and create complex projects and products across multiple industry applications
- C. Describe the use of elements of art to express mood in digital work found in the commercial environment
- D. Select industry-specific work and analyze the intent of the work and the appropriate use of media
- E. Understand basic digital photography
- F. Compare and analyze work done using electronic media with those done with traditional materials
- G. Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real VS virtual in publishing
- H. Analyze various published works throughout multiple industries (sports, entertainment, commercial, books, magazines, etc...) and discuss how digital publishing has affected their industries

V. ARTISTIC APPLICATION

- A. Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- B. Demonstrate advanced skill in the manipulation of digital imagery in an industry-relevant application
- C. Demonstrate personal style and advanced proficiency in communicating an idea, theme, or emotion in an industry-relevant artistic product
- D. Apply refined observation and digital publishing skills to solve an industry-relevant problem
- E. Compile a portfolio of multiple original digital publishing works that reflect advanced technical skills in multiple industry-relevant applications
- F. Create a digital product that demonstrates advanced effective use of elements of art and the principles of design
- G. Create original digital works of increasing complexity and skill in a variety of industry appropriate programs that reflect their feelings and points of view
- H. Plan and create artistic products that reflect complex ideas such as distortion, color theory, arbitrary color, scale, expressive content, and real VS virtual
- I. Create a multimedia work that demonstrates knowledge of media and technology skills

COURSE OUTLINE

VI. ANALYZATION OF DIGITAL PUBLISHING PRODUCTS

- A. Accurately analyze digital publishing products and their effectiveness based on elements of art, the principles of design, and professional industry standards
- B. Develop written consumer assessment rubrics for separate, industry-specific digital publishing products
- C. Deconstruct how beliefs, cultural traditions, and current social, economic, and political contexts influence commercial publishing products
- D. Analyze the aesthetic and commercial value of a specific digital publishing work and defend that analysis from an industry perspective
- E. Analyze and articulate how society influences the interpretation and effectiveness of a digital publishing product for commercial use
- F. Create a digital publishing product for a specific industry and modify that product to accommodate multiple perspectives and industry requirements/ requests

VII. ESSENTIAL INDUSTRY COMPETENCIES

- A. Compare and contrast the ways in which different digital media (newspapers, electronic media, magazines, advertisement mailers, etc.) cover the same commercial content
- B. Explore the role of art and design across various digital publishing content areas
- C. Predict how changes in technology and society may affect the digital publishing industry and the workplace
- D. Create a commercial art piece that communicates a cross-cultural or universal theme
- E. Prepare portfolios of original digital work created for a variety of purposes and commercial applications

VIII. TECHNICAL AND TECHNOLOGICAL KNOWLEDGE

- A. Understand the component steps and skills required to design, edit, and produce a work for digital publication
- B. Use technology to create a variety of digital publications
- C. Know the features and uses of current industry software and hardware related to the digital publishing industry
- D. Evaluate how advanced and emerging technologies affect or improve the digital publication industry

IX. ANNUAL PUBLICATION

- A. General Yearbook Publication
 - 1. Organize, staff, record, compile, select theme, and produce a complete annual publication within a certain timeframe
 - 2. Project and prepare budget for publication, including fundraising, advertising revenue, and projected costs
 - 3. Participate in activities related to promotion, distribution, and public relations of the annual publication
 - 4. Construct the annual publication with appropriate technical knowledge, including layout designs, knowledge of industry specific vocabulary, effective copywriting, photography, graphics, special effects, and proofreading abilities

PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON...)

- 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

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM 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.