



High School Course of Study Approval Request Form

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Andrew Goff	NA	
Napa HS	Ean Ainsworth	NA	
Napa Valley Independent Studies	Susan Wilson	NA	
New Tech HS	Riley Johnson	NA	
Valley Oak HS	Maria Cisneros	NA	
Vintage HS	Katelyn Estudillo	Shawn Sandahl	

Course submitted by:	Gillie Miller	School Site:	Vintage High School
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Executive Director, Secondary Education: _____

Review resources:

[Rubric for Evaluating Digital Content & Technology Tools in Relation to CCSS for ELA \(Grades 6-12\)](#)

[State Math criteria](#)

[Technology in Teaching Math](#)

[Other criteria and decision making tools](#)

Please review following high school course outline and sign above if you approve or write reason in comment area if you do not.

☐ New ☒ **Revised outline - new course number to be issued due to change in graduation requirement**

COMPUTER (Short) TITLE: P CTE ADV GD&PA
 COURSE (Long) TITLE: P CTE Advanced Graphic Design & Printing Arts
 AERIES TITLE: P CTE Adv Grph Dsgn & Prt Arts
 COURSE NUMBER: CTE831
 GRADE LEVEL: 11 - 12
 LENGTH OF COURSE: 1 year/10 credits (5 credits/semester)
 GRAD REQUIREMENT: Elective (Z) **[New: Visual Performing Arts (V)]**
 CSU/UC REQUIREMENT: "f" (Visual and Performing Arts)
 COLLEGE PREP: Yes
 VOCATIONAL ED: Capstone/Completer
 CALPADS CODE: 8211
 PATHWAY CODE: 210

COURSE OVERVIEW

This is the second course in a two-year Graphic and Production Technologies Pathway. Students refine their graphic design and printing skills learned in Graphic Design and Printing Arts, Intro. In this advanced course students operate a graphic design and printing business, Vintage Print Shop, and work directly with local businesses and clients. Students think creatively and entrepreneurially in developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contribution. Students will analyze information and evaluate results to choose the best solution for the client. Students will represent Vintage Print Shop to communicate with outside organizations and customers, in person, in writing, by telephone or via email utilizing appropriate terminology and professionalism.

The Advanced Graphic Design and Printing Arts course emphasizes hands-on production experience; students apply the techniques and aesthetics of historical perspective, current technologies, and advanced applications and principles of design. Students apply practical skills and knowledge of design while executing a project for a community client in a professional atmosphere. Visual design, information architecture, and product production are all based on the client goals, messages and deadlines outlined during the project definition phase. Advanced print and media design techniques are implemented utilizing professional-level software and applications. Students work both individually and in teams to apply preproduction, production, and post production stages of digital media design, production, distribution, and evaluation for clients in the community. Students also learn what it takes to run and work for a business as well as being an entrepreneur.

Course Objectives

Students will be able to:

1. Use computer software to generate new images, create designs, concepts, and sample layouts based on knowledge of layout principles and esthetic design concepts.
2. Utilize the elements of art and the principles of design to discuss, analyze, synthesize, create and critique their own work.
3. Develop graphics and layouts for product illustrations, company logos, and internet websites.
4. Draw and print charts, graphs, illustrations, and other artwork, using current industry software.
5. Prepare illustrations or rough sketches of material, discussing them with clients or supervisors and making necessary changes.
6. Express ideas through oral, written, numeric, physical, and creative means as an application of effective communication utilizing current industry-appropriate terminology.
7. Give and receive constructive criticism using the process of a critique: describe, analyze, interpret, judge
8. Research new software or design concepts.
9. Mark up, paste, and assemble final layouts to prepare layouts for printer. Review final layouts and suggest improvements as needed.
10. Demonstrate adherence to health and safety procedures and regulations and understand MSDS.
11. Apply technical knowledge of industry, equipment and material.
12. Calculate the cost and profit contribution of the project and negotiate contracts with clients.
13. Gain an understanding and appreciation of the history and development of the printing industry in multiple cultures.
14. Students analyze current trends and speculate on how advances in printing technology might change the definition and function of the industry.
15. Demonstrate the project management and time management skills needed to complete a project from beginning to end.

16. Demonstrate team collaboration skills, interpersonal communications and project management skills to complete a project.
17. Communicate with clients to discuss and determine client's needs, demonstrating excellent customer service.
18. Understand the skills, resources, and tools needed to own, run, and/or start up a business.
19. Create a professional portfolio for future college and career readiness.

COURSE CONTENT

Unit 1: Project Management and Entrepreneurship

Learning Objectives:

- a. Operate (under instructor's supervision) the Vintage Print Shop.
- b. Demonstrate knowledge of project management principles.
- c. Manage time and resources to meet deadlines and complete high quality products/artwork.
- d. Demonstrate the importance of portraying the proper image of a successful entrepreneur, including attitude, attire, and behavior.
- e. Model a successful entrepreneur's ethical and social responsibilities.
- f. Explain the importance of a mission statement
- g. List the main components of a business plan and identify the five "P's" that make up the marketing and financial part of a business plan.

Sample Assignments or Projects

Students will analyze characteristics common to successful entrepreneurs for comparison to their own.

Students will share in teams and identify what roles they are most suited to.

Students will examine the Vintage Print Shop Business mission statement in terms of its product/service, sustainability, and its role in society. Students will summarize the business's purpose, customer orientation, and philosophy for class discussion.

Students will develop Vintage Print Shop marketing plan in terms of its product/service, price, promotion, place, and financial plan for the current school year and present to the class.

Students will evaluate the central role Vintage Print Shop plays in society by initiating innovative ways to improve the quality of life locally and presenting to the class for agreement.

Anchor Standards: 1.0, 2.1- 2.6, 3.2, 3.6, 3.7, 4.1, 4.6, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.2, 7.4, 7.7, 8.4, 8.6, 9.1, 9.2, 9.3, 9.6, 9.7, 10.3, 10.4, 11.1, 11.3-11.5

Pathway Standards: A1.1, A1.2, A1.3, A3.2, A1.4, A 2.2, A2.3, A3.1, A 3.3, A3.4, A3.5, A4.1, A 4.2, A 5.1, A5.2, A5.3, A6.1, A6.2, A8.1, A8.2, A9.1, A9.2, A 9.3, A 9.4, A10.1, A11.2, A 13.3, A14.1,

Visual Arts Standards: 5.4

Unit 2: Elements of Design using the Adobe Suite

Learning Objectives:

Adobe Illustrator:

Sketching

Drawing Tools

Colors

Shape & Form

Depth & Illusion

Logo Design

Workspace, drawing, painting, selecting and arranging objects, reshaping objects, importing, exporting and saving, type, special effects, web graphics, and printing

Tools: geometric shapes, selection tools, stroke and fill, work paths, pen tool, brushes, managing color, type tool, transformation tools, palettes, patterns, styles, shape builder.

Tools and elements of composition to combine vector art images with type.

Adobe Photoshop:

Color Theory:

- Qualities of Color

- Additive and Subtractive Color

- Color Harmonies

- Color Contrasts

Drawing and Painting Techniques

Document setup, file formats, work views.

Workspace and workflow, image and color basics, layers, selecting, image adjustments, repair and restoration, reshaping and transforming, drawing and painting, text, video and animation, filters and effects, saving and exporting, and printing

Tools: selections, duplicating a selection, paint bucket, art history brush.

Layers: layer masks, layer effects, photo collage techniques, blending modes, transform commands, history palette, eraser tools, extract command, working with channels, using filter effects.

Adobe InDesign

Composition and Layout

- Hierarchy

- Leading the Viewer's Eye

- Elements of Design

- Composition and Layout Principles

- Formal Composition System

Typography

- Type Anatomy

- Type Classifications

- Type Families

- Type Measurements

Workspace and workflow, layout and design, text, styles, typography, tables, interactivity, drawing, painting, color, transparency, exporting and publishing, printing and digital publications.

Tools: text frame options specifying character attributes for type, tagged text for importation, place image command, copy and paste, drop and drag, text frames, threading text manually as well as automatically, breaking and rerouting text threads.

e. Creation and management of multi-page documents.

Sample Assignments and Projects

Hope Poster:

Students create their own Hope poster made famous by Shepard Fairey. Students use their own image and chose a one word text description. Students write a short reflection on their poster and present their finished image to the class. Students give and receive constructive criticism utilizing the elements of art and principles of design and artistic terminology. Students refine their posters based on input.

Kerning Assignment:

Students use various character and type tools with both Illustrator and Photoshop. Students perform various exercises to give meaning to words such as “outgoing” and “down”. Use of kerning, tracking and leading will be used to add personality to these words. Students write a short reflection on their image describing the design process and the tools used. Students present their finished image to the class. Students give and receive constructive criticism utilizing the elements of art and principles of design. Students refine their work based on input.

Anchor Standards: 1.0, 2.3, 2.4, 2.5, 4.1, 4.6, 5.1, 5.2, 7.2, 7.4, 7.7, 8.4, 8.6, 9.1, 9.2, 9.3, 9.6, 9.7, 10.3, 10.4, 11.5

Pathway Standards: A1.1,A 1.2, A1.3, A1.4,A 2.2, A2.3, A3.1-A 3.3,A 3.4, A3.5,A 4.1, A4.2,A 5.1,A 5.2,A 5.3,A 6.2, A8.1, A8.2,A 9.1, A9.2, A9.3, A9.4, A10.1, A11.2, A13.3, A14.1,

Visual Arts Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.2

Unit 3: Define the Project

Learning Objectives:

- a. Define the responsibilities of each position in the project team and assign roles accordingly.
- b. Gather and analyze information about the client, their target audiences and their competition.
- c. Develop user profiles based on target audience research.
- d. Develop functional requirements based on the client goals and target audience research.
- e. Prepare a communication brief that summarizes the visual and conceptual goals of the project.

Sample Assignments or Projects

Brief: Students prepare a communication brief that summarizes the visual and conceptual goals of the project.

Schedule: Students create a schedule that includes visual design, information architecture and production milestones.

Testing: Students create thumbnail sketches considering proportion, balance, and eye appeal for markup of final copy.

Final Product: Students finalize the communication piece through effective graphic design; print process, utilize offset press and/or perform binding operations.

Communication: Students listen and communicate ideas effectively in a discovery and kick-off meeting.

Anchor Standards: 1.0, 2.3, 2.4, 2.5, 5.1, 5.2, 7.2, 7.4, 7.7, 8.6,

Pathway Standards: A1.1, A1.2, A1.3, A1.4, A2.2, A2.3, A3.3, A3.4, A4.1, A4.2, A10.1,

Visual Arts Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

Unit 4: Project Structure, Design Visual Interface & Customer Service

Learning Objectives:

- a. Work with members of the visual design team to develop possible design concepts. Evaluate existing client content and identify content that can be reused. Create a list of new content that fulfills both the client and audience goals.
- b. Work with members of the visual design team to choose a color palette that communicates the tone and message specified in the creative brief.
- c. Work with members of the visual design team to choose typefaces that communicate the tone and message specified in the creative brief.
- d. Work with members of the visual design team to choose or create imagery that communicates the tone and message specified in the creative brief. Develop a content delivery plan that includes new content development

and revision of existing content.

e. Create composites using professional software that communicate a design

Sample Assignments or Projects

Sitemap: Students work with members of the information architecture team to create a sitemap that communicates proposed pages and navigation effectively and/or communicates proposed design for project.

Design: Students create a professional presentation of the composites for the client.

Revisions: Students revise visual designs to incorporate client feedback.

Final Design: Students develop a design style guide and additional composites that communicate how the final design will be applied to the rest of the site/project.

Anchor Standards: 1.0, 2.3, 2.4, 2.5, 4.1, 4.6, 5.1, 5.2, 7.2, 7.4, 7.7, 8.4, 8.6, 9.1, 9.2, 9.3, 9.6, 9.7, 10.3,

Pathway Standards: A1.1-1.4, A2.2, A2.3, A3.3, A3.4, A4.1, A4.2, A5.1, A5.2, A10.1

Visual Arts Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

Unit 5: Build and Integrate

Learning Objectives:

a. Develop naming conventions that can be used throughout the site to organize files.

b. Assess the status of the project and suggest changes to the schedule to respond to changes in project scope.

c. Establish technical guidelines and development specifications based on the technical requirements in the creative brief.

d. Use professional imaging software to produce, prepare and optimize imagery.

e. Develop a Quality Assurance plan that is based on the technical requirements in the creative brief and proof with accuracy.

f. Work with the operations team to operate the printing press, and running copy to a finished printed piece in proper placement and color.

g. Work with the operations team to screen-print, selecting the proper screen material and handling properly.

h. Work with the operations team to select the proper paper or card stock based upon the final product.

i. Work with the operations team to select the appropriate finishing of product.

Sample Assignments or Projects

Students operate the Vintage Print Shop as a business, designing and producing a wide variety of high quality printed items for the school and public.

Anchor Standards: 1.0, 2.3, 2.4, 2.5, 3.2, 4.1, 4.6, 5.1, 5.2, 6.1-6.8, 7.2, 7.4, 7.7, 8.3, 8.6, 9.1-9.3, 9.6, 9.7, 10.2, 10.3, 11.1, 11.2

Pathway Standards: A1.1-1.4, A3.2, A3.4, A3.5, A4.1, A4.2, A5.1, A5.3, A6.2, A8.1, A8.2, A9.1, A9.2, A9.3, A9.4, A13.3, A14.1,

Visual Arts Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4

Unit 6: Professionalism and Preparation for Careers in the Graphic Production and Product Development Industry

Learning Objectives:

a. Compare and contrast occupations and careers within the digital media design, product production and

related technical fields.

- b. Identify the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers for this sector.
- c. Investigate the role and function of professional organizations.
- d. Understand the career opportunities and the educational preparation needed in the industry

Sample Assignments or Projects

Students create and revise their own Professional Portfolio to market themselves for career and college opportunities.

Students update their resumes to include projects created in this course and include any newly acquired certifications or experience.

Students complete an employment application and participate in a mock or real interview.

Students visit two employers and write a two-page report comparing and contrasting the business operations.

Anchor Standards: 1.0, 2.2-2.5, 3.1-3.9, 5.4, 7.2-7.4, 7.7, 8.4, 9.1-9.3, 9.6

Pathway Standards: A14.0

Visual Arts Standards: 2.2, 5.4

INSTRUCTIONAL STRATEGIES

Lecture and Demonstrations

Multimedia Sources

Project-Based Learning

Work-Based Learning

INSTRUCTIONAL MATERIALS / TEXTBOOKS

In lieu of core textbook, the following main resources and software programs to be used for instruction are:

Adobe Creative Cloud and certification workbooks

Microsoft Office

STANDARDS SUMMARY

Manufacturing and Product Development Knowledge and Performance Anchor Standards: 1.0, 2.1-2.6, 3.1-3.9, 4.1, 4.2, 4.6, 5.1, 5.2, 5.4, 6.1-6.8, 7.1-7.5, 7.7, 8.3, 8.4, 8.6, 9.1-9.3, 9.6, 9.7, 10.2-10.4, 11.1-11.3, 11.5

Graphic Production Technologies Pathway Standards: A1.1-A1.4, A2.2, A2.3, A3.1, A3.3-A3.5, A4.1, A4.2, A5.1-A5.5, A6.1, A6.2, A8.1, A8.2, A9.1-A9.4, A10.1, A11.2, A13.3, A14.1

Visual Arts Standards all standards (1-5) met by the completion of the pathway

Common Core and Academic Standards: LS11-12.3, RSL 11-12.4, RIST 11-12.7, RLST 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.10, WS 11.12.3, 11-12.6, 11-12.7, 11-12.8, 11-12.9, WHSST 11-12.6, 11-12.7, 11-12.8, 11-12.9, A- CED 2, F-LE 1, S-IC 1, 3, 5, S-ID 1, 5, SEP 1-3, 6-8, CC 1-4, ESS ESS3, ETS ETS1, ETS2, AD 12.8, PE 12.2, WH 10.11

VHS Visual and Performing Arts Department-Wide Expected Learning Outcomes all learning outcomes (1-4) met by the completion of the pathway