Glendale Unified School District

High School

June 20, 2017
(Revised Course Title Board Approved November 28, 2017)

Department:	Career Technical Education
Course Title:	Manufacturing & Product Development Internship 1-2 (Formerly Graphic Communications Production 7-8) (Formerly Graphic Arts 7-8)
Course Code:	5486V/5487V
Grade Level(s):	11-12
Course Credits:	10
Recommended Prerequisite:	Completion of Graphic Communications 5-6 with a C or better
Recommended Textbook:	Graphic Communications by Z.A. Prust Publisher The Goodheart-Willcox Company, Inc. 2010
Course Overview:	Manufacturing and Product Development Internship 1-2 is part of the CTE Graphic Production Technologies pathway. Manufacturing and Product Development provides students with the opportunity to operate a graphic design and printing business, students will work directly with local businesses and clients. Students will think creatively 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 communicate with outside organizations, the customers, the public and other external sources in person, in writing, by telephone or via email. Students work both individually and in teams to apply pre-production, production, and postproduction stages, 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 Content

Semester 1
Unit 1: Classroom and Print Shop Workplace Safety   (4 weeks)

Standards:
Common Core Language Standard: 11-12.4
Common Core Writing Standard: 11-12.6
Common Core Statistics and Probability Standards: 3
Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12-4
Common Core Scientific and Engineering Practices Standard:
California Anchor Standard for Graphic Production Technologies: 1.0, 4.0, 6.0, 11.0
Graphic Production Technologies Pathway Standard: A5.0, A6.0, A8.0

      A. Summary: Students will examine and explore the scope and expectations related to the safe handling and operation of classroom lab equipment. Students will participate in an equipment orientation, identify and demonstrate required safe equipment handling and classroom safety guidelines. Students will discuss the professional attitudes and communication skills necessary to successfully work in a print shop. Students will explain and demonstrate the correct handling of sharps, paper cutters (guillotine and rotary), rules governing darkroom use and the use of washout sink are discussed. Ergonomics training is also explained and incorporated to ensure the students well-being and personal safety over a lifetime.

      B. Key Assignment: Students will prepare a "Print Shop Safety" tri-fold pamphlet containing a minimum of 300 words that will discuss and identify the potential safety risks associated with working in the print shop and essential practices for a safe working environment for dissemination and presentation to a panel of industry professionals in the community as part of a shop safety awareness campaign.

Unit 2: Principles of Layout and Design   (6 Weeks)

Standards:
Common Core Language Standard: 11-12.6
Common Core Writing Standard: 11-12.6
Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.4, 6, 10
Common Core Reading Standards for Literature: 11-12.4
Common Core Statistics and Probability Standards: 1, 3, 5
California Anchor Standard for Graphic Production Technologies: 1.0, 2.0, 8.0, 11.0
Graphic Production Technologies Pathway Standard: A1.0, A2.0, A6.0, A7.0

      A. This unit describes how the Principles of design are used in layout. In this lesson students will learn each of the principles of design (contrast, emphasis, balance, dominance, repetition, unity) and given examples of those principles in layout design. Students will then work in groups to analyze how the principles of design are used in a layout and the reproduction of products related to the graphic communications industries.

B. Assignments:

1. Students will research and study the various types of layouts and give an oral presentation on how these effectively work to convey message and meaning to the reader or customer.
2. Students will identify the pros and cons of each layout for reproduction.
3. Students will view a power point presentation: "Principles of Design"
4. Each group will write three key facts from the power point presentation for class discussion.

Unit 3: Digital Media Creation & Editing   (6 Weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Writing Standard: 11-12.6, 11-12.7
Common Core Writing for Literacy in History/Social Science and Technical Subjects Standard: 11-12.6
Common Core Reading Standards for Informational Text: 11-12.7
California Anchor Standard for Graphic Production Technologies: 1.0, 2.0, 8.0, 11.0
Graphic Production Technologies Pathway Standard: A1.0, A2.0, A6.0, A7.0

A. This unit focuses on the creation and manipulation of digital graphics using electronic imaging software. Students will edit, retouch, and color correct digital photographs/images. Students will use electronic imaging software to create student projects as well to demonstrate their work to their peers.

B. Assignments:

1. Students will create and manipulate digital files in order to prepare projects related to their social studies academic classes.
2. Students will design a poster and a brochure depicting the history of graphic communications.
3. They will write a brief essay on how traditional and digital files differ.

Semester 2
Unit 4: Pre-press   (5 Weeks)

Standards:
Common Core Statistics and Probability Standards: 1, 3
Common Core Reading Standards for Literature 11-12.4
Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.4
California Anchor Standard for Graphic Production Technologies: 4.0, 10.0, 11.0
Graphic Production Technologies Pathway Standard: A5.0, A6.0, A7.0

A. This unit focuses in the process of prepress, term used in the graphic communications industries and publishing industries for the processes and procedures that occur between the creation of a layout and the final printing/digital process. Students will analyze and demonstrate the procedures in order to evaluate the workflow of electronic files in order to generate a final publication or printed product.

B. Key Assignments:

1. Students demonstrate the ability to use the appropriate software in order to create and manage a pre-press project.
2. Student will demonstrate effective visual and verbal communications techniques through the use of pre-press procedures.
3. Students will learn to use terminology from computer graphic design and the process of pre-press.
4. Students will exhibit knowledge accumulated from graphic communications to other artistic forms, subject areas, and careers.

Unit 5: Project Management & Customer Communications   (7 Weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Writing Standard: 11-12.3, 11-12.8
Common Core Principles of Economics Standard: 12.2
Common Core Writing for Literacy in History/Soc. Sci. and Technical Subjects Standard: 11-12.7
Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.2, 4
California Anchor Standard for Graphic Production Technologies: 1.0, 2.0, 5.0, 7.0, 9.0
Graphic Production Technologies Pathway Standard: A3.0, A14.0

A. Summary: In this unit, students will be introduced to project management and client communication. Students will learn to plan graphic production projects, prioritize workflow and tasks, and manage deadlines. In addition, students will learn the importance of effective communication with the customer, project team, vendors, and clients. Because a single individual does not often create production, Students will learn/experience teamwork skills working as a Graphic Production Technology Team to produce a product in this module.

B. Key Assignments:

1. Printing Personnel hierarchy: describe the tasks performed by administration, sales, accounting/job estimation, purchasing, creative & production personnel, proofing, press, bindery, shipping • PDF for collaboration and proofing.

2. Key Assignments: Business & Entrepreneurial Principals/"Live work" Production Teams. Students working in Production Teams will experience a real working situation producing a printed product for a teacher, office or

administration staff, school club or event. Products created by students include: note pads, screen printed T shirts and tote bags, bindery/comb binding books, design and printing of posters and event fliers and large format display printing. Students will create a time card, work order, and job ticket. Students will experience and learn first hand personal responsibility/professional behavior, customer interaction/meetings, quality control/proofing, review production safety issues, product production, teamwork, time management, and knowledge of creating a product from conception to delivery. Students will create a Power Point or Google chrome slide presentation showing step-by-step effort to create a product from conception to delivery and evaluating their effectiveness as a team. Follow up of a group presentation showing samples of their finished product, class question/answer discussion, and group evaluation handout.

Unit 6: Packaging Design & Hand Skills   (5 Weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Reading Standards for Literature: 11-12.4
Common Core Statistics and Probability Standards: 1, 3
Common Core Scientific and Engineering Practices Standard: 1, 3, 6
Common Core Statistics and Probability Standards: 1, 3
Common Core Crosscutting Standard 3

Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.4
California Anchor Standard for Graphic Production Technologies: 2.0, 4.0, 10.0, 11.0
Graphic Production Technologies Pathway Standard: A3.0, A4.0, A5.0, A6.0, A7.0

A. Summary: In this unit students will research and learn about branding and advertising as seen in packaging. Students will develop an understanding of the industry as a whole, the principles of packaging design, materials, color and typography of packaging design. Also, how to handcraft their design once it is printed.

B. Key Assignment: Students will be asked to either select a brand and product that they feel could use a redesign or invent their own product. Students will research that brand and develop and understanding of its history. Students will go to locations where that product is sold and document their findings. What aisle is it in? What shelf? Who is the target market? Etc. Using InDesign, Photoshop and Illustrator, students will design or redesign the packaging for their selected item. In addition, students will also create an advertisement (either print, billboard, or web) for their product. Students will prepare their files for printing a will output on their own. Students will then cut and glue their comps to complete their package. Some examples may include, a bottle wrap, box design, or a bag design. Students will pitch their design/ redesign to the class using a visual presentation. The class will critique and discuss their successes and places where they could improve. Stunts will be graded on craftsmanship, originality, content, and concept.

Unit 7: Employability Skills and Employment Portfolio   (5 Weeks)

Standards:
Common Core Language Standard: 11-12.3
Common Core Writing Standard: 11-12.6, 11-12.7
Common Core Reading Standards for Literature: 11-12.4
Common Core Statistics and Probability Standards: 1, 3
Common Core Scientific and Engineering Practices Standard: 3, 6
Common Core Principles of Economics Standard: 12.2
Common Core Reading for Literacy in Science and Technical Subjects Standard: 11-12.3, 4
California Anchor Standard for Graphic Production Technologies: 3.0, 7.0, 8.0
Graphic Production Technologies Pathway Standard: A5.0, A6.0, A7.0, A14.0

A. Summary: Students will model and explain essential interview strategies and techniques in obtaining a position with an organization and illustrate the importance of teamwork within an organization. Students will prepare an electronic portfolio as well as an industry-recognized portfolio for presentation to potential employers showcasing their coursework that demonstrates their expertise and knowledge within the graphic production technologies pathway and explain the various artifacts included on the portfolio and outline their process and experience.

B. Key Assignment:

1. Students will prepare a 200 word resume, 100 word cover letter, completed job application, and follow up 50 word thank you letter to include in their 10 slide power point portfolio presentation that will outline their research on career opportunities, interview techniques, and examples of their work in the graphic communication production class. Students will prepare a hard copy in addition to the electronic portfolio for review in addition to the presentation.

2. Key Assignment: Students will prepare a 600-word essay outlining their reflections on what they have learned in the program and how the class has focused their career aspirations and goals.

Additional Recommended Materials -
Adobe Creative Team: Adobe Cc Classroom (Dreamweaver, Illustrator, InDesign, Flash, Photoshop), Adobe, Adobe Press Publisher, 2016 Edition.