Maryland CTE Programs of Study

Graphic Communications I (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12. 1

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INTRODUCTION 2

A Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. 2.A

B The Arts, Entertainment and design Career Cluster combines creative roles in visual and performing arts, film, journalism, fashion, interior design, and creative technologies. This Cluster focuses on creating, producing, and sharing artistic and design work across multiple platforms, aiming to entertain, inform, beautify, and inspire. 2.B

C The Graphic Communications program of study careers encompasses the creation and production of visually engaging digital content such as visual marketing, graphic design, augmented and virtual reality, web design, and user interfaces/user experiences. This program of study combines artistic talent and technology to produce interactive content, entertainment, commercial product and packaging design, and promotional materials. 2.C

D Graphic Communications I is an introductory course within the Arts, Entertainment, and Design Career Cluster, aimed at high school students exploring foundational skills in digital content creation and production. This course immerses students in the creative processes and technical skills necessary to produce visually engaging digital content across various platforms. Students will learn to conceptualize, design, and edit projects using industry-standard tools such as Adobe Premiere Pro, Photoshop, and Illustrator, building a portfolio of work that includes elements of visual marketing, graphic design, web design, and user interfaces. 2.D

E Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study. 2.E

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F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the Graphic Communications field, following data privacy laws and best practices for security. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the Graphic Communications field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in Graphic Communications. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in media and graphic communications. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use industry-standard design software such as Adobe Photoshop, Illustrator, Premiere Pro, and (as available) After Effects to create, edit, and publish digital, motion, and print-ready visual content.. 3.C.1
2. Apply effective file management techniques, including organizing project files, maintaining version control, and adhering to proper naming conventions to enhance workflow and collaboration. 3.C.2

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3 Demonstrate proficiency in using digital tools for prepress preparation, including color management, resolution adjustments, and setting up files for print and digital distribution. 3.C.3

4 Evaluate design projects through the use of critical thinking and problem-solving skills, utilizing feedback, industry standards, and design principles to refine and improve work. 3.C.4

5 Develop a professional online and print portfolio using digital platforms and tools to showcase technical skills, creativity, and industry-aligned competencies for career readiness. 3.C.5

D The student develops introductory motion-graphics and video-editing skills using Adobe Premiere Pro and/or Adobe After Effects (or comparable software). The student is expected to: 3.D

1 Import and organize media (stills, vectors, video, audio) and manage timelines/sequences for short pieces (5–15 seconds) intended for social and web delivery. 3.D.1

2 Apply core animation concepts—keyframes, position/scale/opacity, easing—in simple kinetic-type or logo stings. 3.D.2

3 Explain and apply common frame rates (12, 15, 24, 29.97, 30 fps) and demonstrate animating “on 1s” and “on 2s” for timing and readability. 3.D.3

4 Use selections, masks, and track mattes to composite type/graphics over background plates or footage. 3.D.4

5 Export looped animated GIFs and H.264 MP4s with web-appropriate settings (resolution, bitrate) and document choices that balance quality and file size. 3.D.5

6 Credit assets appropriately and follow file-naming/version-control conventions consistent with program workflows. 3.D.6

E The student integrates core academic skills into Graphic Communications practices. The student is expected to: 3.E

1 Integrate English language arts skills, such as writing informative texts, crafting project descriptions, and delivering oral presentations, to articulate design concepts and processes effectively. 3.E.1

2 Apply mathematical principles, including scaling, ratios, geometry, and proportional reasoning, to accurately size, align, and format digital and print design elements. 3.E.2

3 Analyze design projects using critical thinking skills, evaluating visual components for effectiveness, audience engagement, and adherence to industry standards. 3.E.3

4 Incorporate scientific concepts, such as color theory and light behavior, to manage color models, gradients, and visual effects in digital and print media. 3.E.4

F The student demonstrates foundational skills in graphic communications. The tudent is expected to: 3.F

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1 Explain the elements and principles of design and their role in visual composition. 3.F.1

2 Identify and describe various career pathways in graphic design and printing, including their associated skills and competencies. 3.F.2

G The student demonstrates the necessary skills to use Adobe Photoshop at an introductory level. The student is expected to: 3.G

1 Demonstrate basic photo editing techniques, including cropping, resizing, and color correction. 3.G.1

2 Use layers and layer masks to manage image composition. 3.G.2

3 Apply image enhancement tools such as the clone stamp, healing brush, and filters to adjust images for clarity and emphasis. 3.G.3

H The student explores vector-based design using Adobe Illustrator tools. The student is expected to: 3.H

1 Create simple vector graphics, including logos and icons, using basic shape and path tools. 3.H.1

2 Demonstrate the use of colors, gradients, and fills to enhance vector images. 3.H.2

3 Use text tools and formatting to incorporate typography into designs. 3.H.3

I The student develops an understanding of the printing process and its applications. The student is expected to: 3.I

1 Explain the fundamentals of print design, including color models (RGB vs. CMYK) and resolution requirements for print versus digital media. 3.I.1

2 Identify common printing methods and equipment used in the graphic communications industry. 3.I.2

3 Apply basic concepts of layout and composition relevant to print media, including margins, bleed, and safe zones. 3.I.3

J The student demonstrates knowledge of substrates and their impact on print quality. The student is expected to: 3.J

1 Identify various types of substrates (e.g., paper types, weights, coatings) used in print production. 3.J.1

2 Describe how substrate characteristics influence ink absorption, color reproduction, and durability. 3.J.2

3 Match appropriate substrates to different printing applications based on job specifications. 3.J.3