Maryland CTE Programs of Study

Graphic Communications II (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 10-12. 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 II builds on the foundational skills acquired in Graphic Communications I, advancing students' abilities in digital content creation, design, and multimedia production. Positioned within the Arts, Entertainment, and Design Career Cluster, this course enables students to deepen their expertise in producing visually dynamic content across various media platforms, with an emphasis on creative technologies and interactive design. Students engage in more complex projects involving graphic design, motion graphics, augmented reality, and user experience/user interface (UX/UI) design, gaining insights into professional workflows and creative problem-solving. 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, and InDesign to create, edit, and publish digital 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 Create interactive and multimedia projects by integrating hyperlinks, navigation elements, and multimedia components to design user-focused digital publications. 3.C.4

5 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.5

6 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.6

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

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.D.1

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

3 Analyze design projects using critical thinking skills, evaluating visual components for effectiveness, audience engagement, and adherence to industry standards. 3.D.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.D.4

E The student demonstrates advanced skills in graphic design and digital imaging. The student is expected to: 3.E

1 Apply advanced photo editing and manipulation techniques in Adobe Photoshop, such as blending modes, advanced selections, and non-destructive editing. 3.E.1

2 Create complex compositions using multiple layers, masks, and adjustment layers to enhance image quality and visual appeal. 3.E.2

3 Use content-aware fill and vector shape layers to retouch images and create scalable design elements. 3.E.3

4 Use vector graphics for advanced design work in Adobe Illustrator, applying skills such as pathfinding, custom shapes, and typography, including creating artwork with brushes, pattern fills, blends, and gradient meshes to demonstrate versatile vector techniques.. 3.E.4

F The student applies intermediate motion-graphics techniques for brand and publication contexts. The student is expected to: 3.F

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Create branded lower-thirds, bumpers, or short title sequences that integrate vector assets from Illustrator and raster assets from Photoshop. 3.F.1

2 Use animation curves, temporal/spatial interpolation, and pre-compositions/nested sequences to organize complex motion. 3.F.2

3 Prepare deliverables for multi-platform distribution (web, social, kiosks), applying safe-area, captions/graphics legibility, and aspect-ratio adaptations (16:9, 9:16, 1:1). 3.F.3

4 Export and QC assets (alpha-channeled MOV/PNG sequences, MP4, GIF) and document render presets for reuse. 3.F.4

G The student prepares for industry-recognized certification in Adobe Photoshop or Illustrator. The student is expected to: 3.G

1 Complete projects that replicate real-world graphic design tasks, preparing for Certiport's Adobe Certified Professional exams. 3.G.1

2 Demonstrate the ability to export and prepare files for both digital and print media, understanding resolution, color models, and file types. 3.G.2

3 Develop a portfolio that showcases technical proficiency and creativity in Adobe Photoshop or Illustrator, with projects demonstrating professional-level quality. 3.G.3

H The student develops proficiency in digital and print design principles. The student is expected to: 3.H

1 Apply principles of visual hierarchy, balance, and alignment in multi-page documents and single-page designs. 3.H.1

2 Explore layout design for print media, including magazine spreads, posters, and brochures, utilizing design grids and master pages. 3.H.2

3 Use color theory in design projects, including monochromatic, analogous, and complementary color schemes, to enhance visual impact. 3.H.3

4 Analyze and critique design works, applying knowledge of design principles, audience considerations, and branding consistency. 3.H.4

I The student demonstrates knowledge of printing processes and prepress preparation. The student is expected to: 3.I

1 Prepare documents for print by setting up bleeds, margins, and crop marks and ensuring color accuracy through CMYK color management. 3.I.1

2 Identify and troubleshoot common printing issues, such as color shift, bleed errors, and resolution discrepancies. 3.I.2

3 Understand and apply knowledge of various printing methods, including digital, offset, and screen printing, and identify their appropriate uses. 3.I.3

J The student demonstrates knowledge of binding and finishing techniques. The student is expected to: 3.J

1 Describe the typical workflow from design to output, including file creation, proofing, and prepress review. 3.J.1

Prepare digital files using correct resolution, bleeds, margins, and CMYK color settings for print-readiness. 3.J.2

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3 Evaluate PDF exports for compatibility with printers or clients, ensuring fonts, images, and layout integrity are preserved. 3.J.3

4 Export print-ready files using industry-standard PDF/X presets and perform a basic pre- flight check that verifies image resolution, embedded fonts, color mode, and bleed settings. 3.J.4

K The student demonstrates knowledge of finishing and binding concepts for printed materials. The student is expected to: 3.K

1 Identify common finishing techniques (e.g., trimming, folding, scoring) and their impact on final output. 3.K.1

2 Research different binding styles (e.g., saddle-stitch, spiral) and describe their practical and aesthetic applications. 3.K.2

3 Plan project layouts with margins and folds that accommodate trimming and binding needs. 3.K.3