

Florida Department of Education  
Curriculum Framework

**Program Title:** Digital Design 2  
**Program Type:** Career Preparatory  
**Career Cluster:** Art, A/V Technology and Communication

**Career Certificate Program**

Program Number	K700200
CIP Number	0510030308
Grade Level	30, 31
Standard Length	600 hours
Teacher Certification	Refer to the <b>Program Structure</b> section.
CTSO	SkillsUSA
SOC Codes (all applicable)	27-1014 – Multimedia Artists and Animators 27-1024 – Graphic Designers
CTE Program Resources	<a href="http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml">http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml</a>
Basic Skills Level	Mathematics: 9 Language: 9 Reading: 9

**Purpose**

The purpose of this program is to prepare students for employment in digital publishing positions, such as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, enhanced practical experiences in computer generated art and text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, and electronic scanning, and development of specialized skills in multimedia presentations.

**Additional Information** relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

**Program Structure**

This program is a planned sequence of instruction consisting of two (2) occupational completion points.

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	GRA0026	Graphic Designer	MANAG SUPV 7G BUS DP @7 %G BUS ED 1 @2 CLERICAL @7 7G COMM ART @7 7G COMP SCI 6 @2 ELECT DP @7 %G PRINTING @7 7G SECRETAR 7 G TC COOP ED @7 TEC ED 1 @2 ENG&TEC ED1@2 TEC ELEC \$7 G VOE @7	300 hours	27-1024
B	GRA0027	Media Designer		300 hours	27-1014

## **Common Career Technical Core – Career Ready Practices**

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

## **Standards**

After successfully completing this program, the student will be able to perform the following:

### **OCP A- Graphic Designer**

- 01.0 Demonstrate mastery in digital publishing operations.
- 02.0 Demonstrate proficiency in website design.
- 03.0 Compare and contrast various digital media delivery systems.
- 04.0 Demonstrate advanced project design capabilities associated with digital publishing.
- 05.0 Refine a portfolio (print and/or digital).
- 06.0 Demonstrate proficiency in the creation of digital design solutions involving motion or special effects.
- 07.0 Demonstrate advanced ability to create and manipulate digital images using software applications.
- 08.0 Maintain a portfolio (print and/or digital).

### **OCP B- Media Designer**

- 09.0 Organize and carry out independent project plans for creating various digital design products.
- 10.0 Demonstrate mastery in creating and manipulating digital images using software applications.
- 11.0 Demonstrate advanced understanding of the Elements and Principles of Art and Design.
- 12.0 Consolidate coursework into a professional portfolio.

Florida Department of Education  
 Student Performance Standards

Program Title: Digital Design 2  
 Career Certificate Program Number: K700200

<b>Course Number: GRA0026</b>	
<b>Occupational Completion Point: A</b>	
<b>Graphic Designer – 300 Hours – SOC Code 27-1024</b>	
01.0	Demonstrate mastery in digital publishing operations. The student will be able to:
01.01	Establish workflows using advanced features in desktop publishing software.
01.02	Create documents using advanced features in desktop publishing software.
02.0	Demonstrate proficiency in website design. The student will be able to:
02.01	Compare and contrast various specialized web design programs.
02.02	Demonstrate proficiency using a WYSIWYG editor.
02.03	Understand how to prepare interactive components (hyperlinks, buttons, etc.).
03.0	Compare and contrast various digital media delivery systems. The student will be able to:
03.01	Explain the benefits and constraints of fixed versus streaming digital media.
03.02	Describe the variations in design considerations between the mass display and on-demand display of digital media.
03.03	Discuss the variations in design considerations related to digital signage.
03.04	Describe the design implications of digital images and/or graphics based on projected, mobile and Wi-Fi delivery media.
04.0	Demonstrate advanced project design capabilities associated with digital publishing. The student will be able to:
04.01	Demonstrate advanced capabilities in the use of tools and techniques in digital publishing software applications (e.g., layout of a document, text, graphics, color/transparency, and output).
05.0	Refine a portfolio (print and/or digital). The student will be able to:
05.01	Refine a portfolio.
05.02	Present an updated portfolio to an audience.

06.0	Demonstrate proficiency in the creation of digital design solutions involving motion or special effects. The student will be able to:
06.01	Demonstrate proficiency in the use of editing software to create a product featuring special visual effects.
06.02	Design and create an interactive digital design product featuring the use of rich media.
07.0	Demonstrate advanced ability to create and manipulate digital images using software applications. The student will be able to:
07.01	Demonstrate advanced capabilities in the use of tools and techniques in raster-based software applications.
07.02	Demonstrate advanced capabilities in the use of tools and techniques in vector-based software applications.
08.0	Maintain a portfolio (print and/or digital). The student will be able to:
08.01	Continue to update the portfolio.
08.02	Refine and present digital portfolio to an audience.

**Course Number: GRA0027**  
**Occupational Completion Point: B**  
**Media Designer – 300 Hours – SOC Code 27-1014**

09.0	Organize and carry out independent project plans for creating various digital design products. The student will be able to:
09.01	Apply the design process to determine the goal, scope, criteria, constraints, and timeline of the project.
09.02	Work as part of the project team; support the project's focus, direction and progress.
09.03	Identify the required resources for a specified project.
09.04	Plan and conduct research, design, development, and evaluation activities for the successful completion of the project.
09.05	Carry out the project plan to successful completion.
09.06	Create a presentation to articulate the problem, the solution, the selected process, conclusions, and lessons learned (self-reflection).
10.0	Demonstrate mastery in creating and manipulating digital images using software applications. The student will be able to:
10.01	Demonstrate mastery using tools and techniques in raster-based software applications (e.g., layers, adjustments, filters, special effects, selections, masks, and channels).
10.02	Demonstrate mastery using tools and techniques in vector-based software applications (e.g., line art, drawing, transforming/applying effects to objects, painting, type and type effects, and layers).
11.0	Demonstrate advanced understanding of the Elements and Principles of Art and Design. The student will be able to:
11.01	Apply the Elements of Art and Design (line, shape, mass, value, space, texture, color, lighting).

11.02	Apply the Principles of Art and Design (balance, unity, contrast, rhythm, proportion, emphasis, movement, scaling).
11.03	Apply the Elements and Principles of Art and Design to enhance the message of the image/text and layout.
11.04	Utilize design elements and principles to create cohesive digital design projects.
12.0	Consolidate coursework into a professional portfolio. The student will be able to:
12.01	Assess personal interests and create an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
12.02	Refine and implement a plan to facilitate personal growth and skill development related to career opportunities in digital design.
12.03	Develop a personal identity brand package (business cards, letters of interest, resume).
12.04	Finalize a traditional (hard copy) portfolio.
12.05	Finalize a digital portfolio.
12.06	Present the finalized portfolio(s) to an audience.

## **Additional Information**

### **Laboratory Activities**

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### **Special Notes**

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: [www.mycareershines.org](http://www.mycareershines.org).

### **Career and Technical Student Organization (CTSO)**

SkillsUSA is the intercurricular career and technical student organization(s) providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### **Cooperative Training – OJT**

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

### **Basic Skills (if applicable)**

In a Career Certificate Program offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 9 Language 9, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.



## **Accommodations**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

## **Additional Resources**

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>