# Scope & Sequence

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| **Course Name:** Practicum in Graphic Design and Illustration/Extended Practicum in Graphic Design and Illustration  **TSDS PEIMS Code:** 13009005 (First Time Taken)  13009015 (Second Time Taken) | **Course Credit:** 3.0  **Course Requirements:** Recommended for Grades 10-12.  **Prerequisites:** Graphic Design and Illustration II and Graphic Design and Illustration II Lab.  **Corequisites:** Practicum in Graphic Design and Illustration. |
| **Course Description:** In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. | |
| **NOTE 1:** The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Arts, Audio/Video Technology, and Communications Career Cluster. This is a suggested scope and sequence for the course content. This content will work with any textbook, instructional materials, or practicum experience. If locally adapted, make sure all TEKS are covered.  **NOTE 2:** Completion of skill sets may be demonstrated throughout the practicum. Therefore, content based on the TEKS does not have to be delivered sequentially. The major reason students take a practicum is to provide additional time on task for learning specialized skills. In most cases where the Extended Practicum is added to the Practicum, it is because the student is spending more than 15 hours per week at his/her training station (place of employment or internship).  **NOTE 3:** The information in this scope and sequence document does not describe detailed activities, because the activities will vary from student to student and training station to training station. The intent is that students incorporate and use previously learned knowledge and skills related to the career cluster. | |

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| **Practicum Plan** | **TEKS Covered**  **130.116. Knowledge and skills** |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and conflict-management skills. Students will also discuss the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Prior to beginning their practicum experiences, students will also agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and practices for effective working relationships, such as providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or preparation for certification to prepare for employment;  (B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills; and  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples.  (2) The student applies academic knowledge and skills in art and design projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and  (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.  (3) The student implements advanced professional communications strategies. The student is expected to:  (B) organize oral and written information;  (C) interpret and communicate information;  (E) apply active listening skills; and  (F) listen to and speak with diverse individuals.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.  (7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.  (8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:  (B) employ teamwork and conflict-management skills to achieve collective goals; and  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions.  (9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:  (A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;  (B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources;  (C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;  (D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and  (E) analyze and identify the impact of the advertising and visual communication design industry on society.  (10) The student applies effective planning and time-management skills. The student is expected to employ tools to enhance results and complete work tasks. |
| **Section 2: TEKS Checklist Components: Practicum in Graphic Design and Illustration**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or preparation for certification to prepare for employment;  (B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment; and  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples.  (2) The student applies academic knowledge and skills in art and design projects. The student is expected to:  (A) apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents; and  (B) apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language such as structure and style for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information;  (D) deliver formal and informal presentations;  (E) apply active listening skills;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.  (7) The student applies cyber safety procedures. The student is expected to implement personal and professional safety rules and regulations.  (8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills;  (B) employ teamwork and conflict-management skills to achieve collective goals;  (C) establish and maintain effective working relationships by providing constructive praise and criticism, demonstrating sensitivity to and value for diversity, and managing stress and controlling emotions;  (D) prepare for meetings by developing goals and objectives to achieve within a scheduled time and producing agendas;  (E) conduct and participate in meetings to accomplish work tasks by achieving goals and objectives within a scheduled time; producing meeting minutes, including decisions and next steps; and using parliamentary procedures, as needed; and  (F) employ mentoring skills to inspire and teach others.  (9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:  (A) exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;  (B) discuss and apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources;  (C) model respect of intellectual property when manipulating, morphing, and editing graphics, video, text, and sound; and  (D) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet.  (10) The student applies effective planning and time-management skills. The student is expected to employ tools to enhance results and complete work tasks.  (11) The student uses advanced graphic design and illustration methods and skills. The student is expected to:  (A) interpret, evaluate, and justify design decisions;  (B) conduct verbal or written critiques of design projects; and  (C) identify and apply art elements and principles to designs and illustrations.  (12) The student employs a creative design process to create professional quality, two- or three-dimensional projects. The student is expected to:  (A) create designs for defined applications;  (B) use appropriate elements of design;  (C) use appropriate design principles and typography;  (D) use appropriate composition;  (E) use anatomically appropriate figure drawing;  (F) use appropriate perspective;  (G) use the most effective color choices in projects; and  (H) use appropriate printing concepts. |
| **Section 3: Critical-Thinking and Problem-Solving: Practicum Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other critical-thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in a printing and imaging-related field. Students will discuss and begin to demonstrate course required skills related to seeking, applying for, and obtaining a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or preparation for certification to prepare for employment; and  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills.  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions; and  (B) employ interpersonal skills in groups to solve problems and make decisions. |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills in groups to solve problems they may have encountered or may still encounter. Students will use appropriate technology to research and discuss leadership skills, roles of leaders within organizations, effective leadership styles, and the benefits of participating in civic and community leadership and teamwork opportunities to enhance skills. Students will research leadership opportunities and other benefits offered by CTSO and/or other extracurricular student activities, and prepare and effectively present a brief oral and/or written report on a CTSO or other extracurricular organization they may be willing to join or are already participating in. Students will also use appropriate technology and/or assigned materials to analyze and identify the impact of the advertising and visual communication design industry on society. | (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions; and  (B) employ interpersonal skills in groups to solve problems and make decisions.  (5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.  (8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills.  (9) The student applies ethical decision making and complies with laws regarding use of technology. The student is expected to:  (E) analyze and identify the impact of the advertising and visual communication design industry on society. |
| **Section 5: Career Skills and Practicum Culminating Activities**  Students will use appropriate technology and/or assigned materials to review and self-evaluate skills, personal qualities, competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials to prepare for employment. Students will demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills. Students will exhibit public relations skills as well as effective communications skills as they present their career portfolio, resume, and cover letter as well as participate in a real or mock interview. Students will also evaluate and compare employment opportunities as well as examine employment opportunities in entrepreneurship. As a course culminating activity, students will analyze and summarize the history and evolution of the commercial art and design field. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and participate in training, education, or preparation for certification to prepare for employment;  (B) identify and demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment;  (C) demonstrate skills related to seeking and applying for employment to find and obtain a desired job, including identifying job opportunities, developing a resume and letter of application, completing a job application, and demonstrating effective interview skills;  (D) maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples;  (E) demonstrate skills in evaluating and comparing employment opportunities; and  (F) examine employment opportunities in entrepreneurship.  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language such as structure and style for audience, purpose, situation, and intent;  (B) organize oral and written information;  (C) interpret and communicate information;  (D) deliver formal and informal presentations;  (E) apply active listening skills;  (F) listen to and speak with diverse individuals; and  (G) exhibit public relations skills to increase internal and external customer/client satisfaction.  (6) The student implements advanced knowledge of design systems. The student is expected to analyze and summarize the history and evolution of the commercial art and design field. |

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| **Extended Practicum Plan** | **TEKS Covered**  **130.122. Knowledge and skills** |
| **Section 1: Pre-Practicum**  Prior to beginning practicums, students will review and discuss professional standards and employers’ expectations, personal and workplace safety and emergency procedures, effective problem-solving strategies, positive interpersonal skills, the principles of group participation and teamwork, appropriate work habits, ethical conduct, and conflict-management skills. Students will also discuss the technical and academic skills required for the practicum, and put into place strategies for mastering any/all skills necessary to manage and perform work/practicum responsibilities.  Prior to beginning their practicum experiences, students will also agree to adhere to policies and procedures, demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation, accept constructive criticism, make ethical decisions, complete tasks with the highest standards, and to comply with all applicable rules, laws, and regulations in a consistent manner. Students will also review and discuss professional communications strategies and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment.  Students, supervising instructors, and practicum experience supervisors will read and review locally created practicum checklist(s). Parents/guardians will also be provided with a copy. Checklist(s) will include all relevant TEKS along with rubrics for supervisor evaluations and student self-evaluations. Students will read, discuss, and demonstrate an understanding of the provided checklist and rubric criteria before beginning their practicum experiences. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency;  (D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency; and  (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information; and  (C) apply active listening skills to obtain and clarify information.  (3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.  (5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) practice safe, responsible, and legal behavior while using technology tools and resources;  (C) practice ethical conduct when interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;  (D) apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources;  (E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;  (F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and  (G) comply with all applicable rules, laws, and regulations in a consistent manner. |
| **Section 2: TEKS Checklist Components: Extended Practicum in Graphic Design and Illustration**  Students, parents/guardians, and instructional/workplace supervisors will review, understand, and agree to a checklist of practicum objectives. Checklists may be locally adapted/modified, but all corresponding TEKS must be addressed. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency;  (D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency; and  (E) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information;  (C) apply active listening skills to obtain and clarify information; and  (D) exhibit public relations skills to maintain internal and external customer/client satisfaction.  (3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (4) The student understands and applies proper safety techniques in the workplace. The student is expected to demonstrate understanding of and consistently follow workplace safety rules and regulations.  (5) The student understands the professional, ethical, and legal responsibilities in graphic design and illustration. The student is expected to:  (A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (B) practice safe, responsible, and legal behavior while using technology tools and resources;  (C) practice ethical conduct when interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas;  (D) apply copyright laws in relation to fair use and acquisition and use of digital information using established methods to cite sources;  (E) practice respect for intellectual property when manipulating, morphing, and editing graphics, video, text, and sound;  (F) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet; and  (G) comply with all applicable rules, laws, and regulations in a consistent manner.  (6) The student participates in a graphic design and illustration experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience;  (B) interpret, evaluate, and justify design decisions;  (C) identify and apply art elements and principles to designs and illustrations with increased fluency;  (D) employ a creative design process to create professional-quality, two- or three-dimensional projects;  (E) demonstrate growth of technical skill competencies; and  (G) collect representative work samples. |
| **Section 3: Critical-Thinking and Problem-Solving: Practicum Check-In 1**  Students will discuss and demonstrate critical-thinking and problem-solving skills as they participate in check-in(s) with supervisors throughout their practicum experiences. Students will analyze and evaluate their practicum experiences as they describe how they have applied critical-thinking and problem-solving skills as well as interpersonal skills in groups to solve problems they may have encountered or may still encounter. Students will also be encouraged to discuss and predict what other critical-thinking and problem-solving skills will be necessary for a successful practicum experience as well as a successful career in a printing and imaging-related field. Students will use appropriate technology to discuss, analyze, and self-evaluate their continued participation in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment; and  (D) demonstrate use of personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects with increased fluency.  (3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions. |
| **Section 4: Check List Progress and Leadership Activities: Check-In 2**  During this check-in, students will discuss and self-evaluate their practicum check list progress as well as any questions or problems they may have encountered. Students will describe how they have applied or will apply critical-thinking and problem-solving skills as well as interpersonal skills independently and in groups to solve problems they may have encountered or may still encounter, evaluate current strengths and weaknesses in technical skill proficiency, and demonstrate growth of technical skill competencies. Students will discuss progress toward course completion requirements, such as their work samples and completion of professional-quality, two- or three-dimensional projects. Students will be required to identify and apply art elements and principles to their projects, and justify design decisions. | (3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.  (6) The student participates in a graphic design and illustration experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience;  (B) interpret, evaluate, and justify design decisions;  (C) identify and apply art elements and principles to designs and illustrations with increased fluency;  (D) employ a creative design process to create professional-quality, two- or three-dimensional projects;  (E) demonstrate growth of technical skill competencies;  (F) evaluate strengths and weaknesses in technical skill proficiency; and  (G) collect representative work samples. |
| **Section 5: Career Skills and Practicum Culminating Activities**  Students will use appropriate technology and/or assigned materials to review and self-evaluate skills, personal qualities, technical competencies, training, education, and/or preparation for licensure, certification, or other relevant credentials to prepare for employment. Students will also demonstrate professional standards as they describe and demonstrate growth of technical skill competencies, and exhibit public relations skills and effective communications skills as they present and describe their creative design processes and professional-quality, two- or three-dimensional projects and work samples, and justify design decisions. | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to graphic design or illustration;  (B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;  (C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, self-worth, positive attitude, integrity, and commitment with increased fluency;  (2) The student implements advanced professional communications strategies. The student is expected to:  (A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;  (B) analyze, interpret, and effectively communicate information;  (C) apply active listening skills to obtain and clarify information; and  (D) exhibit public relations skills to maintain internal and external customer/client satisfaction.  (6) The student participates in a graphic design and illustration experience. The student is expected to:  (A) conduct, document, and evaluate learning activities in a supervised graphic design and illustration experience;  (B) interpret, evaluate, and justify design decisions;  (C) identify and apply art elements and principles to designs and illustrations with increased fluency;  (D) employ a creative design process to create professional-quality, two- or three-dimensional projects;  (E) demonstrate growth of technical skill competencies;  (F) evaluate strengths and weaknesses in technical skill proficiency; and  (G) collect representative work samples. |