

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. COURSE TITLE: Designer Occupations
2. CBEDS TITLE: Other Visual Communications, Graphics Courses
3. CBEDS NUMBER: 5798
4. JOB TITLES: Graphic Designer
Commercial Designer
Display Designer
Interior Designer
Cloth Designer
Clothes Designer
Furniture Designer
Industrial Designer
Ornamental-Metalwork Designer
Set Designer
Stained Glass Designer
Package Designer
Photographer, Apprentice
5. COURSE DESCRIPTION: This course teaches students entry-level skills required in design related occupations, the instruction will include identifying product design occupational opportunities through recognition of individual student-occupational skills.
6. HOURS: 360
7. PREREQUISITES: Student interest in design related occupations, beginning art, and interview with instructor.
8. REVISION DATE: June 28, 2005
9. CDE RECERTIFICATION:

9 COURSE OUTLINE:

a) CONTENT AREA SKILLS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

| CONTENT AREA SKILLS | EXPECTED STUDENT OUTCOMES | HOURS | | |
|--|--|-------|----|----|
| | | CL | CC | CP |
| Instruction will include: | Student will be able to: | | | |
| 1. Introduction | 1. Orientation and overview of course 2. Occupational skills appraisal (self-inventory) 3. Analysis of job market and employment opportunities | 40 | | |
| 2. Design Related Occupations | 1. Overview of the businesses/industries that use designers 2. Identification of skills needed by these businesses/industries 3. Exploration of the media, techniques and tools used by the designer 4. Designer resource materials | 70 | | |
| 3. Employment Preparation | 1. Resume and the use of the Portfolio 2. Job applications (letter and forms) 3. Grooming 4. Job interview and follow up 5. Employment testing 6. Payroll and wage-information 7. Keeping the job 8. Leaving a job | 30 | | |
| 4. Exploration of Designer Occupations | 1. Visits to potential work sites and identification of skills 2. Guest speakers 3. Special meetings in classroom and community including workshop/seminars 4. Interview of personnel in the design field | 44 | | |
| 5. Selection of Specific Design Area | 1. In-depth investigation of specific designer occupation 2. Analysis of skills competencies 3. Production of a designer portfolio a. selection of work b. documentation of work c. presentation | 88 | | |
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|-------------------|--|-----|--|--|
| 6. Product Design | <ol style="list-style-type: none"> 1. Selection of a project 2. Design process 3. Production of the product 4. Market research 5. Display, packaging and publicity 6. Distribution and marketing 7. Wholesale/retail sales 8. Business regulations | 88 | | |
| | | 360 | | |

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) **EXPECTED STUDENT OUTCOMES**

ii) **HOURS OF INSTRUCTION**

COURSE OUTLINE

| CAREER PERFORMANCE STANDARDS | EXPECTED STUDENT OUTCOMES | HOURS |
|--|--|---|
| Instruction will include: | Student will be able to: | |
| <p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <ul style="list-style-type: none"> → Work → Business ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning | <p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning | <p>Integrated in content area skills</p> |

| CAREER PERFORMANCE STANDARDS | EXPECTED STUDENT OUTCOMES | HOURS |
|---|---|---|
| Instruction will include: | Student will be able to: | |
| <p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups | <p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups | <p>Integrated in content area skills</p> |
| <p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions | <p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions | <p>Integrated in content area skills</p> |

| CAREER PERFORMANCE STANDARDS | EXPECTED STUDENT OUTCOMES | HOURS |
|---|---|---|
| Instruction will include: | Student will be able to: | |
| <p>4. Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations | <p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks | <p>Integrated in content area skills</p> |
| <p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices | <p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials | <p>Integrated in content area skills</p> |

| CAREER PERFORMANCE STANDARDS | EXPECTED STUDENT OUTCOMES | HOURS |
|--|---|---|
| Instruction will include: | Student will be able to: | |
| <p>6. Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques | <p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples | <p>Integrated in content area skills</p> |
| <p>7. Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills | <p>7. Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology | <p>Integrated in content area skills</p> |

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

- a. ARTICULATION:**

- b. VOCATIONAL CREDIT:**

- c. ACADEMIC CREDIT: 10 high school credits per semester.**

- d. INSTRUCTIONAL STRATEGIES: Demonstrations, Lab, Written assignments, written tests and quizzes.**

- e. INSTRUCTIONAL MATERIALS: Student textbook:**

- f. CERTIFICATES: Students will receive a Mission Trails ROP course certificate listing their job skill proficiencies.**