

COURSE: EXPLORATORY GRAPHIC COMMUNICATION

8/21/07

CREDIT: ¼ UNIT – 1 QUARTER

PREREQUISITE: NONE

INSTRUCTOR: Cary Haakenson

TEXTBOOK: NONE

**PURPOSE:** The purpose of Exploratory Graphic Communication is to give an overview of the graphics industry so students may decide if their abilities and interests match the need of the industry.

**Course Outcomes:**

1. The student will define and describe the four major printing processes of the printing industry.
2. The student will identify the steps of the printing process as they apply to the four major printing processes.
3. The student will list and compare the various printing services which make up the printing industry.
4. The student will learn and apply the basic principles of design as they apply to the creation of printed materials.
5. The student will learn and apply the steps of the screen printing process.
6. The student will demonstrate proper dark room procedures.
7. The student will learn and use desktop publishing skills.
8. The student will list/describe careers in the graphic communication industry.

**Course Goals:**

The student will:

1. develop an appreciation of the complexity and the precision required in all of the printing processes.
2. understand the enormity of the printing/graphics industry and the many and varied supporting industries.
3. develop an understanding of and skill in screen printing.
4. evaluate the graphics industry as a potential vocation based on his/her God-given talents.
5. use desktop publishing software to create printed materials.

**School Outcomes:**

#3. One of the projects will be accomplished by mass production method which will necessitate cooperation and effective communication with the group. Students are frequently paired to check each other's work and encouraged to help one another.

#4. Skills learned in the exploratory level will serve as a basis for safe and meaningful experiences in further classes, work places, and home recreational pursuits.

#5. Working with a variety of tools, techniques, and media, students will find areas they like or dislike. They will have opportunities to discover if they have an interest or aptitude for these types of activities. They will also be able to explore the gifts and talents their Creator has given them in this area.

#6. Through reading and lecture, students will gain the vocabulary necessary to communicate in the industrial arts field. Demonstration and practice will help students become familiar with the tools and processes used in the graphics industry.

#7. By creating a variety of projects, students will explore possible areas for career or hobby.

### **Department Outcomes:**

A graduate of the WLHS Practical Arts Department will be:

1. a problem solver who applies the problem-solving process to challenging situations.
2. a cooperative worker who
  - 2.1 assists others in a common goal.
  - 2.2 contributes to the common goal.
  - 2.4 encourages others.
  - 2.5 Respects and adapts to differences in others.
3. a self-directed learner who
  - 3.4 identifies his/her own personal abilities and interests.
  - 3.5 develops his/her own gifts.
  - 3.6 uses abilities and interests for God-pleasing recreation.
4. a concerned contributor who
  - 4.3 practices Christian stewardship of natural resources.
  - 4.4 recognizes and practices safe work habits.
5. a quality-minded, literate producer who
  - 5.1 applies mathematical and scientific principles to industrial applications.
  - 5.3 produces products by using current technology.
  - 5.4 produces products with high quality standards.
6. an effective communicator who
  - 6.1 follows written and verbal direction.
  - 6.2 who communicates clearly and precisely

## **Unit 1** Overview of the Printing Industry

- 3.1 Recognize the need to be a life-longer learner
- 3.2 Identify and evaluate trends in the work place
- 3.4 Develop their gifts

## **Unit 2:** Introduction to PageMaker

- 5.2 Explore technologies
- 6.1 Follow verbal and written directions

## **Unit 3** Desktop Publishing – Worship Invitation

- 1.1 Apply the problem-solving process to challenging situations
- 3.1 Recognize the need to be a life-longer learner
- 3.3 Identify their own personal abilities and interests
- 3.4 Develop their gifts

## **Unit 4:** Layout and Design – Business Card & Letterhead

D.O.: 2.4, 3.1, 3.3, 3.4, 3.5, 5.2, 5.3, 5.4, 6.1, 6.2

## **Unit 5** Notepad Project

- 1.1 Apply the problem-solving process to challenging situations
- 3.3 Identify their own personal abilities and interests
- 3.4 Develop their gifts
- 3.5 Use abilities and interests for God-pleasing recreation
- 5.2 Explore technologies
- 5.3 Produce products by using current technology
- 5.4 Produce products with high quality standards
- 6.1 Follow verbal and written direction
- 6.2 Communicate clearly and precisely

## **Unit 6** Button Pin Project

- 1.1 Apply the problem-solving process to challenging situations
- 3.3 Identify their own personal abilities and interests
- 3.4 Develop their gifts
- 5.2 Explore technologies
- 5.3 Produce products by using current technology
- 5.4 Produce products with high quality standards
- 6.1 Follow verbal and written direction
- 6.2 Communicate clearly and precisely

## **Unit 7** Autobiography

- 1.1 Apply the problem-solving process to challenging situations
- 3.5 Identify their own personal abilities and interests
- 3.4 Develop their gifts

- 5.2 Explore technologies
- 5.3 Produce products by using current technology
- 5.4 Produce products with high quality standards
- 6.1 Follow verbal and written direction
- 6.2 Communicate clearly and precisely

## **WISCONSIN STATE STANDARDS**

### **Unit 1**

- A1 Contrast the increasing complexities of technology with its ease of use
- A3 Explain why decisions regarding the use of technology are dependent on the situation, application, or perception of the group using it
- B1 Identify and explain the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires
- B3 Explain how enterprises apply technological systems for generating wealth by providing goods and services
- B5 Asses the impact new and improved products and services have had on the quality of life; explain how the development of new tools, materials and processes is necessary to maintain and improve high productivity and quality
- B6 Show how new knowledge is usually, by design or otherwise, an outcome of technological activity that contributes to the exponential growth of technological knowledge
- B7 Explain how new and higher quality products require new and higher quality materials and processing techniques

### **Unit 2 Introduction to PageMaker**

- B2 Demonstrate how systems are planned, organized, designed, built, and controlled
- B5 Asses the impact new and improved products and services have had on the quality of life; explain how the development of new tools, materials and processes is necessary to maintain and improve high productivity and quality
- B7 Explain how new and higher quality products require new and higher quality materials and processing techniques

### **Unit 3 Desktop Publishing – Worship Invitation**

- A3 Explain why decisions regarding the use of technology are dependent on the situation, application, or perception of the group using it
- B8 Select and apply appropriate processes to transform information into its most useful format
- C1 Implement and evaluate strategies to solve technological problems that are likely to be successful
- C2 Measure, collect, and analyze data in order to solve a technological problem
- C4 Select materials and other resources for a technological design and develop practical solutions
- C6 Design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, have value greater than the investment, and meet a societal want or need

**Unit 4** Layout and Design – Business Card and Letterhead

- A3 Explain why decisions regarding the use of technology are dependent on the situation, application, or perception of the group using it
- B8 Select and apply appropriate processes to transform information into its most useful format
- C1 Implement and evaluate strategies to solve technological problems that are likely to be successful
- C2 Measure, collect, and analyze data in order to solve a technological problem
- C4 Select materials and other resources for a technological design and develop practical solutions
- C6 Design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, have value greater than the investment, and meet a societal want or need

**Unit 5** Note Pad

Same as Unit 4

**Unit 6** DTP – Button Pin

Same as Unit 4

**Unit 7** DTP - Autobiography

Same as Unit 4

Trade and Technology Department Outcomes 8/06

- 1.1 Apply the problem-solving process to challenging situations
  - 2.1 Assist others in a common goal
  - 2.2 Contribute to a common goal
  - 2.3 Resolve differences of opinion in a productive manner
  - 2.4 Encourage others
  - 2.5 Respect and adapt to differences in others
  
- 3.3 Recognize the need to be a life-longer learner
- 3.4 Identify and evaluate trends in the work place
- 3.5 Identify their own personal abilities and interests
- 3.6 Develop their gifts
- 3.7 Use abilities and interests for God-pleasing recreation
  
- 4.1 Use their gifts for the good of God's kingdom in service projects
- 4.2 Recognize environmental dangers
- 4.3 Practice Christian stewardship of natural resources
- 4.4 Recognize and practice effective work habits
  
- 5.1 Apply mathematical and scientific principles to industrial applications
- 5.2 Explore technologies
- 5.3 Produce products by using current technology
- 5.4 Produce products with high quality standards
  
- 6.1 Follow verbal and written direction
- 6.2 Communicate clearly and precisely
- 6.3 Explore technologies

## **WISCONSIN STATE STANDARDS**

- A1 Contrast the increasing complexities of technology with its ease of use
- A2 Understand that humans are faced with moral and ethical issues because technology is enabling very significant modifications to the natural world
- A3 Explain why decisions regarding the use of technology are dependent on the situation, application, or perception of the group using it
- A4 Explore the way in which human adaptive technological systems interact with ideological and sociological systems
- A5 Portray how a society may not be able to exercise full control over their technological systems
- A6 Use accepted methods of forecasting and projecting to develop scenarios of future technology needs and uses
- A7 Explain how scientific and technological research can contribute to improved quality of life and a better standard of living
- B1 Identify and explain the ways technological systems have evolved and will continue to evolve to satisfy human needs and desires
- B2 Demonstrate how systems are planned, organized, designed, built, and controlled
- B3 Explain how enterprises apply technological systems for generating wealth by providing goods and services
- B4 Illustrate how resources are essential to technological activity but that their availability and quality vary extensively throughout the world
- B5 Assess the impact new and improved products and services have had on the quality of life; explain how the development of new tools, materials and processes is necessary to maintain and improve high productivity and quality
- B6 Show how new knowledge is usually, by design or otherwise, an outcome of technological activity that contributes to the exponential growth of technological knowledge
- B7 Explain how new and higher quality products require new and higher quality materials and processing techniques
- B8 Select and apply appropriate processes to transform information into its most useful format
  
- C1 Implement and evaluate strategies to solve technological problems that are likely to be successful
- C2 Measure, collect, and analyze data in order to solve a technological problem
- C3 Defend solutions to technological problems and opportunities
- C4 Select materials and other resources for a technological design and develop practical solutions
- C5 Identify constraints present in a given technological processes
- C6 Design and/or create solutions that are functional, aesthetically pleasing, demonstrate quality, have value greater than the investment, and meet a societal want or need
- C7 Present a design solution that accounts for production of a device; how the device would be operated, maintained, replaced, and disposed of; and, who will sell and manage it
- C8 Know that design solutions may have effects that were not predicted
- C9 Apply basic engineering concepts in the design and creation of solutions to various problems or opportunities
- C10 Evaluate a technological solution and make necessary improvement if needed
- C11 Select and apply appropriate processes to alter the characteristics of material to make it useful in different situations

- D1 Evaluate technologies based upon various sources of information
- D2 Illustrate how a technology can become controversial when people think the cost of the technology is not being equally shared by those who will benefit most from the technology
- D3 Analyze how the values and beliefs of different people can influence their perceived risks and benefits of a given technology
- D4 Evaluate the relative appropriateness of a given technology by comparing the risks with the benefits or the advantages with the disadvantages
- D5 Describe the current challenges and project the future challenges of governing a technology once it has become an integral part of the way people live, work, and play
- D6 Show how the effects of a given technology may be unacceptable under one set of circumstances but acceptable under a different set of circumstances
- D4 Evaluate the relative appropriateness of a given technology by comparing the risks with the benefits or the advantages with the disadvantages