

Florida Department of Education
Curriculum Framework

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

Note: The BTE Core, which is part of this program, will undergo major changes in the 2016 – 2017 school year. Please access the [BTE Core](#) document for more information.

Secondary – Career Preparatory	
Program Number	8209600
CIP Number	0510030306
Grade Level	9-12, 30, 31
Standard Length	8 credits
Teacher Certification	BUS ED 1 @2 VOE @7 BUS DP @7 %G ELECT DP @7 %G CLERICAL @7 7G SECRETAR 7 G STENOGRAPH @4 @7 TEC ELEC \$7 G COMP SCI 6 @2 COMM ART @7 7G PRINTING @7 7G TEC ED 1 @2 TC COOP ED @7
CTSO	SkillsUSA
SOC Codes (all applicable)	27-1014 – Multimedia Artists and Animators 27-1024 – Graphic Designers 43-9031 – Desktop Publishers 15-1151 – Computer User Support Specialists
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml

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 Multi-Media 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 the Business Technology Education Core and three additional occupational completion points. Secondary or postsecondary students who have previously completed the Business Technology Education Core will not have to repeat the core. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.

The following table illustrates the secondary program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A BTE Core	8200320	Applied Computer Business Skills I And	.5 credit	15-1151	2	VO
	8200330	Applied Computer Business Skills II OR	.5 credit		2	VO
	8209020	Computing for College and Careers OR	1 credit		2	PA
	8207310	Introduction to Information Technology	1 credit		2	PA
B	8209510	Digital Design 1	1 credit	43-9031	2	PA
C	8209520	Digital Design 2	1 credit	43-9031	3	PA
	8209530	Digital Design 3	1 credit		3	PA
D	8209540	Digital Design 4	1 credit	27-1024	3	PA
	8209550	Digital Design 5	1 credit		3	PA
E	8209560	Digital Design 6	1 credit	27-1014	3	PA
	8209570	Digital Design 7	1 credit		3	PA

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics, VO= Career and Technical Education)

Note: The BTE Core, which is part of this program, will undergo major changes in the **2016 – 2017** school year. Please access the [BTE Core](#) document for more information.

Academic Alignment Table

Academic alignment is an ongoing, collaborative effort of professional educators specializing in the fields of science, mathematics, English/language arts, and Career and Technical Education (CTE). This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses. Career and Technical Education courses that have been aligned to the Next Generation Sunshine State Standards for Science and the Florida Standards for Mathematics and English/Language Arts will show the following data: the quantity of academic standards in the CTE course; the total number of standards contained in the academic course; and the percentage of alignment to the CTE course.

Courses	Anatomy/ Physiology Honors	Astronomy Solar/Galactic Honors	Biology 1	Chemistry 1	Earth- Space Science	Environmental Science	Genetics	Integrated Science	Marine Science 1 Honors	Physical Science	Physics 1
8200320	11/87 13%	11/80 14%	24/83 29%	11/69 16%	24/67 36%	9/70 13%	11/69 16%	24/82 29%	11/66 17%	24/74 32%	10/72 14%
8200330	11/87 13%	11/80 14%	5/83 6%	11/69 16%	5/67 7%	9/70 13%	11/69 16%	5/82 6%	11/66 17%	5/74 7%	10/72 14%
8209020	13/87 15%	25/80 31%	35/83 42%	20/69 29%	35/67 52%	23/70 33%	13/69 19%	33/82 40%	24/66 36%	40/74 54%	20/72 28%
8207310	5/87 6%	5/80 6%	24/83 29%	5/69 7%	24/67 36%	5/70 7%	5/69 7%	24/82 29%	5/66 8%	24/74 32%	5/72 7%
8209510	4/87 5%	5/80 6%	22/83 27%	5/69 7%	23/67 34%	2/70 3%	4/69 6%	22/82 27%	4/66 6%	23/74 31%	5/72 7%
8209520	3/87 3%	4/80 5%	22/83 27%	4/69 6%	23/67 34%	3/70 4%	3/69 4%	22/82 27%	3/66 5%	23/74 31%	5/72 7%
8209530	21/87 24%	21/80 26%	2/83 2%	21/69 30%	2/67 3%	21/70 30%	21/69 30%	2/82 2%	16/66 24%	2/74 3%	21/72 29%
8209540	21/87 24%	22/80 28%	2/83 2%	22/69 32%	3/67 4%	21/70 30%	21/69 30%	2/82 2%	16/66 24%	3/74 4%	23/72 32%
8209550	#	#	#	#	#	#	#	#	#	#	1/72 1%
8209560	2/87 2%	2/80 3%	2/83 2%	2/69 3%	2/67 3%	2/70 3%	2/69 3%	2/82 2%	2/66 3%	2/74 3%	2/72 3%
8209570	#	#	2/83 2%	#	2/67 3%	#	#	2/82 2%	#	2/74 3%	#

** Alignment pending review

Alignment attempted, but no correlation to academic course

Courses	Algebra 1	Algebra 2	Geometry	English 1	English 2	English 3	English 4
8200320	25/67 37%	14/75 19%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8200330	37/67 55%	23/75 31%	22/54 41%	32/46 70%	32/45 71%	32/45 71%	32/45 71%

8209020	27/67 40%	19/75 25%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8207310	20/67 30%	15/75 20%	18/54 33%	40/46 87%	40/45 89%	40/45 89%	40/45 89%
8209510	21/67 31%	14/75 19%	33/54 61%	5/46 11%	5/45 11%	5/45 11%	5/45 11%
8209520	17/67 25%	10/75 13%	16/54 30%	11/46 24%	11/45 24%	10/45 22%	10/45 22%
8209530	10/67 15%	16/75 21%	10/54 19%	9/46 20%	9/45 20%	9/45 20%	9/45 20%
8209540	9/67 13%	15/75 20%	19/54 35%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8209550	#	#	4/54 7%	1/46 2%	1/45 2%	1/45 2%	1/45 2%
8209560	1/67 1%	1/75 1%	2/54 4%	4/46 9%	4/45 9%	4/45 9%	4/45 9%
8209570	1/67 1%	1/75 1%	1/54 2%	4/46 9%	4/45 9%	4/45 9%	4/45 9%

** Alignment pending review

Alignment attempted, but no correlation to academic course

Florida Standards for Technical Subjects

Florida Standards (FS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the critical reading and writing literacy standards designed for grade 6 and above. These standards are predicated on teachers of history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6-12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

This curriculum framework incorporates the grades 9-10 reading and writing literacy standards in the first two courses of this CTE program and grade 11-12 reading and writing literacy standards in the third and fourth courses of this CTE program. The standards for Mathematical Practices describe varieties of expertise that educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. This curriculum framework incorporates the appropriate mathematical practices in the first four courses of this CTE program.

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:

For competencies associated with the BTE Core visit the following link:

http://www.fl DOE.org/core/fileparse.php/9943/urlt/bte_core_standards_1516.rtf.

The BTE Core includes the Technical Competencies of the first OCP A of this program.

Technical competencies following OCP A:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Digital Design.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Digital Design.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Digital Design.
- 04.0 Demonstrate proficiency in computer skills.
- 05.0 Demonstrate knowledge of digital publishing concepts.
- 06.0 Perform decision-making activities.
- 07.0 Perform layout, design, and measurement activities.
- 08.0 Demonstrate proficiency in digital publishing operations.
- 09.0 Demonstrate proficiency in digital imaging.
- 10.0 Demonstrate proficiency in creating a simple website.
- 11.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Digital Design.
- 12.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Digital Design.
- 13.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Digital Design.
- 14.0 Demonstrate comprehension and communication skills.
- 15.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goal.
- 16.0 Perform decision-making activities.
- 17.0 Demonstrate proficiency in digital publishing operations.
- 18.0 Demonstrate proficiency in digital imaging.
- 19.0 Demonstrate proficiency in multimedia presentation.
- 20.0 Demonstrate promotion applications for the selected marketing industry.
- 21.0 Demonstrate comprehension and communication skills.
- 22.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 23.0 Demonstrate proficiency in page design applicable to the WWW.
- 24.0 Demonstrate proficiency using specialized web design software.
- 25.0 Perform decision-making activities.
- 26.0 Demonstrate proficiency in digital imaging.
- 27.0 Demonstrate proficiency in multimedia presentation.

- 28.0 Demonstrate promotion applications for the selected marketing industry.
- 29.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 30.0 Demonstrate proficiency in digital publishing operations.
- 31.0 Demonstrate proficiency in digital imaging.
- 32.0 Demonstrate proficiency in multimedia presentation.
- 33.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 34.0 Demonstrate proficiency in digital publishing operations.
- 35.0 Demonstrate proficiency in multimedia presentation.
- 36.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 37.0 Demonstrate proficiency in multimedia presentation.
- 38.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 39.0 Demonstrate proficiency in multimedia presentation.

Florida Department of Education
Student Performance Standards

BTE Core:

The first course recommended in this program is a selection from the BTE Core (**Applied Computer Business Skills I and II, or Computing for College and Careers, or Introduction to Information Technology**). The course selections and their descriptions are located here: http://www.fldoe.org/core/fileparse.php/9943/urlt/bte_core_standards_1516.rtf. Student course enrollment in the BTE Core, as with all other secondary courses, requires the reporting of a program in which the student is enrolled. The BTE Core is not an independent program, but a selection of courses for the initial OCP of a program. Student enrollment in the BTE Core cannot be reported without an accompanying program number. Teacher certification and other information regarding the BTE Core is identified by the program in which the student is enrolled. See the selected program framework for the appropriate information.

Course Title: Digital Design 1
Course Number: 8209510
Course Credit: 1

Course Description:

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.

Florida Standards		Correlation to CTE Program Standard #
01.0	Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Digital Design.	
01.01	Key Ideas and Details	
01.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. LAFS.910.RST.1.1	
01.01.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.910.RST.1.2	

Florida Standards		Correlation to CTE Program Standard #
01.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.910.RST.1.3	
01.02 Craft and Structure		
01.02.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. LAFS.910.RST.2.4	
01.02.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). LAFS.910.RST.2.5	
01.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. LAFS.910.RST.2.6	
01.03 Integration of Knowledge and Ideas		
01.03.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. LAFS.910.RST.3.7	
01.03.2	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. LAFS.910.RST.3.8	
01.03.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. LAFS.910.RST.3.9	
01.04 Range of Reading and Level of Text Complexity		
01.04.1	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
01.04.2		
02.0	Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Digital Design.	

Florida Standards		Correlation to CTE Program Standard #
02.01	Text Types and Purposes	
02.01.1	Write arguments focused on discipline-specific content. LAFS.910.WHST.1.1	
02.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.910.WHST.1.2	
02.02	Production and Distribution of Writing	
02.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.WHST.2.4	
02.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.WHST.2.5	
02.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. LAFS.910.WHST.2.6	
02.03	Research to Build and Present Knowledge	
02.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.WHST.3.7	
02.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. LAFS.910.WHST.3.8	
02.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.910.WHST.3.9	
02.04	Range of Writing	
02.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.910.WHST.4.10	
03.0	Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in	

Florida Standards		Correlation to CTE Program Standard #
Technical Subjects for student success in Digital Design.		
03.01	Make sense of problems and persevere in solving them.	MAFS.K12.MP.1.1
03.02	Reason abstractly and quantitatively.	MAFS.K12.MP.2.1
03.03	Construct viable arguments and critique the reasoning of others.	MAFS.K12.MP.3.1
03.04	Model with mathematics.	MAFS.K12.MP.4.1
03.05	Use appropriate tools strategically.	MAFS.K12.MP.5.1
03.06	Attend to precision.	MAFS.K12.MP.6.1
03.07	Look for and make use of structure.	MAFS.K12.MP.7.1
03.08	Look for and express regularity in repeated reasoning.	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
04.0	Demonstrate proficiency in computer skills--The student will be able to:		
04.01	Identify basic computer parts (e.g., RAM, ROM).	LAFS.910.L.3.6 LAFS.1112.L.3.6	
04.02	Demonstrate an understanding of all functions of a computer.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
04.03	Utilize appropriate font management techniques (e.g., true type, postscript, install and remove fonts).		
04.04	Perform storage management (e.g., hard drive, DVD, CD).		
04.05	Perform basic maintenance of computers and peripherals.		
05.0	Demonstrate knowledge of digital publishing concepts--The student will be able to:		
05.01	Identify the skills needed by a digital designer.		
05.02	Define commonly used terms in graphic communications.	LAFS.910.L.3.6 LAFS.1112.L.3.6	
05.03	Identify characteristics of paper.	MAFS.912.N-Q.1.1,2,3	

CTE Standards and Benchmarks	FS-M/LA	NGSS-Sci
	MAFS.912.G-SRT.1.1, 2,3 MAFS.912.G-SRT.2.4,5 MAFS.912.G-SRT.3.6,8 MAFS.912.A-SSE.1.1	
05.04 Identify different kinds of color (e.g., spot, process).	MAFS.912.G-CO.1.1,2,3,4,5 MAFS.912.G-CO.2.6,7,8 MAFS.912.G-CO.3.9 MAFS.912.G-CO.4.12 MAFS.912.G-GPE.2.4,7	SC.912.P.10.18
05.05 Identify software used in digital publishing.		
05.06 Demonstrate knowledge of copyright laws.	LAFS.910.L.3.6 LAFS.1112.L.3.6 MAFS.912.A-REI.1.1	
06.0 Perform decision-making activities--The student will be able to:		
06.01 Determine work priorities.	MAFS.912.N-Q.1.1,2,3	
06.02 Evaluate information to be used and choose relevant material.	LAFS.1112.W.2.5 LAFS.910.W.2.5 LAFS.910.W.3.8 LAFS.1112.W.3.8 MAFS.912.N-Q.1.1,2,3	SC.912.N.1.1
06.03 Determine the audience.	LAFS.910.W.2.4,5 LAFS.1112.W.2.4,5	
06.04 Demonstrate an understanding of various advertising mediums.		
06.05 Recognize and maintain ethical standards.		
07.0 Perform layout, design, and measurement activities--The student will be able to:		
07.01 Identify characteristics of type, type families, type series, and type styles.	MAFS.912.N-Q.1.1,2,3	
07.02 Assemble mechanical elements electronically.		
07.03 Prepare rough layout designs.		
07.04 Identify elements of design.		
08.0 Demonstrate proficiency in digital publishing operations--The student will be able to:		
08.01 Key with speed and accuracy to meet industry standards.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
08.02 Demonstrate core publishing skills, including creating tables, text boxes, manipulating graphics and inserting images.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.03 Insert and format references and captions.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.04 Complete projects using a variety of fonts, sizes, leading, and alignments.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.05 Output projects using a variety of devices (e.g., printers, image setters).	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.06 Design with type using kerning, tracking, horizontal/vertical scale, baseline shift, etc.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.07 Produce projects using tables, layouts and templates.	LAFS.910.W.2.6 LAFS.1112.W.2.6 MAFS.912.F-IF.2.4,5	
08.08 Produce projects using white space.		
08.09 Assemble multipage documents.		
08.10 Create documents that use master pages.		
08.11 Use a variety of styles to produce effective layouts		
08.12 Produce a document using printer and reader spreads.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.13 Use publishing software to create a pre-press profile.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
08.14 Produce a variety of designs using layout/paste up software.		
08.15 Create various print and digital publications, including: business cards, letterheads, brochures, newsletters, and calendars.		
08.16 Create electronic forms.		
08.17 Assign passwords and create restrictions with portable document formats.		
08.18 Design an electronic portfolio.	LAFS.910.W.2.6 LAFS.1112.W.2.6	
09.0 Demonstrate proficiency in digital imaging--The student will be able to:		
09.01 Demonstrate proper use of a scanner/input devices/ digital camera.		
09.02 Proofread electronically and manually.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
10.0 Demonstrate proficiency in creating a simple website--The student will be able to:		
10.01 Create a webpage.	MAFS.912.S-IC.2.3	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
10.02 Create a simple website and use hyperlinks.		
10.03 Convert publications for viewing on the Internet.		
10.04 Save files in multiple formats.		
10.05 Create, send and manage a survey and survey results.		

**Florida Department of Education
Student Performance Standards**

Course Title: Digital Design 2
Course Number: 8209520
Course Credit: 1

Course Description:

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 2 and 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-9031.

Florida Standards		Correlation to CTE Program Standard #
11.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Digital Design.	
11.01	Key Ideas and Details	
11.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
11.01.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
11.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
11.02	Craft and Structure	
11.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
11.02.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
11.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important	

Florida Standards		Correlation to CTE Program Standard #
	issues that remain unresolved. LAFS.1112.RST.2.6	
11.03 Integration of Knowledge and Ideas		
11.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
11.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
11.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
11.04 Range of Reading and Level of Text Complexity		
11.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
11.04.2		
12.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Digital Design.		
12.01 Text Types and Purposes		
12.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
12.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
12.02 Production and Distribution of Writing		
12.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	
12.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	

Florida Standards		Correlation to CTE Program Standard #
12.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
12.03	Research to Build and Present Knowledge	
12.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
12.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
12.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
12.04	Range of Writing	
12.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
13.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Digital Design.	
13.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
13.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
13.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
13.04	Model with mathematics. MAFS.K12.MP.4.1	
13.05	Use appropriate tools strategically. MAFS.K12.MP.5.1	
13.06	Attend to precision. MAFS.K12.MP.6.1	
13.07	Look for and make use of structure.	

Florida Standards	Correlation to CTE Program Standard #
	MAFS.K12.MP.7.1
13.08 Look for and express regularity in repeated reasoning.	
	MAFS.K12.MP.8.1

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts

NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
14.0 Demonstrate comprehension and communication skills--The student will be able to:		
14.01 Collaborate with individuals and teams to complete tasks	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
14.02 Apply the writing process to the creation of appropriate documents following designated business formats.	LAFS.910.W.2.5 LAFS.1112.W.2.5	
15.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goal—The student will be able to:		
15.01 Prepare a hard copy portfolio.	LAFS.910.W.2.4,6 LAFS.1112.W.2.4,6	
15.02 Prepare an electronic portfolio	LAFS.910.W.2.4,6 LAFS.1112.W.2.4,6	
15.03 Present a portfolio to an audience.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
15.04 Refine and implement a plan to facilitate personal growth and skill development related to information technology career opportunities.		
15.05 Develop and maintain an electronic career portfolio, to include, but not limited to the resume and letter of application	LAFS.910.L.1.1,2 LAFS.1112.L.1.1,2 LAFS.910.W.2.5 LAFS.1112.W.2.5	
16.0 Perform decision-making activities—The student will be able to:		
16.01 Determine work priorities		
16.02 Evaluate information to be used and choose relevant material.	LAFS.910.W.2.5 LAFS.1112.W.2.5 LAFS.910.L.1.1,2 LAFS.1112.L.1.1,2 LAFS.910.W.3.8 LAFS.1112.W.3.8	
16.03 Determine the audience.	LAFS.910.W.2.4,5 LAFS.1112.W.2.4,5	

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
16.04	Recognize and maintain ethical standards.		
17.0	Demonstrate proficiency in digital publishing operations—The student will be able to:		
17.01	Produce multiple color designs using different color techniques including process color and spot color.		SC.912.P.10.18
17.02	Prepare output files using pre-press preparations (e.g., color separation, font management, file management, use of postscript fonts, etc.)		
17.03	Read work orders and prepare electronic files that meet all specifications.	LAFS.910.RL.4.10	
17.04	Design a document using grids and formats.	MAFS.912.A-REI.4.10	SC.912.N.1.1
17.05	Produce documents integrating elements and principles of design.		
17.06	Demonstrate proficiency in the use of a vector based illustration program.	MAFS.912.N-VM.1.1	SC.912.P.12.1
17.07	Demonstrate proficiency in the use of a vector based animation program	MAFS.912.N-VM.1.1	SC.912.P.12.1
17.08	Demonstrate proficiency in saving documents to various storage media (e.g. locally, CD, DVD, USB		
18.0	Demonstrate proficiency in digital imaging—The student will be able to:		
18.01	Complete projects using proper resolution and screen values (e.g., PPI, LPI, DPI).		
18.02	Produce electronically retouched photographs.		
18.03	Produce projects using a digital camera.		
19.0	Demonstrate proficiency in multimedia presentation—The student will be able to:		
19.01	Create PDF files.		
19.02	Incorporate audio and video into a presentation		
20.0	Demonstrate promotion applications for the selected marketing industry--The student will be able to:		
20.01	Identify types of promotion used in the industry.		
20.02	Discuss importance of advertising media.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
20.03	Use design principles in preparing promotional messages.		
20.04	Write a promotional message to appeal to a target market.	LAFS.910.W.1.3 LAFS.1112.W.1.3 LAFS.910.W.2.4	

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
	LAFS.1112.W.2.4	

**Florida Department of Education
Student Performance Standards**

Course Title: Digital Design 3
Course Number: 8209530
Course Credit: 1

Course Description:

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-90331.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

Florida Standards		Correlation to CTE Program Standard #
11.0	Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Digital Design.	
11.01	Key Ideas and Details	
11.01.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. LAFS.1112.RST.1.1	
11.01.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. LAFS.1112.RST.1.2	
11.01.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. LAFS.1112.RST.1.3	
11.02	Craft and Structure	
11.02.1	Determine the meaning of symbols key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. LAFS.1112.RST.2.4	
11.02.2	Analyze how the text structures information or ideas into categories or	

Florida Standards		Correlation to CTE Program Standard #
	hierarchies, demonstrating understanding of the information or ideas. LAFS.1112.RST.2.5	
11.02.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. LAFS.1112.RST.2.6	
11.03 Integration of Knowledge and Ideas		
11.03.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem. LAFS.1112.RST.3.7	
11.03.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. LAFS.1112.RST.3.8	
11.03.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. LAFS.1112.RST.3.9	
11.04 Range of Reading and Level of Text Complexity		
11.04.1	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11–CCR text complexity band independently and proficiently. LAFS.1112.RST.4.10	
11.04.2		
12.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Digital Design.		
12.01 Text Types and Purposes		
12.01.1	Write arguments focused on discipline-specific content. LAFS.1112.WHST.1.1	
12.01.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. LAFS.1112.WHST.1.2	
12.02 Production and Distribution of Writing		
12.02.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.WHST.2.4	

Florida Standards		Correlation to CTE Program Standard #
12.02.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.1112.WHST.2.5	
12.02.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LAFS.1112.WHST.2.6	
12.03 Research to Build and Present Knowledge		
12.03.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.1112.WHST.3.7	
12.03.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. LAFS.1112.WHST.3.8	
12.03.3	Draw evidence from informational texts to support analysis, reflection, and research. LAFS.1112.WHST.3.9	
12.04 Range of Writing		
12.04.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. LAFS.1112.WHST.4.10	
13.0	Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Digital Design.	
13.01	Make sense of problems and persevere in solving them. MAFS.K12.MP.1.1	
13.02	Reason abstractly and quantitatively. MAFS.K12.MP.2.1	
13.03	Construct viable arguments and critique the reasoning of others. MAFS.K12.MP.3.1	
13.04	Model with mathematics. MAFS.K12.MP.4.1	
13.05	Use appropriate tools strategically.	

Florida Standards		Correlation to CTE Program Standard #
		MAFS.K12.MP.5.1
13.06	Attend to precision.	
		MAFS.K12.MP.6.1
13.07	Look for and make use of structure.	
		MAFS.K12.MP.7.1
13.08	Look for and express regularity in repeated reasoning.	
		MAFS.K12.MP.8.1

CTE Standards and Benchmarks		FS-M/LA	NGSSS-Sci
21.0	Demonstrate comprehension and communication skills--The student will be able to:		
21.01	Collaborate with individuals and teams to complete tasks	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
21.02	Apply the writing process to the creation of appropriate documents following designated business formats.	LAFS.910.W.1.2 LAFS.1112.W.1.2	
22.0	Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals—The student will be able to:		
22.01	Prepare a hard portfolio.	LAFS.910.W.2.4 LAFS.1112.W.2.4 LAFS.910.L.1.1,2 LAFS.1112.L.1.1,2	
22.02	Prepare an electronic portfolio	LAFS.910.W.2.4 LAFS.1112.W.2.4 LAFS.910.L.1.1,2 LAFS.1112.L.1.1,2	
22.03	Present a portfolio to an audience.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
22.04	Refine and implement a plan to facilitate personal growth and skill development related to information technology career opportunities.		
22.05	Develop and maintain an electronic career portfolio, to include, but not limited to the resume and letter of application.	LAFS.910.L.1.1,2 LAFS.1112.L.1.1,2 LAFS.910.W.2.5 LAFS.1112.W.2.5	
23.0	Demonstrate proficiency in page design applicable to the WWW—The student will be able to:		
23.01	Develop an awareness of acceptable web page design, including index pages in relation to the rest of the web site.		
23.02	Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD Rom's).		
23.03	Use image design software to create and edit images.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
23.04 Demonstrate proficiency in publishing to the internet.		
23.05 Demonstrate proficiency in adding downloadable forms to web pages.		
24.0 Demonstrate proficiency using specialized web design software--The student will be able to:		
24.01 Compare and contrast various specialized web design software (e.g., Flash, Shockwave, GoLive, Director, etc.).		
24.02 Demonstrate proficiency using use of various specialized web design software (e.g., Flash, Shockwave, GoLive, Director, etc.).		
25.0 Perform decision-making activities—The student will be able to:		
25.01 Determine work priorities		
25.02 Evaluate information to be used and choose relevant material.	LAFS.910.W.3.7 LAFS.1112.W.3.7	
25.03 Determine the audience.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
25.04 Recognize and maintain ethical standards.		
26.0 Demonstrate proficiency in digital imaging—The student will be able to:		
26.01 Produce projects using a digital camera.		
26.02 Scan multiple documents.		
26.03 Crop and scale photographs electronically using a scanner.		
26.04 Apply the use of proper resolution and screen values (e.g., ppi, lpi, dpi in documents).		
26.05 Produce electronically retouched photographs using tones, hues, and values.		
26.06 Apply special effects to image files.		
26.07 Demonstrate proficiency in saving documents to various storage media (e.g. locally, CD, DVD, USB)		
27.0 Demonstrate proficiency in multimedia presentation—The student will be able to:		
27.01 Demonstrate proficiency using a PDF format for a multimedia presentation.		
27.02 Incorporate audio and video into a presentation		
27.03 Demonstrate proficiency using 2D and 3D animation and effects		
28.0 Demonstrate promotion applications for the selected marketing industry--The student will be able to:		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
28.01 Identify types of promotion used in the industry.		
28.02 Discuss importance of advertising media.	LAFS.910.SL.1.1 LAFS.1112.SL.1.1	
28.03 Use advertising guidelines to design appropriate media sample ads, i.e., print, radio, television, Internet, and others.		
28.04 Use design principles in preparing promotional messages		
28.05 Write a promotional message to appeal to a target market.	LAFS.910.W.2.4 LAFS.1112.W.2.4	
28.06 Design a web site to promote a product/service.		

Florida Department of Education
Student Performance Standards

Course Title: Digital Design 4
Course Number: 8209540
Course Credit: 1

Course Description:

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software. After successful completion of Digital Design 4 and 5, students will have met occupational completion point - D, Graphic Designer - SOC Code 27-1014.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
29.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals--The student will be able to:		
29.01 Prepare a portfolio.		
29.02 Create an electronic resume.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
29.03 Create an electronic portfolio.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
29.04 Present a portfolio to an audience.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
30.0 Demonstrate proficiency in digital publishing operations--The student will be able to:		
30.01 Produce designs integrating all elements of design.		
30.02 Produce vector illustrations using digital software.	MAFS.912.N-VM.1.1,2 MAFS.912.N-VM.2.4,5	SC.912.P.12.1
30.03 Produce multiple projects using a variety of digital software.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
30.04 Prepare output files using pre-press protocols (e.g., color separation, font management, file management, use of postscript fonts, etc.).		
30.05 Perform integrated functions using various design software applications.		
30.06 Create documents using advanced features in layout/paste-up software.		
30.07 Produce multiple color designs using proper color balance for presentation.		SC.912.P.10.18
30.08 Create electronic presentations.		
31.0 Demonstrate proficiency in digital imaging--The student will be able to:		
31.01 Produce projects using line art, grayscale, duotone, and four-color process.		SC.912.P.10.18
31.02 Emphasize, interpret, and establish mood and emotion using illustrations.		
31.03 Apply special effects to projects.		
32.0 Demonstrate proficiency in multimedia presentation--The student will be able to:		
32.01 Create PDF files.		
32.02 Create links.		
32.03 Optimize images for the Web (e.g., file size, transmission time).	MAFS.912.G-SRT.1.1,2,3 MAFS.912.G-SRT.3.6	
32.04 Build pages for media presentations and standards.		
32.05 Link media elements into Web-delivered documents.		
32.06 Create buttons.		
32.07 Create dynamic media projects.		
32.08 Create presentations using color effects.		SC.912.P.10.18
32.09 Select appropriate fonts for on-screen presentations.	MAFS.912.G-CO.1.1,2,3,4,5 MAFS.912.G-CO.4.12	
32.10 Generate presentations with fully integrated text and images.		

**Florida Department of Education
Student Performance Standards**

Course Title: Digital Design 5
Course Number: 8209550
Course Credit: 1

Course Description:

This course continues the development of advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment used to create multimedia presentations. After successful completion of Digital Design 4 and 5, students will have met occupational completion point - D, Graphic Designer - SOC Code 27-1014.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
 NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
33.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals--The student will be able to:		
33.01 Prepare a portfolio.	LAFS.910.W.2.4 LAFS.1112.W.2.4	
34.0 Demonstrate proficiency in digital publishing operations--The student will be able to:		
34.01 Produce designs integrating all elements of design.		
34.02 Produce vector illustrations using digital software		SC.912.P.12.1
34.03 Produce multiple projects using a variety of digital software		
34.04 Prepare output files using pre-press protocols (e.g., color separation, font management, file management, use of postscript fonts, etc.).		
34.05 Perform integrated functions using various design software applications.	MAFS.912.G-CO.1.2	
34.06 Create documents using advanced features in layout/paste-up software.		
34.07 Produce multiple color designs using proper color balance for presentation.		
34.08 Create electronic presentations.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
35.0 Demonstrate proficiency in multimedia presentation--The student will be able to:		
35.01 Create PDF files.		
35.02 Create links.		
35.03 Optimize images for the Web (e.g., file size, transmission time).	MAFS.912.G-SRT.1.1,2,3	
35.04 Build pages for media presentations and standards.		
35.05 Link media elements into Web-delivered documents.		
35.06 Create buttons.		
35.07 Create dynamic media projects.		
35.08 Create presentations using color effects.		

Florida Department of Education
Student Performance Standards

Course Title: Digital Design 6
Course Number: 8209560
Course Credit: 1

Course Description:

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment required to perform digital publishing and digital imaging activities. After successful completion of Digital Design 6 and 7, students will have met occupational completion point – E, Media Designer - SOC Code 27-1024.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
36.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals--The student will be able to:		
36.01 Create an electronic resume.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
36.02 Prepare a portfolio.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
36.03 Create an electronic portfolio.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
37.0 Demonstrate proficiency in multimedia presentation--The student will be able to:		
37.01 Select appropriate fonts for on-screen presentation.		
37.02 Generate presentations with fully integrated text and images text and images.		
37.03 Demonstrate proficiency using 2D and 3D animation and effects.	MAFS.912.G-GMD.2.4	

Florida Department of Education
Student Performance Standards

Course Title: Digital Design 7
Course Number: 8209570
Course Credit: 1

Course Description:

This course is designed to develop advanced industry-standard skills required for careers in the digital design industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software. After successful completion of Digital Design 6 and 7, students will have met occupational completion point – E, Media Designer - SOC Code 27-1024.

Abbreviations:

FS-M/LA = Florida Standards for Math/Language Arts
NGSSS-Sci = Next Generation Sunshine State Standards for Science

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
38.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals--The student will be able to:		
38.01 Create an electronic resume.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
38.02 Prepare a portfolio.	LAFS.910.SL.2.5 LAFS.1112.SL.2.5 LAFS.910.L.1.1 LAFS.1112.L.1.2	
38.03 Create an electronic portfolio.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
38.04 Present a portfolio to an audience.	LAFS.910.SL.2.4,6 LAFS.1112.SL.2.4,6	
39.0 Demonstrate proficiency in multimedia presentation--The student will be able to:		
39.01 Select appropriate fonts for on-screen presentation.		
39.02 Generate presentations with fully integrated text and images.		
39.03 Create PDF files.		

CTE Standards and Benchmarks	FS-M/LA	NGSSS-Sci
39.04 Create links.		
39.05 Optimize images for the Web (e.g., file size, transmission time).		
39.06 Build pages for media presentations and standards.		
39.07 Link media elements into Web-delivered documents.		

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

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

The BTE Core, which is part of this program, will undergo major changes in the **2016 – 2017** school year. Please access the [BTE Core](#) document for more information.

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. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

In addition to accommodations, some secondary students with disabilities (students with an IEP served in Exceptional Student Education (ESE)) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number for eligible students with disabilities.

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>