

Course Outline

Arts, Media, and Entertainment

REVISED: August/2020

Job Title

Desktop Publisher

Career Pathway:

Design, Visual, and Media Arts

Industry Sector:

Arts, Media, and Entertainment

O*NET-SOC CODE:

43-9031.00

CBEDS Title:

Intermediate Graphics
Technology

CBEDS No.:

5622

70-55-70

Desktop Publishing/1

Credits: 5

Hours: 90

Course Description:

This competency-based course is the first in a sequence of two designed for desktop publishing. It provides students with technical instruction and practical experience in grammar application, computer operating systems, the fundamentals of word processing, spreadsheets, and database management, desktop publishing elements and principles, typography, features and functions of professional desktop publishing software programs, proofreading and editing, features and functions of professional graphics software, and employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:

Enrollment requires a reading level of 9.0 as measured by the CASAS GOALS test and math skills equivalent to Math 2 (53-03-76), completion of English 3 (23-10-73) or equivalent writing skills as determined by student writing sample evaluated by the instructor, knowledge of Windows operating system, working knowledge of a word processing program and the ability to key 30 words per minute.

NOTE: For Perkins purposes this course has been designated as an introductory/concentrator course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated, and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 7-13

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

p. 15

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-13

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

p. 15

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to GAYLE BRODIE and LUZ GRANADOS for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Arts, Media, and Entertainment Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Arts, Media, and Entertainment sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Arts, Media, and Entertainment sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Arts, Media, and Entertainment sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the SkillsUSA career technical student organizations.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Arts, Media, and Entertainment anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the SkillsUSA career technical student organizations.

Arts, Media, and Entertainment Pathway Standards

A. Design, Visual, and Media Arts Pathway

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions.

Sample occupations associated with this pathway:

- ◆ Digital Animator
- ◆ Artistic Director
- ◆ Commercial Artist
- ◆ Web Designer
- ◆ Museum Curator

- A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.
- A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.
- A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.
- A4.0 Analyze, assess and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.
- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A6.0 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Desktop Publishing/1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ORIENTATION AND SAFETY</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. List course objectives and certificate requirements. 2. Describe the rules of conduct in the classroom and work environment. 3. Describe classroom and workplace emergency procedures. 4. Describe the importance of regular attendance. 5. Describe the importance of participation in all class activities. 6. Pass a safety test with 100 percent proficiency. 	<p>Career Ready Practice: 1, 2, 7, 8</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3 Problem Solving and Critical Thinking: 5.1, Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1, 8.3 Technical Knowledge and Skills: 10.2</p> <p>CTE Pathway: A1.1</p>
<p>B. GRAMMAR</p> <p>Review, apply, and evaluate the fundamentals of grammar.</p>	<ol style="list-style-type: none"> 1. Identify the eight parts of speech. 2. Define and identify the following: <ol style="list-style-type: none"> a. sentence fragments b. run-on sentences 3. Describe the importance of using correct spelling in a document. 4. Describe the importance of using correct punctuation in a document. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(2 hours)		<p>Problem Solving and Critical Thinking: 5.1, 5.3</p> <p>CTE Pathway: A6.1, A6.2, A7.2, A8.1</p>
<p>C. COMPUTER OPERATING SYSTEMS</p> <p>Understand, apply, and evaluate the parts and functions of computer operating systems.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Identify the different parts of various computer operating systems. 2. Describe and demonstrate the functions of various computer operating systems. 3. Describe and demonstrate the use of the file management and directory services of various computer operating systems. 4. Control Windows setup features, such as: <ol style="list-style-type: none"> a. display resolution b. screen size 5. Differences of various computer operating systems. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Technology: 4.3 Problem Solving and Critical Thinking: 5.3 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A5.3, A8.1, A8.3</p>
<p>D. WORD PROCESSING, SPREADSHEETS, AND DATABASE MANAGEMENT</p> <p>Understand, apply, and evaluate the fundamentals of word processing, spreadsheets, and data base management.</p>	<ol style="list-style-type: none"> 1. Describe and demonstrate the procedures for creating the following: <ol style="list-style-type: none"> a. Importing text b. spreadsheet c. database d. content 2. Describe and demonstrate the procedures for saving the following: <ol style="list-style-type: none"> a. document b. spreadsheet c. database d. exporting graphic formats 3. Describe and demonstrate the procedures for printing the following: <ol style="list-style-type: none"> a. document b. proofs 4. Describe and demonstrate the procedures for mail merge. 5. Describe and demonstrate the procedures for checking word usage and spelling. 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.2, 2.3, 2.4 Problem Solving and Critical Thinking: 5.1, 5.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A2.1, A7.4, A8.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)	6. Describe and demonstrate the procedures for creating the following: a. Create text boxes, graphic boxes, to place content imported	
E. DESKTOP PUBLISHING Understand, apply, and evaluate the fundamentals of desktop publishing.	1. Describe the historical development of electronic desktop publishing. 2. Identify professional desktop publishing software. 3. Identify and define desktop publishing terminology. 4. Identify and describe the basic elements of design. 5. Identify and describe the basic principles of design. 6. Describe the quality of the following based on the elements and principles of design: a. page layout b. balance c. style 7. Calculate the following documents of various sizes: a. conversion of inches to picas b. conversion of inches to points c. conversion of inches to pixels 8. Identify the following types of desktop publishing output: a. flyer b. poster c. banner d. labels e. schedule f. brochure g. newsletter h. catalog 9. Use elements and principles of design to analyze different flyers in terms of: a. layout b. balance c. style 10. Use elements and principles of design to analyze different posters in terms of: a. layout b. balance c. style 11. Use elements and principles of design to analyze different banners in terms of: a. layout b. balance c. style 12. Use elements and principles of design to analyze different labels in terms of: a. layout b. balance c. style	Career Ready Practice: 1, 2, 5 CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, Demonstration and Application: 11.1 CTE Pathway: A1.1, A1.2, A1.4, A1.9, A2.2, A2.6, A2.9, A3.1, A4.3, A4.5, A7.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<p>13. Use elements and principles of design to analyze different schedules in terms of:</p> <ol style="list-style-type: none"> layout balance style <p>14. Use elements and principles of design to analyze different brochures in terms of:</p> <ol style="list-style-type: none"> layout balance style <p>15. Use elements and principles of design to analyze different catalogs in terms of:</p> <ol style="list-style-type: none"> layout balance style <p>16. Describe and demonstrate the importance of the selection of appropriate materials for the following audiences:</p> <ol style="list-style-type: none"> customers co-workers management general public 	
<p>F. TYPOGRAPHY</p> <p>Understand, apply, and evaluate the fundamentals of typography and its use in a variety of desktop publishing projects.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> Define the following: <ol style="list-style-type: none"> typography typeface font Describe the history of typography. Identify the following: <ol style="list-style-type: none"> type families type categories type attributes Describe and demonstrate the effect on a document of changing each of the following aspects of type: <ol style="list-style-type: none"> size shape shading shadowing tinting coloring of fonts Describe and demonstrate the manipulation of text along defined paths: <ol style="list-style-type: none"> vertically horizontally Create a flyer that incorporates the following features: <ol style="list-style-type: none"> two sizes of the same font fonts with color for emphasis shadow fonts for effect text along vertical path 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.3, 5.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.2, A1.4, A1.9, A2.2, A2.6, A2.9, A3.1, A4.3, A4.5, A7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. MATH COMPONENT</p> <p>Understand and apply, calculations related to typography</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> Describe and demonstrate the measurement of the following: <ol style="list-style-type: none"> inches picas points pixel 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3 Technical Knowledge and Skills: 10.1, 10.2</p> <p>CTE Pathway: A4.1</p>
<p>H. GRAPHICS SOFTWARE</p> <p>Understand, apply, and evaluate the features and functions of basic graphics software programs.</p>	<ol style="list-style-type: none"> Differentiate between the attributes of different graphics software programs. Perform the following tasks: <ol style="list-style-type: none"> create graphic images import graphic images save graphic images print graphic images View a graphic image at different magnifications. Perform the following tasks on graphic elements within and between images: <ol style="list-style-type: none"> cut copy paste Perform the following tasks on graphic elements within and between software programs: <ol style="list-style-type: none"> cut copy paste Describe the use of each of the tools in the toolbox. Create a drawing using the following tools: <ol style="list-style-type: none"> pencil brush paint bucket spray gun eraser Organize artwork into layers. Demonstrate the ability to manipulate a graphic with basic textures. Paint and fill an image with color. Create textures using airbrush tool. Create a flyer incorporating the following features: <ol style="list-style-type: none"> two imported graphic images 	<p>Career Ready Practice: 1, 2, 5</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.5 Technical Knowledge and Skills: 10.1, 10.2, 10.3, Demonstration and Application: 11.1</p> <p>CTE Pathway: A1.1, A1.2, A1.4, A1.9, A2.2, A2.6, A2.9, A3.1, A4.3, A4.5, A7.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ul style="list-style-type: none"> b. one created graphic image c. textures d. color fills <p>13. Describe and demonstrate the following tasks:</p> <ul style="list-style-type: none"> a. creating a publication b. saving a publication c. printing a publication <p>14. View and analyze a publication at various screen magnifications.</p> <p>15. Describe and demonstrate the procedures for the following:</p> <ul style="list-style-type: none"> a. placing text on a page b. placing graphics on a page c. arranging layers d. grouping objects <p>16. Describe and demonstrate setting the following page attributes:</p> <ul style="list-style-type: none"> a. margins b. column c. indents d. tabs <p>17. Describe and demonstrate the ability to work with the following font attributes:</p> <ul style="list-style-type: none"> a. Kerning b. Spacing c. Resizing d. rotating <p>18. Describe and demonstrate the ability to work with various aspects of page formatting:</p> <ul style="list-style-type: none"> a. master pages indexing b. referencing c. publication linking <p>19. Describe and demonstrate the ability to manipulate graphics by:</p> <ul style="list-style-type: none"> a. moving b. resizing c. rotating d. cropping <p>20. Describe and demonstrate object linking techniques.</p> <p>21. Describe and demonstrate embedding techniques.</p> <p>22. Describe and demonstrate the use of the following popular image formats:</p> <ul style="list-style-type: none"> a. .TIF b. .JPG c. .GIF d. .EPS <p>23. Describe and demonstrate the use of the following color formats:</p> <ul style="list-style-type: none"> a. grayscale b. RGB color c. CMYK color <p>24. Differentiate between process color and spot color.</p> <p>25. Describe the following color matching libraries:</p> <ul style="list-style-type: none"> a. Trumatch b. Pantone 	

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Bringhurst, Robert. Elements of Typographic Style. Hartley and Marks Publishers, 2004.

Cram, Carol M. Desktop Publishing (Illustrated Series): Projects. Cengage Learning, 2002.

Harrington, Richard. iWork 09: Keynote Pages, and Numbers(Apple Training Series). Peachpit Press, 2009.

Lake, Susan E. L. Desktop Publishing, 10-Hour Series. South-Western Educational Pub., June 2005.

Niemeyer, Kevin. Introduction to Desktop Publishing with Digital Graphics. Glencoe, 2008.

Weixel, Suzanne. Desktop Publishing Basics. Cengage Learning, 2003.

RESOURCES

Employer Advisory Board members

CTE Model Curriculum Standards for Arts, Media, and Entertainment:

<http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

www.designingwithtype.com

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and Description
- B. Multimedia presentations
- C. Visual aids
- D. Demonstrations
- E. Student projects
- F. Individualized instruction

EVALUATION

SECTION A –Orientation and Safety– Pass the safety test with 100% accuracy.

SECTION B – Grammar - Pass all assignments and exams on grammar with a minimum score of 80% or higher.

SECTION C – Computer Operating Systems – Pass all assignments and exams on computer operating systems with a minimum score of 80% or higher.

SECTION D – Word Processing, Spreadsheets, and Database Management – Pass all assignments and exams on word processing, spreadsheets, and database management with a minimum score of 80% or higher.

SECTION E – Desktop Publishing – Pass all assignments and exams on desktop publishing with a minimum score of 80% or higher.

SECTION F – Typography – Pass all assignments and exams on typography with a minimum score of 80% or higher.

SECTION G – Math Component – Pass all assignments and exams on math component with a minimum score of 80% or higher.

SECTION H –Graphics Software – Pass all assignments and exams on graphics software with a minimum score of 80% or higher.

SECTION I – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.



This copyrighted material is provided by the Los Angeles Unified School District ("District"), Division of Adult and Career Education solely for educational purposes. You may not reproduce, distribute, republish, transfer, upload, download, or post the material except as authorized, without prior written authorization of the District. You may not modify, adapt, or create derivative works therefrom without express written consent of the District.