

**Career and Technical Education
Adapted CTE Course Blueprint
of
Essential Standards and Indicators**

Trade and Industrial Education

II31 Adobe Visual Design

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
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**This Adapted CTE Course Blueprint was developed using materials from
Adobe and Certiport**

Adapted CTE Course Blueprint

Essential standards are big, powerful ideas that are necessary and essential for students to know to be successful in a course. Essential standards identify the appropriate verb and cognitive process intended for the student to accomplish. Essential standards provide value throughout a student's career, in other courses, and translate to the next level of education or world of work.

This document lays out the essential standards for successfully completing the Adobe Visual Design course. This course covers in the field of Graphics and Animation and align to Adobe Photoshop, In-Design, and Illustrator certifications. The essential standards use Revised Bloom's Taxonomy (RBT) category verbs (remember, understand, apply, analyze, evaluate, create) that reflect the overall intended cognitive outcome of the indicators written by the Adobe. Each essential standard and indicator reflects the intended level of learning through two dimensions; The Knowledge Dimension is represented with letters A-C, and the Cognitive Process Dimension by numbers 1-6.

The Adapted CTE Course Blueprint includes units of instruction, essential standard(s) for each unit, and the specific indicators aligned with industry certification. Also included are the relative weights of the units and essential standards within the course.

This document will help teachers plan for curriculum delivery for the year, prepare daily lesson plans, and construct valid formative, benchmark, and summative assessments. Curriculum for this course is not provided by NCDPI. Adobe competencies are used as the foundation of this course. The use of outside 3rd party curriculum providers and assessments are used for this course. North Carolina Department of Public Instruction (NCDPI) approves the 3rd party assessment written by Certiport and validated by Adobe and provides information on curriculum products aligned to the Adobe certifications. Assessment for this course is written at the level of the **ESSENTIAL STANDARD** and assesses the intended outcome of the sum of its indicators.

For additional information about this blueprint, contact the Division of Career and Technical Education, North Carolina Department of Public Instruction, 6361 Mail Service Center, Raleigh, North Carolina 27699-6361.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on the NCDPI Adapted CTE Course Blueprint

No.	1	2	3	4
Heading	Essential Std #	Unit Titles, Essential Standards, and Indicators	Course Weight	RBT Designation
Column information	Unique course identifier and essential standard number.	Statements of unit titles, essential standards per unit, and specific indicators per essential standard. If applicable, includes % for each indicator.	Shows the relative importance of each unit and essential standard. Course weight is used to help determine the percentage of total class time to be spent on each essential standard.	Classification of outcome behavior in essential standards and indicators in Dimensions according to the Revised Bloom's Taxonomy. Cognitive Process Dimension: 1 Remember 2 Understand 3 Apply 4 Analyze 5 Evaluate 6 Create Knowledge Dimension: A Factual Knowledge B Conceptual Knowledge C Procedural Knowledge

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTOS are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

Adapted CTE Course Blueprint for II31 Adobe Visual Design

(Recommended hours of instruction: 135 or 150)

Essential Std #	Units, Essential Standards, and Indicators (The Learner will be able to:)	Course Weight	RBT Designation
1	2	3	4
	Total Course Weight	100%	
A	ADOBE VISUAL COMMUNICATION USING PHOTOSHOP	40%	
1.00	Setting project requirements using Photoshop	3%	B2
2.00	Identifying design elements when preparing images	10%	B2
3.00	Understanding Adobe Photoshop	8%	B2
4.00	Apply procedures to manipulate images using Adobe Photoshop	17%	C3
5.00	Apply procedures to publish digital images using Adobe Photoshop	2%	C3
B	ADOBE VISUAL COMMUNICATION USING ILLUSTRATOR	15%	
6.00	Setting project requirements using Illustrator	1%	B2
7.00	Identifying design elements when preparing illustrations	1%	B2
8.00	Understanding Adobe Illustrator interface	2%	B2
9.00	Apply procedures to create illustrations using Adobe Illustrator	10%	C3
10.00	Apply procedures to publish illustrations using Adobe Illustrator	1%	C3
C	ADOBE VISUAL COMMUNICATION USING InDESIGN	45%	
11.00	Setting project requirements using InDesign	5%	B2
12.00	Identifying design elements when preparing page layouts	6%	B2
13.00	Understanding Adobe InDesign interface	2%	B2
14.00	Apply procedures to create page layouts using Adobe InDesign	25%	C3
15.00	Apply procedures to export publications	7%	C3