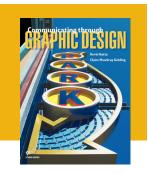
TEKS CTE Correlations

Course: §130.106 Graphic Design and Illustration I

Communicating through Graphic Design, Teacher Edition



Communicating throu Design, Teacher Edition			TEI	(S																																			• 0	orre	elati	on
LESSONS	Pages	1A	1B	1C	1D 1	IE 2	2A 2	в 3.	A 3	В 30	31	D 3E	3F	3 G	4A	4B	5A	6A	7A	8A	8B	вс	8D 9A	9В	9C	9D	9E	10A	11A 12	A 121	B 120	13A	13B 13	C 13	3D 14 <i>P</i>	15A	15B	15C	15D 1	5E 15	5F 150	g 151
CHAPTER 1	2–3																																								Т	
Design is All Around You	4																																									
A Brief History	5–14																														•											
What Does a Graphic Designer Do?	15																																									
Why is Graphic Design Important?	16–17								•	•	•	•					•															•	•	•								
Design in a Nutshell	18–19																																									
Studio Experience	20–22								•																																	
Chapter Review	23																															•										
CHAPTER 2	24–25																																									
The Elements of Art	26–35						•										•	•														•					•		•		•	
The Principles of Design	36–47						•																							•			•		•			•				
Studio Experience	48–50																																		•		•	•	•			
Chapter Review	51																															•			•							
CHAPTER 3	52–53																																									
The Basic Steps	54–67	•	•					•	•						•								•			•									•							
Design Components	68–77																							•	•	•				•		•	•	•	•			•				
The Path to Print	78–79																																									•
Studio Experience	80–82							•		•	•				•																					•	•	•	•		•	•
Chapter Review	83																															•										

Communicating thro Design, Teacher Editio		TE	ΕK	S																																		• Co	orrel	atio	'n
LESSONS	Pages	1A 1	1В	1C 1D	1E	2A	2В	за	3B	3C	3D 3	E 3	F 30	4A	4B	5A	6A	7A	8A 8	BB 8	C 8D	9A	9В 9	9C 9	D 9E	10A	11A	2A 12	В 120	13A	13B	13C	13D 1	4A 1	15A	15B 1	I5C 15	D 15	E 15F	15G	151
CHAPTER 4	84–85											T			Т																										Г
Identity Past and Present	86–87																																								
Ways to Show Identity	88–97					•			•	•	•			•																				•	•		•				
Identity on the Web	98–99																																	•							
Studio Experience	100–102									•																								•	•	•	•				•
Chapter Review	103			•													•																	•						•	
CHAPTER 5	104–105																																								
Looking Back	106–107																																								
Books	108–109																																								
Newspapers	110–111													•			•												•	•											
Magazines	112–115																																								
Newsletters	116–117						•																			•															
Annual Reports	118																																								
Transferring Print Media to the Web	119–121																																								
Studio Experience	122–124			•		•		•	•	•	•															•	•							•	•	•	•			•	•
Chapter Review	125		•																								•							•							
CHAPTER 6	126–127																																								
A Little Advertising History	128–129																																								
Posters	130–131									•																									•		•				
Billboards	132–133									•				•			•								•			•		•				•							
Space Ads	134–135																																								
Direct Mail	136–137																																								
Radio and Television Ads	138–139																								•																
Web Ads	140–141																																								
Studio Experience	142–144									•																					•			•	•	•	•			•	•
Chapter Review	145																								•																



Communicating thro Design, Teacher Editio			TEI	KS																																				Co	rrela	ation
LESSONS	Pages	1A	1В	10	1D	1E	2A	2В	за :	3B 3	C 3D	3E	3F	3G	4A	4В	5A	6A	7A 8	8A 8	8B	вс	8D 9	9 A	В 9	C 9E	9E	10A	11A	12A 1	2B 12	C 13A	13B	13C	13D 14	IA 15	5A 1	5B 15	C 15) 15E	15F	15G 15
CHAPTER 7	146–147																																									
A Look Back	148–149																																									
Maps	150–152																																									
Signage	153–155																																									
Charts and Diagrams	156–157																																									
Exhibit Design	158–160						•			•																																
Transferring Infor- mation Design to the Web	161–163																																		•	•						
Studio Experience	164–166																																			•		•	•			•
Chapter Review	167						•	•																																		
CHAPTER 8	168–169																																									
A Short History	170–171																	•																								
Websites	172–180								•																										•			•				
Animation and Sound	181–182																																		•							
Games	183–187																																									
Studio Experience	188–190								•								•																		•	•		•	•			
Chapter Review	191																														•			•	•							• •
CAREER GUIDE	CG2–CG3																																									
What to Expect as a Graphic Designer	CG4–CG5		•																																							
Getting the Training You Need	CG6–CG7	•																																								
Presenting Yourself and Your Work	CG8-CG11				•		•										•																		•							•
Finding a Job	CG12-CG16			•										•															•													
Working in Design	CG17-CG29	•				•					•	•	•		•	•	•	•	•	•	•	•	•	•		•		•		•												
Studio Experience	CG30-CG34	•	•				•			•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•		•							•	•		•	•			• •
Review	CG35	•		•	•													•											•	•	•							•				



TEKS Descriptions

- **(1)** The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - **(A)** identify and participate in training, education, or certification for employment.
 - **(B)** identify and demonstrate positive work behaviors and personal qualities needed to be employable.
 - **(C)** demonstrate skills related to seeking employment to find and obtain a desired job.
 - **(D)** maintain a career portfolio to document information such as work experiences, licenses, certifications, and work samples.
 - (E) examine employment opportunities in entrepreneurship.
- **(2)** The student applies academic knowledge and skills in art and design projects. The student is expected to:
 - **(A)** apply English language arts knowledge by demonstrating skills such as correct use of content, technical concepts, vocabulary, grammar, punctuation, and terminology to write and edit a variety of documents.
 - **(B)** apply mathematics knowledge and skills such as using whole numbers, decimals, fractions, and knowledge of arithmetic operations.
- **(3)** The student understands professional communications strategies. The student is expected to:
 - **(A)** adapt language such as structure and style for audience, purpose, situation, and intent.
 - **(B)** organize oral and written information.
 - **(C)** interpret and communicate information.
 - **(D)** deliver formal and informal presentations.
 - **(E)** apply active listening skills
 - **(F)** listen to and speak with diverse individuals
 - (G) exhibit public relations skills
- **(4)** The student understands and employs problem-solving methods. The student is expected to:
 - **(A)** employ critical-thinking skills independently and in groups.
 - (B) employ interpersonal skills in groups to solve problems.

- **(5)** The student applies technology applications. The student is expected to:
 - **(A)** use personal information management, email, Internet, writing and publishing, and presentation applications for art and design projects.
- **(6)** The student understands design systems. The student is expected to:
 - **(A)** analyze and summarize the history and evolution of related fields.
- **(7)** The student applies cyber safety procedures. The student is expected to:
 - **(A)** implement personal and professional safety rules and regulations.
- **(8)** The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:
 - (A) employ leadership skills.
 - (B) employ teamwork and conflict-management skills.
 - (C) conduct and participate in meetings.
 - (D) employ mentoring skills.
- **(9)** The student applies ethical decision making and understands and complies with laws regarding use of technology in graphic design and illustration. The student is expected to:
 - **(A)** exhibit ethical conduct related to interacting with others such as maintaining client confidentiality and privacy of sensitive content and providing proper credit for ideas.
 - **(B)** discuss and apply copyright laws in relation to fair use and acquisition.
 - **(C)** model respect for intellectual property.
 - **(D)** demonstrate proper etiquette and knowledge of acceptable use policies.
 - **(E)** analyze the impact of the advertising and visual communication design industry on society.
- **(10)** The student applies technical skills for efficiency. The student is expected to:
 - **(A)** employ planning and time-management skills to complete work tasks.

- (11) The student develops an increasing understanding of graphic design and illustration. The student is expected to:
 - **(A)** research art and design career opportunities and qualifications.
- **(12)** The student researches the history and evolution of art and design. The student is expected to:
 - (A) explain the history of visual arts and design.
 - **(B)** understand general characteristics in artwork from a variety of cultures.
 - **(C)** compare current visual arts technologies with historical technologies.
- **(13)** The student conducts oral or written critiques of designs. The student is expected to:
 - (A) interpret, evaluate, and justify design decisions.
 - **(B)** apply a critical method of evaluation.
 - (C) communicate an oral or written defense.
 - **(D)** evaluate oral or written feedback.
- **(14)** The student demonstrates an understanding of artistic design. The student is expected to:
 - **(A)** analyze and apply art elements and principles in photographic works, multimedia applications, and digital and print media.
- **(15)** The student employs a creative design process to create original two- or three-dimensional projects. The student is expected to:
 - **(A)** create designs for defined applications.
 - (B) apply elements of design.
 - **(C)** apply design principles and typography.
 - **(D)** use good composition.
 - (E) demonstrate anatomical figure drawing.
 - **(F)** demonstrate drawing in one-point, two-point, and multi-point perspective.
 - **(G)** create a project by applying color.
 - (H) apply printing concepts.