PrintED/SkillsUSA Advertising & Design Competencies

The PrintED/SkillsUSA Advertising & Design competencies encompass the knowledge and skill set a student should master to exhibit proficiency in advertising & design. The PrintED/SkillsUSA Advertising & Design Skill Connect Assessment test questions align with the PrintED/SkillsUSA Advertising & Design competencies.

Note: To fully prepare for the Advertising & Design SkillsUSA Championships contest, refer to the current year's SkillsUSA Championships Technical Standards CD-ROM, or purchase and download the relevant Contest Singles, which are both available in the Educational Resources Catalog at: http://www.skillsusa.org/store/.

A. Orientation
1. Demonstrate keyboard typing proficiency; use of a digital dictionary; spell checker; and, automatic hyphenation, and keyboard shortcuts.
2. Define removable storage media.
3. Create an electronic portfolio.
4. Demonstrate knowledge of copyright, ethics, and intellectual property rights.

B. Type
1. Illustrate x-height; mean-line; base-line; ascenders; descenders; serifs; leading: and, their roles in measuring and designing with type.
2. Illustrate caps; lowercase; uppercase; small caps; and, ligatures.
3. Define dingbats; bullets; rules; glyphs; symbols and their uses in publications.
4. Distinguish between display (headline) type and body (text) type by their point sizes, styles, and uses.
5. List the major type faces/font families and their uses.
6. Explain letter spacing, tracking, kerning, baseline shift, and horizontal scale.
7. Demonstrate the type arrangements: flush left–ragged right; flush right–ragged left; centered; justified; force justified; and, widows and orphans.

C. Page Layout
1. Select appropriate page layout software for a given job.
2. Set text with appropriate margins; formatting; gutters; and, proper leading.
3. Prepare a series of hand drawn sketches or computer generated layouts incorporating appropriate marks (i.e., gutters, register marks, trim marks, fold lines, etc.).
4. Design and produce a document using desired fonts, styles, margins, indents, tabs, and colors.
5. Proofread and edit using common editing marks. Make corrections/adjustments to copy on screen.
6. Create multiple page documents using text blocks; graphics; frames; and, headings using drop caps and wrap-a-rounds (run-a-rounds).
7. Create documents using templates; master pages; paragraph style sheets; and, character style sheets.
8. Repurpose files for a print project for use in web design and demonstrate appropriate file formats for web development.
9. Demonstrate the proper procedures for printing a black/white proof or a color proof to a laser or inkjet printer.
10. List the advantages/disadvantages of hard proofing versus soft proofing.
11. Preflight and package a native file.
12. Export a Print-ready PDF using page layout software.
13. Identify trim size, bleed size and live area of a project.

14. Locate examples of ad sizes from publications (full page, half-page, and quarter-page ads).
15. Demonstrate an understanding of file formats (.ai; .jpg; psd; gif, etc.), file organization and file naming conventions.
16. Demonstrate various USPS design constraints and provide resources for more information on USPS requirements.

D. Image Capture
1. Capture digital images using a scanner and digital camera.
2. Demonstrate appropriate scanner/program operations for line artwork and continuous tone in both black/white and color.
3. Identify high/low resolution images and describe the uses of each.
4. Download a digital image from a stock photography website or CD.
5. Scale a raster image using the proper settings in order to maintain the appropriate resolution for print or web.
6. Edit a raster image by using color correction, tone control, cropping, and scaling, etc.
7. Demonstrate an understanding of additive and subtractive color, i.e., RGB and CMYK.

E. Digital Illustration
1. Use the appropriate graphics program to create a design or logo using manipulated type (rotated, circled, extended, tints and fills, etc.).
2. Create or trace drawings/photographs using a vector illustration program.
3. Create or edit images in a raster based program using layers, transparencies, layer modes, masks, selections, etc.
4. Create an illustration or logo using spot color, and view or print separations.

F. Design Principles
1. Identify the basic principles of design (i.e., unity; contrast; proportions; balance; emphasis; and, rhythm).
2. Create thumbnails and rough drafts by sketching.
3. Pitch a concept to demonstrate an understanding of the relationship between message, color, typography, images, and layout.
4. Brainstorm keywords for a design concept based on customer need and target audience.

5. Demonstrate an understanding of color theory by describing primary, secondary, and tertiary colors including hue, tint, and shade.
6. Critique a layout to determine if it meets the customer's needs, and suggest improvements.
7. Demonstrate an understanding of corporate identity including how branding affects consumer recognition.
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SkillsUSA is of the understanding that students who take the PrintED/SkillsUSA Advertising & Design Skill Connect Assessment have been enrolled in an advertising and design training program with the following competencies embedded within the curriculum.

Identified Academic Skills

Math Skills
- Use fractions to solve practical problems.
- Use proportions and ratios to solve practical problems.
- Simplify numerical expressions.
- Solve practical problems involving percentages.
- Solve single variable algebraic expressions.
- Solve multiple variable algebraic expressions.
- Measure angles.
- Find surface area and perimeter of two-dimensional objects.

- Find volume and surface area of three-dimensional objects.
- Apply transformations (rotate or turn, reflect or flip, translate or slide, and dilate or scale) to geometric figures.
- Construct three-dimensional models.
- Solve problems using proportions, formulas and functions.
- Take measurements with a ruler.

Science Skills
None identified.

Language Arts Skills
- Analyze mass media messages.
- Demonstrate comprehension of a variety of informational texts.
- Use print, electronic databases and online resources to access information in books and articles.
- Demonstrate narrative writing.
- Demonstrate expository writing.
- Demonstrate persuasive writing.
- Demonstrate informational writing.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.

Connections to National Standards
State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards
- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select "Standards" from menu.

Science Standards
None Identified

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards
- Students read a wide range of print and nonprinted texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.