

General Media Skills YAG

Middle School Career Exploration | General Employability Skills Framework | Graphic Design • Animation • Audio/Video Production | 36 Weeks

Course Framework: General Media Skills uses the Texas General Employability Skills innovative-course essential knowledge and skills as its employability foundation. Instruction applies those transferable workplace skills through age-appropriate introductory experiences in graphic design, animation, and audio/video production. Students explore media careers and work environments while practicing professional appearance, social interaction, teamwork, communication, organization, problem solving, goal setting, job-search and interview skills, workplace transition skills, and individualized career planning. Media projects are introductory career-context applications rather than substitutes for the employability standards. ACCESS is integrated for career exploration, pathway planning, and future CTE course connections.

GP	Wks	Unit & Focus	Major Learning Tasks & Assessments	Integrated TEKS	Media / ACCESS Extensions
1	1–2	Unit 1 – Media Workplace Foundations & Professionalism	• Introduce graphic design, animation and A/V production as creative media industries • Evaluate professional appearance, grooming and clothing expectations across workplace settings • Establish studio/lab routines, organization, attendance, punctuality and task-completion expectations • Create a personal media-career interest profile and introductory goals	• GES1(A–C) • GES3(A,F) • GES4(A–D)	• ACCESS: media career discovery • Studio professionalism scenarios • Digital portfolio launch
1	3–5	Unit 2 – Communication, Teamwork & Creative Collaboration	• Practice greetings, courtesy, compliments, apologies, feedback and accountability in work-based scenarios • Differentiate school/social interactions from professional workplace interactions • Work under different supervision styles and collaborate with varied personalities • Practice verbal, nonverbal, written and electronic communication through a small creative-media team task • Use conflict-resolution and negotiation strategies during team production	• GES2(A)(i–vii) • GES2(B)(i–v) • GES3(B,D–E) • GES4(E–F)	• Creative-team role play • Mini media-production challenge • Peer feedback protocol
1	6–9	Unit 3 – Introduction to Graphic Design Careers & Skills	• Explore graphic design careers, workplaces, education/training and employer expectations • Identify purpose, audience and message in common visual communication products • Apply introductory layout, typography, imagery and visual hierarchy concepts • Create a simple digital graphic while managing time, files and deadlines • Analyze employability skills visible in graphic-design job postings	• GES3(A–F) • GES4(A–F) • GES5(A–G)	• ACCESS: graphic design careers/pathways • Poster/social graphic project • Job-posting skills analysis
2	10–12	Unit 4 – Introduction to Animation Careers & Skills	• Explore animation careers, production roles, workplaces and education/training pathways • Introduce visual storytelling, sequencing, timing and frame-based animation concepts • Plan a short animation with a storyboard and assigned team roles • Create a simple animated sequence and respond professionally to critique • Compare employability expectations across animation-related occupations	• GES2(A–B) • GES3(A–F) • GES4(A–F) • GES5(A–G)	• ACCESS: animation career exploration • Storyboard activity • Short animation project
2	13–15	Unit 5 – Introduction to Audio/Video Production Careers & Skills	• Explore A/V careers, crew roles, work environments and education/training pathways • Introduce pre-production, production and post-production workflow • Practice planning, script/storyboard development and collaborative production roles • Create a short video/audio product while demonstrating organization, communication and task completion • Reflect on work styles such as independent versus collaborative production	• GES2(B) • GES3(A–G) • GES4(A–F) • GES5(A–G) • GES7(H)	• ACCESS: A/V careers/pathways • Short production project • Crew-role rotation
2	16–17	Unit 6 – Media Career Clusters, Pathways & Individual Plan of Study	• Use career interest/aptitude information to identify at least two related career clusters • Conduct deeper study of media and communication careers of interest • Compare high school courses and education/training requirements • Research professional/employability topics using credible sources • Create and present an individualized plan of study for a selected career	• GES5(A–H)	• ACCESS: individualized pathway planning • High school CTE course mapping • Career plan presentation

2	18	Semester 1 Exam – General Media Skills	• Cumulative employability assessment using media-industry scenarios • Semester portfolio review covering graphic design, animation and A/V experiences • Career/pathway reflection and goal update	• Cumulative: GES1–5	• ACCESS plan review • Targeted review/remediation
3	19–21	Unit 7 – Personal Success, Problem Solving & Production Management	• Apply time management and organization to a multi-step media task • Use problem-solving strategies to address creative/technical production challenges • Set short-term objectives connected to a longer-term personal or career goal • Practice self-advocacy, initiative, flexibility and stress-management techniques • Evaluate how work ethic affects production quality and team success	• GES3(A–G) • GES4(B–F)	• Production schedule challenge • Problem-solving case studies • Personal growth action plan
3	22–24	Unit 8 – Job Search & Media Career Readiness	• Explore multiple ways to conduct a job search and locate entry-level/learning opportunities • Identify types of interviews and prepare responses to common questions • Research a media employer or organization before an interview • Practice before/during/after interview behaviors including listening and responding • Participate in mock interviews connected to graphic design, animation or A/V roles	• GES6(A–E)	• ACCESS: employer/career exploration • Media-industry mock interview • Interview reflection
3	25–27	Unit 9 – Entering the Workplace: Media Studio Simulation	• Explain employee orientation, introductory periods and workplace group initiation • Explore pay, health insurance and other employee benefits at an introductory level • Identify workplace jargon and vocabulary used in media production environments • Research common policies/procedures and interpret a sample organizational chart • Compare work styles/settings and discuss emotions associated with starting a new job	• GES7(A–I)	• Simulated studio orientation • Media vocabulary guide • Organizational chart activity
4	28–30	Unit 10 – Work/Life Balance & Professional Identity	• Research and present work/life balance considerations in creative media careers • Apply stress-management, communication and goal-setting strategies • Revisit professional appearance and workplace behavior for interviews, client meetings and production settings • Develop a professional identity statement describing strengths, interests and growth areas • Connect continued learning to changing media tools and careers	• GES1(A–C) • GES3(E–G) • GES4(B–F) • GES7(J)	• ACCESS: career lifestyle exploration • Work/life balance presentation • Professional identity reflection
4	31–33	Unit 11 – Integrated Creative Media Team Project	• Choose a graphic design, animation or A/V product for a defined audience/purpose • Assign team roles and use professional communication, supervision, feedback and conflict-resolution skills • Create a project plan with deadlines and individual responsibilities • Produce and revise the media product while demonstrating attendance, initiative and timely task completion • Document employability evidence in the digital portfolio	• GES2(A–B) • GES3(A–G) • GES4(B–F)	• Choice-based media project • Team performance reflection • Portfolio evidence
4	34–35	Unit 12 – Media Career Portfolio & Future Pathway	• Finalize an individualized media/career plan of study • Compare graphic design, animation and A/V pathways and identify a next-step CTE option • Present portfolio artifacts and explain the employability skills demonstrated • Practice professional introductions, feedback and presentation behaviors • Set future academic, technical and personal-growth goals	• GES2(A) • GES3(B,E–F) • GES4(A,C,F) • GES5(A–H)	• ACCESS: final pathway planning • Media portfolio presentation • Future CTE course selection
4	36	Semester 2 Exam & General Media Skills Showcase	• Cumulative assessment of employability standards through media-workplace scenarios • Final creative-media portfolio/showcase • Individual reflection on career interests, workplace readiness and next steps	• Cumulative: GES1–7	• ACCESS: final career-plan review • Family/community showcase

General Employability Skills EKS Coverage Checklist

Coverage verification: All seven General Employability Skills strands and their student expectations are intentionally addressed. The graphic design, animation, and audio/video contexts provide authentic applications of the employability standards while introducing students to future CTE pathways.

Strand	SEs	Knowledge & Skills Focus	YAG Placement	Coverage
GES1	A–C	Personal health, hygiene, grooming, clothing and effective job performance	Units 1, 10	100%
GES2	A(i–vii); B(i–v)	Social behaviors, supervision, teamwork, personalities, helping others and authority	Units 2, 4–5, 11–12	100%
GES3	A–G	Organization/time management, communication, problem solving, conflict resolution, goals and stress management	Units 1–5, 7, 10–12	100%
GES4	A–F	Career preferences, employer expectations, growth plans, attendance/team contributions/task completion, interpersonal skills, self-advocacy	Units 1–7, 10–12	100%
GES5	A–H	Career clusters, career research, employability analysis, high school courses, education requirements and individualized plan	Units 3–6, 12	100%
GES6	A–E	Job search and interview preparation, components and practice	Unit 8	100%
GES7	A–J	Orientation, group initiation, benefits, introductory period, jargon, policies, org charts, work styles, emotions and work/life balance	Units 5, 9–10	100%

Implementation Notes

- The General Employability Skills framework is the standards base for the course. Media-industry instruction should be used to make the employability skills concrete and engaging, not to replace required instruction in any GES strand.
- Graphic design, animation, and audio/video production should each receive introductory hands-on exposure. Projects should emphasize purpose, audience, workflow, collaboration, communication, deadlines, critique, revision, and professional behavior rather than advanced technical mastery.
- ACCESS should be used to help students connect media interests to career clusters, occupations, education/training requirements, high school CTE courses, and individualized plans of study.
- Students should maintain a simple digital portfolio containing media samples and evidence of workplace-readiness growth. The final portfolio should emphasize both creative exploration and the employability skills demonstrated during each experience.
- The state General Employability Skills innovative-course framework identifies PEIMS N1270153, GEMPLS, as a one-credit Grades 9–12 course. Local middle-school use should follow district requirements for course coding, credit, and innovative-course implementation.
- Weeks 18 and 36 are reserved for cumulative semester exams. No instructional unit crosses the semester boundary.