

**RENTON SCHOOL DISTRICT #403**

**CAREER AND LIFE SKILLS EDUCATION**

**COMPUTER GRAPHICS 1 - 8**

**Curriculum Guide**

**Approved by Board of Directors: March 27, 2002**

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7<sup>th</sup> St., Renton, WA 98055-2307

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# ACKNOWLEDGMENTS

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## **A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS**

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

**RENTON SCHOOL DISTRICT NO. 403**  
**GENERAL INSTRUCTIONAL GOALS**  
**Policy 6010**

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

**LEARNING**

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

**INSTRUCTION**

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

**COMMUNITY**

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

**EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

## RENTON SCHOOL DISTRICT #403

### CAREER AND LIFE SKILLS EDUCATION GOALS

#### **GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE**

##### **Objectives:**

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards that meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I.** Develop and utilize competency-based curricula for Career and Life Skills Education programs.

**GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE**

**Objectives:**

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs that serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

**GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES**

**Objectives:**

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services that promote entrance and success in Career and Life Skills programs.

**GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS**

**Objectives:**

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

**GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION**

**Objectives:**

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

**GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES**

**Objectives:**

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

**GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM**

**Objectives:**

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

**RENTON SCHOOL DISTRICT NO.403**  
Renton, Washington  
**CAREER AND LIFE SKILLS EDUCATION**

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participates in two countywide Tech Prep consortia with local community and technical colleges. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and exposure. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, and Black River High Schools. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Interior Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and at the Sartori Learning Center. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Recordkeeping; and Web Site Development 1. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Business programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Workbased Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism, and Introduction to Travel and Tourism/Hospitality, and **Diversified Occupations Programs** provide students the opportunity to combine related classroom

instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows,** and **Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Health Careers/ Sciences Program** is reliant on clinical training stations and coordinated work experiences for students through local convalescent centers, nursing facilities, and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School.

**Technology Education Programs** are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction Technology 1-2; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Manufacturing 1-2; Power and Energy 1-2; Principles of Technology-Robotics 3-4; Video Production 1-2; and Building Maintenance and Related Careers 1-2.

Integrated instruction has been the focus of the Career and Life Skills instructional team for the past several years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and life skills funding, the district has made the commitment to operate them in collaboratively with a related academic instructor. These **Applied Vocationally Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology 1-2.

Renton School District has made a commitment to provide career and life skills training and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to allow several offerings, the District has entered into interdistrict cooperative agreements with surrounding districts to accept students on a space available basis. There are four such **special programs**: **Building Maintenance** operates at the Sartori Learning Center and the **Career Ladders/Community Classroom** is offered at Valley Medical Center. The **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School and **Health Careers** section is located at Hazen High School.

The District is also a partner in the Career and Life Skills/Special Education consortium of King County School Districts. The primary purpose of this participation is to make Vocational-Technical Education more accessible to persons with disabilities, provide additional inservice opportunities to all instructors and support to vocational instructors as they provide applied learning opportunities to special needs students.

**RENTON SCHOOL DISTRICT NO. 403  
CAREER AND LIFE SKILLS EDUCATION**

**MISSION STATEMENT**

The mission of career and life skills education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

**THREE BELIEFS**

**A. Beliefs about individual needs**

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

**B. Beliefs about society's expectations**

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

**C. Beliefs about systems that care for and support learners**

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

**COMPUTER GRAPHICS 1-8**  
**Washington State Essential Academic Learning Requirements**

<b>COMPUTER GRAPHICS 1-8</b>						
This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.	<b>ART</b>	<b>COMMUNICATIONS</b>	<b>MATHEMATICS</b>	<b>SCIENCE</b>	<b>WRITING</b>	<b>READING</b>
<b>COURSE OBJECTIVES:</b>						
<b>Unit 1:</b> Reading and Writing		*		*	*	*
<b>Unit 2:</b> Photography	*			*		
<b>Unit 3:</b> Design and Layout			*	*	*	*
<b>Unit 4:</b> Graphic/Illustration	*			*		*
<b>Unit 5:</b> Photographic Modification				*		*
<b>Unit 6:</b> Computer Sign Making	*			*	*	
<b>Unit 7:</b> Portfolio (1 <sup>st</sup> Year)	*			*	*	
<b>Unit 8:</b> Presentation Software				*	*	*
<b>Unit 9:</b> Introduction to Video Production				*		*
<b>Unit 10:</b> Advanced Video Production-Adobe Premier				*		*
<b>Unit 11:</b> Advanced Video Production-Final Cut Pro				*		*
<b>Unit 12:</b> Animation				*		*
<b>Unit 13:</b> Portfolio (2 <sup>nd</sup> year)			*	*		
<b>Unit 14:</b> Explore areas of interest in Computer Graphic Arts (3 <sup>rd</sup> and 4 <sup>th</sup> year)	*			*		*
<b>Unit 15:</b> Portfolio (3 <sup>rd</sup> and 4 <sup>th</sup> year)				*		
<b>Unit 16:</b> Getting Started with Web Design	*	*	*		*	*
<b>Unit 17:</b> Working with Web Pages	*	*	*		*	*
<b>Unit 18:</b> Enhancing Web Pages	*	*	*		*	*
<b>Unit 19:</b> Unit Managing Web Pages	*	*	*		*	*
<b>Unit 20:</b> Creating Tables & Frames	*	*	*		*	*
<b>Unit 21:</b> Working with HTML Forms	*	*	*		*	*
<b>Unit 22:</b> Adding Graphics Features to Web Pages	*	*	*		*	*

## **COMPUTER GRAPHICS 1-8**

### **History**

Over fifteen years ago this course was called Graphic Arts. The main emphasis was photography with some inclusion of design and layout. The old method of cut and paste was the main connection to industry standards at that time.

In 1990, in response to the growing use and development of computers in industry, Graphic Arts slowly began incorporating computer skills into the program. Over the last six years the program has evolved into using computers as its main teaching tool. Many of the applications and programs used today in industry are now part of the Computer Graphics program. Photography is still part of the program at Lindbergh High School because they have a darkroom.

This program offers students the opportunity to develop valuable skills that will transfer into other academic areas, enhance future vocational choices, and provide a foundation for a variety of life applications.

## **COMPUTER GRAPHICS 1-8**

### **Program Goals**

Renton School District students in the Computer Graphics Program will:

- Develop an appreciation for the Computer Graphics field by exploring and participating in a variety of vocational activities and experiences
- Explore occupations and careers in areas related to Computer Graphics
- Explore a variety of career and educational pathways which include post high school articulation
- Develop initiative, cooperation and leadership skills in group activities
- Develop good safety practices and attitudes in related Computer Graphics areas
- Develop skills in the use of tools, equipment and materials used in the Computer Graphics industry
- Understand the history and technical knowledge of the Computer Graphics industry
- Build student's self-confidence and positive attitude through success in a series of increasingly challenging experiences

## **COMPUTER GRAPHICS 1-8**

## Scope and Sequence

### Computer Graphics 1 & 2 (first year)

#### Unit 1: Reading and Writing

1. History of Photography
2. The Camera
3. How to use the Camera
4. Lighting
5. The Basic Darkroom
6. How to develop Black and White Film
7. Making Black and White Prints
8. VCR tape The Basic 35mm SLR Camera
9. VCR tape The Basic Darkroom
10. Safety

#### Unit 2: Photography

1. First roll of film
2. Buildings, Equipment, Interesting Things
3. Moods and Situations
4. Studio Photographic
5. Your Choice Photo Assignment
6. Group Studio Photography
7. Colorization of Black and White Prints
8. Photo Display Units

#### Unit 3: Design and Lay Out, (PageMaker)

1. Name Plate
2. Note Pad Assignment,
3. Computer Store
4. Hardware Store
5. Menu layout
6. Table Teasers
7. Holiday Cards
8. Business Cards
9. Letterhead/ Envelope/ Business Cards
10. Corporate Identity Project

#### Unit 4: Graphic / Illustration Art Work, (Illustrator)

1. Designing a Logo
2. Promotional Postcard
3. Bumper Sticker
4. Art Project
5. Promotional Card
6. Program project - Let's Go To The Beach
7. Annual Mug and Poster Contest

**Unit 5: Photographic Modification, (Photoshop)**

1. Getting Stock Images
2. The Photoshop Test-Drive
3. Special Effects
4. Retouching A Photo
5. Your Project

**Unit 6: Computer Sign Making**

1. Giant Cartoon
2. Sand Blast Project
3. Banners
4. Automobile Art
5. Glass Etching Project
6. Silk Screening Transfers

**Unit 7: Graphic Arts Portfolio, (first year)**

- A collection of work due at the end of semester

**Computer Graphics 3 & 4 (second year)**

**Unit 8: Presentation Software (Powerpoint)**

1. Basic Parts to Powerpoint
2. Starting a New Presentation
3. Modifying Text in Powerpoint
4. Clip Art, Color and Drawing
5. Producing a Slide Show
6. Putting it all Together

**Unit 9: Introduction to Video Production (Avid Cinema)**

1. Avid Cinema

**Unit 10: Advanced Video Production, part 1 (Premier)**

1. A Tour of Adobe Premier
2. Getting to Know the Work Area
3. About Digital Video Editing
4. Basic Editing
5. Adding Transitions
6. Adding Video
7. Additional Editing Techniques
8. Advanced Editing Techniques
9. Creating Titles
10. Superimposing
11. Adding Motion
12. Applying Video & Audio Filters
13. Subclips and Virtual clips
14. Your Premier Video

**Unit 11: Advanced Video Production, part 2 (Final Cut Pro)**

1. Getting Started
2. Final Cut Pro Tutorial
3. Understanding Final Cut Pro
4. Preferences and Presets
5. Getting media into Final Cut Pro
6. Creating and Organizing Projects
7. Working with Clips and the Viewer
8. Creating Sequences and Editing
9. Working in the Timeline and Canvas
10. Trimming Edits
11. Creating Transitions
12. Composition and Special Effects
13. Rendering
14. Creating Final Output
15. Managing Complex Projects
16. Building Effects with FXBuilder
17. Video

**Unit 12: Animation (After Effects)**

1. Setup and Pre-Roll
2. Promotional Video Opening
3. Ballet Special Bumper
4. Animated L-Train Logo
5. Instructional CD Title
6. Multimedia Animation
7. Horror Festival Ad
8. Station Identification
9. Animated CD Image
10. Special Effects for Film
11. Technical Issues
12. Project

**Unit 13: Graphic Arts Portfolio, (second year)**

- A collection of work due at the end of semester

**Computer Graphics 5 & 6 and 7 & 8 (third and fourth year)**

**Unit 14: Graphic Assignments**

Assignments are based on each student's interest area. After six quarters of Graphics areas of interest will be explored. Such areas are but not limited to:

1. Layout and design
2. Computer signage
3. Multimedia video production
4. Animation and computer drawing
5. Web page design

6. Advanced darkroom photography
7. Any other areas of interest not listed above that pertain to the Graphic industry.
8. Digital still shot camera
9. Video camera
10. Digital video camera
11. Computer sign making equipment
12. Computer silk screen production

**Unit 15: Graphic Arts Portfolio**

- A collection of work due at the end of semester

**Unit 16: Getting Started with Web Design**

1. Understanding Web Servers and Sites
2. Planning a New Web Site
3. Creating a Brand New Web
4. Creating Web Folders
5. Creating a Tasks List

**Unit 17: Working with Web Pages**

1. Setting Page Properties
2. Entering Text into a Web Page
3. Formatting Text Styles
4. Previewing a Web Page
5. Printing Web Pages

**Unit 18: Enhancing Web Pages**

1. Inserting an Image
2. Editing an Image
3. Inserting Lines
4. Inserting a Hyperlink to a Local Web Page
5. Testing a Hyperlink
6. Adding Hyperlinks to Remote Web Pages
7. Linking to an E-mail Address
8. Creating an Image Hyperlink

**Unit 19: Unit Managing Web Pages**

1. Editing a Web Page Template
2. Importing Existing Web Pages
3. Adding a Search Form
4. Making Global Revisions
5. Publishing a Web Site

**Unit 20: Creating Tables and Frames**

1. Inserting a Table
2. Modifying Table Properties
3. Adding Rows and Columns to a Table

4. Modifying Cell Properties
5. Creating a Web Page with Frames

**Unit 21: Working with HTML Forms**

1. Creating an HTML Form with a Wizard
2. Setting HTML Form Properties
3. Adding Text Boxes
4. Inserting Radio Buttons
5. Adding Check Boxes
6. Inserting a Drop-Down Menu

**Unit 22: Adding Graphics Features to Web Pages**

1. Setting Custom Colors
2. Creating an Image for a Background
3. Using the Image Toolbar to Modify Images
4. Adding Text to an Image
5. Creating Hotspots
6. Adding a Scrolling Marquee
7. Adding Animations and Page Transitions

## **COMPUTER GRAPHICS 1-8**

### **Evaluation/Assessment**

The following evaluation and assessments will be used in Computer Graphics.

- Teacher observation
- Graded assignments
- Student self-evaluation

## **COMPUTER GRAPHICS 1-8**

### **Instructional Materials**

#### **Course Books**

Exploring Photography, Walker  
Graphic Arts Fundamentals, Walker  
Adobe PageMaker, Classroom in a Box Series  
Adobe Illustrator, Classroom in a Box Series  
Adobe Photoshop, Classroom in a Box Series  
Adobe Premier, Classroom in a Box Series  
Adobe After Effects, Classroom in a Box Series  
Avid Cinema, Avid  
Final Cut Pro, Apple Computer

#### **Software**

Adobe PageMaker  
Adobe InDesign  
Adobe Illustrator  
Adobe After Effects  
Adobe Premier  
Adobe PageMill  
Adobe PhotoShop  
Final Cut Pro  
Ray Dream 3-D Design  
MetaCreation Painter Classic  
KaiÕs Photo Soap  
Infini-D  
SignMate Pro  
Scanner Software  
Video Camera Software  
Poser 3  
Toast deluxe

#### **Reference Books**

Various Software Instructional Manuals

#### **Video Tapes**

Beyond Past-Up Series, Desktop Electronic Pre-Press Video training Series, By Chuck Williams

**COMPUTER GRAPHICS 1-8**  
**Leadership and Vocational Plan**

<b>LEADERSHIP AREAS</b>	<b>STUDENTS WILL:</b>	<b>VOCATIONAL ASPECTS</b>	<b>INTEGRATED INTO CURRICULUM</b>
<p><b>Area 1: Introduction to Leadership</b> Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in Vocational Education.</p>	<ul style="list-style-type: none"> <li>*Discuss the purpose of developing personal &amp; group leadership skills</li> <li>*Determine the skills that will help student to function in family, community &amp; work-related settings</li> </ul>	<p>All Computer Graphics semester units.</p>	<p>Introduction to Computer Graphics</p>
<p><b>Area 2: Personal Qualities</b> Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> <li>*Determine the importance of values &amp; goals</li> <li>*Identify short &amp; long term goals</li> <li>*Write necessary steps to carry out goals</li> <li>*Describe how personal values are reflected in work ethics</li> </ul>	<p>Every semester of Computer Graphics</p>	<p>Computer Graphics 1-2, 3-4, 5-6, 7-8</p>
<p><b>Area 3: Interpersonal Skills</b> Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> <li>*Demonstrate how to work cooperatively with others</li> <li>*Provide positive role models in attitude &amp; behavior in a stressful situation</li> <li>*Determine whether goals are conceivable, achievable &amp; can be measured</li> <li>*Write steps necessary to carry out each goal</li> </ul>	<ul style="list-style-type: none"> <li>*Guest speakers</li> <li>*Field Trips</li> <li>*Student mentor program</li> <li>*Self evaluation</li> </ul>	<p>All course work</p>
<p><b>Area 4: Communication Skills</b> Students will be able to communicate effectively in the community and work situations.</p>	<ul style="list-style-type: none"> <li>*Students will follow oral instructions</li> <li>*Students will prepare formal &amp; informal written material</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction to each unit</li> <li>*Introduction to related fields &amp; graphics industry</li> </ul>	<p>Student project &amp; related computer graphics fields</p>
<p><b>Area 5: Community</b></p>	<ul style="list-style-type: none"> <li>*Recognize the value of Computer Graphics industry</li> </ul>	<ul style="list-style-type: none"> <li>*Connect with local graphics business in area</li> </ul>	<p>Computer Graphics 3-4, 5-6, 7-8</p>

Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community.		*Job shadow opportunities for students	
<b>Area 6: Personal and Tech Resources.</b> Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.	*Research & identify the use of technology terms	*Field trips *Guest speakers *Classroom computer graphics equipment	Each Computer Graphics unit will use the graphic technology available to the industry
<b>Area 7: Group Dynamics</b> Students will demonstrate organizational skills in large and small group situations.	*Understand team skills *Develop group facilitation skills *Conduct an effective small group meeting	Incorporated	Class/group projects (brainstorming, proofreading, drawing/plans, project development, final product)
<b>Area 8: Employability Skills</b> Students will understand and demonstrate effective employability skills.	*Identify behaviors to establish successful working relationships *Identify various methods of conflict resolution *Identify & demonstrate proper work ethics	*Guest speakers *Tours/field trips *Job shadows	Large & small group projects