

**Program Information & Skill Alignment Chart for:
Interactive Media & Web Design – CIP Code 11.0801
Brownstown Campus
Form to be submitted to IU 13 with PIF**

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| Program Description | <ul style="list-style-type: none"> • Design, code, and maintain websites using industry hardware/software • Produce and edit content used on websites • Interactive experiences, social media, internet marketing, and multimedia. |
| Program Information (costs, certifications, uniform) | <p><u>Textbooks:</u> CodeHS</p> <p><u>Uniforms:</u> \$55 (approximate) Students are required to be in uniform daily (Students will need to purchase multiple pairs of pants/ shirts to comply with uniform cleanliness standards)</p> <ul style="list-style-type: none"> • Indigo Blue w/ white Logo polo shirt/ long sleeve shirt/ sweatshirt (Link to online store can be found on school website) • Black dress slacks (ex: Dickies) <p><u>Program Opportunities/Certifications:</u></p> <ul style="list-style-type: none"> • OSHA 10hr General Certification • CodeHS Web Design Certification • Adobe® Certified Professional for Web Design & Photoshop, must qualify |
| Program Outline & Pathways | <p><u>State Program of Study Task Outline:</u></p> <ul style="list-style-type: none"> • Orientation/Safety • Foundations of IT • Computer Applications • Fundamentals of Computer Ops • Network Fundamentals • Creating Graphic Content • Principles of Layout and Design • Multimedia Projects • Legal & Ethical Issues • Career Preparation • Client Relations • Design & Create Websites • Cascading Style Sheets • JavaScript Fundamentals • Career Readiness <p><u>Career Pathways</u></p> <ul style="list-style-type: none"> • Web/Interactive Designer, BA/BS • Web/Interactive Developer, BA/BS • Web Content Manager, AD/BS • UX/UA Designer, AD/BA • Social Media Manager, AD/BA • Application Developer, BA/BS • Multimedia programmer, BA/BS • Multimedia Specialist, AD/BA/BS • SEO specialist, AD/BA/BS • Creative Director, AD/BA/BS • Illustrator/Animator, BA/BS • Game Designer, BA/BS <p><u>Post-Secondary and Continuing Education Options:</u></p> <ul style="list-style-type: none"> • Local or State Colleges (Ex: Harrisburg University, Thaddeus Stevens, Penn College of Technology, HACC, RACC) |

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| Other Information | <p><u>Student/Teacher Ratio:</u> 24:1</p> <p>SOAR Articulation</p> <p>SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.</p> |
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Student Name: _____ District: _____

Skill Alignment Chart for:
Interactive Media & Web Design – CIP Code 11.0801

| Educational and Physical Attributes | Program Expectations | Present Education Level and Current Supports |
|---|---|--|
| Program Safety / Physical Considerations | <ul style="list-style-type: none"> • Ability to sit & focus for long periods • Self-disciplined/motivated • Ability to work independently • Visual, spatial & color acuity • Excellent hand/eye coordination • Hand/finger dexterity • Self-Advocacy Skills • Students must be willing to wear & maintain all protective equipment and procedures | |
| Action/Need: | | |
| Program Environment <i>Indoor/Office</i> <i>Theory/Lab in same space</i> | <ul style="list-style-type: none"> • Indoors, primarily seated deskwork • Program mirrors professional environment – mix of both digital (75%) & traditional (25%) • Individual digital & traditional workstations assigned student w/ some shared work spaces • Light exposure to solvents (adhesives, markers) • Curriculum is delivered verbally and in written form (both hard copy & Canvas® learning platform) • Regular small group meetings, creative discussions, critiques to be expected | |
| Action/Need: | | |

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| Typical Level of Support | <p>At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p> | |
| Action/Need: | | |
| Reading / ELA levels <i>Examples would be reading online/printed step-by-step tutorials, assignment sheets, news articles & other texts</i> | <u>10th –12th Grade Level Reading for Instructional and Technical Texts</u> <ul style="list-style-type: none"> Ability to understand graphs, charts, diagrams & tables Able to identify & apply content-specific vocabulary, acronyms & abbreviations Consider point-of-view, writing style, content and purpose of a text Explain main ideas, summarize & draw accurate conclusions from text (i.e., reading a client creative brief) Ability to compare and contrast concepts & processes <i>Accurately</i> follow multi-step procedures independently (sequencing) Read & understand diagnostic and schematic data to solve problems | |
| Action/Need: | | |

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| <p>Math Levels <i>Examples would be measuring with rulers, scales and tapes (basic dimensions), maintaining size specifications & requirements, estimating percent (sizing images in Photoshop®, etc.) calculating material & labor costs, etc.</i></p> | <p>Numbers & Operations:</p> <ul style="list-style-type: none"> • Fluency in operations with whole numbers and decimals • Fraction Calculations • Percent and Ratio Problems <p>Measurements:</p> <ul style="list-style-type: none"> • Imperial & Metric, ability to understand and convert units <p>Geometric</p> <ul style="list-style-type: none"> • Angles, proportion, basic shapes, scale models, ratios [document and/or file pixel dimensions] drawing concepts | |
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Action/Need:

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| <p>Theory time <i>Examples traditional lectures, small group guided exercises</i></p> | <p><u>Up to 3 hours/ day (Morning/ Afternoon Session</u></p> <ul style="list-style-type: none"> • Online or lecture/ demonstration • Small group or individual projects/ assignments on the computer account for the remaining duration of the day | |
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Action/Need:

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| <p>Homework <i>Amount per night</i></p> | <ul style="list-style-type: none"> • Occasional, IF not completed during allotted class time • LCCTC issued laptop, has necessary software, tools & materials to complete work at home | |
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Action/Need:

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| <p>Lab Time <i>Guided vs Independent Work</i></p> | <ul style="list-style-type: none"> • Lab time average 2-4 hours • Approximately 20-35 new tasks per marking period • Mix of guided (30%) and independent (70%) work | |
| Action/Need: | | |
| <p>Tests <i>NOCTI test required</i> <i>Frequency of tests/quizzes</i></p> | <ul style="list-style-type: none"> • 1 quiz per week • 1 unit test per week • Summative and formative checks for understanding • NOCTI Testing (Pre-test, written & hands-on) | |
| Action/Need: | | |
| <p>Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i></p> | <ul style="list-style-type: none"> • Ability to work independently • Ability to work in small teams • Ability to communicate/present publicly • Analytical capabilities • Excellent, logical problem-solving skills • Critical thinking skills • Ingenuity and creativity • Good judgement & decision-making • Self-control, professional demeanor • Follows oral & written directions • Manage time, progress and deadlines of multiple projects/assignments over both short and long timeframes (days or weeks) to reflect industry expectations • Attention to detail • Treat all peer and staff with respect • Complete tasks with minimal supervision | |
| Action/Need: | | |

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| Other <i>Additional skills that are valuable for program success</i> | <ul style="list-style-type: none"> ● Familiar with computers and standard software. ● Artistic talent & drawing ability ● Ability to visualize & think abstractly ● Computer skills (keyboarding, mouse, tablets, etc.) ● General digital literacy (i.e., web navigation, email/file management, video conferencing, use of cameras/printers ● Excellent oral & written communication capabilities ● Ability to attend Virtually, in the event that a virtual instructional day is enacted | |
| Action/Need: | | |

District Representative Signature _____ *Date* _____