

Program Information & Skill Alignment Chart for:
Introduction to Visual Communications
Brownstown/Willow Street Campus
Form to be submitted to IU 13 with PIF

Program Description	<ul style="list-style-type: none"> • Experience drawing, computer, graphics, and photography to deliver powerful visual arts. • Capture photographs using current digital cameras. • Create and design reproductions utilizing the same hardware and design software as professional graphic artists and commercial printers. 	
Program Information (costs, certifications, uniform)	<p><u>Textbooks</u>- (Provided to Students)</p> <ul style="list-style-type: none"> • The Graphic Designer's Digital Toolkit • Adobe Classroom in a Book (Photoshop, Illustrator, InDesign) <p><u>Uniforms- \$100 or less</u></p> <ul style="list-style-type: none"> • 2-3 polo shirts (\$12 ea.) • 2 sweatshirts (\$17 ea.) (optional) • Black pants (purchase anywhere) 	
Program Outline & Pathways	<p><u>Program Task Outline</u></p> <ul style="list-style-type: none"> • Orientation • Safety • Graphic Design • Photography • Digital Publishing • Press Operations • Digital Image Manipulation • Digital Illustration • Multi-Media 	<p><u>Pathways with no additional schooling:</u></p> <ul style="list-style-type: none"> • Bindery Worker • Press Assistant • Press Operator • Wedding Photographer • Portrait Photographer <p><u>Pathways with additional schooling:</u></p> <ul style="list-style-type: none"> • Graphic Designer • Design Studio Artist • Illustrator • Multimedia Artist • Webpage Designer • Exhibit/Set Designer
Other Information <i>Include Articulation Agreements</i>	<p>Student to teacher ratio is 10-16:1</p> <p>Class is half day at CTC and half day at the sending school. Students are encouraged to learn about different opportunities in the visual communications industry. They can then take a full-day program the following year in:</p> <ul style="list-style-type: none"> • Digital Design & Print Media • Commercial Art • Photography & Multimedia Communications • Interactive Media & Web Design 	

Student Name: _____ **District:** _____

Skill Alignment Chart for:
Introduction to Visual Communications – CIP 50.0402

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	<ul style="list-style-type: none"> Ability to follow directions and work independently Good hand/eye coordination as it relates to different drawing techniques and cutting tools Ability to move 15-20 lb. anchor weights Focus on safety when using cutting tools and printing press 	
Action/Need:		
Program Environment <i>Indoor/outdoor</i> <i>Dust/dirt/fume/noise etc</i> <i>Layout of room – theory/lab</i>	<ul style="list-style-type: none"> Indoor majority of the day Outdoors when doing video/photography projects Fumes from chemicals when using the printing press Spacious desk space for students to work on computers and equipment in the lab area 	
Action/Need:		
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</p>	

	away from lab time, students are encouraged to use it strategically.	
Action/Need:		
Reading / ELA levels	<ul style="list-style-type: none"> • Technical Text Level: Grade 8-9 • Instructional Text Level: Grade 10-12 • Ability to understand graphs, charts, diagrams & tables • Able to identify & apply content-specific vocabulary, acronyms & abbreviations as introduced • 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:		
Writing Levels Example: Weekly Writing 20 sentences – Technical and Non-Technical Writing Grade 8-12	<ul style="list-style-type: none"> • Technical Writing Level: Grade 8-9 • KWL/ABC Predicting – Technical and Non-Technical Writing Grade 8-12 • P160 Technical Writing Grade 8-12 	
Action/Need:		
Math Levels A poster to be framed measures 11 ½ inches by 16 3/8 inches. If a two-inch matte is to be installed to	<ul style="list-style-type: none"> • Numbers & Operations (whole, fractions, decimals & percent/ratio) • Measurements (Imperial & Metric [to 1/16" and metric equivalent] and understanding unit conversions) 	

<p>border the is to be placed around the printed area of the poster. What is the required opening for the frame?</p>	<ul style="list-style-type: none"> • Geometric (angles, proportion, basic shapes, scale models, ratios [document and/or file pixel dimensions] drawing concepts) 	
<p>Action/Need:</p>		
<p>Theory time</p>	<ul style="list-style-type: none"> • Approximately 20 minutes per day 	
<p>Action/Need:</p>		
<p>Homework <i>Amount per night</i></p>	<ul style="list-style-type: none"> • Occasional • Program is designed to complete in-class. Students do have issued-laptop, pro software, tools & materials that can be taken home for skills/assignment completion 	
<p>Action/Need:</p>		
<p>Lab Time <i>Guided vs Independent Work</i></p>	<ul style="list-style-type: none"> • 1.5 hours per day (assignments and projects are demonstrated then students have independent time and 1:1 time with teacher to practice them) 	
<p>Action/Need:</p>		
<p>Tests <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i></p>	<ul style="list-style-type: none"> • No NOCTI • Tests/Quizzes given at the end of most units (1 every 2/3 weeks or so) 	

Action/Need:		
Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> Students expected to act in a professional manner at all times Strong organizational skills Strong work ethic Positive Attitude Excellent attendance required to be successful Expected to follow process of design 	
Action/Need:		
Other <i>Technology skills specific to the program</i> <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"> Attention to detail Use of school issue laptop Common knowledge of computers (Macbooks used) Significant training on the use of Adobe programs is part of this course Navigation of Canvas (learning management system) Email management Strong communication skills 	
Action/Need:		

District Representative Signature _____ *Date* _____