

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

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| 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-</u> \$100 or less</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 |
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| 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> | |

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| | 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 • <i>KWL/ABC Predicting</i> – Technical and Non-Technical Writing Grade 8-12 • <i>P160</i> 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"> • <u>Numbers & Operations</u> (whole, fractions, decimals & percent/ratio) • <u>Measurements</u> (Imperial & Metric [to 1/16" and metric equivalent] and understanding unit conversions) | |

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| border the is to be placed around the printed area of the poster. What is the required opening for the frame? | <ul style="list-style-type: none"> • Geometric (angles, proportion, basic shapes, scale models, ratios [document and/or file pixel dimensions] drawing concepts) | |
| Action/Need: | | |
| Theory time | <ul style="list-style-type: none"> • Approximately 20 minutes per day | |
| Action/Need: | | |
| Homework <i>Amount per night</i> | <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 | |
| Action/Need: | | |
| Lab Time <i>Guided vs Independent Work</i> | <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) | |
| Action/Need: | | |
| Tests <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i> | <ul style="list-style-type: none"> • No NOCTI • Tests/Quizzes given at the end of most units (1 every 2/3 weeks or so) | |

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| 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 _____