



# *High School of Applied Communication*

*30-20 Thomson Avenue, Long Island City, NY, 11101, 5<sup>th</sup> Floor*

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## **Technology Department**

*Department Head: Mr. Riese*

*Major: Computer Graphics & Interactive Media Communication*

### **Course 1: Internet Literacy, Safety, Ethics, and File Management**

Students will learn how to evaluate electronic resources when using qualitative and quantitative data from the Internet when generating word processed reports on a college level. Students will learn to avoid plagiarism, and protect their identities from social networking, phishing, and spoof websites. Students will learn to use a search engine employing “key words” to narrow the size/content of their searches, and evaluate the quality of a website’s source. Students will learn the “find menu” function to locate specific information relevant to a given topic of study when searching web pages using “key words”. Students will learn to create folders, sub folders in multiple formats, and save all their data to a specific root folder in order to archive electronic data effectively for multiple roles in professional industries.

### **Units of Study include:**

#### ***Web Based:***

- Identifying Spoof websites (false web content)
- Identifying Phishing Email (Identity theft/personal protection)
- Internet Scavenger Hunting (5 lesson unit based on famous figures for search optimization with “Key Words” and the find menu)

#### ***Research Methods:***

- Qualitative vs. Quantitative Research Methods (peer reviewed journalism and reputable referencing for reporting)
- File Management (generating folders, sub folders, shortcuts, and root folders)



## **Course 2: Copyright Infringement, Desktop Publishing, and Word**

### **Processing**

Students will be able to give credit to a source of information to avoid plagiarism, and copyright infringement when conducting research on the web. Students will learn how to insert graphics, and hyperlinks into word processed/desktop publishing files for reporting/journalism. Students will be able to display student centered, personal, and professional presentations to a large group of people for a specific purpose. Students will be able to generate word processed documents using all the necessary tools for essay construction/graphic presentations, and save their work to a designated folder or sub folder for future use in archive.

### **Units of Study include:**

#### **Microsoft Word:**

- *Website Compilation* (generating tables, hyperlinks, line breaks, and descriptions)
- *Resume Construction* (company research, cover letter, resume, and follow up letter)
- *Bake Sale* (clip art, word art, line breaks, washout graphics, fonts, colors, and text wrapping)
- *Research Paper* (supporting a claim and opposing argument with evidence based on electronic resources)

#### **Microsoft Power Point:**

- *An Autobiography* (student centered autobiography/learner assessment)
- *Restaurant Menu* (based on student culture based on culinary art/restaurant industry)
- *Travel Brochure* (based on student culture for travel)
- *Index* (connecting slides with auto shapes, and graphic buttons)
- *Resume research* (researching company goals, and objectives to include in multiple cover letters)

#### **Microsoft Publisher:**

- *Business cards*
- *3 page Website*
- *Greeting cards*
- *Calendar*
- *Catalogs*

#### **Microsoft Excel:**

- *Restaurant Calorie Count* (formatting cells and generating graphs to compare nutritional values of two researched establishments).



### **Course 3: Computer Graphics, and Interactive Media**

Students will learn the tools in Adobe Photoshop by designing custom graphics with multiple layers, transparencies, colors, and save their work to a designated sub/root folder. Students will be exposed to planar and diagonal recession techniques creating depth, and focus on spatial relationships between open and closed picture planes. Students will learn multiple formats for printing, and industry standard web based layouts. Students will designate subfolders for each individual project completed to a root folder for future use and student portfolios.

#### **Units of Study include:**

##### **Adobe Photoshop:**

- *Reflective Rides* (design a custom automobile using the lasso tools, color menus, layers, and graphics from the web with multiple transparencies) – Includes a word processed essay reflection depicting this automobile in one's social, personal, and family life
- *Color Conversions* (generating colored focal points using the eraser tools, channel mixer, layers, and cropping tool – Includes a word processed essay based on the design process
- Pop Art with Andy Warhol (4 versions of a pop celebrity using the ruler, hue saturation, color balance, and curve menu. – Includes a word processed essay based on the pop art/Andy Warhol
- *Pop Art with Roy Lichtenstein* (transforming students into comics using halftones, a polygonal lasso, color menus, and shapes for thought bubbles/text boxes. – Includes a word processed essay based on the pop art/Roy Lichtenstein
- *Album Covers* (featuring students and famous their favorite artists/musicians on an album of their creation using cropping tools, and transparencies.
- *Animal Kingdom* (transforming a student into half animal half human using layers, erasers, clone tools and planar recession to create depth)
- *World Wildlife Fund* (creating an ad for the W.W.F. by locating an endangered species from the web, and compiling graphics with layers to convey a heartfelt message with overlapping text/s)
- *Cereal Advertisement* (featuring students on a cereal box of their choice using multiple cropping tools and layers of graphics)
- *Name Portraits* (placing a student's image incorporated into the letters of his or her name using blurred erasers, layers, transparencies, and different background strategies/solutions)

#### **Note:**

***All student work is presented to their peers in a five minute oral presentation describing the inspiration, and process of creating the image/s as a class requirement. Non verbal cues and addressing an audience effectively is a main emphasis on all culminating oral reports.***

## **Course 4: Student Portfolio Development & Evaluation**

Students archive saved files for future use, and utilize past work for current assignments displaying proper file management for their final power point presentation. Students will save all their past years work to our school server placing individual assignments in soft copy for student portfolios. Student names and recent work is animated in Adobe Flash, and layered graphics are placed in an animated sequence. Students will critically evaluate themselves, their pieces, and be subjected to portfolio requirements in multiple mediums and formats preparing them for the interview process in the Graphic Art/Web Design, industry, or higher education.

### **Units of Study include:**

#### **Adobe Flash:**

*Flash Name Animations* (students write their names in action script, and use the timeline to animate the letters of their names in sequence based on a guideline.

*Flash Project Animations* (students will apply prior knowledge from their name animation to animate their Photoshop files which are layered back to originals. All layers are animated as separate symbols to show the creation process.

#### **Final Power Point:**

*Final Power Point Presentation* – Students must select two of their favorite units of study. They must follow directions to state three dislikes, three things that they enjoyed creating, and three ways they will apply that knowledge to their future.

#### **Note:**

***Without archiving files, and displaying proper file management there is no way to complete the final at the close of the year. Good luck!***

***Respectfully, Mr. Riese***

