Mission Statement
The mission of Omaha North High Magnet School is to prepare all students for success in life long studies and careers.

Course Description
Computer Illustration and Graphics introduces students to the computer’s use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

Content Standards
https://www.education.ne.gov/FineArts/Standards/All_Disciplines_9_12_Vertical.pdf

Major Units of Study
Photoshop CS5
Illustrator
InDesign
Drawing/Sketching

Course Expectations

Classroom Behavior
- North High School rules and expectations are to be respected and followed in our classroom.
- Electronic devices (Cell phones, iPods, CD players, etc.) will be turned off and out of sight at all times. If seen, the consequences outlined in the student handbook will be followed.
- Tardiness: I expect all students’ to promptly be seated in his or her assigned seat and ready to work when the bell rings. The North Tardy Policy will be followed.
- Restrooms: Excessive use of the restrooms will not be tolerated. You may use the restroom only in emergency cases. Use your passing periods for water and restroom.
- Come Prepared: Once the bell rings, take out your class notebook and a pen or pencil. Students are to promptly begin the designated activity.
- Behavior: I expect each student to treat each other with respect.
- Assignments: Everyone is responsible for his/her own work.
• Students should be in their seat when the bell rings. Those who aren’t will be marked tardy.
• Students must sit in their assigned seat and must not attempt to negotiate otherwise. Exceptions will only be granted based on parent request, IEP accommodations or unsanitary conditions.
• Vulgarity is prohibited unless used in an educational context.
• Food and drink is permitted under the following conditions: - Students clean up after themselves - Drinks must be in closeable containers (no soda cans) –
• Group work is mandatory in order to participate in this class. Students are expected to be active and respectful of group members. Individual effort in group work will be assessed under the Collaboration and Leadership standard.
• Sleeping in class is not permitted.
• Electronics may not be used in class unless the teacher permits it for educational reasons.
• Restroom passes are worth five minutes outside of the classroom for any reason, with the following exceptions: - Visits to the school nurse - Passes sent from school staff (guidance counselors, administrators, attendance office, etc.) Students who leave the classroom for more than five minutes must have a pass to return or will be written up as truant. Anyone who leaves without a pass will be considered truant and will be referred to an administrator.

Required Materials
• Pen and/or pencil
• Notebook/sketchbook
• Computer and software will be provided in class not on laptops, However you will use Canvas to hand in assignments.
• You may use Pxlr.

Assessment (customized according to subject area – examples below)

• Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
• Major tests and/or writing projects are to be expected at the end of each major unit outlined above.

District Grading Policy

Assessment
• Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
• Major tests and/or writing projects are to be expected at the end of each major unit outlined above. OPS Secondary Grading Practices* All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “3 proficient” to “4 advanced” levels. Students are evaluated based on a proficiency scale or project rubric for each project when requested, teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*
• Practice – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, post it note exit ticket, program exercises, sketching for bell work. Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

• Formative (35% of the final grade) – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Final sketches or layout of assignment. Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at
the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- Summative (65% of the final grade) – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4). To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework. At the end of the grading period, scores are converted to a letter grade using this grading scale.

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\begin{align*}
A &= 3.51 - 4.00 \\
A- &= 3.01 - 3.50 \\
B &= 2.51 - 3.00 \\
B- &= 2.01 - 2.50 \\
C &= 1.51 - 2.00 \\
D &= 0.76 - 1.50 \\
F &= 0.00 - 0.75
\end{align*}
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Redoing/Revising Student Coursework

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redo’s and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and or parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original score.

Independent Practice

The role of independent practice is to develop knowledge and skills effectively and efficiently during the unit of study. Independent practice helps guide the learning process by providing accurate, timely and helpful feedback to students without penalty.

***I have read and understand the course syllabus.***

_________________________________________   Block_________   ____________________
Student Signature         Date

_________________________________________     _____________________
Parent/Guardian Signature        Date