



## Scope and Sequence

**Cluster:** Information Technology  
**Course Name:** Digital & Interactive Multimedia (One-Half to One Credit)  
**Course Description:** Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and resolve a problem. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

**Course Requirements:** This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Information Technology.  
**Course Equipment:** Minimum Hardware/Software: 1:1 computer, 1:9 digital cameras, 1 scanner, 1:5 video camera, color duplex laser printer, black and white duplex laser printer, 1:5 graphic tablets w/software-drivers, 1:5 headphones with attached microphone, Audacity, Storyboard software, Animation software, video editing software, graphic design software, presentation software, desktop publishing software, vector graphic creation software.  
 Recommended Hardware/Software 1:1 computer, 1:6 digital cameras, 3 scanners, 1:3 video cameras, color duplex laser printer (large format i.e. tabloid), black and white duplex laser printer, 1:3 graphic tablets w/software-drivers, 1:3 headphones with attached microphone, Audacity, Storyboard software, Animation software, video editing software, graphic design software, presentation software, desktop publishing software, vector graphic creation software.  
 Best Hardware/Software: 1:1 computer, 1:3 digital cameras, 5 scanners, 1:2 video cameras, color duplex laser printer (large format i.e. tabloid), black and white duplex laser printer, color printer large format (i.e. graphic displays, posters), 1:1 graphic tablets w/software-drivers, 1:1 headphones with attached microphone, Audacity, Storyboard software, Animation software, video editing software, graphic design software, presentation software, desktop publishing software, vector graphic creation software.

Units of Study	Knowledge and Skills	Student Expectations	Resources
A. Design & Presentation Principles 1. Professionalism a. Personal Characteristics b. Workplace skills and ethics c. Career Research and Planning d. Using Technology 2. Graphic Principles 3. Audio Principles	(1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes	(A) identify and demonstrate positive work behaviors that enhance employability and job advancement such as regular attendance, promptness, attention to proper attire, maintenance of a clean and safe work environment, appropriate voice, and pride in work (B) identify and demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, listening attentively to speakers, and willingness to learn new knowledge and skills	BASICS - Graphics Unit NDDB - Ch 1-7 BEP - All Chapters STW - 3-5, 9, 10, 14 WOW - Ch 3, 9, 10, 11, 12, 13, 14, 15, 18 W21 - Ch 4, 7, 9, 15, 17, 18 WEB1 WEB3 WEB4 WEB5 WEB6

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) employ effective reading and writing skills (D) employ effective verbal and non-verbal communication skills (E) solve problems and think critically (F) demonstrate leadership skills and function effectively as a team member (G) identify and implement proper safety procedures (H) demonstrate an understanding of legal and ethical responsibilities in relation to the field of information technology (I) demonstrate planning and time-management skills such as project management and storyboarding	WEB7 WEB9 WEB10 WEB12 WEB13 WEB14 WEB16 WEB17 WEB17 WEB18 WEB19 WEB20 WEB21 WEB22 WEB23 WEB24 WEB25 WEB26
	(2) The student identifies employment opportunities in the information technology field with a focus in the area of interactive media	(A) identify job opportunities and accompanying job duties tasks (B) research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals (C) examine the role of certifications, resumes, and portfolios in the information technology profession (D) create a portfolio	
	(3) The student uses emerging technologies to exchange and gather information and resources	(A) collaborate using various electronic technologies such as email, blogs, chat rooms, discussion threads, and wikis (B) use Internet resources for research purposes (C) research technologies that have surfaced within the last three years in the area of interactive media.	
	(4) The student complies with standard practices and behaviors that meet legal and ethical responsibilities	(A) examine copyright and fair use guidelines in the digital media industry (B) model ethical and legal acquisition of digital information, including the correct citing of sources through the use of established methods (C) demonstrate proper netiquette and acceptable use policies when using networks	

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(5) The student analyzes and applies design and layout principles	<p>(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles</p> <p>(B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth</p> <p>(C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space</p> <p>(D) identify and use three-dimensional effects such as foreground, middle distance, and background images</p> <p>(E) identify and use typography</p> <p>(F) identify and use color theory</p> <p>(G) recreate and improve existing multimedia products by applying the appropriate design and layout principles</p>	
	(10) The student demonstrates appropriate use of audio equipment and techniques	<p>(A) demonstrate proper use of safety procedures while using digital audio equipment</p> <p>(B) demonstrate proper use of terminology in relation to audio technology</p> <p>(C) demonstrate proper use of digital audio equipment to capture audio files</p> <p>(D) transfer audio files from equipment to the computer</p> <p>(E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software</p> <p>(F) export audio files to be used in digital formats in various delivery systems such as podcasting, downloadable files, and streaming</p>	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	<p>(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources</p> <p>(B) evaluate a project plan along its timeline and make suggested revisions until completion of the project</p>	

Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Digital Illustration	(1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes	(E) solve problems and think critically (F) demonstrate leadership skills and function effectively a team member (I) demonstrate planning and time-management skills such as project management and storyboarding	BASICS - Graphics Unit NDDB - All Chapters WCRS - Fireworks Chapters WCRP - Photoshop Chapters CIB - Illustrator DFI - Ch. 1-14 STW - Ch. 10 W21 - Ch. 18 WOW - Ch. 16, 18 WEB1 WEB3 WEB4 WEB7 WEB9 WEB10 WEB20 WEB21 WEB22 WEB23 WEB26
	(4) The student complies with standard practices and behaviors that meet legal and ethical responsibilities	(A) examine copyright and fair use guidelines in the digital media industry (B) model ethical and legal acquisition of digital information, including the correct citing of sources through the use of established methods (C) demonstrate proper netiquette and acceptable use policies when using networks	
	(5) The student analyzes and applies design and layout principles	(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles (B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth (C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space (D) identify and use three-dimensional effects such as foreground, middle distance, and background images (E) identify and use typography (F) identify and use color theory (G) recreate and improve existing multimedia products by applying the appropriate design and layout principles	
	(6) The student designs and creates digital graphics	(A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics (B) demonstrate appropriate file storage and file size management skills (C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification	

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(D) identify and choose appropriate software applications for specific digital media types such as photo, graphics, video, audio, and animation editing software (E) differentiate between the color mode selections in determining product output	
	(8) The student demonstrates appropriate use of digital graphics	(A) create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles (B) export and set graphics to be used in both print and digital formats	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources (B) evaluate a project plan along its timeline and make suggested revisions until completion of the project	
C. Digital Graphics & Image Manipulation	(5) The student analyzes and applies design and layout principles	(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles (B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth (C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space (D) identify and use three-dimensional effects such as foreground, middle distance, and background images (E) identify and use typography (F) identify and use color theory (G) recreate and improve existing multimedia products by applying the appropriate design and layout principles	BASICS - Graphics Unit NDDB - Ch. 1-7 DCR - Photoshop Chapters DFI - Chapters 1-14 WCRS - Fireworks, Flash Chapters WCRP - Photoshop, Flash Chapters CIB - Photoshop, Flash WEB1 WEB2 WEB3 WEB4 WEB5 WEB6 WEB7 WEB9 WEB10

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(6) The student designs and creates digital graphics	(A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics (B) demonstrate appropriate file storage and file size management skills (C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification (D) identify and choose appropriate software applications for specific digital media types such as photo, graphics, video, audio, and animation editing software (E) differentiate between the color mode selections in determining product output	
	(7) The student demonstrates appropriate use of digital photography equipment and techniques	(A) demonstrate proper use of safety procedures while using digital photography equipment (B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon (C) transfer still shot images from equipment to the computer (D) demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate digital manipulation software	
	(8) The student demonstrates appropriate use of digital graphics	(B) export and set graphics to be used in both print and digital formats	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources (B) evaluate a project plan along its timeline and make suggested revisions until completion of the project	
D. Desktop Publishing	(1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes	(C) employ effective reading and writing skills (E) solve problems and think critically (H) demonstrate an understanding of legal and ethical responsibilities in relation to the field of information technology	BASICS - Desktop Publishing Unit NDDB - Ch. 1-7 DCR- InDesign Chapters DFI - Ch. 1-14 CIB - InDesign WOW - Ch. 9, 12, 15, 16

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(5) The student analyzes and applies design and layout principles	<p>(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles</p> <p>(B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth</p> <p>(C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space</p> <p>(D) identify and use three-dimensional effects such as foreground, middle distance, and background images</p> <p>(E) identify and use typography</p> <p>(F) identify and use color theory</p> <p>(G) recreate and improve existing multimedia products by applying the appropriate design and layout principles</p>	<p>WEB1</p> <p>WEB3</p> <p>WEB4</p> <p>WEB5</p> <p>WEB6</p> <p>WEB7</p> <p>WEB9</p> <p>WEB10</p>
	(6) The student designs and creates digital graphics	<p>(A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics</p> <p>(B) demonstrate appropriate file storage and file size management skills</p> <p>(C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification</p> <p>(D) identify and choose appropriate software applications for specific digital media types such as photo, graphics, video, audio, and animation editing software</p> <p>(E) differentiate between the color mode selections in determining product output</p>	
	(7) The student demonstrates appropriate use of digital photography equipment and techniques	<p>(A) demonstrate proper use of safety procedures while using digital photography equipment</p> <p>(B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon</p>	

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) transfer still shot images from equipment to the computer (D) demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate digital manipulation software	
	(8) The student demonstrates appropriate use of digital graphics	(A) create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles (B) export and set graphics to be used in both print and digital formats	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources (B) evaluate a project plan along its timeline and make suggested revisions until completion of the project	
	(13) The student deploys digital media into print, web based, and video products	(B) incorporate various digital media into a printed document such as a newsletter, poster, or report	
E. Video & Audio Production	(1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes	(C) employ effective reading and writing skills (D) employ effective verbal and non-verbal communication skills	BASICS - Animation and Video Unit WCRS - Flash Chapters WCRP - Flash Chapters CIB - Premiere, After Effects, Flash MM - All Chapters DFI - Ch. 1-14
	(3) The student uses emerging technologies to exchange and gather information and resources	(A) collaborate using various electronic technologies such as email, blogs, chat rooms, discussion threads, and wikis (B) use Internet resources for research purposes	STW - Ch. 5 W21 - Ch. 15 WOW - Ch. 15 WEB1 WEB2 WEB3
	(5) The student analyzes and applies design and layout principles	(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles (B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth	WEB4 WEB5 WEB6 WEB7 WEB8 WEB9 WEB10 WEB25



Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space (D) identify and use three-dimensional effects such as foreground, middle distance, and background images (E) identify and use typography (F) identify and use color theory (G) recreate and improve existing multimedia products by applying the appropriate design and layout principles	
	(9) The student demonstrates appropriate use of video equipment and techniques	(A) demonstrate proper use of safety procedures while using digital video equipment (B) demonstrate proper use of terminology in relation to video technology (C) demonstrate proper use of digital video photography equipment to capture video images (D) transfer video images from equipment to the computer (E) demonstrate videographic enhancement and editing techniques such as panning, transitions, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software (F) export video files in digital formats to be used in various delivery systems such as podcasting, downloadable media, and streaming	
	(10) The student demonstrates appropriate use of audio equipment and techniques	(A) demonstrate proper use of safety procedures while using digital audio equipment (B) demonstrate proper use of terminology in relation to audio technology (C) demonstrate proper use of digital audio equipment to capture audio files (D) transfer audio files from equipment to the computer (E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software	

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(12) The student demonstrates appropriate project management in the creation of digital media projects	<p>(F) export audio files to be used in digital formats in various delivery systems such as podcasting, downloadable files, and streaming</p> <p>(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources</p> <p>(B) evaluate a project plan along its timeline and make suggested revisions until completion of the project</p>	
F. Animation	(5) The student analyzes and applies design and layout principles	<p>(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles</p> <p>(B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth</p> <p>(C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space</p> <p>(D) identify and use three-dimensional effects such as foreground, middle distance, and background images</p> <p>(E) identify and use typography</p> <p>(F) identify and use color theory</p> <p>(G) recreate and improve existing multimedia products by applying the appropriate design and layout principles</p>	<p>BASICS - Animation and Video Unit</p> <p>WCRS - Flash Chapters</p> <p>WCRP - Flash Chapters</p> <p>CIB - After Effects, Flash</p> <p>MM - Flash</p> <p>DFI - Ch. 18-20</p> <p>WEB1</p> <p>WEB2</p> <p>WEB3</p> <p>WEB4</p> <p>WEB5</p> <p>WEB6</p> <p>WEB7</p> <p>WEB8</p> <p>WEB9</p> <p>WEB10</p>
	(6) The student designs and creates digital graphics	<p>(A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics</p> <p>(B) demonstrate appropriate file storage and file size management skills</p> <p>(C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification</p> <p>(D) identify and choose appropriate software applications for specific digital media types such as photo, graphics, video, audio, and animation editing software</p> <p>(E) differentiate between the color mode selections in determining product output</p>	

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(8) The student demonstrates appropriate use of digital graphics	(A) create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles (B) export and set graphics to be used in both print and digital formats	
	(10) The student demonstrates appropriate use of audio equipment and techniques	(A) demonstrate proper use of safety procedures while using digital audio equipment (B) demonstrate proper use of terminology in relation to audio technology (C) demonstrate proper use of digital audio equipment to capture audio files (D) transfer audio files from equipment to the computer (E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software (F) export audio files to be used in digital formats in various delivery systems such as podcasting, downloadable files, and streaming	
	(11) The student demonstrates appropriate use of animation	(A) use the principles of motion graphics such as frames and key frames, integration of audio into an animation, and user interactive controls (B) create and modify a linear and a nonlinear animation using appropriate software following standard design principles (C) export and set animation to be used in various digital formats and on various video animation players	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources (B) evaluate a project plan along its timeline and make suggested revisions until completion of the project	

Units of Study	Knowledge and Skills	Student Expectations	Resources
G. Portfolio	(1) The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes	(C) employ effective reading and writing skills (H) demonstrate an understanding of legal and ethical responsibilities in relation to the field of information technology	***student portfolio, book selections and chapters vary by student project BASICS NDDB DCR WCRS
	(2) The student identifies employment opportunities in the information technology field with a focus in the area of interactive media	(A) identify job opportunities and accompanying job duties tasks (B) research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals (C) examine the role of certifications, resumes, and portfolios in the information technology profession (D) create a portfolio	WCRP DFI CIB MM DFI STW - Ch. 14 W21 - Ch. 4 WOW - Ch. 9, 12, 15 WEB1 WEB3 WEB4
	(5) The student analyzes and applies design and layout principles	(A) compare and contrast printed and digital communications products that demonstrate appropriate and inappropriate use of design and layout principles (B) identify and use perspective such as backgrounds, light, shades, shadows, and scale to capture a focal point and create depth (C) identify and use principles of proportion, balance, variety, emphasis, harmony, symmetry, unity, and repetition in type, color, size, line thickness, shape, and space (D) identify and use three-dimensional effects such as foreground, middle distance, and background images (E) identify and use typography (F) identify and use color theory (G) recreate and improve existing multimedia products by applying the appropriate design and layout principles	WEB5 WEB6 WEB7 WEB8 WEB9 WEB10 WEB12 WEB13 WEB24
	(6) The student designs and creates digital graphics	(A) compare and contrast the characteristics of raster-based bitmap graphics and vector-based graphics (B) demonstrate appropriate file storage and file size management skills (C) recognize the various file extensions used in digital and interactive media such as compression, conversion, and use and modification	

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(D) identify and choose appropriate software applications for specific digital media types such as photo, graphics, video, audio, and animation editing software (E) differentiate between the color mode selections in determining product output	
	(7) The student demonstrates appropriate use of digital photography equipment and techniques	(A) demonstrate proper use of safety procedures while using digital photography equipment (B) capture still shot images using digital photography equipment incorporating various photo composition techniques such as lighting, perspective, candid versus posed, rule of thirds, and level of horizon (C) transfer still shot images from equipment to the computer (D) demonstrate photographic enhancement techniques such as feathering, layering, masking, and color enhancement using appropriate digital manipulation software	
	(8) The student demonstrates appropriate use of digital graphics	(A) create and modify digital graphics using appropriate vector-based and raster-based software following standard design principles (B) export and set graphics to be used in both print and digital formats	
	(9) The student demonstrates appropriate use of video equipment and techniques	(A) demonstrate proper use of safety procedures while using digital video equipment (B) demonstrate proper use of terminology in relation to video technology (C) demonstrate proper use of digital video photography equipment to capture video images (D) transfer video images from equipment to the computer (E) demonstrate videographic enhancement and editing techniques such as panning, transitions, zooming, content editing, and synchronizing audio and video using appropriate digital manipulation software	

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(F) export video files in digital formats to be used in various delivery systems such as podcasting, downloadable media, and streaming	
	(10) The student demonstrates appropriate use of audio equipment and techniques	(A) demonstrate proper use of safety procedures while using digital audio equipment (B) demonstrate proper use of terminology in relation to audio technology (C) demonstrate proper use of digital audio equipment to capture audio files (D) transfer audio files from equipment to the computer (E) demonstrate proper use of audio editing software such as adding effects, fading, volume control, and manipulation of waveforms using appropriate digital manipulation software (F) export audio files to be used in digital formats in various delivery systems such as podcasting, downloadable files, and streaming	
	(11) The student demonstrates appropriate use of animation	(A) use the principles of motion graphics such as frames and key frames, integration of audio into an animation, and user interactive controls (B) create and modify a linear and a nonlinear animation using appropriate software following standard design principles (C) export and set animation to be used in various digital formats and on various video animation players	
	(12) The student demonstrates appropriate project management in the creation of digital media projects	(A) develop a plan for a media project such as a storyboard, stage development, and identification of equipment and resources (B) evaluate a project plan along its timeline and make suggested revisions until completion of the project	

Units of Study	Knowledge and Skills	Student Expectations	Resources
	(13) The student deploys digital media into print, web based, and video products	(A) incorporate video, audio, text, graphics, and motion graphics into an existing web page (B) incorporate various digital media into a printed document such as a newsletter, poster, or report (C) develop an interactive medium such as a compact disk or digital video disk to display video, audio, and animation products (D) collect and organize student created products to build an individual portfolio	

Units of Study	Knowledge and Skills	Student Expectations	Resources
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**Resources:**

**Books**

- 0078236444 Glencoe/McGraw-Hill Division, MACMIL. Introduction To Multimedia, 2004 (ITM)
- 0538437618 Cengage Learning, Inc, SOUTHW. Texas Business Image Management and Multimedia Bundle, 2004 (BIMM)
- 0619055332 True False Cengage Learning, Inc/Course Technology Division (formerly Thomson Learning/Course Technology) SOUTHW. Multimedia BASICS, 2004 (BASICS)
- 0321534040 Peachpit Press (Pearson). The Non-Designer's Design Book, 3rd Edition 2008 (NDDDB)
- 1435441907 Delmar Cengage Learning. The Design Collection Revealed, 2009 (DCR)
- 1435441982 Delmar Cengage Learning. The Web Collection Revealed Standard, 2009 (WCRS)
- 1435441966 Delmar Cengage Learning. The Web Collection Revealed Premium, 2009 (WCRP)
- 0201658917 Adobe Press (Pearson). Adobe After Effects 4.0: Classroom in a Book Series, 1999 (CIB)
- 0596522940 The Missing Manuals Series Poque Press O'Reilly. Flash CS4: The Missing Manual, 2008 (MM)
- 0321555988 Peachpit Press. Digital Foundations Intro to Media Design New Riders, 1st Edition (DFI)
- 0133625737 Pearson Education, Inc. DCC Learning Media Design with Adobe Suite CS3, 1st Edition 2009 (LMD)
- 1412956757 Sage Publications, Inc. Building E-Portfolios Using PowerPoint, A Guide for Educators, 2nd Edition 2008 (BEP)
- 1566379695 Goodheart-Wilcox Company, Inc. From School To Work, 2004 (STW)
- 0078280338 Glencoe/McGraw-Hill. Succeeding in the World of Work, 2003 (WOW)
- 0538699752 Thompson Southwestern. Working: Career Success for the 21st Century, 3rd Edition (W21)

**Websites**

- WEB1 - <http://www.lynda.com/>
- WEB2 - <http://www.photoshopessentials.com/>
- WEB3 - <http://www.techappsnetwork.org/>
- WEB4 - <http://www.adobe.com>
- WEB5 - <http://www.microsoft.com>
- WEB6 - [http://www.microsoft.com/education/pil/IT\\_network.aspx](http://www.microsoft.com/education/pil/IT_network.aspx)
- WEB7 - <http://www.adobe.com/education/community/k12/>
- WEB8 - <http://audacity.sourceforge.net/>
- WEB9 - <http://celtx.com/>
- WEB10 - <http://kidsvid.altec.org/scripting.html>
- WEB11 - <http://www.creativecommons.org>
- WEB12 - <http://online.onetcenter.org>
- WEB13 - <http://www.bls.gov>
- WEB14 - <http://www.internet101.org>
- WEB15 - <http://www.cnet.com>
- WEB16 - <http://www.Computerworld.com>
- WEB17 - [http://www.cte.unt.edu/it/computer\\_app\\_curr.html](http://www.cte.unt.edu/it/computer_app_curr.html)
- WEB18 - <http://www.copyright.gov>
- WEB19 - <http://www.geocities.com/ResearchTriangle/1896/tocQ.htm>
- WEB20 - <http://www.texasbpa.com>
- WEB21 - <http://www.txfbla.org>
- WEB22 - <http://www.txskillsusa.org>
- WEB23 - <http://www.texastsa.org>
- WEB24 - <http://www.achievetexas.org>
- WEB25 - <http://www.howstuffworks.com>
- WEB26 - <http://cyber.law.harvard.edu/media/files/wp2005.pdf>