§130.83. Animation (One to Two Credits).

(a) General requirements. This course is recommended for students in Grades 10–12. Recommended prerequisite: Graphic Design and Illustration or Art I.

(b) Introduction. Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

(c) Knowledge and skills.

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<th>STANDARDS</th>
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<td>(1) The student applies academic knowledge and skills in animation projects. The student is expected to:</td>
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<td>(A) apply English language arts knowledge and skills by demonstrating use of content, technical concepts, and vocabulary; using correct grammar, punctuation, and terminology to write and edit documents; and composing and editing copy for a variety of written documents;</td>
<td>Text: p. 20–21 Chapter 1 Review Questions 1–3, 8–10, 14, 15, 17–19 Chapter 1 Cross-Curricular STEM Activities 2 Chapter 2 Review Questions 1, 2, 4, 9, 10, 13, 15 Chapter 2 Cross-Curricular STEM Activities 4 Chapter 3 Review Questions 2, 3, 6, 7, 9–11, 20, 21, 23–25 Chapter 4 Review Questions 4 6, 7, 9, 15, 17, 18, 20 Chapter 4 Cross-Curricular STEM Activities 7 Chapter 5 Review Questions 1, 6, 9–11 Chapter 5 Cross-Curricular STEM Activities 3 Chapter 6 Review Questions 2, 29, 30 Chapter 7 Review Questions 2, 3, 5, 6, 10, 11, 13, 18, 23, 25 Chapter 8 Review Questions 1, 3, 5–7, 10, 14–16, 18–23 Chapter 9 Review Questions 1, 2, 11–17, 22, 23, 26, 27, 30–32 Chapter 9 Cross-Curricular STEM Activities 1, 4 Chapter 10 Review Questions 1, 2, 4, 5, 7–9, 11, 13–15, 19–21, 23–26, 29, 30 Chapter 10 Cross-Curricular STEM Activities 4, 5 Software Design Guide: Activity 3–1 Activity 6–1 Activity 7–4 Activity 8–1 Activity 9–1 Capstone Project</td>
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<td>(B) apply mathematics knowledge and skills by identifying whole numbers, decimals, and fractions applied to measurement and scale; demonstrating knowledge of arithmetic operations; using conversion methods such as fractions to decimals and inches to points; and applying measurement to solve problems.</td>
<td>Text: pp. 18–19 Chapter 1 Cross-Curricular STEM Activities 3 Chapter 2 Cross-Curricular STEM Activities 5 Chapter 3 Cross-Curricular STEM Activities 2 Chapter 4 Cross-Curricular STEM Activities 1, 5, 6 Chapter 6 Cross-Curricular STEM Activities 3 Chapter 7 Cross-Curricular STEM Activities 3, 5 Chapter 8 Cross-Curricular STEM Activities 3 Chapter 9 Cross-Curricular STEM Activities 4 Chapter 10 Cross-Curricular STEM Activities 3</td>
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<td>(2) The student understands professional communications strategies. The student is expected to:</td>
<td>Software Design Guide:</td>
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<td><strong>(A)</strong> adapt language for audience, purpose, situation, and intent;</td>
<td><strong>Text:</strong> Chapter 1 Cross-Curricular STEM Activities 2&lt;br&gt;Chapter 2 Cross-Curricular STEM Activities 4&lt;br&gt;Chapter 4 Cross-Curricular STEM Activities 7&lt;br&gt;Chapter 5 Cross-Curricular STEM Activities 3&lt;br&gt;Chapter 9 Cross-Curricular STEM Activities 1, 4&lt;br&gt;Chapter 10 Cross-Curricular STEM Activities 4, 5&lt;br&gt;<strong>Software Design Guide:</strong>&lt;br&gt;Activity 1-5&lt;br&gt;Activity 3-1&lt;br&gt;Activity 6-1&lt;br&gt;Activity 7-4&lt;br&gt;Activity 8-1&lt;br&gt;Activity 9-1&lt;br&gt;Capstone Project</td>
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<td><strong>(B)</strong> organize oral and written information;</td>
<td><strong>Text:</strong> Chapter 1 Cross-Curricular STEM Activities 2&lt;br&gt;Chapter 2 Cross-Curricular STEM Activities 4&lt;br&gt;Chapter 4 Cross-Curricular STEM Activities 7&lt;br&gt;Chapter 5 Cross-Curricular STEM Activities 3&lt;br&gt;Chapter 9 Cross-Curricular STEM Activities 1, 4&lt;br&gt;Chapter 10 Cross-Curricular STEM Activities 4, 5&lt;br&gt;<strong>Software Design Guide:</strong>&lt;br&gt;Activity 3-1&lt;br&gt;Activity 6-1&lt;br&gt;Activity 7-4&lt;br&gt;Activity 8-1&lt;br&gt;Activity 9-1&lt;br&gt;Capstone Project</td>
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<td><strong>(C)</strong> interpret and communicate information, data, and observations;</td>
<td><strong>Text:</strong> p. 23&lt;br&gt;Chapter 1 Cross-Curricular Activities 1, 2&lt;br&gt;Chapter 2 Cross-Curricular Activities 1, 3&lt;br&gt;Chapter 3 Cross-Curricular Activities 1, 3, 5&lt;br&gt;Chapter 4 Cross-Curricular Activities 4, 6&lt;br&gt;Chapter 5 Cross-Curricular Activities 1, 2&lt;br&gt;Chapter 6 Cross-Curricular Activities 1, 2&lt;br&gt;Chapter 7 Cross-Curricular Activities 2,4&lt;br&gt;Chapter 8 Cross-Curricular Activities 2, 5&lt;br&gt;Chapter 9 Cross-Curricular Activities 2&lt;br&gt;<strong>Software Design Guide:</strong>&lt;br&gt;Activity 1-5&lt;br&gt;Activity 8-1, 8-2, 8-3&lt;br&gt;Activity 10-1</td>
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<td><strong>(D)</strong> present formal and informal presentations;</td>
<td><strong>Text:</strong> p. 22&lt;br&gt;Chapter 1 Cross-Curricular Activities 4&lt;br&gt;Chapter 2 Cross-Curricular Activities 6&lt;br&gt;Chapter 3 Cross-Curricular Activities 4</td>
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Chapter 7 Cross-Curricular Activities | Activity 2-2  
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Chapter 9 Cross-Curricular Activities | Activity 7-1, 7-5  
Chapter 10 Cross-Curricular Activities |

(E) apply active listening skills;  

Text:
- p. 22  
Chapter 1 Cross-Curricular Activities 4  
Chapter 2 Cross-Curricular Activities 6  
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Chapter 4 Cross-Curricular Activities 3  
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Chapter 10 Cross-Curricular Activities 7  

Software Design Guide:
- Activity 1-5  
- Activity 2-2  
- Activity 3-2  
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- Activity 10-1  

(F) listen to and speak with diverse individuals; and  

Text:
- p. 22  
Chapter 1 Cross-Curricular Activities 4  
Chapter 2 Cross-Curricular Activities 6  
Chapter 3 Cross-Curricular Activities 4  
Chapter 4 Cross-Curricular Activities 3  
Chapter 5 Cross-Curricular Activities 4  
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Software Design Guide:
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(G) exhibit public relations skills.  

Text:
- p. 22, 52-55  
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<td>10</td>
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**Software Design Guide:**
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- Activity 2-2
- Activity 3-2
- Activity 7-1, 7-5
- Activity 10-1

(3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems. **Text:** pp. 17, 199–213

**Software Design Guide:**
- All activities

(4) The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for animation projects. **Text:** pp. 27–28, 253–254

**Software Design Guide:**
- Chapter 1 Cross-Curricular Activities 2, 4
- Chapter 2 Cross-Curricular Activities 2, 6
- Chapter 3 Cross-Curricular Activities 3, 4
- Chapter 4 Cross-Curricular Activities 3, 4, 6
- Chapter 5 Cross-Curricular Activities 2, 4
- Chapter 6 Cross-Curricular Activities 2–6
- Chapter 7 Cross-Curricular Activities 1–6
- Chapter 8 Cross-Curricular Activities 1–6
- Chapter 9 Cross-Curricular Activities 1, 2, 4, 5
- Chapter 10 Cross-Curricular Activities 1, 4, 5, 6, 7

(5) The student applies safety regulations. The student is expected to:

- **(A)** implement personal and workplace safety rules and regulations; and
- **(B)** employ emergency procedures.

**Software Design Guide:**
- All activities

(6) The student applies leadership characteristics to student leadership and professional development activities. The student is expected to:

- **(A)** demonstrate leadership skills;

**Text:** 24–25, 27–28

**Software Design Guide:**
- Activity 1-1, 1-2
- Activity 2-1, 2-2, 2-3
- Activity 3-4, 3-5
- Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6
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- Activity 7-1, 7-2, 7-4
- Activity 8-4
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### Activity 1-1, 1-2
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#### (B)
demonstrate teamwork and conflict-management skills;

**Text:**
24–25, 27–28  
**Software Design Guide:**  
Activity 1-1, 1-2  
Activity 2-1, 2-2, 2-3  
Activity 3-4, 3-5  
Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6  
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Activity 7-1, 7-2, 7-4  
Activity 8-4  
Activity 9-1, 9-2, 9-3  
Activity 10-1, 10-2  
Capstone Project

#### (C)
conduct and participate in meetings; and

**Text:**
24–25, 27–28  
**Software Design Guide:**  
Activity 1-1, 1-2  
Activity 2-1, 2-2, 2-3  
Activity 3-4, 3-5  
Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6  
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Activity 7-1, 7-2, 7-4  
Activity 8-4  
Activity 9-1, 9-2, 9-3  
Activity 10-1, 10-2  
Capstone Project

#### (D)
model mentoring skills.

**Text:**
24–25, 27–28  
**Software Design Guide:**  
Activity 1-1, 1-2  
Activity 2-1, 2-2, 2-3  
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Activity 7-1, 7-2, 7-4  
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(7) The student applies ethical decision making and understands and complies with laws regarding use of technology in animation. The student is expected to:

#### (A)
exhibit ethical conduct related to interacting with others such as client confidentiality, privacy of sensitive content, and providing proper credit for ideas;

**Text:**
200–202  
**Software Design Guide:**  
Activity 1-5  
Activity 3-2  
Activity 6-1
| (B) | discuss and apply copyright laws; | **Text:**  
| Activity 10-1  
Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (C) | model respect of intellectual property; | **Text:**  
| Activity 8-2, 8-4  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (D) | demonstrate proper etiquette and knowledge of acceptable use policies; and | **Text:**  
| Activity 8-2, 8-4 |
| (E) | analyze the impact of the animation industry on society, including concepts related to persuasiveness, marketing, and point of view. | **Text:**  
| Activity 8-2, 8-4 |

### (B) The student develops employability characteristics. The student is expected to:

| (A) | identify and participate in training, education, or certification for employment; | **Text:**  
| Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (B) | identify and demonstrate positive work behaviors and personal qualities needed to be employable; | **Text:**  
| Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (C) | demonstrate skills related to seeking and applying for employment; | **Text:**  
| Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (D) | create a career portfolio to document work experiences, licenses, certifications, and work samples; | **Text:**  
| Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
| (E) | demonstrate skills in evaluating and comparing employment opportunities; and | **Text:**  
| Activity 8-1, 8-2, 8-3  
**Software Design Guide:**  
Activity 8-2, 8-4 |
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<td>examine employment opportunities in entrepreneurship.</td>
<td>Software Design Guide: Activity 1-2 Capstone Project</td>
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<td>(9)</td>
<td>The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.</td>
<td>Text: Chapter 10 Cross-Curricular Activities 5, 6 Software Design Guide: Activity 1-2 Capstone Project</td>
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<td>(10)</td>
<td>The student develops an understanding of animation. The student is expected to:</td>
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<td>(A)</td>
<td>demonstrate appropriate use of hardware components;</td>
<td>Text: pp. 27–28, 217–219, 239 Chapter 1 Cross-Curricular Activities 2 Chapter 9 Cross-Curricular Activities 1, 4 Software Design Guide: Activity 2-2 Activity 7-4 Capstone Project</td>
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<td>(B)</td>
<td>demonstrate appropriate use of software programs;</td>
<td>Software Design Guide: All activities</td>
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<td>(C)</td>
<td>demonstrate appropriate use of storage devices;</td>
<td>Text: pp. 240–244 Software Design Guide: All activities</td>
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<td>(D)</td>
<td>demonstrate knowledge of sound editing;</td>
<td>Text: p. 35 Software Design Guide: Activity 6-4 Activity 10-2 Capstone Project</td>
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<td>(E)</td>
<td>demonstrate knowledge of file formats and cross-platform compatibility;</td>
<td>Text: pp. 145–170 Software Design Guide: All activities</td>
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<td>(F)</td>
<td>acquire information in a variety of electronic formats;</td>
<td>Text: pp. 148–149 Software Design Guide: All activities</td>
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<td>(G)</td>
<td>evaluate visual information by:</td>
<td>Software Design Guide: All activities</td>
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<td>(i) recognizing the use of principles and elements of design; and</td>
<td>Text: pp. 91–99 Software Design Guide: Activity 2-2, 2-3, Activity 3-4, 3-5 Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6</td>
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(ii) recognizing the use of typography;

(H) use an appropriate design process to create and modify solutions to problems by:

(i) combining graphics, images, and sound;

Text: pp. 91–99

**Software Design Guide:**
- Activity 2-2, 2-3,
- Activity 3-4, 3-5
- Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6
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(ii) applying principles of design;

Text: pp. 91–99

**Software Design Guide:**
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- Activity 3-4, 3-5
- Activity 4-1, 4-2, 4-3, 4-4, 4-5, 4-6
- Activity 5-1, 5-3
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- Activity 10-2
- Capstone Project

(iii) developing and referencing technical documentation; and

Text: 232–240

**Software Design Guide:**
- Activity 6-1
- Activity 7-4
- Capstone Project

(iv) editing products;

Text: pp. 230–232

**Software Design Guide:**
- Activity 2-2, 2-3,
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<th><strong>(I)</strong> publish and deliver the product in a variety of media;</th>
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<th><strong>(J)</strong> research the history and evolution of animation by:</th>
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<td><strong>(i)</strong> explaining the history of animation;</td>
<td>pp. 41–46</td>
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<td><strong>(ii)</strong> describing how changing technology is affecting the industry;</td>
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<td>pp. 41–46, 164–168</td>
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<td><strong>(iii)</strong> analyzing the use of symbols in the animation of diverse cultures;</td>
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<td>pp. 179–183</td>
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<td><strong>(iv)</strong> comparing current animation technologies with historical technologies;</td>
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<td>pp. 41–46</td>
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<td><strong>Software Design Guide:</strong></td>
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<td><strong>(v)</strong> comparing various styles of animation; and</td>
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<td>pp. 105, 110–119</td>
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<td><strong>(vi)</strong> exploring emerging and innovative animation technologies and software;</td>
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<td>pp. 17–18, 167, 169–170</td>
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<th><strong>(K)</strong> understand and apply animation principles, elements, and techniques by:</th>
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<td><strong>(i)</strong> describing and using audience identification, script writing, character design, storyboarding, audio uses, and delivery formats;</td>
<td>pp. 99–100, 232–240</td>
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- (ii) describing and using cell, stop motion, inbetweening/tweening, motion paths, masking, looping, scripting/programming, and interactivity; **Text:** pp. 118–119  
  **Software Design Guide:** Activity 4-1, 4-2, 4-3, 4-4

- (iii) describing lighting and camera shots; **Text:** pp. 91–95, 109–115  
  **Software Design Guide:** Activity 4-5, 4-6  
  Activity 6-5

- (iv) describing and using flip books, claymation, and cut-outs; **Text:** pp. 118–119  
  **Software Design Guide:** Activity 4-1, 4-2, 4-3, 4-4

- (v) rendering; and **Text:** pp. 109–115  
  **Software Design Guide:** Activity 4-5, 4-6  
  Activity 6-5

- (vi) describing and using postproduction processes such as editing, titles, credits, and special effects; **Text:** pp. 109–115  
  **Software Design Guide:** Activity 4-5, 4-6  
  Activity 6-5

- (L) evaluate a product using critical-thinking skills; **Text:** p. 17, 203–213  
  Chapter 8 Cross-Curricular Activities 1, 4  
  **Software Design Guide:** Activity 5-2, 5-4  
  Activity 6-6, 6-6  
  Activity 7-3, 7-5  
  Activity 8-1, 8-2, 8-3, 8-5  
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- (M) present oral or written evaluations of animation projects by: **Text:** p. 17, 203–213  
  Chapter 8 Cross-Curricular Activities 1, 4  
  **Software Design Guide:** Activity 5-2, 5-4  
  Activity 6-6, 6-6  
  Activity 7-3, 7-5  
  Activity 8-1, 8-2, 8-3, 8-5  
  Activity 9-4  
  Activity 10-3  
  Capstone Project

- (i) identifying the intended audience; **Text:** p. 17, 203–213  
  Chapter 8 Cross-Curricular Activities 1, 4  
  **Software Design Guide:** Activity 5-2, 5-4  
  Activity 6-6, 6-6

- (ii) describing aesthetics; **Text:** p. 17, 203–213  
  Chapter 8 Cross-Curricular Activities 1, 4  
  **Software Design Guide:** Activity 5-2, 5-4  
  Activity 6-6, 6-6
| Activity 7 | Activity 8-1, 8-2, 8-3, 8-5  
| Activity 9-4  
| Activity 10-3  
| Capstone Project |
| (iii) explaining the storyline; | Text:  
| p. 17, 203–213  
| Chapter 8 Cross-Curricular Activities 1, 4  
| **Software Design Guide:**  
| Activity 5-2, 5-4  
| Activity 6-6, 6-6  
| Activity 7-3, 7-5  
| Activity 8-1, 8-2, 8-3, 8-5  
| Activity 9-4  
| Activity 10-3  
| Capstone Project |
| (iv) summarizing subject matter; and | Text:  
| p. 17, 203–213  
| Chapter 8 Cross-Curricular Activities 1, 4  
| **Software Design Guide:**  
| Activity 5-2, 5-4  
| Activity 6-6, 6-6  
| Activity 7-3, 7-5  
| Activity 8-1, 8-2, 8-3, 8-5  
| Activity 9-4  
| Activity 10-3  
| Capstone Project |
| (v) discussing the use of sound; and | Text:  
| p. 17, 203–213  
| Chapter 8 Cross-Curricular Activities 1, 4  
| **Software Design Guide:**  
| Activity 5-2, 5-4  
| Activity 6-6, 6-6  
| Activity 7-3, 7-5  
| Activity 8-1, 8-2, 8-3, 8-5  
| Activity 9-4  
| Activity 10-3  
| Capstone Project |
| (N) create animation projects using a variety of techniques and software programs. | Text:  
| pp. 240–244  
| **Software Design Guide:**  
| Activity 4-2, 4-3, 4-4  
| Activity 10-2  
| Capstone Project |