

# Curriculum Guidelines

**Intel® Teach Program**  
**Intel® Learn Program**

## Introduction

Thank you for your support of the Intel® Education programs. Your participation in developing curriculum materials is instrumental in helping others recognize Intel Education and promote the understanding of program goals and objectives. The success of the Intel Education identity is dependent primarily on the consistency and clarity with which it is communicated. We encourage you to read through these guidelines to fully understand the requirements needed to create consistent program materials that accurately reflect the Intel Education identity.

To create print and Web curricula that are effective communications tools, please implement the standards outlined in this document. These standards have been developed to help achieve a consistent “look and feel” through the implementation of a specific design system.

These guidelines may not be fully applicable to other enhancement activities or materials. This design guideline document consists of curriculum design elements, naming guidelines, and writing and copyright guidelines.

### For Marketing-Related Questions:

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## Initiative Overview

The Intel Education Initiative is a sustained commitment to advance 21st century learning in collaboration with governments and educators worldwide, and represents an annual investment of \$100 million across 50 countries. Intel delivers free programs and resources, such as the Intel® Teach and Intel® Learn Programs and offerings, to support this initiative.

### The Intel® Teach Program

A key program for advancing 21st century teaching and learning is the Intel Teach Program, which provides world-class, free professional development to teachers and school leaders. To date, more than 6 million teachers have been trained in over 50 countries.

### The Intel® Learn Program

Created by Intel Education in collaboration with local governments and educational agencies, the Intel Learn Program is an informal after-school curriculum that teaches young people valuable 21st century skills through hands-on learning in community-based technology centers.

For more information, visit [www.intel.com/education](http://www.intel.com/education).

## Table of Contents

### Intel® Brand Elements

The Intel Brand .....	5
Typography .....	6
Color Palette .....	7
Photography .....	8

### Content Guidelines

Naming Guidelines.....	10
Writing Guidelines.....	11
Copyright Guidelines.....	12
Associated Document Guidelines.....	14

### Co-Branding Guidelines

Third-Party Logos .....	17
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### Assets, Templates, and Assembly

Curricula Asset and Template Matrix.....	19
Core Visuals .....	20
Icons .....	21
Charts.....	23
Screen Captures.....	24
Curriculum Manual Cover Templates .....	25
Curriculum Manual Interior Templates .....	28
Curriculum Manual Interior Template Set A .....	30
Curriculum Manual Interior Template Set B.....	40
Curriculum Manual Interior Template Set C.....	48
Curriculum Manual Interior Template Set D.....	54
Paul Otellini Signature .....	56
Curriculum Presentation Templates.....	57
Curriculum Certificate Templates .....	58
Curriculum CD Packaging Templates.....	59
Curriculum CD Label Templates.....	60

Intel® Brand Elements

## Intel Brand Elements

### The Intel Brand

The Intel Brand identity has been applied to the curriculum materials that support the Intel® Education program offerings. These guidelines will provide you with the tools and information needed to adapt your curriculum materials while adhering to the brand guidelines.

**Please Note:**

- Production assets and curriculum resources to localize are provided for you at the Intel® Teach Program File Sharing Site (go to <http://teachonline.intel.com/content> and select the course you are approved to implement.
- Intel Education no longer uses the Intel Education logo. All materials should use the Intel logo.
- Any curriculum introduction letters with Craig Barrett's signature need to be updated to Paul Otellini's signature (refer to page 54).

## Intel Brand Elements

### Typography

#### Neo Sans Intel

Neo Sans Intel is the typeface for all printed curriculum materials. It is a precise, bold, and modern face that represents a fusion of humanity and technology.

Neo Sans Intel is proprietary to Intel. Family includes: *Light*, *Light Italic*, **Regular**, *Regular Italic*, **Medium**, and **Medium Italic**.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 1234567890\$%@.,?!:;=+

#### Tips:

- Use Neo Sans Intel for all printed curriculum materials or in curriculum materials available in Portable Document Format (PDF).
- If Neo Sans Intel is not available in your country's language, visit the Brand site at <http://brandcenter.intel.com> for an updated list of available fonts.

#### Alternative Language Neo Sans Intel Fonts for GEOs:

Approved fonts for the following languages have been prepurchased with license for use by the Intel® Education team:

- |                    |              |                      |           |
|--------------------|--------------|----------------------|-----------|
| ▪ Arabic           | ▪ English    | ▪ French             | ▪ German  |
| ▪ Hebrew           | ▪ Italian    | ▪ Japanese           | ▪ Korean  |
| ▪ Mandarin Chinese | ▪ Portuguese | ▪ Simplified Chinese | ▪ Swedish |
| ▪ Thai             |              |                      |           |

If you would like to obtain prepurchased fonts for one of the languages listed, please contact Kimberly Liss at:

[Kimberly.e.liss@intel.com](mailto:Kimberly.e.liss@intel.com).

#### Tips:

If you have difficulty with implementing an alternative language font and have an immediate deadline, the following process can be used as an interim solution. Try using the following alternative fonts in this order:

- |            |          |                  |           |
|------------|----------|------------------|-----------|
| 1. Verdana | 2. Arial | 3. Arial Unicode | 4. Tahoma |
|------------|----------|------------------|-----------|

If none of these fonts work, please try to find a font that resembles Neo Sans Intel, with rounded corners and open lines.

#### Verdana

Verdana is used for all on-screen curriculum materials: HTML pages, Microsoft PowerPoint\* files, e-mail, and other on-screen documents. Family includes: **Regular**, *Regular Italic*, **Bold**, and **Bold Italic**.

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz 1234567890\$%@.,?!:;=+

## Intel Brand Elements

### Color Palette

The curriculum materials use a primary and secondary color system, in addition to the core visuals, to differentiate among program offerings. Each offering is assigned a secondary color, as outlined in the matrix on page 17.

The use of colors from the secondary color palette may not exceed 15 percent of the entire communication. Always rely on use of the primary color palette first.

Intel® Blue should be printed as a spot color whenever possible.

To obtain Intel Blue color swatches, please contact the Hibbert Group at +1.800.346.3028 and ask for literature number 253978-001.

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#### Primary Color Palette

##### Spot



Intel® Blue



White



Black



Gray

##### CMYK



100/40/0/0



0/0/0/0



60/50/0/100



0/0/0/50

##### RGB



8/96/168



255/255/255



0/0/0



147/149/152

##### RGB HEX



0860A8



FFFFFF



000000



939598

---

#### Secondary Color Palette

##### Spot



Pantone\* 166



Pantone 221



Pantone 2602



Pantone 661



Pantone 279



Pantone 3145

##### CMYK



0/60/100/0



0/100/25/31



63/100/0/3



100/65/0/10



78/30/0/0



100/0/19/23

##### RGB



255/92/0



170/1/76



97/1/121



12/46/134



86/126/185



0/124/146

##### RGB HEX



FF5C00



AA014C



610179



0C2E86



567EB9



007C92

NOTE: Printing the secondary color palette as spot colors is not cost effective. It is advised that secondary are printed in CMYK only.

## Intel Brand Elements

### Photography

This section provides guidelines for selecting and accessing photography for use in presentation materials that support your curriculum, if needed. For guidelines on photography used in curriculum covers, refer to the Core Visuals section on page 18.

There may be instances where you need to incorporate additional photographic elements to add interest to curriculum presentation materials. The Intel Photography Style allows for two types of photography—emotional and contextual. Each makes a strong impression for the brand by supporting the Intel personality. For Intel® Education, these two groups are more clearly defined as:

- **Emotional.** Images of administrators, teachers, or students that connect with the viewer. The administrators/teachers/students are often looking directly into the camera and are the focal point of the image, as opposed to a focus on technology or an activity. In keeping with the Intel brand objectives, these images should resonate with the viewer and be emotional and “aspirational.”
- **Contextual.** Images of administrators, teachers, or students engaged in an activity that communicates the environment you are promoting.

#### Tips for Selecting Photography:

- Use full-color photography, not duotones, color washes, or black-and-white.
- Use real people and real environments—photography should not appear staged or model-perfect.
- Use images rich in color and texture, with softness and approachability.
- Use full-bleed imagery whenever possible.
- Use graphically simple, bold, and thought-provoking images.
- Be sensitive to diversity, including gender, ethnicity, and age.
- Do not use illustrations, clip art, or cartoons as visual elements. The only illustrations permitted for use are the icons presented in these design guidelines and templates.

Approved education images can be located on the Intel Brand Center: <http://brandcenter.intel.com>

**NOTE: A username and password is necessary for this site. A new user setup link (for both Intel employees and agencies) can be found on the entry of the site.**

A photobook of approved images can also be found on the Corporate Affairs Marketing Toolkit Web site: <http://corporateaffairs.intel.com/toolkit>

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#### Emotional: Cover and Interior Pages



#### Contextual: Interior Pages





# Content Guidelines

## Content Guidelines

### Naming Guidelines

#### Additional Information

For additional information, access the Naming Guidelines here: [http://download.intel.com/education/Common/en/Resources/Content\\_Scripts/Training/Guidelines/NamingGuidelinesExcerpt.doc](http://download.intel.com/education/Common/en/Resources/Content_Scripts/Training/Guidelines/NamingGuidelinesExcerpt.doc)

Titles and covers	Intel® Learn Program	Intel® Teach Program Skills for Success	Intel® Teach Program Getting Started	Intel® Teach Program Essentials Course	Intel® Teach Program Essentials Online	Intel® Teach Program Thinking with Tech.	Intel® Teach Program Leadership Forum	Intel® Teach Elements Project-Based Approaches
Program title* Offering title*	Intel® Learn Program Staff Training Technology and Community Technology at Work	Intel® Teach Program Skills for Success Course	Intel® Teach Program Getting Started Course	Intel® Teach Program Essentials Course	Intel® Teach Program Essentials Online Course	Intel® Teach Program Thinking with Technology Course	Intel® Teach Program Leadership Forum	Intel® Teach Elements Project-Based Approaches
	Student-facing materials	Skills for Success						
	Both program and offering when on one line	Intel® Learn Program Staff Training Intel® Learn Program Technology and Community Intel® Learn Program Technology at Work	Intel® Teach Program Skills for Success Course	Intel® Teach Program Getting Started Course	Intel® Teach Program Essentials Course	Intel® Teach Program Essentials Online Course	Intel® Teach Program Thinking with Technology Course	Intel® Teach Program Leadership Forum
First mention								
Program in text Offering usage in text	Intel® Learn Program Staff Training Technology and Community Technology at Work	Intel® Teach Program Skills for Success Course	Intel® Teach Program Getting Started Course	Intel® Teach Program Essentials Course	Intel® Teach Program Essentials Online Course	Intel® Teach Program Thinking with Technology Course	Intel® Teach Program Leadership Forum	Intel® Teach Elements Project-Based Approaches
	Both program and offering in text	Intel® Learn Program Staff Training Intel® Learn Program Technology and Community Intel® Learn Program Technology at Work	Intel® Teach Program Skills for Success Course	Intel® Teach Program Getting Started Course	Intel® Teach Program Essentials Course	Intel® Teach Program Thinking with Technology Course	Intel® Teach Program Leadership Forum	Intel® Teach Elements Project-Based Approaches
	Subsequent mentions	Intel Learn Staff Training Technology and Community Technology at Work	Intel Teach Skills for Success	Intel Teach Getting Started	Intel Teach Essentials Course	Intel Teach Essentials Online	Intel Teach Thinking with Technology	Intel Teach Leadership Forum
Both program and offering	Intel Learn Staff Training Technology and Community Technology at Work	Intel Teach Skills for Success	Intel Teach Getting Started	Intel Teach Essentials Course	Intel Teach Essentials Online	Intel Teach Thinking with Technology	Intel Teach Leadership Forum	Intel® Teach Elements Project-Based Approaches
	Both program and offering	Intel Learn Staff Training Intel Learn Technology and Community Intel Learn Technology at Work	Intel Teach Skills for Success	Intel Teach Getting Started	Intel Teach Essentials Course	Intel Teach Thinking with Technology	Intel Teach Leadership Forum	Intel® Teach Elements Project-Based Approaches
	Subsequent mentions	Intel Learn Staff Training Technology and Community Technology at Work	Intel Teach Skills for Success	Intel Teach Getting Started	Intel Teach Essentials Course	Intel Teach Essentials Online	Intel Teach Thinking with Technology	Intel Teach Leadership Forum

\*Preferred usage for titles and covers.

## Content Guidelines

### Writing Guidelines

#### Program and offering versions:

If you have Intel® Teach Programs for K–12 teachers and also for pre-service teachers, you may add the following versions to your program name:

Intel® Teach Program  
[Offering name]  
Pre-Service (teacher or faculty)

#### If you have supplemental versions or enhancements for specific offerings, you may add the following:

Intel® Teach Program  
[Offering name]  
[Supplement for 1:1 Computing or Enhancement]

### Descriptive Nouns

	Intel® Teach	Intel® Learn	Skills for Success	Getting Started	Essentials Course	Essentials Online Course	Thinking with Technology	Leadership Forum
Generic Descriptive Nouns ▪ Do not capitalize	The program includes the...	The program includes the...	When Skills for Success is delivered as an intact course: In this course, teachers will... When Skills for Success is delivered as an incorporated component of a larger course: In this class, students will...	In this course, teachers will... (course is singular and lowercase)	In this course, teachers will... (course is singular and lowercase)	In this online course, teachers will... (course is singular and lowercase)	This course is hands on... (course is singular and lowercase) These thinking tools help students... (thinking tools: lowercase)	In this forum, leaders will... (forum is singular and lowercase)

### Writing Guidelines

When writing, please refer to the following documents as your primary and secondary writing guidelines:

- **Intel Corporate Writing Style Guide.** This document includes writing style, grammar, spelling, capitalization, and word usage. It also includes trademark and brand guidelines (including third-party products) and a terminology glossary. This document may be downloaded from the Intel® Brand Center site at <http://brandcenter.intel.com>.

**NOTE:** A username and password is necessary for this site. A new user setup link (for both Intel employees and agencies) can be found on the entry of the site.

- **Intel® Education Writing Guide Supplement.** This document is a supplement to the Intel Corporate Writing Style Guide. Please use the Intel Corporate Writing Style Guide as your primary resource and refer to this supplement for exceptions to the corporate style guide or guidelines specific to Intel® Education. This document may be downloaded from [http://download.intel.com/education/Common/en/Resources/Content\\_Scripts/Training/Guidelines/Intel\\_Education\\_Writing\\_Guide\\_Supplement.doc](http://download.intel.com/education/Common/en/Resources/Content_Scripts/Training/Guidelines/Intel_Education_Writing_Guide_Supplement.doc).

## Content Guidelines

### Copyright Guidelines

#### Copyright Guidelines

All Intel® Teach and Intel® Learn Program curriculum materials must include copyright statements. Some materials may vary in copyright content

and may contain the following components:

- Full Copyright Statement
- Shortened Copyright Statement
- Additional Product Copyright Statement
- Manual Version Number
- Software Compatibility
- Document ID System

These components are generally applied to the following areas of the curriculum materials:

- Curriculum Manual Interior Pages
- Curriculum-Related CDs
- Curriculum Manual Back Covers

#### Full Copyright Statement

Full copyright statement must be used on all materials that use the Intel® Education Identifier and/or other Intel property.

Copyright © [year] Intel Corporation. All rights reserved. Intel, the Intel logo, the Intel Education Initiative and [the Intel program] are trademarks of Intel Corporation or its subsidiaries in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.

#### Shortened Copyright Statement

Shortened copyright statement may be used in footer section for all curriculum pages when the full copyright statement appears on the last page. For Intel® Teach and Intel® Learn Program curriculum manuals, a shortened version of the copyright must be included at the bottom of each manual page in the footer. A full copyright statement should be included on the last page of each module, section, or appendix.

Copyright © [year] Intel Corporation. All rights reserved.

#### Additional Product Copyright Statement

Additional product information may need to be included in the legal line. Here is an example in which Intel® Pentium® processor was mentioned in the body text:

Copyright © [year] Intel Corporation. All rights reserved. Intel, the Intel logo, the Intel Education Initiative, and Pentium are trademarks of Intel Corporation or its subsidiaries in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.

#### Manual Version Number

Manual version numbers are listed on front covers and CD labels (optional), back covers, and interior page footers. Version number placement guidelines for specific areas are as follows:

- **Front Covers and CD Labels.** Placement of the version number on covers and CD labels is optional. You may choose not to include a version number to create a longer lifespan for the covers/CD labels you print. If you choose to include version numbers, the placement for covers would appear at the bottom of the front cover and on the spine near the book title. On CD labels, it would be included with the copyright and Document ID System. For placement examples, reference the cover and CD template sections in the Assets, Templates, and Assembly portion of the guidelines on pages 25 and 60.
- **Back Covers.** Version numbers on back covers are placed in front of the Document ID System and Print Code. Reference the Manual Back Cover Example section on page 13 for exact placement guidelines.
- **Interior Page Footers.** Version numbers on interior page footers are placed below the program title and next to the book title. See the Footer Copyright Example section on page 13 for exact placement guidelines.

## Content Guidelines

### Copyright Guidelines

#### Curriculum Manual Interior Pages

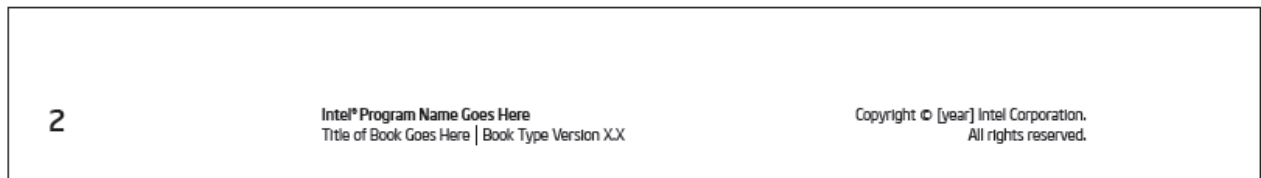
For Intel® Teach and Intel® Learn Program curriculum manuals, a shortened version of the copyright must be included at the bottom of each manual page in the footer. Full copyright should be included on the last page of each module, section, or appendix.

#### Curriculum-Related CDs

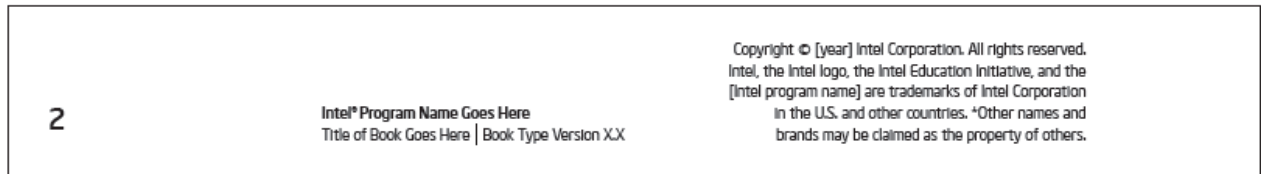
For any Intel Teach and Intel Learn curriculum-related CDs (such as resource CDs and curriculum CDs), full copyright must be included on the CD label, as well as on the first page of the CD interface. If URLs to external Web sites are included on the CD, you must also include proper disclaimer text.

**NOTE:** As of [month year], all links to Web sites were working and linked to appropriate sites. However, content on those sites may change at any time and is beyond the control of the [Intel® Teach Program or Intel® Learn Program]. Intel does not endorse content, products, or services offered on any third-party sites that link from this CD.

#### Manual Interior Pages: Footer Copyright Examples



#### Shortened Copyright Example (Left Page)

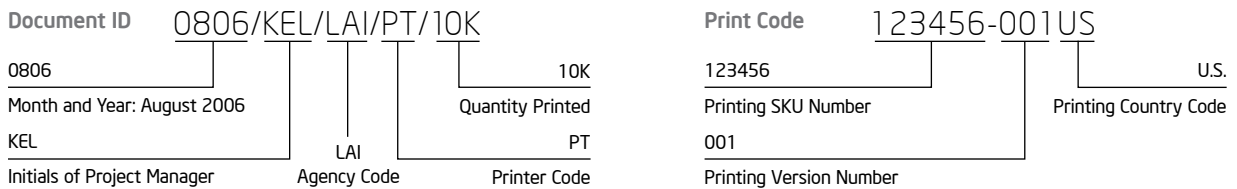


#### Full Copyright Example (Left Page)

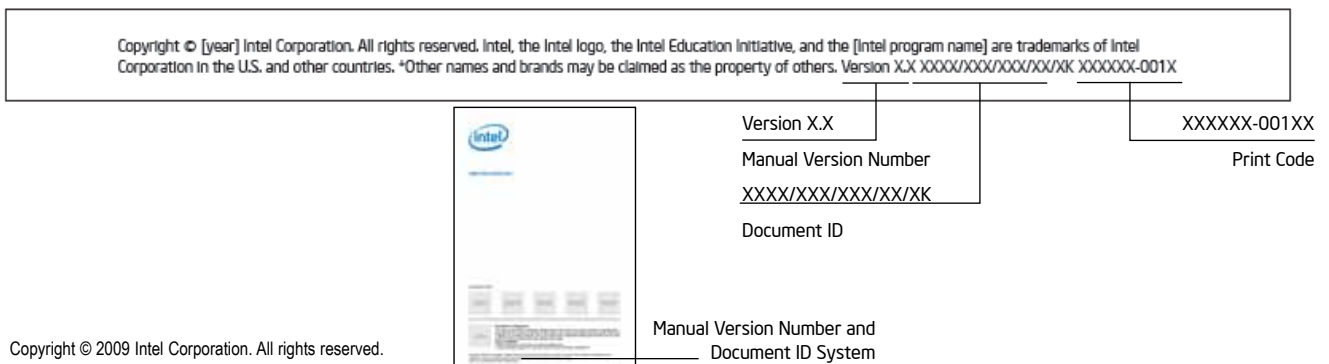
#### Document ID System

All print collateral must have a Document ID System, which includes a Document ID and Print Code. This system allows Intel to track all collateral that is produced. To obtain a print code, go to: <http://www3.hibbertgroup.com/intel/sku>. Please note that updated versions using the same collateral template will require an update of the print code's last three digits (for example, XXXXXX-001, 002, 003...)

Elements of the Document ID System follow this format:



#### Manual Back Cover Example



## Content Guidelines

### Associated Document Guidelines

#### Associated Document Guidelines

To create associated resources that support the Intel® Education curriculum, please implement the standards outlined in this document. These standards have been developed to help achieve a consistent "look and feel" through the implementation of a specific design system.

#### Typography

Verdana is used for all associated documents except Student examples.

#### Headers

All Intel® Teach and Intel® Learn Program curriculum materials must include a header including student examples.

Style: **Verdana**, size 7, black

Line 1: should be the Program name

Line 2: Course or Resource Name

#### Example:

**Intel® Teach Program**

Thinking with Technology Course

---

#### Footers/Copyright

All Intel® Teach and Intel® Learn Program curriculum materials must include copyright. Some materials may vary in copyright content and may contain either the Full Copyright Statement, Shortened Copyright Statement or the Adapted Copyright Statement.

Style: **Arial Narrow**, size 7, black

#### Full Copyright Statement

Full copyright statement must be used on all materials that use the Intel® Education Identifier and/or other Intel property.

#### Example:

Copyright © [year] Intel Corporation. All rights reserved. Intel, the Intel logo, the Intel Education Initiative and [the Intel program] are trademarks of Intel Corporation or its subsidiaries in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.

Copyright that does not list a specific program:

#### Example:

Copyright © [year] Intel Corporation. All rights reserved. Intel, the Intel logo and the Intel Education Initiative are trademarks of Intel Corporation or its subsidiaries in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.

#### Shortened Copyright Statement

Shortened copyright statement is used only in documents with more than one page. The full copyright statement should be on the last page of a multiple page document.

#### Example:

Copyright © [year] Intel Corporation. All rights reserved.

#### Adapted Copyright Statement

Student examples and teacher adaptable materials will use the 'adapted with permissions' copyright statement.

#### Example:

Copyright © [year] Intel Corporation. All rights reserved. Adapted with permission. Intel, the Intel logo, the Intel Education Initiative and [the Intel program] are trademarks of Intel Corporation or its subsidiaries in the U.S. and other countries.

\*Other names and brands may be claimed as the property of others.

## Content Guidelines

### Associated Document Guidelines

#### Document Title

All documents should include a title that describes the document.

Style: **Verdana, size 16, black**

#### Example:

**Master Teacher Thinking with Technology Course Checklist**

#### Sub Headers

Sub headers may be used if needed.

Style: **Verdana, size 12, black**

Exceptions: in some cases a color is needed to display hierarchy. In these cases, use Intel blue only R: 8, G: 96, B: 168

#### Links

Style: **Verdana, size 10, Intel blue R: 8, G: 96, B: 168**

# Co-Branding Guidelines



## Co-Branding Guidelines

### Third-Party Logos

Specific size and placement requirements are in place for MOE, RTA, and government partner third-party logos as well as the International Society for Technology in Education (ISTE) seal of alignment. A template has been created matching the requirements and logos should not be modified in size or placement, unless to be removed. Placement for MOE, RTA, and government partner third-party logos can be seen in the example provided below.

#### ISTE Seal of Alignment

The ISTE Seal of Alignment is a third-party endorsement that is used in various Intel® Teach and Intel® Learn Program curriculum and marketing materials to certify that the programs have met ISTE standards.

Some of the courses have been reviewed and received alignment by ISTE that they meet specific National Educational Technology Standards (NETS) for teachers or students. Visit the [www.iste.org](http://www.iste.org) Web site to search for specific courses that have been awarded the seal. The specific seals can be used in curriculum materials (manuals, CDs, presentations, and other related curriculum documents) that speak directly to the programs and offerings. The guidelines for usage are as follows:

- Supporting content (alignment statement) for each seal MUST accompany the seal
- Content on the seal and alignment statement CANNOT be modified
- Content for the seal and supporting content CANNOT be translated
- Additional seals may be available in the future and can be found on the IMA

Assets are available in the File Sharing Site for courses that have the seal for print and on-screen applications.

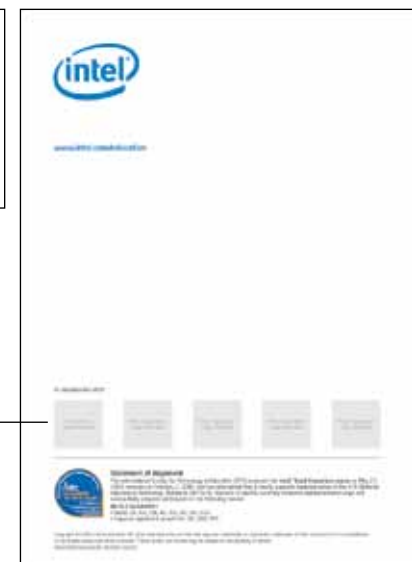
- Adobe Illustrator\* vector EPS files
- Adobe Photoshop\* bitmap GIF files
- Microsoft Word\* text DOC files

Print Asset Type	Filenames	
Adobe Illustrator* EPS files	IntelEss_A-DT_0307_09.eps IntelTeach_A-DT_2006-8.eps	IntelLearn_A-DS_2008_0106.eps IntelThinking_A-DT_2005-7.eps
On-Screen Asset Type	Filenames	
Adobe Photoshop* GIF files	IntelEss_A-DT_0307_09.gif IntelTeach_A-DT_2006-8-Web.gif	IntelLearn_A-DS_2008_0106-w.gif IntelThinking_A-DT_2005-7-w.gif
Text Asset Type	Filenames	
Microsoft* Word DOC files	Essentials_StateAlign.doc GettingStarted_StateAlign.doc	

#### ISTE Seal and Statement of Alignment Example



#### Third-Party Logo Placement Example




























































# Assets, Templates, and Assembly

## Assets, Templates, and Assembly

### Curricula Asset and Template Matrix

The following matrix provides a cross-reference of templates and assets as they relate to the different program offerings. This will allow you to quickly summarize what materials will be used to assemble your curriculum project.

Intel® Education Curriculum Program	Color Palette	Icon Set	Template Set
<b>Intel® Teach Program Getting Started Course</b>  Master Teacher Edition Participant Teacher Edition	Intel® Blue  White  Black  Gray  PMS 221  PMS 221 	Icon Set B and C <sup>1</sup> 	Template Set C Size A4 Only 
<b>Intel® Teach Program Skills for Success Course</b>  Teacher Book Student Book	Intel Blue  White  Black  Gray  PMS 661  PMS 166 	Icon Set B and C <sup>1</sup> 	Template Set B Size A4 Only 
<b>Intel® Teach Program Essentials Course</b>  Master Teacher Edition Participant Teacher Edition Pre-Service Faculty Edition Pre-Service Teacher Edition	Intel Blue  White  Black  Gray  PMS 2602  PMS 2602  PMS 2602  PMS 2602 	Icon Set A and C <sup>1</sup> 	Template Set A Size A4 and US 
<b>Intel® Teach Program Thinking with Technology Course</b>  Master Teacher Edition Participant Teacher Edition	Intel Blue  White  Black  Gray  PMS 166  PMS 166 	Icon Set A 	Template Set A Size A4 and US 
<b>Intel® Teach Program Leadership Forum</b>  Master Leader Edition Participant Leader Edition	Intel Blue  White  Black  Gray  PMS 279  PMS 279 	Icon Set A and C <sup>1</sup> 	Template Set A Size A4 and US 
<b>Intel® Learn Program</b>  Staff Manual Technology and Community Technology at Work	Intel Blue  White  Black  Gray  PMS 661  PMS 166  PMS 2606 	Icon Set B and C 	Template Set B Size A4 Only 
<b>Help Guide</b>	Intel Blue  White  Black  Gray 	Icon Set D 	Template Set D Size A4 Only 

<sup>1</sup> Icon Set C is only used on the CD interface for this offering.

Common templates are available for use in the development of the interior curriculum manual pages. All sample layouts in the templates are for visual reference only.

**Template Set A.** This is a black-and-white template provided in A4 and U.S. sizes. This template is used for professional development curriculum (offerings for teachers and administrators) and is the most commonly used template.

**Template Set B.** This is a color template provided in A4 size. This template supports the materials for offerings involving children. This template is provided in color, but can be modified for use in black-and-white if that is the preferred printing option for your country.

**Template Set C.** This template is used only for the Intel® Teach Getting Started Course curriculum provided in A4 size. This template is provided in black and white.

**Template Set D.** This template is used only for the *Help Guide* provided in A4 size. This template is provided in color, but can be modified for use in black-and-white if that is the preferred printing option for your country.

## Assets, Templates, and Assembly

### Core Visuals

This core visual applies only to the Intel® Learn Program materials as an example:



Print Asset Type	Filenames	
Linked High-Resolution EPS files	6B8T2629_100HR.eps 6B8T3368_100HR.eps	India-A-001_RetA_100HR.eps 6B8T2544_RetA_100HR.eps
Linked Low-Resolution EPS files	6B8T2629_100LR.eps 6B8T3368_100LR.eps	India-A-001_RetA_100LR.eps 6B8T2544_RetA_100LR.eps
Adobe Illustrator* EPS files	Core_Visual_D_HR.eps (high-res)	Core_Visual_D_LR.eps (low-res)
On-Screen Asset Type	Filenames	
Adobe Photoshop* files	Core_Visual_D_RGB_LG.jpg Core_Visual_D_RGB_LG.png Core_Visual_D_RGB_LG.psd	Core_Visual_D_RGB_SM.jpg Core_Visual_D_RGB_SM.png Core_Visual_D_RGB_SM.psd

In keeping with Intel's brand identity system, core visuals have been created to reflect the photographic style. Use only Intel Brand style images. Core visuals are provided for each course in the File Sharing Site, or you may localize the images into the provided structure.

**NOTE: The applied rounded-corner treatment of the core visuals is limited only to the core visuals—do not apply this treatment to any other photography used in your materials.**

The set of images for each core visual should remain intact and must be produced in full color, not black-and-white, duotone, or any other color. If you have concerns about the image selection for your area, or would like to discuss the core visual usage, please contact Alison Elmer at [Alison.elmer@intel.com](mailto:Alison.elmer@intel.com).

Assets are available in the following file formats for print and on-screen applications. Filenames are listed on the following pages.

#### Print Assets

- **Quark XPress\* Templates.** The core visuals are created in Quark XPress as individual picture boxes with high-resolution CMYK EPS placed images. These are ideal for working with the templates.
- **Adobe Illustrator\* EPS files.** Two files are available (high-resolution and low-resolution) with CMYK EPS placed images. These are ideal for importing as a composite into layout programs or can be used to create other materials, such as signage.

#### On-Screen Assets

- **Adobe Photoshop\* files.** Two sizes are available (large and small) in PSD, JPEG, and PNG formats, which are ideal for on-screen applications. If other sizes are required, they can be made from the Illustrator files. They can be opened in Photoshop and set to any size and resolution as needed.

## Assets, Templates, and Assembly

### Icons

Twelve icons are used throughout the manual content pages and CD interfaces as visual points of reference for participants.

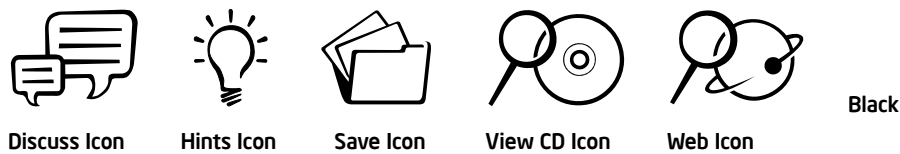
Assets are available in the following file formats for print and on-screen applications:

- **Adobe Illustrator\* vector EPS files.** Black-and-White and color assets are available (cannot be colored in Quark XPress\*)
- **Adobe Photoshop\* bitmap TIF files.** Black-and-White assets only are available (can be colored in Quark XPress)
- **Adobe Photoshop\* bitmap GIF files.** Icon Set C assets only are available for on-screen graphical user interface (GUI) use.

A new Icon Set D representd the *Help Guide*.

#### Icon Set A

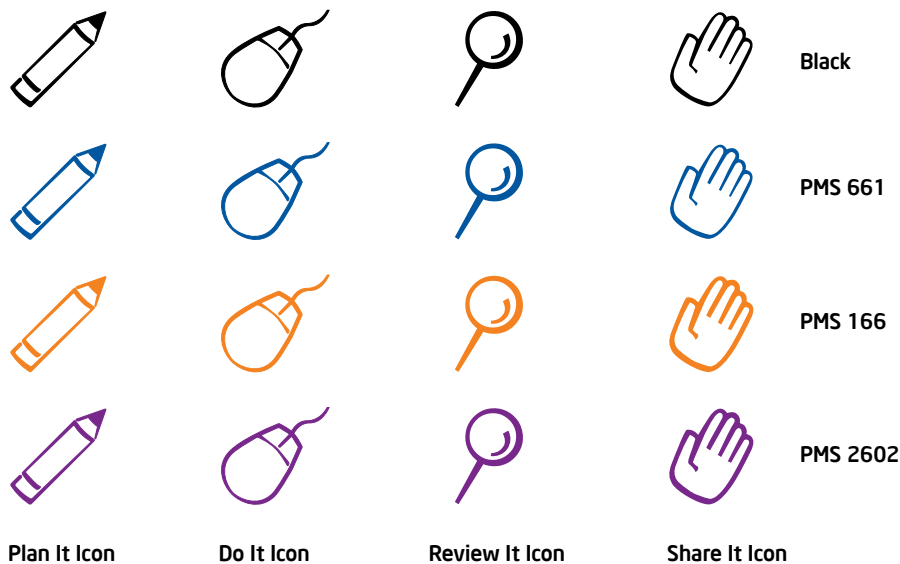
These icons are used in the Intel® Teach Essentials Course, Thinking with Technology Course, and Leadership Forum., Available in Black.



Print Asset Type	Filenames
Adobe Illustrator* Vector EPS files: Discuss Icon Hints Icon Save Icon View CD Icon Web Icon	Icon_Discuss_Blk.eps Icon_Hints_Blk.eps Icon_Save_Blk.eps Icon_ViewCD_Blk.eps Icon_WWW_Blk.eps
Adobe Photoshop* Bitmap TIF files: Discuss Icon Hints Icon Save Icon View CD Icon Web Icon	Icon_Discuss_Blk.tif Icon_Hints_Blk.tif Icon_Save_Blk.tif Icon_ViewCD_Blk.tif Icon_WWW_Blk.tif

#### Icon Set B

These icons are used in the Intel® Teach Getting Started Course, Skills for Success Course, and Intel® Learn Program. Available in Black, PMS 661, PMS 166, and PMS 2602.



## Assets, Templates, and Assembly

### Icons

Print Asset Type	Filenames
Adobe Illustrator* Vector EPS files:	
Plan It Icons	Icon_Plan-It_Blk.eps Icon_Plan-It_PMS661.eps Icon_Plan-It_PMS166.eps Icon_Plan-It_PMS2602.eps
Do It Icons	Icon_Do-It_Blk.eps Icon_Do-It_PMS166.eps Icon_Do-It_PMS2602.eps
Review It Icons	Icon_Review-It_Blk.tif Icon_Review-It_PMS166.eps Icon_Review-It_PMS2602.eps
Share It Icons	Icon_Share-It_Blk.eps Icon_Share-It_PMS166.eps Icon_Share-It_PMS2602.eps
Adobe Photoshop* Bitmap TIF files:	
Plan It Icons	Icon_Plan-It_Blk.tif
Do It Icons	Icon_Do-It_Blk.tif
Review It Icons	Icon_Review-It_Blk.tif
Share It Icons	Icon_Share-It_Blk.tif

### Icon Set C

These icons are used in the GUI resource CDs to indicate navigation throughout the CD contents. Available in RGB Intel® Blue.



Closed Book Icon



Opened Book Icon



Page Icon

RGB Intel® Blue

On-Screen Asset Type	Filenames
Adobe Photoshop* Bitmap GIF files:	
Closed Book Icon	Icon_Book_Closed.gif
Opened Book Icon	Icon_Book_Open.gif
Page Icon	Icon_Page.gif

### Icon Set D

A new icon set has been created to include a Help Guide Icon. The Help Guide Icon is to alert learners that there's a digital resource to help them with minor computer skills. Available in Black only.

#### Help Guide Icon



Black

Print Asset Type	Filenames
Adobe Illustrator* Vector EPS files:	
Help Icon	Icon_Help_Blk.eps
Adobe Photoshop* Bitmap TIF files:	
Help Icon	Icon_Help_Blk.tif
On-Screen Asset Type	Filenames
Adobe Illustrator* Vector EPS files:	
Help Icon	Icon_Help_Blk_RGB.eps
Adobe Photoshop* Bitmap PNG and GIF files:	
Help Icon	Icon_Help_Blk_RGB.png Icon_Help_Blk_RGB.gif

# Assets, Templates, and Assembly Charts

Charts are used throughout the curriculum manuals to structure and organize information. Various chart styles are available to support all curriculum manual types (black-and-white and color) and all offerings.

One example from each template is shown below. Adjust the charts to fit the needs of your content. Refer to the template sample pages for examples of chart formats you may use.

## Chart Examples

Section Type/Number Goes Here  
Section Title Goes Here

The questions in the left column below are a mix of Essential, Unit, and Content Questions. Determine which questions are Essential, Unit, and Content. Place a checkmark in the column that best identifies each question: "EQ" for Essential, "UQ" for Unit, or "CQ" for Content. Discuss your answers with your small group.

Mixed Questions	EQ	UQ	CQ
Where did early explorers go?			
How did early explorers change the world?			
Who are some of the early explorers?			
What does it take to change the world?			
What impact do explorers have on their home country?			

Mixed Questions	EQ	UQ	CQ
How do the endings of Cinderella differ across cultures?			
Are we really so different from our neighbors?			
What are common themes of fairytales?			
What can we learn about ourselves and other people by reading fairytales?			
How do fairytales reflect one's culture?			
What is the basic plot of almost all Cinderella stories?			
What are the definitions of plot, conflict, climax, and resolution?			

Notes:

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14

Intel® Teach Program  
Title of Book Goes Here | Book Type Version.XX

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Template Set A (Black-and-White Template)

Section Type/Number Goes Here  
Section Title Goes Here

### Linguistic Thinkers (Word Smart)

<b>Characteristics</b>	Use words effectively, love to play with words, show strength in the language arts: listening, speaking, reading, and writing.
<b>Like</b>	Reading, telling stories, crossword puzzles, oral discussion or debate, writing reports, giving presentations, conducting interviews, creating dialogues, keeping a journal or diary, developing word games, and writing letters, poems, stories, and descriptions.
<b>Learn Best</b>	Reading interesting books, playing word board or card games, listening to recordings, using various kinds of computer technology, participating in conversation and discussions.
<b>Suitable Careers</b>	Librarian, salesperson, architect, translator, politician, curator, speech pathologist, writer, radio or television announcer, journalist, lawyer, secretary, editor, English teacher.
<b>Famous Examples</b>	William Shakespeare, J.R. Rowling, Anne Frank.
<b>Technology Interests</b>	Word processing, email, desktop publishing, web publishing.

### Linguistic Thinkers (Word Smart)

<b>Characteristics</b>	Use words effectively, love to play with words, show strength in the language arts: listening, speaking, reading, and writing.
<b>Like</b>	Reading, telling stories, crossword puzzles, oral discussion or debate, writing reports, giving presentations, conducting interviews, creating dialogues, keeping a journal or diary, developing word games, and writing letters, poems, stories, and descriptions.
<b>Learn Best</b>	Reading interesting books, playing word board or card games, listening to recordings, using various kinds of computer technology, participating in conversation and discussions.
<b>Suitable Careers</b>	Librarian, salesperson, architect, translator, politician, curator, speech pathologist, writer, radio or television announcer, journalist, lawyer, secretary, editor, English teacher.
<b>Famous Examples</b>	William Shakespeare, J.R. Rowling, Anne Frank.
<b>Technology Interests</b>	Word processing, email, desktop publishing, web publishing.

14

Intel® Teach Program  
Title of Book Goes Here | Book Type Version.XX

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Template Set B (Color Template)

Section Type/Number Goes Here  
Section Title Goes Here

### Listening and Speaking Skills

To promote listening and speaking skills with students, teachers should consider doing and saying the following:

To Do	To Say
Model desired behaviors.	I hear better when I look at the person speaking.
Reinforce desired behaviors by pointing them out.	I see a loud voice so everyone can hear.
Remind students to use good listening skills.	Now it is time for Arturo and Graciela to share. It will be easier to hear what they are saying if you look at them.
Guide students on what they should do if they cannot hear.	Raise your hand to let someone know that you cannot hear what he or she is saying.
Remind what a student has said to clarify when needed.	Joseph, you said "Hiccup?" Peter* would be the best tool. Roma wants to know why you think so.
Respond in ways that are neither positive nor negative.	Dana shared one idea. Who wants to share a different idea?
Encourage students to elaborate further.	What else would you like to add?
Include all the students.	Who else wants to ask a question?
Alert students when changing direction.	Let us explore another solution.

### Giving Directions Skills

Teachers who have good skills for giving directions:

- Are clear in their intentions and think through their instructions
- Wait and ensure that students are quiet before giving directions
- Provide directions orally and in writing
- Share directions a few steps at a time so as not confuse or overwhelm students.
- Model the expected steps for students
- Check for understanding to ensure that students know what is expected from them

14

Intel® Teach Program  
Getting Started Course | Teacher or Participant Teacher Edition Version 1.0

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Template Set C (Black-and-White Template)

Section Title Goes Here

## Group B

### Working with Objects in Your Drawings

#### B.1 To select several objects at once

1. Click the <b>Select Objects</b> tool on the Drawing toolbar.	
2. Hold down the <b>Shift</b> key, and click the lines, shapes, text boxes, or any other objects you might want to move or fix at the same time.	

#### B.2 To bundle or group objects together

1. Use the <b>Select Objects</b> tool to select the objects you want to group. (See Graphics Skill B.1 To select several objects at the same time.)	
2. Click <b>Draw &gt; Group</b> . The items that have been grouped can now be moved or changed together at the same time. <ul style="list-style-type: none"> <li>• <b>90°</b> will spin the selection one-quarter of the way around</li> <li>• <b>180°</b> will spin the selection one-half of the way around</li> </ul>	

14

Intel® Education  
Help Guide | Page 10

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Template Set D (Color Template)

## Assets, Templates, and Assembly Screen Captures

Screen captures are used throughout the manual pages as visual aids to support procedural instructions and examples. The screen captures are taken directly from the software applications, Web sites, or files that participants will be using. Most screen captures have captions or callouts to clearly identify the information presented in the screen capture. Screen captures are saved as Tagged Image File Format (TIFF) files for PC platform computers. They should be saved as grayscale or CMYK color, depending on the need for your specific curriculum manual. Do not reduce the resolution size of the screen captures.

Various screen capture examples are shown below. Be sure to refer to the template sample pages for the correct frames and callouts to use for your screen captures.

### Screen Capture Examples

Section Type/Number Goes Here  
Section Title Goes Here

**Step 3: Enhancing a Document**

Decide which additional features you want to add to your document. Each feature should enhance the content. Too many colors, images, or font styles can be distracting. Remember to follow copyright laws, include source citations when appropriate, and save your work frequently.

**Inserting WordArt**

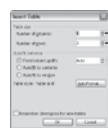
To add emphasis to your documents, add WordArt to your titles or special comments.

- If the Drawing toolbar is not displayed, on the View menu, point to Toolbars and then click **Drawing**.
- On the Drawing toolbar, click the **Insert WordArt** button. The toolbar is usually located at the bottom of your screen.
- Select a WordArt style, and then click **OK**.

**Inserting a Table**

The easiest way to add a table is to use the Insert Table button on the Standard toolbar.

- In your document, click where you want to create the table.
- Click the **Insert Table** button on the Standard toolbar and drag your mouse to select the number of rows and columns you want to make. Click when the correct number of rows and columns are selected.
- If you want more than four rows or five columns (4x5 table) on the Table menu, point to **Insert**, then click **Table**. Enter the desired number of rows and columns by entering the numbers directly or by clicking the up and down arrows. Click **OK**.



In the Insert Table menu, you can select how many columns and rows you would like your table to have.

20 Intel Teach Program  
Title of Book Goes Here | Book Type Version X.Y Copyright © 2009 Intel Corporation. All rights reserved.

Template Set A (Black-and-White Template)


Section Type/Number Goes Here  
Section Title Goes Here

## Survey Form

Ms. Singh is a government healthcare worker who needs to find out which health issues are most important to the people in her community. One way to gather information from a large number of people is to take a survey. What surveys have you seen or taken? What items appear on survey forms? How could you use a computer to help Ms. Singh with her survey?

**Plan It**

Design a survey form that your classmates will use to enter information electronically about the health issues that they worry about the most. Look at the following example:



Completed Survey Form Example Completed Survey Form Example

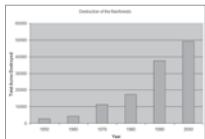
Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper.

- What are four or five health issues that people worry about? What questions could you ask to find out how concerned or worried people are about each issue?
- What sort of number rating scale could be used for people to show that they are very concerned, somewhat concerned, or not at all concerned about a specific health issue?

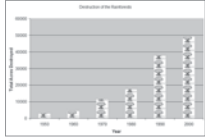
20 Intel Program Name Goes Here  
Title of Book Goes Here | Book Type Version X.Y Copyright © 2009 Intel Corporation. All rights reserved.

Template Set B (Color Template)

Section Type/Number Goes Here  
Section Title Goes Here



Column Chart Example



Pictograph Example

Think about the questions below, and discuss your ideas with your partner. It might be helpful to look at the completed survey forms that are saved on your computer as you write your ideas on a sheet of paper.

- How might you organize the survey questions and answers into a spreadsheet?
- How could you use spreadsheets to figure out which issue is the "biggest concern"?


Remember to use the Rubric as a guide as you plan, do, review, and share.

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Getting Started Course | Review or Participant Tracker Edition Version 1.0 Copyright © 2009 Intel Corporation. All rights reserved.

Template Set C (Black-and-White Template)

Section Title Goes Here

## Group 1 Getting to Know Microsoft Word



**Menu bar:** where you can pick general commands such as opening, saving, printing, and closing a file

**Standard toolbar:** where you can click shortcut buttons for many Menu bar commands.

**Formatting toolbar:** where you can make changes to the look of words in your documents.

**Drawing toolbar:** where you pick tools to draw shapes and change the way they look.

Menu bar  
Standard toolbar  
Formatting toolbar  
Drawing toolbar

21 Intel Education  
Version 1.0 | Help Guide Copyright © 2009 Intel Corporation. All rights reserved.

Template Set D (Color Template)



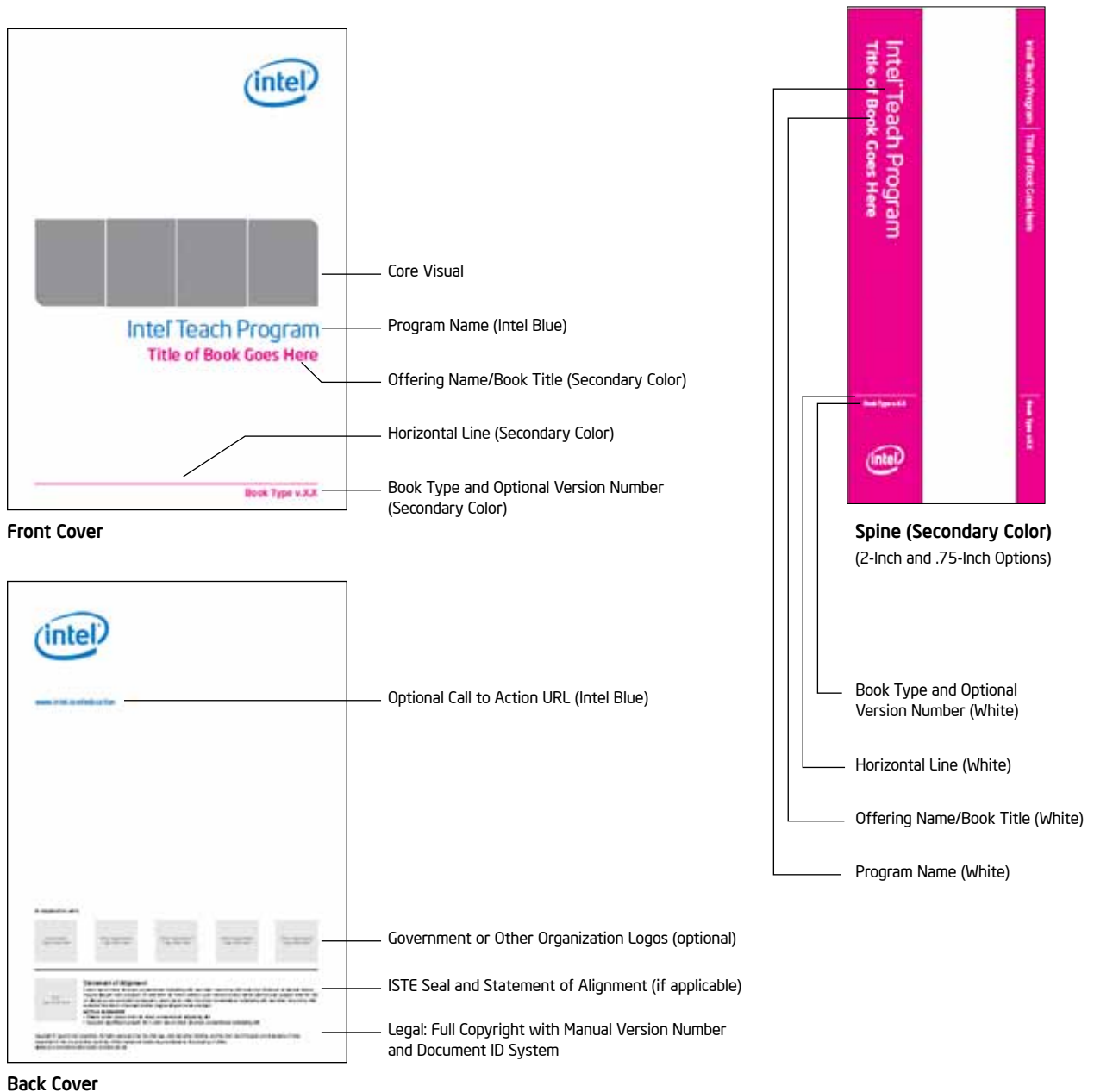
## Assets, Templates, and Assembly

### Curriculum Manual Cover Templates

Common templates are available for use in the development of curriculum manual covers. Manual covers include a front cover, back cover, and sometimes a spine. In general, the front cover has the Intel® Identifier, the program title, course offering name, edition (participant or master teacher), and core visual. The spine should contain the Intel Identifier (depending on spine width), the program title, course offering name, and edition. The back cover of the curriculum consists of the Intel Identifier, optional placement of the Intel Education URL, ISTE seal and statement of alignment, optional placement for third-party logos (RTA or government agency), and full copyright information. If some variation is needed for your cover, please contact Alison Elmer ([Alison.elmer@intel.com](mailto:Alison.elmer@intel.com)) and Anne Batey ([Anne.batey@intel.com](mailto:Anne.batey@intel.com)) for approval.

**NOTE:** The magenta color shown throughout this document represents the secondary color. See the curricula matrix on page 19 for which secondary color to use from the color palette for each program offering.

#### Perfect-Bound Book Cover Layout Example — A4 Size



## Assets, Templates, and Assembly

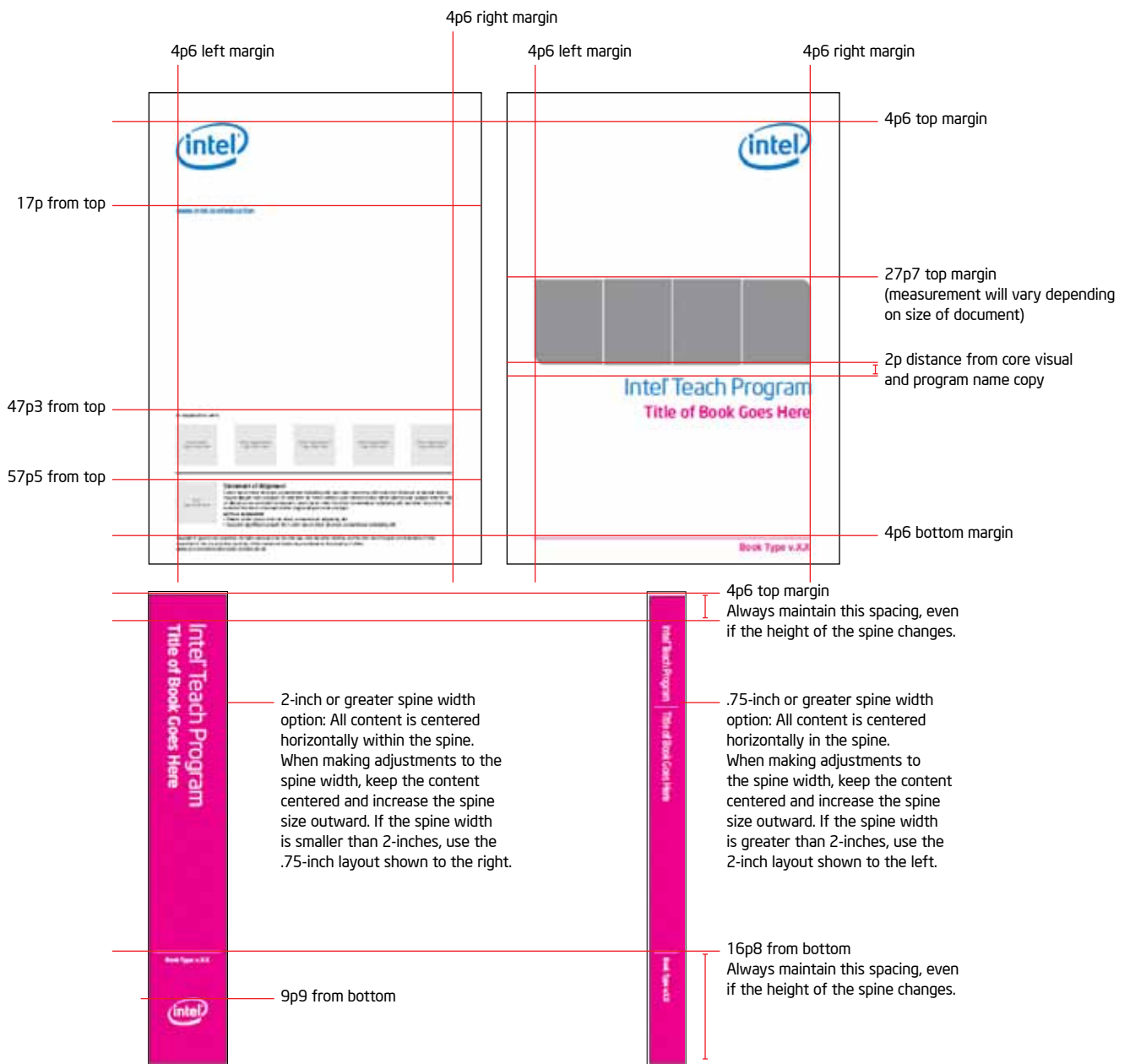
### Curriculum Manual Cover Templates

Cover templates are provided in various sizes to accommodate binders and books, and A4 and U.S. sizes, as applicable. Binders provide greater flexibility for modifying curriculum content. Books are often smaller and may be easier to distribute. Creating manuals with wire binding is acceptable if that is a more cost-effective method for your country; however, wire binding is not as sturdy as perfect-bound. Consider your country's needs and logistics when deciding on what format to use for your manuals. Please note that the cover templates provided are based on laminated sizes. Cut slip sheets would be a different size. Please remember that these templates are starting points, and adjustments may be required depending on binder vendor and print needs, such as a single laminated sheet or cut slip sheets. Refer to page 25 for more information on adjusting your cover to meet custom size requirements.

### Layout Grid

General measurements are called out for reference and apply to all templates.

#### Perfect-Bound Book Cover Layout Example — A4 Size



## Assets, Templates, and Assembly

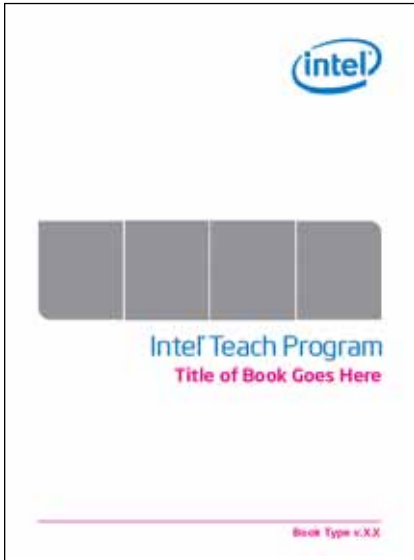
### Curriculum Manual Cover Templates

#### Resizing Cover Layouts

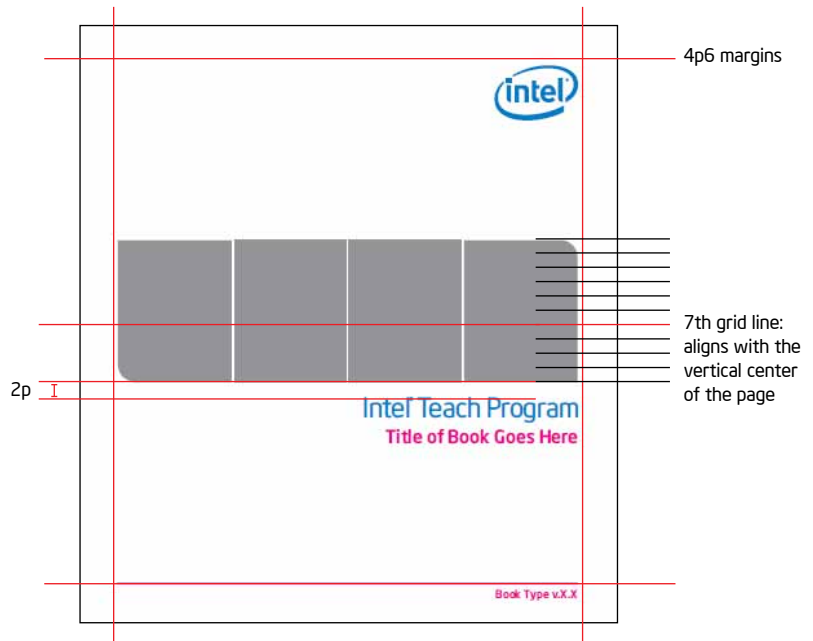
Cover templates are provided to accommodate binders and books in standard A4 and U.S. sizes. However, binder sizes will vary depending on the purchase source. The instructions and examples provided below reflect the spacing system used for the manual cover graphic elements. Please use these instructions to make any necessary adjustments to the binder templates that adhere to this system.

The cover templates, regardless of size, should have the same 4p6 margins on all sides. The layout is adjusted by aligning the elements to the 4p6 margins. The Intel® Education Identifier and text sizes remain the same. The core visual is enlarged or reduced to fit the width of the margins. The vertical position of the core visual is then determined. The core visual is divided into a 10-unit grid by creating 11 horizontal lines of equal distance. The seventh grid line is aligned with the vertical center of the page. After the core visual is positioned, the Program Name and Offering Name/Book Title text is positioned 2p below the core visual.

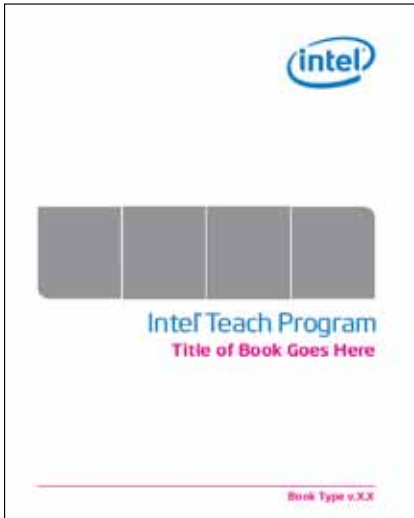
Perfect-Bound Book Cover Example — A4 Size



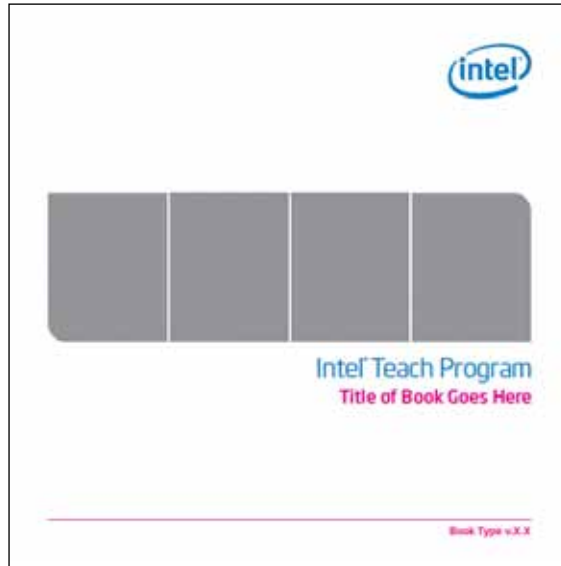
A4 Binder Cover Example — A4 Size



Perfect-Bound Book Cover Example — U.S. Size



Binder Cover Example — U.S. Size



## Assets, Templates, and Assembly

### Curriculum Manual Interior Templates

#### General Print Specifications

5-color: CMYK + Intel® Blue (PMS can be reproduced in 4-color process only if budget does not permit to print as a spot color)  
 Stock: 12-point Cornwall Recycled C1S2 (If this stock is unavailable, please choose a stock that is similar in brightness and thickness)  
 Finish: Overall satin aqueous  
 Software: Quark XPress 5\* and 6\*. Two templates are available for the U.S. size, and three templates for A4 size.

#### U.S. Size Master Teacher Print Specifications

##### Single-Page Template

Front and back trim size:  
 11.75-inches wide by 11.625-inches tall  
 Spine trim size:  
 2.625-inches wide by 11.625-inch tall

##### Flat Template

Flat size: 26.5-inches wide by 11.625-inches tall  
 .1875-inch distance between covers and spine

Front and back trim size: 11.25-inches wide by 11.625-inches tall  
 Spine trim size: 2.625-inches wide by 11.625-inches tall

#### A4 Size Master Teacher Print Specifications

##### Single-Page Template

Front and back trim size:  
 11.25-inches wide by 12.5-inches tall  
 Spine trim size:  
 2-inches and 3-inches wide by  
 12.5-inches tall options

##### Flat with 2-Inch Spine Template

Flat size: 24.875-inches wide by 12.5-inches tall  
 .1875-inch distance between covers and spine

Front and back trim size:  
 11.25-inches wide by 12.5-inches tall  
 Spine trim size: 2-inches wide by 12.5-inches tall

##### Flat with 3-Inch Spine Template

Flat size: 24.875-inches wide by 12.5-inches tall  
 .1875-inch distance between covers and spine

Front and back trim size: 11.25-inches wide by 12.5-inches tall  
 Spine trim size: 3-inches wide by 12.5-inches tall

#### U.S. Size Participant Teacher Print Specifications

Front and back trim size: 8.5-inches wide by 11-inches tall  
 Spine trim size: 2-inches and .75-inches wide by  
 11-inches tall options (White Wire-O binding is an option)

#### A4 Size Participant Teacher Print Specifications

Front and back trim size: 8.268-inches wide by 11.693-inches tall  
 Spine trim size: 2-inches and .75-inches wide by  
 11.693-inches tall options (White Wire-O binding is an option)

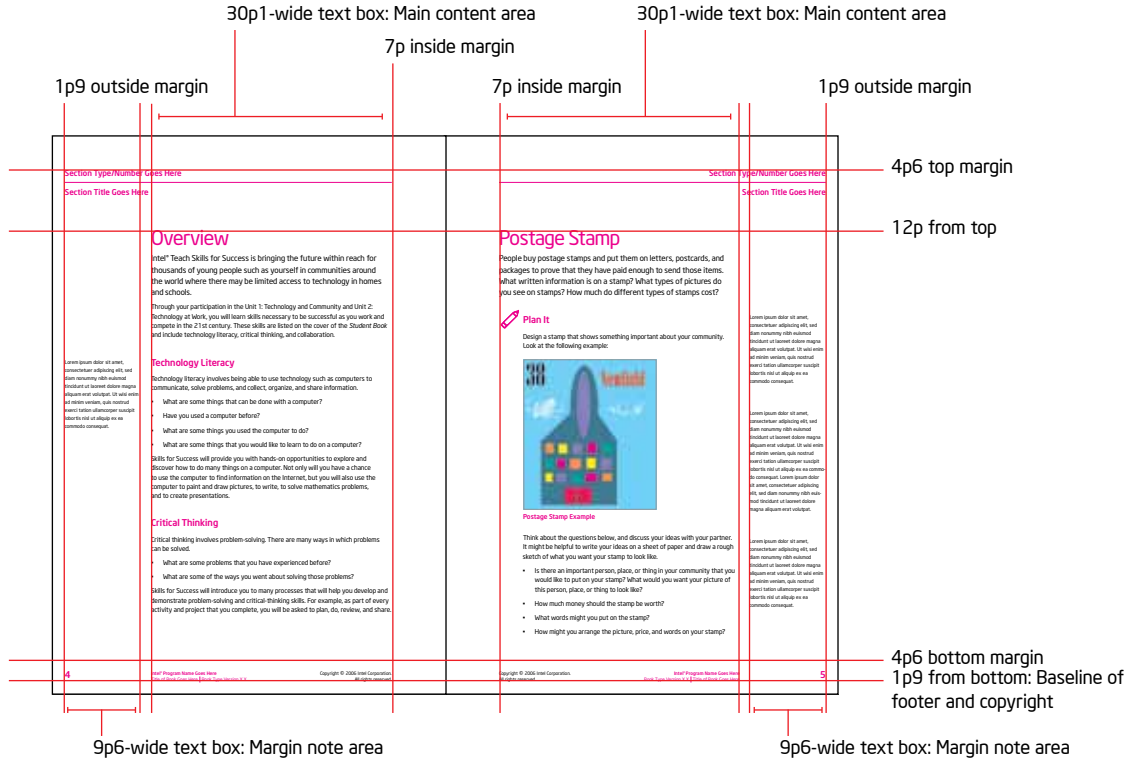
Manual Interior Templates	Size	Filenames
Template Set A	A4	Template_A_Interior_A4.qxd
	A4	Template_A_Divider_A4.qxd
	A4	Template_A_Tab_A4.qxd
	U.S.	Template_A_Interior_US.qxd
	U.S.	Template_A_Divider_US.qxd
	U.S.	Template_A_Tab_US.qxd
Template Set B	A4	Template_B_Interior_A4.qxd
	A4	Template_B_Divider_A4.qxd
Template Set D	A4	Template_D_Interior_A4.qxd

# Assets, Templates, and Assembly Curriculum Manual Interior Templates

## Layout Grid

General measurements are called out for reference and apply to all templates (top example) except Template D for the *Help Guide* (bottom example). The main content area in the *Help Guide* spans from the inside margin to the outside margin and does not require space for the margin note content area. If adjustments are made to the templates, please adhere to the grid system outlined below.

### Perfect-Bound Book A4 Size Example

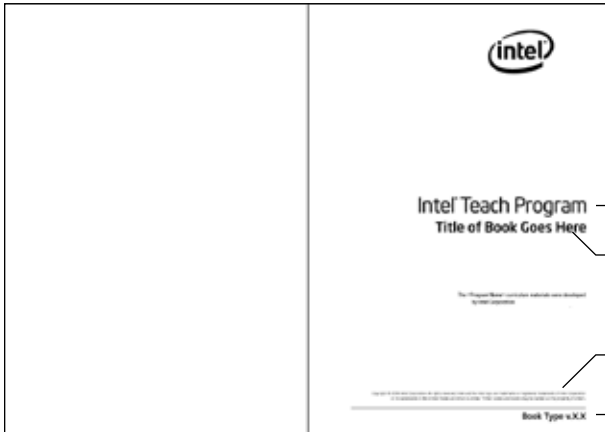


# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

This is a black-and-white template provided in A4 and U.S. sizes. This template is used for professional development curriculum and is the most commonly used template. Template pages include an introduction section, module content, appendix content, and divider pages.

### Template Set A Sample Pages



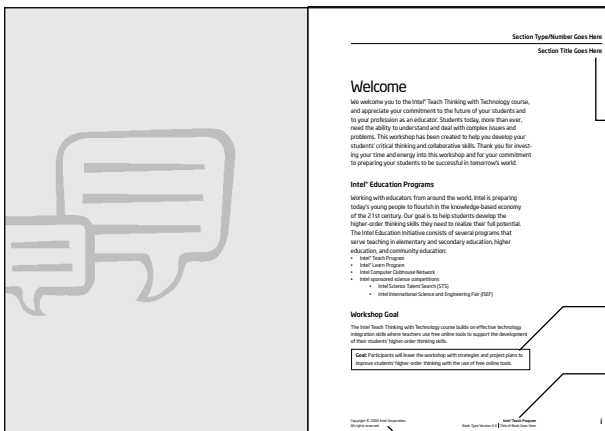
- Program Name
- Offering Name/Book Title
- Legal: Full Copyright without Manual Version Number and Document ID System
- Book Type and Optional Version Number

### Introduction Section: Title Page



The signature photograph is no longer used in black-and-white. Paul Otellini's signature is used on the curriculum manual letter.

### Introduction Section: Letter from Paul Otellini



- Header First Line: First-level content  
Example Copy: Intel® Teach Program Thinking with Technology Course
- Header Second Line: Second-level content  
Example Copy: Introduction
- Box: .5pt, 100 percent black frame, text inset top and left 8pt.
- Footer: Customize in template master page
- Pagination: The introduction section uses lowercase Roman numerals (i, ii, iii...)

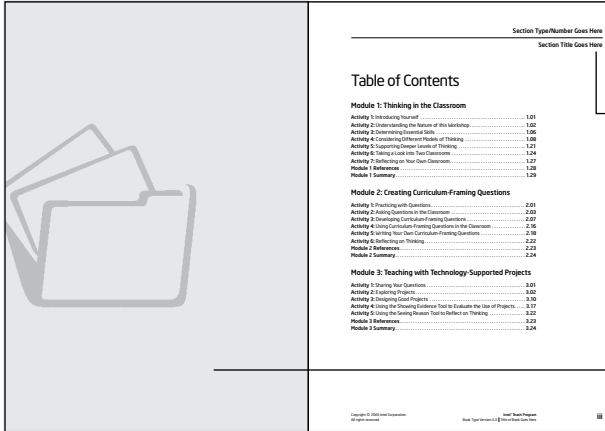
### Introduction Section: Introduction

Legal: Short version used on all manual pages except the last page in a module, appendix, or section

# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

### Template Set A Sample Pages (continued)



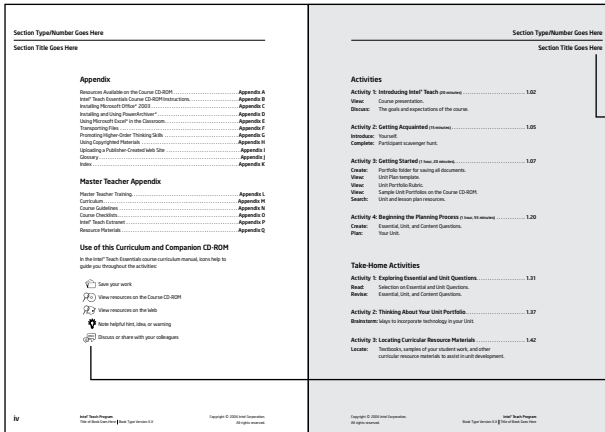
Header First Line: First-level content  
Example Copy: Introduction

Header Second Line: Second-level content  
Example Copy: Contents

New section always starts on a right page

Icons (large grayscale): Black TIFF version scaled to 600 percent and colored in template to 30 percent black, 10 percent black background

### Introduction Section: Table of Contents



Header First Line: First-level content  
Example Copy: Module 1

Header Second Line: Second-level content  
Example Copy: Getting Started

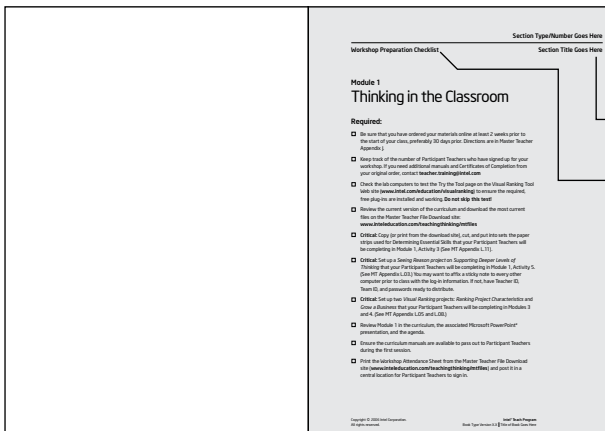
10 percent black background

New section always starts on a right page

Small Icons: Black EPS version scaled to 30 percent, p6 distance from text

Pagination: No page number

### Introduction Section and Module Content Page



Header First Line: First-level content  
Example Copy: Module 1

Header Second Line: Second-level content  
Example Copy: Getting Started

Header Second Line: Third-level content  
Example Copy: Course Preparation Checklist

10 percent black background

New section always starts on a right page

Pagination: No page number

### Module Content Pages







# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

### Template Set A Sample Pages (continued)

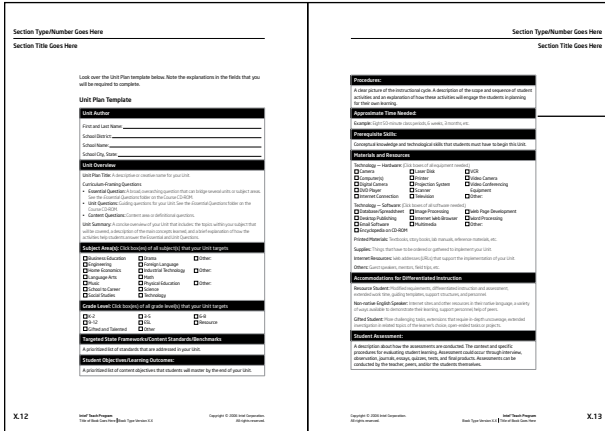
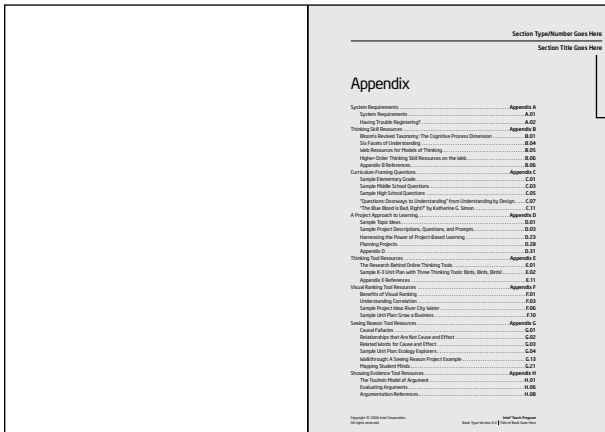


Table Chart: Grid .5pt. 50 percent black, text inset top and left 6pt, height of black headline cell is 1p8, cell fill colors are 100 percent black, white, and 10 percent black

### Module Content Pages



Header First Line: First-level content  
Example Copy: Appendix

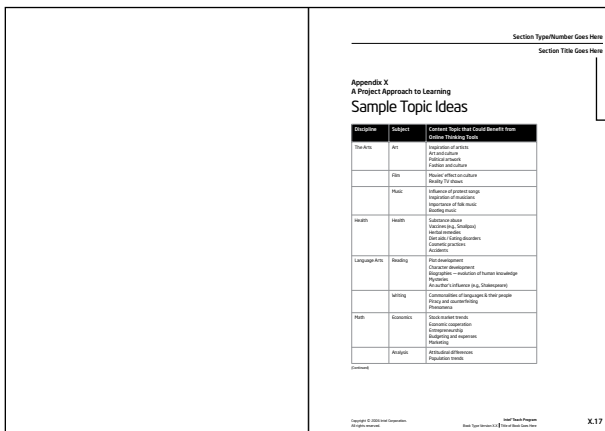
Header Second Line: Second-level content  
Example Copy: Contents

10 percent black background

New section always starts on a right page

Pagination: No page number

### Appendix Content Pages



Header First Line: First-level content  
Example Copy: Appendix A

Header Second Line: Second-level content  
Example Copy: A Project Approach to Learning

New section always starts on a right page

Pagination: The Appendix sections use Arabic numerals (1, 2, 3...) with the Appendix letter before  
Example Appendix A (A.01, A.02, A.03...)  
Example Appendix B (B.01, B.02, B.03...)

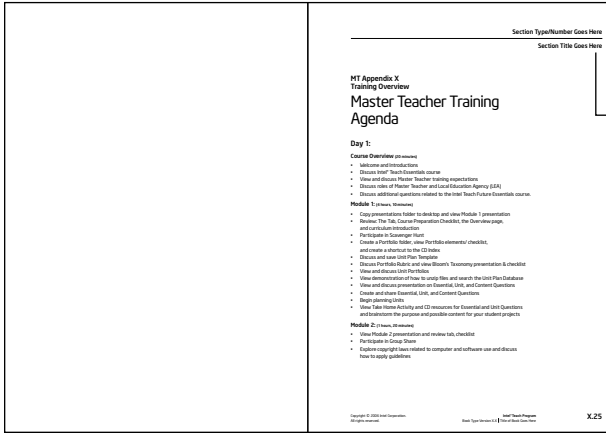
### Appendix Content Pages



# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

### Template Set A Sample Pages (continued)



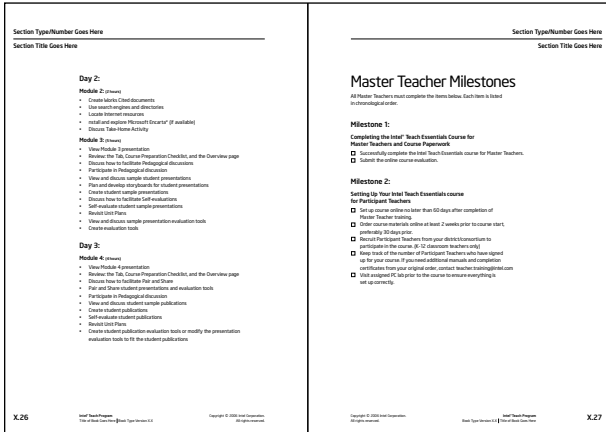
Header First Line: First-level content  
Example Copy: Master Teacher Appendix C

Header Second Line: Second-level content  
Example Copy: Training Overview

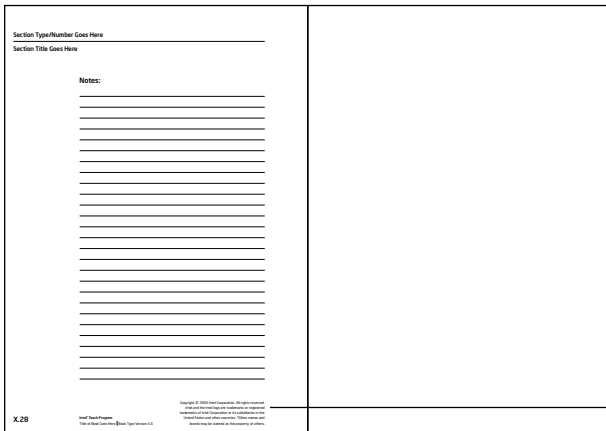
New section always starts on a right page

Pagination: The Appendix sections use Arabic numerals (1, 2, 3...) with the Appendix letter before  
Example Appendix A (A.01, A.02, A.03...) Example Appendix B (B.01, B.02, B.03...)

### Additional Appendix (Master Teacher Only) Content Pages



### Additional Appendix (Master Teacher Only) Content Pages



New section always starts on a right page; if content ends on a left page, insert a blank page to allow new section to start on a right page

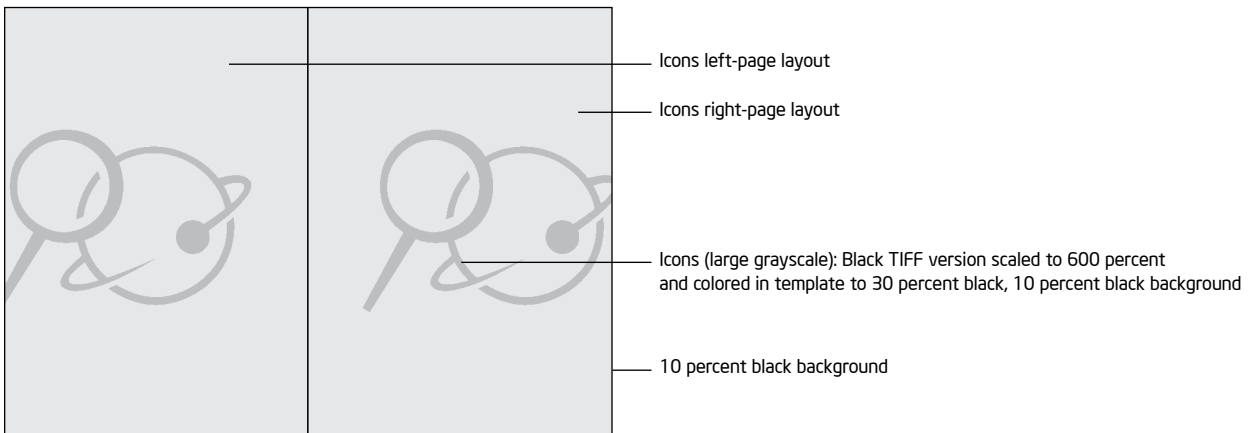
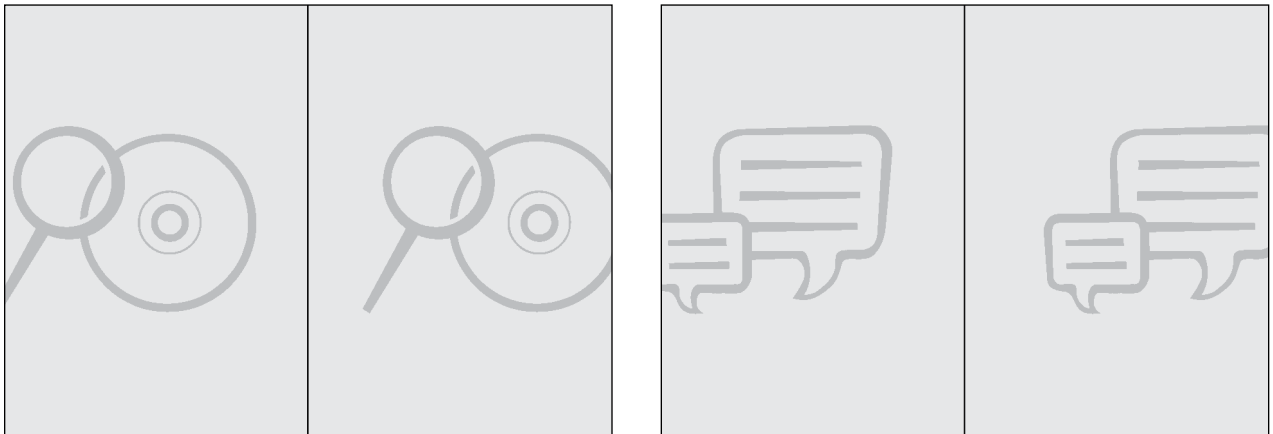
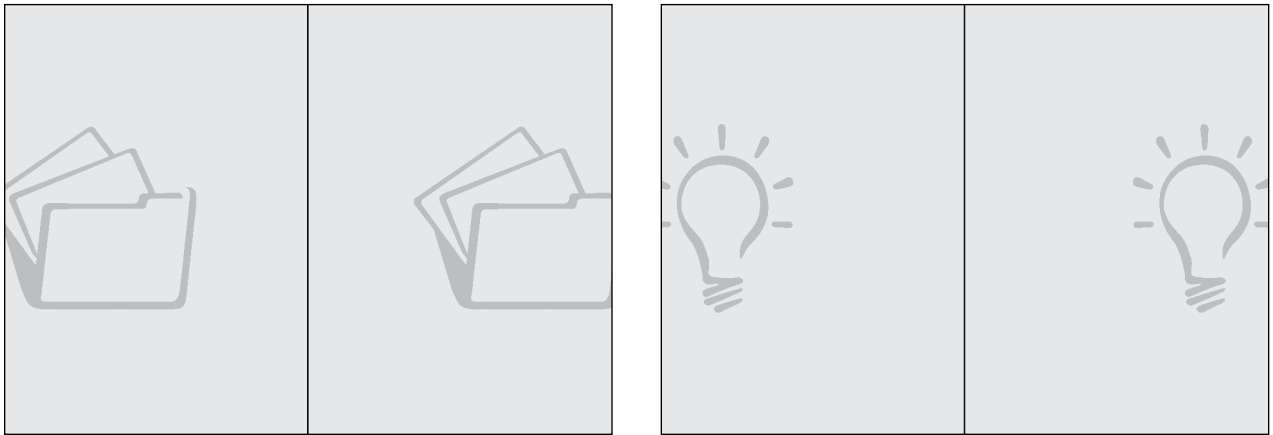
Legal for End of Section: Full Copyright without Manual Version Number and Document ID System

### Content Pages

# Assets, Templates, and Assembly

Curriculum Manual Interior Template Set A

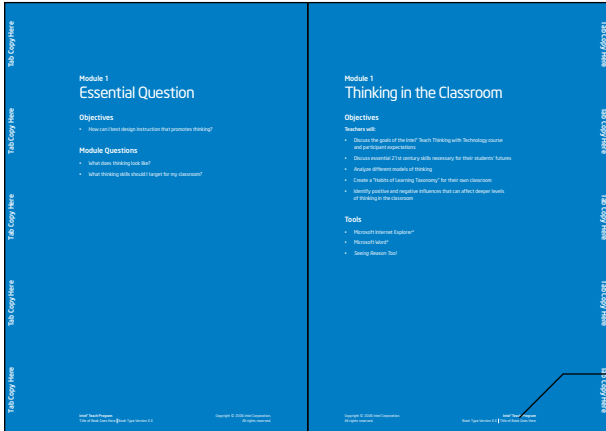
## Template Set A Sample Pages — Large Grayscale Icon Pages (continued)



# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

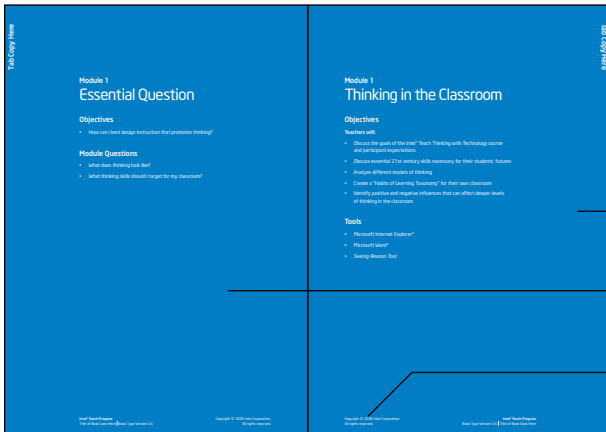
### Template Set A Sample Pages (continued)



Divider copy example five locations (never shown all at once)

Footer: Customize in template master page

### Divider Page



Divider copy  
Example Copy: Module 1

100 percent Intel® Blue background

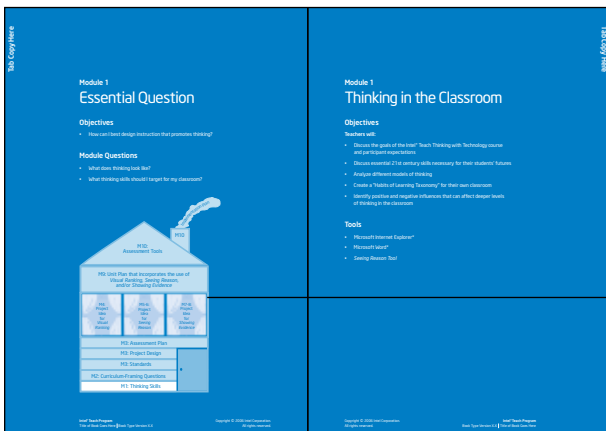
Front layout

Back layout

Legal: Short version

Pagination: No page numbers

### Divider Page



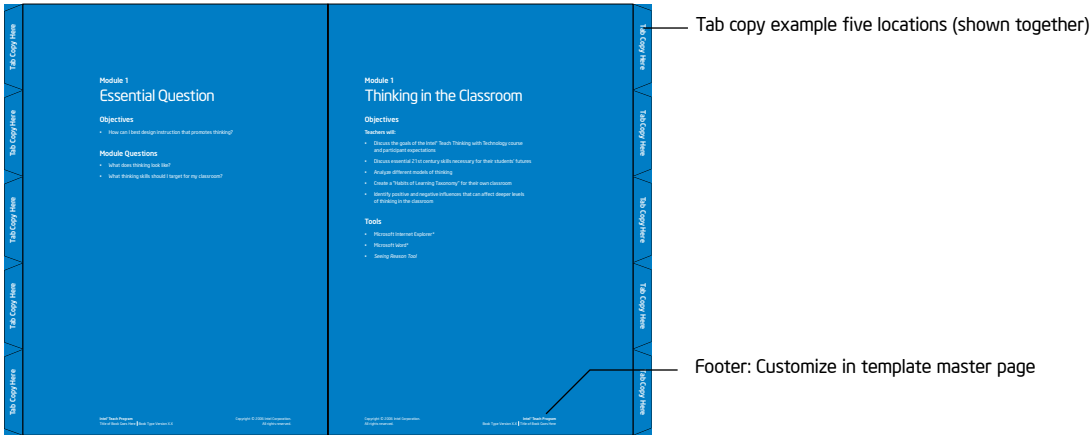
House Graphic: Used only with the Intel® Teach Program Thinking with Technology Course

### Divider Page for Intel® Teach Program Thinking with Technology Course

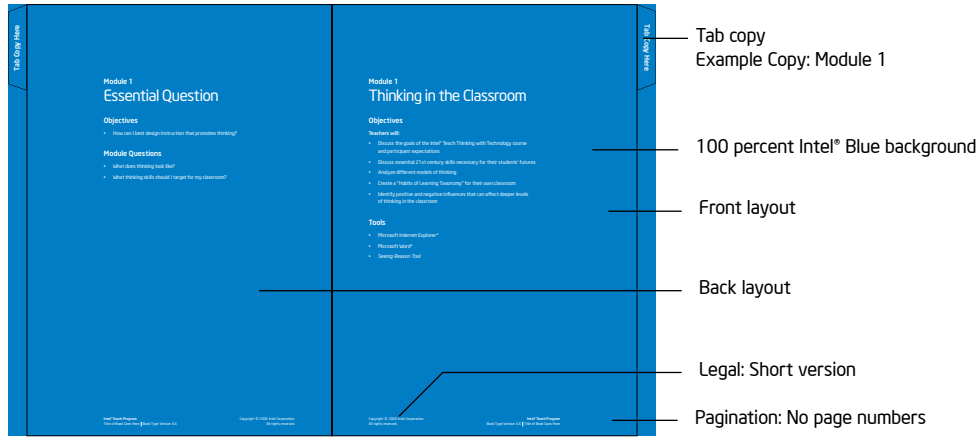
# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set A

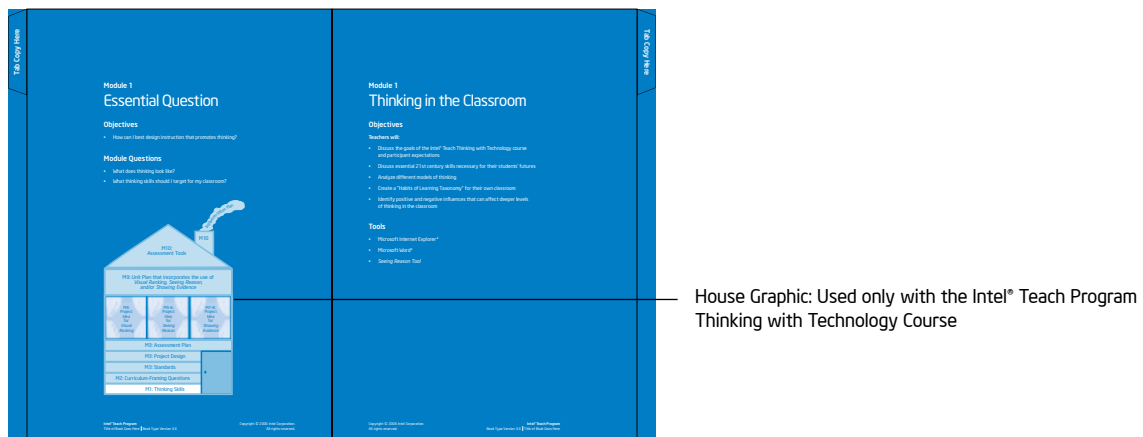
### Template Set A Sample Pages (continued)



### Tab Page



### Tab Page



### Tab Page for Intel® Teach Program Thinking with Technology Course

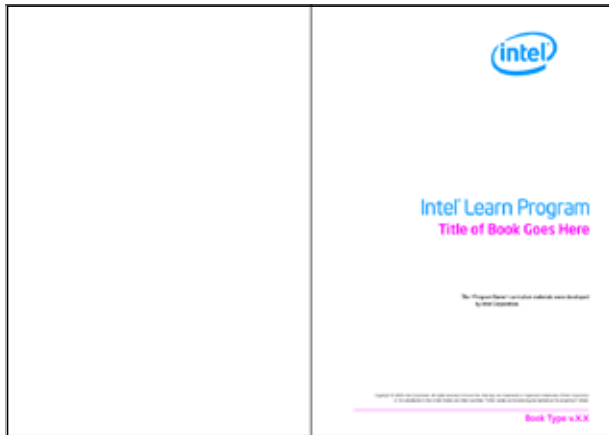
# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set B

This template supports the materials for offerings involving children. This template is provided in A4 size and in color, but can be modified for use in black-and-white if countries need a lower cost printing option. Template pages include an introduction section, activities and project content pages, teacher training content pages, appendix content, and divider pages.

**NOTE:** The magenta color in the template represents the secondary color. Updating the color in the template to the secondary color assigned to the program offering is required. To update the secondary color in the template, follow the instructions on page 47.

### Template Set B Sample Pages (continued)



— Program Name (Intel Blue)  
— Offering Name/Book Title (Secondary Color)

— Legal: Full Copyright without Manual Version Number and Document ID System

— Book Type and Optional Version Number (Secondary Color)

**Introduction Section: Title Page for the Intel® Learn Program**



— The signature photograph is no longer used in black-and-white. Paul Otellini's signature is used on the curriculum manual letter

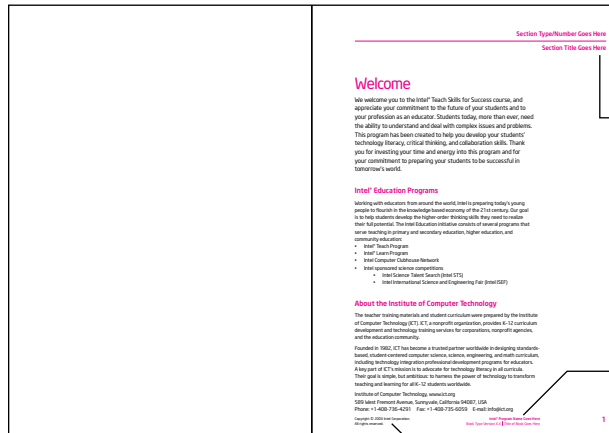
**Introduction Section: Letter from Paul Otellini**



# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set B

### Template Set B Sample Pages (continued)



Header First Line (Secondary Color): First-level content  
Example Copy: Intel® Teach Program Skills for Success Course

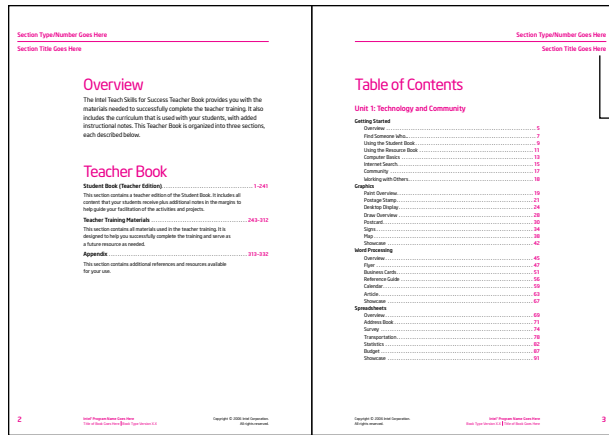
Header Second Line (Secondary Color): Second-level content  
Example Copy: Introduction

Footer (Secondary Color): Customize in template master page

Pagination (Secondary Color): The manual uses Arabic numerals (1, 2, 3...)

### Introduction Section: Introduction

Legal: Short version used on all manual pages except the last page in a module, appendix, or section

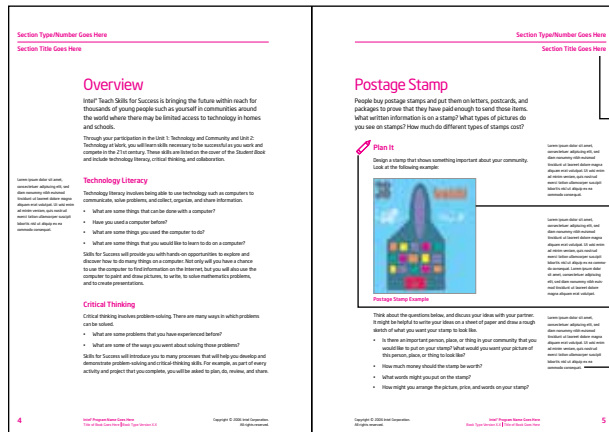


Header First Line (Secondary Color): First-level content  
Example Copy: Introduction

Header Second Line (Secondary Color): Second-level content  
Example Copy: Contents

New section always starts on a right page

### Introduction Section: Table of Contents



Header First Line (Secondary Color): First-level content  
Example Copy: Unit 1: Technology and Community

Header Second Line (Secondary Color): Second-level content  
Example Copy: Graphics

Screen Captures: .5pt. 50 percent black frame, screen captures are saved as TIFF files for PC platform computers and saved as CMYK (do not reduce resolution size)

Icons (Secondary Color): Black TIFF version scaled to 45 percent (color vector EPS files can be used if preferred)

Margin Notes: Typically used only in the teacher editions

# Assets, Templates, and Assembly Curriculum Manual Interior Template Set B

## Template Set B Sample Pages (continued)

**Section Type/Number Goes Here**  
**Section Title Goes Here**

For help on how to do certain skills, look at the following groups in the Resource Book:

- Graphics Group 1 Getting to Know Microsoft Paint
- Graphics Group 2 Printing, Printing and Printers
- Graphics Group 3 Making Changes in Pictures and Photos in Microsoft Paint


**Do It**

- Start Microsoft Paint, and you will see a new, blank painting canvas.
- In the menu bar, click on the menu item **Format** and then click on **Background Color**.
- Click on the color you want in the Color Box before you click any other options or buttons. If you make any mistakes, just use the Undo command.
- Click the different tools to make the shape you want on your canvas. Be sure to click the color you want in the Color Box before you click any other options or buttons. If you make any mistakes, just use the Undo command.
- Click on the menu item **Format** and then click on **Background Color**.
- Click on the color you want in the Color Box before you click any other options or buttons. If you make any mistakes, just use the Undo command.
- Repeat Steps 6 and 7 to put the color of your computer in the stamp.

**Challenge:** Select and copy the stamp. Then, use Microsoft Paint to create a stamp that is a different color than the one you just created. (See the Challenge Example at the end of this section.)

Save your work as directed.

**Section Type/Number Goes Here**  
**Section Title Goes Here**



**Review It**

Look over your stamp. Make sure it has the following elements:

- a picture of an important person, place, thing, or event in your community
- the stamp's title
- the name of your community

If any of these elements are missing, add them. You should also make any other needed changes. Remember to save your work when you are finished.

**Share It**

Be prepared to discuss your answers to the following questions:

- How did you decide on the picture you used for your stamp?
- Why did you pick it, or why is it important to your community?
- Which tools did you use to design your stamp? Which tool did you like the best? Why did you like that tool?
- How could you use stamps you've created to help the rest of your community?
- Why is graphics software a good tool for creating stamps?

Box: .5pt. 100 percent secondary color frame, text inset top and left 8pt.

## Activities and Project Content Pages


**Section Type/Number Goes Here**  
**Section Title Goes Here**

### Survey Form

The Singh is a government healthcare worker who needs to find out which health issues are most important to the people in her community. She wants to gather information from a large number of people. To do this, she needs to design a survey form. How could you use a computer to help Ms. Singh with her survey?

**Plan It**

Design a survey form that your classmates will use to enter information electronically about the health issues that they worry about the most. Look at the following examples.



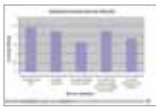
**Completed Survey Form Example**      **Completed Survey Form Example**

Think about the questions below, and discuss your ideas with your partner. It might be helpful to write your ideas on a sheet of paper.


- What are four or five health issues that people worry about? What questions could you ask to find out how concerned or worried people are about each issue?
- What sort of number rating could be used for people to show that they are very concerned, somewhat concerned, or not at all concerned about a specific health issue?

Remember to use the Rubric as a guide as you plan, do, revise, and share.

**Section Type/Number Goes Here**  
**Section Title Goes Here**



**Column Chart Example**



**Pie Chart Example**

Think about the questions below, and discuss your ideas with your partner. It might be helpful to look at the completed example. Remember that there are two sheets of paper.

- How might you organize the survey questions and answers into a spreadsheet?
- How could you use spreadsheets to figure out which issue is the biggest concern?





Remember to use the Rubric as a guide as you plan, do, revise, and share.

## Activities and Project Content Pages

**Section Type/Number Goes Here**  
**Section Title Goes Here**

### Computer Basics

Before you begin using the computer, there are some basic things that you should know. This includes knowing the names of some of the parts of the computer, as well as knowing how to move the mouse.

Parts of the Computer	
1. The CPU (Central Processing Unit) is the heart of the computer. It is located in the system unit. It is the part of the computer that does most of the work.	
2. The monitor is a device that displays information. It is connected to the system unit by a cable. It is the part of the computer that you look at to see what is going on.	
3. The keyboard is a device that you use to type letters and numbers on. It is connected to the system unit by a cable. It is the part of the computer that you use to enter information.	
4. The mouse is a device that you use to click on things on the screen. It is connected to the system unit by a cable. It is the part of the computer that you use to point at things on the screen.	

**Section Type/Number Goes Here**  
**Section Title Goes Here**

### Internet Search

It is time for an Internet search! You and your partner will now become more familiar with the Internet as you search for the information requested below.

Some you cannot write on this page, be sure to write your answers to each numbered question in a separate sheet of paper.

- Start the web browser on your computer.
- Type the name of the address. Make sure the location bar reads the address of an appropriate web site that has the information on the company's website. (You may use the address bar.)
- Make sure that the address you typed is the correct one which is typing letters may make it difficult to see. It is better to use the mouse to click on the address.
- Press the Enter key or click the Go button. Then, look at the web page that you see.
- Read the web page thoroughly.

**What are some things you have learned from this page?**

- Click on the Blue Taper.
- When does the tape get?
- Go back to the first page by clicking the Back button on the toolbar.
- Click on the address bar, and type in the following one: <http://www.intel.com>. (Note: the location bar will not display the address until you click on the address bar.)
- Find a news report you would like to try for one of your meals.

**What is the name of the report?**

Click on the address bar, and type the following into the address bar: <http://www.intel.com>. (Note: the location bar will not display the address until you click on the address bar.)

**What are two items on this page about? In these information on your findings report?**

Table Chart: Grid .5pt. 50 percent black, text inset top and left 6pt., height of color headline cell is 1 p8, cell fill colors are 100 percent secondary color and white

## Activities and Project Content Pages

# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set B

### Template Set B Sample Pages (continued)

Section Type/Number Goes Here	Section Title Goes Here
<b>Table of Contents</b>	
<b>Module 1: 21st Century Skills</b>	
Exercise 1: Essential Skills	247
Exercise 2: Dimensions of Today versus Dimensions of Tomorrow	249
Module 1 Summary	252
<b>Module 2: 21st Century Approaches</b>	
Exercise 1: First-Source Info	253
Exercise 2: Tapping Domains	255
Exercise 3: Technology Change	256
Exercise 4: Critical Thinking	257
Exercise 5: Collaboration	257
Module 2 Summary	264
<b>Module 3: The Student Curriculum</b>	
Exercise 1: Thematic Instruction	265
Exercise 2: Implementation Models	266
Exercise 3: Creating Curricula Technology and Community	268
Exercise 4: Curricula Demonstration Session	270
Module 3 Summary	271
<b>Module 4: The Teaching Methodology</b>	
Exercise 1: Session Structure	273
Exercise 2: Resources	275
Exercise 3: Practice Session Preparation	276
Module 4 Summary	280
<b>Module 5: Mixed Processing</b>	
Exercise 1: Practice Session	281
Exercise 2: Practice Session	282
Exercise 3: Assessing Student Work	283
Module 5 Summary	288

Header First Line (Secondary Color): First-level content  
Example Copy: Appendix

Header Second Line (Secondary Color): Second-level content  
Example Copy: Contents

### Teacher Training Table of Contents

Section Type/Number Goes Here	Section Title Goes Here
<b>Module 1</b>	
<b>21st Century Skills</b>	
<b>Description:</b> 21st century, student-centered learning differs from traditional, teacher-centered learning in that the two have different approaches to content, instruction, classroom environment, assessment, and technology. Learn more about what you can do to help your students develop the skills they need to learn to become successful in the 21st century workplace.	
<b>Exercise 1: Essential Skills</b>	
<b>Step 1</b>	
When students graduate from your school system, what is essential for them to know and do to be able to be successful in the 21st century workplace? Working in a small group, discuss your answers, and record them on the lines that follow.	
_____	
_____	
_____	
_____	
_____	
_____	
<b>Step 2</b>	
Be prepared to share your list of essential skills with the large group as directed.	

Header First Line (Secondary Color): First-level content  
Example Copy: Module 1

Header Second Line (Secondary Color): Second-level content  
Example Copy: 21st Century Skills

### Teacher Training Content Pages

Section Type/Number Goes Here	Section Title Goes Here
<b>Exercise 2: Learner Profiles</b>	
Most learners participating in the Intel Learn Program are likely to:	
<ul style="list-style-type: none"> <li>Be between the ages of 18-30</li> <li>Have a wide range of learning abilities and challenges</li> <li>Come from rural and/or inner-city settings</li> <li>Be first-generation learners, learning needed to formal education</li> <li>Be able to read and write in their native language</li> <li>Possess limited or emerging technology literacy skills (Technology at Work 10000)</li> <li>Have limited access to computers</li> </ul>	<ul style="list-style-type: none"> <li>Be between the ages of 18-30</li> <li>Have a wide range of learning abilities and challenges</li> <li>Come from rural and/or inner-city settings</li> <li>Be first-generation learners, learning needed to formal education</li> <li>Be able to read and write in their native language</li> <li>Possess limited or emerging technology literacy skills (Technology at Work 10000)</li> <li>Have limited access to computers</li> </ul>
Reflect on the learners who will attend your classes. Record your answers to the questions below. Be prepared to share your answers with the large group.	
<ul style="list-style-type: none"> <li>What do you know about the learners in your community who will attend your classes? Who are they and what do they do? How might they differ from those described in the above profile?</li> </ul>	
_____	
_____	
_____	
_____	
_____	
_____	
How do you know this about them? What are your sources of information?	
_____	
_____	
_____	
_____	
_____	

Header First Line (Secondary Color): First-level content  
Example Copy: Intervention Skills

Header Second Line (Secondary Color): Second-level content  
Example Copy: Intervention Skills

### Teacher Training Content Pages





# Assets, Templates, and Assembly

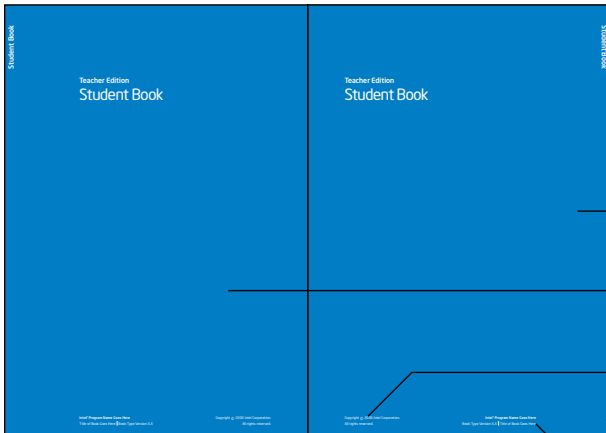
## Curriculum Manual Interior Template Set B

### Template Set B Sample Pages (continued)



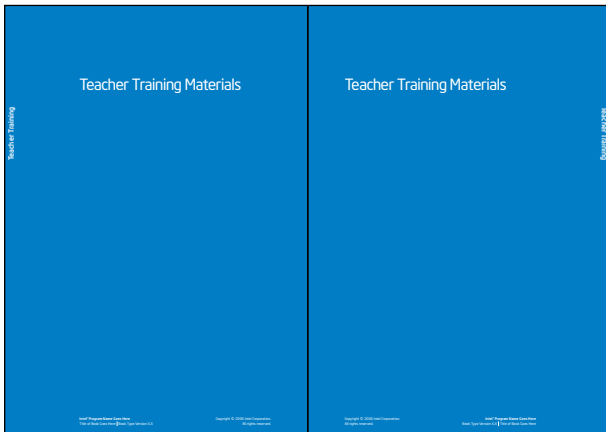
Divider copy example five locations (never shown all at once)

### Divider Page

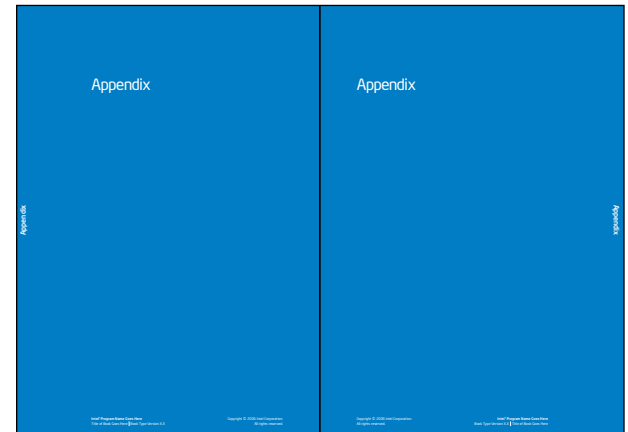


- Divider copy
- Example Copy: Student Book
- 100 percent Intel® Blue background
- Front layout
- Back layout
- Legal: Short version
- Pagination: No page numbers
- Footer: Customize in template master page

### Divider Page



### Divider Page



### Divider Page

## Assets, Templates, and Assembly

### Curriculum Manual Interior Template Set B

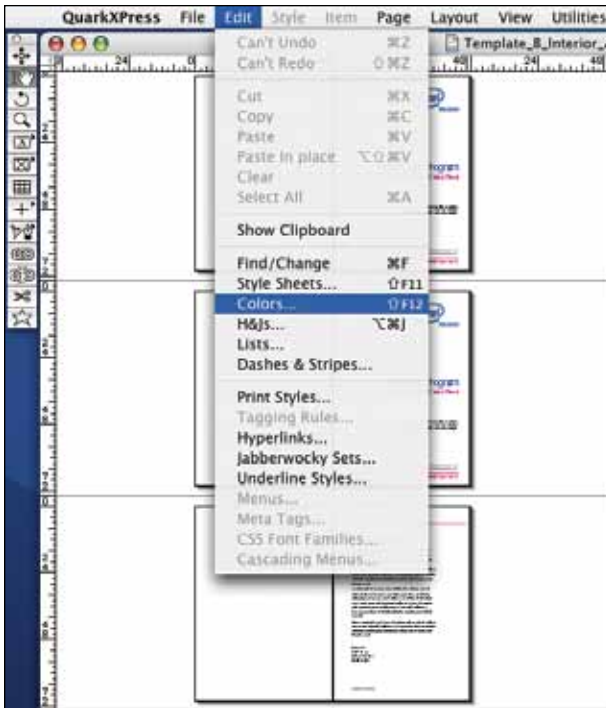
#### Changing the Secondary Color in a Template

The magenta color in the template represents the secondary color. The color in the template must be set to the secondary color assigned to the program offering. The assigned secondary colors for all program offerings are outlined in the matrix on page 19. This is a very simple process. The process for updating the templates is outlined in the instructions below. These instructions will work on both Macintosh\* and PC platforms.

#### Template Set B Secondary Color Instructions

**Step 1:** Open the Template Set B file in Quark XPress.

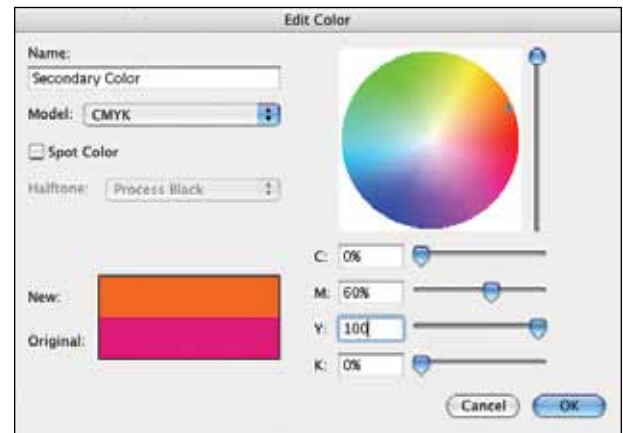
**Step 2:** Go to the **Edit** menu and choose **Colors**.



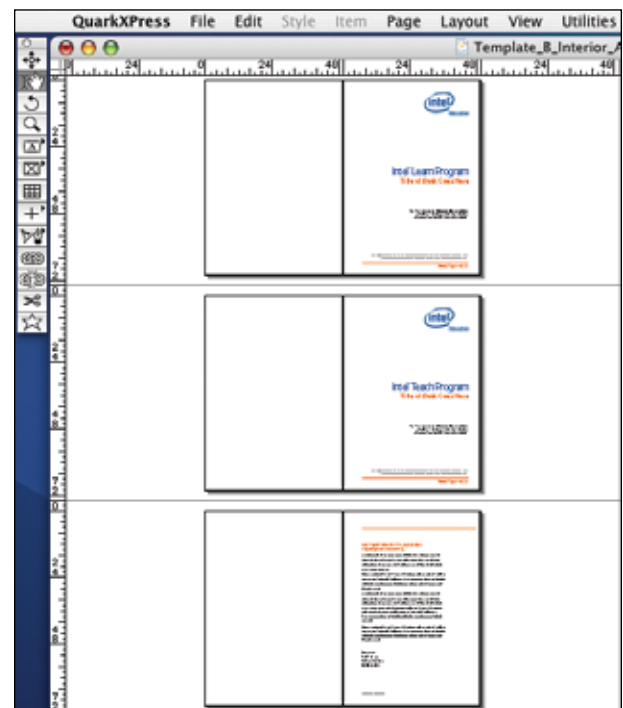
**Step 3:** Select the **Secondary Color** and click the **Edit** button.



**Step 4:** In **Edit Color** dialog box, change the CMYK mixes to the specific program offering color shown in the matrix on page 18 and click **OK**. The example below reflects the CMYK values for PMS 166.



The completed process should update all the secondary colors in the template, as shown in the following example:

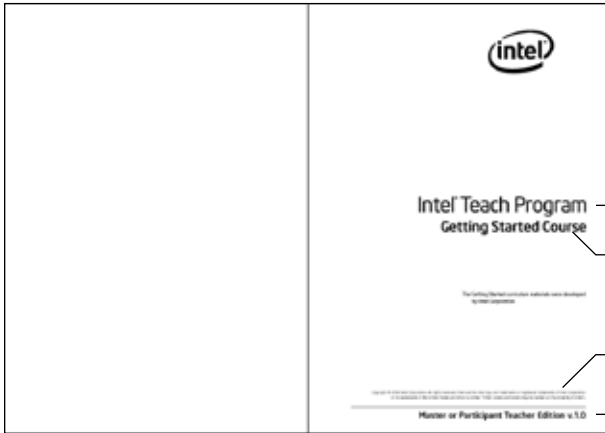


# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set C

This template is used only for the Intel® Teach Getting Started Course curriculum. This template is provided in black-and-white in A4 size. Template pages include an introduction section, module content, and appendix content.

### Template Set C Sample Pages (continued)



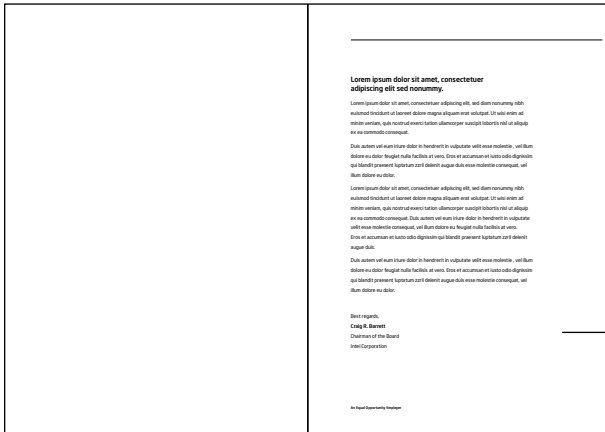
Program Name

Offering Name/Book Title

Legal: Full Copyright without Manual Version Number and Document ID System

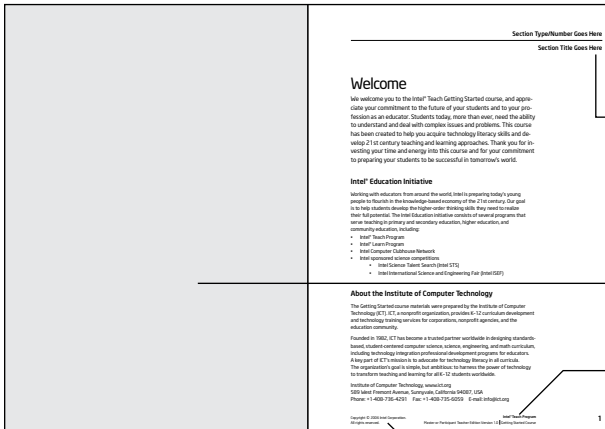
Book Type and Optional Version Number

### Introduction Section: Title Page



The signature photograph is no longer used in black-and-white. Paul Otellini's signature is used on the curriculum manual letter

### Introduction Section: Letter from Paul Otellini



Header First Line: First-level content  
Example Copy: Intel® Teach Program Getting Started Course

Header Second Line: Second-level content  
Example Copy: Introduction

10 percent black background

Footer: Customize in template master page

Pagination: The Introduction and Module sections use Arabic numerals (1, 2, 3...)

### Introduction Section: Introduction

Legal: Short version used on all manual pages except the last page in a module, appendix, or section

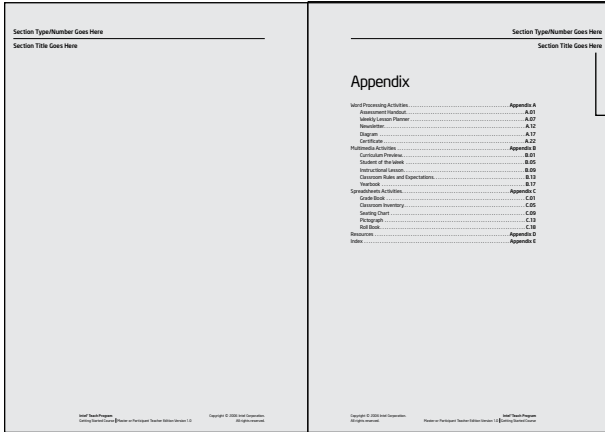






# Assets, Templates, and Assembly Curriculum Manual Interior Template Set C

## Template Set C Sample Pages



Header First Line: First-level content  
Example Copy: Appendix

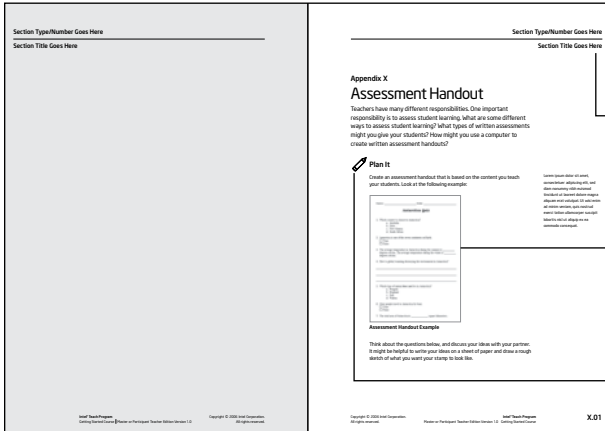
Header Second Line: Second-level content  
Example Copy: Contents

10 percent black background

New section always starts on a right page

Pagination: No page number

## Appendix Content Pages



Header First Line: First-level content  
Example Copy: Appendix A

Header Second Line: Second-level content  
Example Copy: Assessment Handout

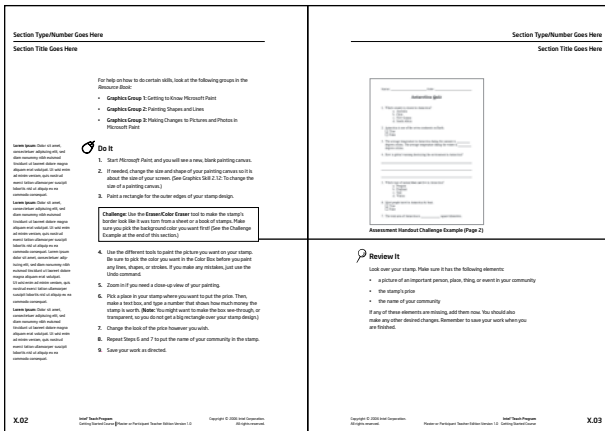
Screen Captures: .5pt. 50 percent black frame, screen captures are saved as TIFF files for PC platform computers and saved as CMYK (do not reduce resolution size)

New section always starts on a right page

Icons: Black EPS version scaled to 45 percent

Pagination: The Appendix sections use Arabic numerals (1, 2, 3...) with the Appendix letter before  
Example Appendix A (A.01, A.02, A.03...)  
Example Appendix B (B.01, B.02, B.03...)

## Appendix Content Pages



Box: .5pt. 100 percent black frame, text inset top and left 8pt.

## Appendix Content Pages

# Assets, Templates, and Assembly

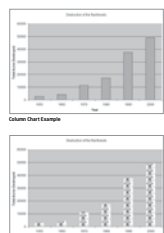
## Curriculum Manual Interior Template Set C

### Template Set C Sample Pages (continued)

<p>Section Type/Number Goes Here Section Title Goes Here</p> <p><b>Share It</b></p> <p>Be prepared to discuss your answers to the following questions:</p> <ul style="list-style-type: none"> <li>How do you decide on the picture presented for your stamp?</li> <li>Why is the stamp placed in the center of the page?</li> <li>Which tools do you use to design your stamp? Which tool did you like the best? Why did you like that tool?</li> <li>How do you think stamps were created before the use of computers?</li> <li>Why is graphics software a good tool for creating stamps?</li> </ul> <p>X.04</p>	<p>Section Type/Number Goes Here Section Title Goes Here</p> <p><b>Appendix X: Multimedia Activities</b> <b>Curriculum Preview</b></p> <p>At the beginning of the school year, students and their parents like to know what you will be teaching in your classroom. How might you accomplish this goal? One way is to create a multimedia presentation with text, pictures, and special effects.</p> <p><b>Plan It</b></p> <p>Create a curriculum preview presentation to inform students and parents of the content you will be teaching in your class. Look at the following example:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Mathematics</b></p> <p>Mathematics</p> <p>Mathematics</p> <p>Mathematics</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p><b>Language Arts</b></p> <p>Language Arts</p> <p>Language Arts</p> <p>Language Arts</p> </div> </div> <p style="text-align: center;">Curriculum Preview Example</p> <p>X.05</p>
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New section always starts on a right page

### Appendix Content Pages

<p>Section Type/Number Goes Here Section Title Goes Here</p>  <p><b>Calculus Chart Example</b></p> <p><b>Photograph Example</b></p> <p>Think about the questions below, and discuss your ideas with your partner in a right-hand-to-left or an extended-answer format on a sheet of paper.</p> <ul style="list-style-type: none"> <li>How might you represent the same question and answer into a spreadsheet?</li> <li>How might you represent the same question and answer into a photograph?</li> </ul> <p>Remember to use the Matrix as a guide as you plan, review, and share.</p> <p>X.06</p>	<p>Section Type/Number Goes Here Section Title Goes Here</p> <p><b>Appendix X Resources</b></p> <p>Listed below are resources that you might consider reading to learn more about the National educational theories and methods. <b>NOTE:</b> The localization links leads to the specific of print and Internet resources available in the local language.</p> <p><b>Books</b></p> <p>Brooks, Jacqueline Greven and Brooks, Marie G. (2006). In Search of Understanding The Case for Constructivist Classrooms. Alameda, CA: ACEE. ISBN: 0-87120-558-6.</p> <p>Compton, Linda, Campbell, Bruce, and Dickinson, Dale (2004). Teaching And Learning Through Multiple Intelligences. Third Edition. Boston, MA: Allyn and Bacon. ISBN: 0-2-3-30590-3.</p> <p>James, David; Johnson, Roger T., and Johnson, Marsha. Eds. (1996). Cooperation In The Classroom, Seventh Edition. Edina, MN: Interaction Book Company. ISBN: 0-916023-01-7.</p> <p>Kagan, Spencer (2006). Cooperative Learning. San Clemente, CA: Kagan Cooperative Learning. ISBN: 1-57100-154-6.</p> <p>Katz, Liban G. and Clark, Sylvia C. (2000). Engaging Children's Minds: The Project Approach. Second Edition. Stamford, CT: Ablex Publishing Corporation. ISBN: 1-56755-555-7.</p> <p>Muround, David (2003). Project Based Learning Using Information Technology. Second Edition. Eugene, OR: CELE. ISBN: 1-56486-195-2.</p> <p>Topp, Linda and Sapp, Sara (2002). Problems as Possibilities: Problem-Based Learning for 21st Century Classrooms. Alameda, CA: ACEE. ISBN: 0-87120-574-2.</p> <p><b>21st Century Skills Internet Resources</b></p> <p>Open Social Studies Framework for CT (January 2005). <a href="http://www.ang.state.ct.us/ctss/050105/">www.ang.state.ct.us/ctss/050105/</a></p> <p>Designing 21st Century Skills (2005). <a href="http://www.k12.org/learning/21st/21st.pdf">www.k12.org/learning/21st/21st.pdf</a> (PDF) (8/04)</p> <p>Learning for the 21st Century (2004). <a href="http://www.21stcenturyskills.org/21stcentury_skills.htm">www.21stcenturyskills.org/21stcentury_skills.htm</a></p> <p>X.07</p>
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New section always starts on a right page

### Appendix Content Pages

<p>Section Type/Number Goes Here Section Title Goes Here</p> <p>X.08</p>	<p>Section Type/Number Goes Here Section Title Goes Here</p> <p><b>Appendix X Index</b></p> <table border="0"> <tr><td>21st Century Skills</td><td>8</td></tr> <tr><td>  Definition and Characteristics</td><td>8</td></tr> <tr><td>  Strategies for Promoting Key Skills</td><td>74</td></tr> <tr><td>  Action Plans</td><td>81</td></tr> <tr><td>  Components</td><td>80</td></tr> <tr><td>  Implementation</td><td>80</td></tr> <tr><td>  Structure</td><td>80</td></tr> <tr><td>  Assessment</td><td>80</td></tr> <tr><td>  Ongoing Evaluation</td><td>39</td></tr> <tr><td>  Plan Development</td><td>39</td></tr> <tr><td>  Review and Refinement</td><td>39</td></tr> <tr><td>  Share &amp; Showcase</td><td>40</td></tr> <tr><td>  Change</td><td>74</td></tr> <tr><td>  Collaboration</td><td>36</td></tr> <tr><td>  Authentic Learning Goals</td><td>37</td></tr> <tr><td>  Forming Collaborative Groups or Pairs</td><td>37</td></tr> <tr><td>  Computer Pairs</td><td>20</td></tr> <tr><td>  Classroom</td><td>40</td></tr> <tr><td>  Evaluation, Setting Student Goals</td><td>82</td></tr> <tr><td>  Facilitating Skills</td><td>71</td></tr> <tr><td>  Encouraging Skills</td><td>68</td></tr> <tr><td>  Conceptual Skills</td><td>68</td></tr> <tr><td>  Interwoven Skills</td><td>72</td></tr> <tr><td>  Listening and Speaking Skills</td><td>68</td></tr> <tr><td>  Observing and Reflecting Skills</td><td>69</td></tr> <tr><td>  Collaborating Skills</td><td>68</td></tr> <tr><td>  Helping Skills</td><td>24</td></tr> <tr><td>  Internet</td><td>24</td></tr> <tr><td>  Home Possibilities</td><td>21</td></tr> </table> <p>X.09</p>	21st Century Skills	8	Definition and Characteristics	8	Strategies for Promoting Key Skills	74	Action Plans	81	Components	80	Implementation	80	Structure	80	Assessment	80	Ongoing Evaluation	39	Plan Development	39	Review and Refinement	39	Share & Showcase	40	Change	74	Collaboration	36	Authentic Learning Goals	37	Forming Collaborative Groups or Pairs	37	Computer Pairs	20	Classroom	40	Evaluation, Setting Student Goals	82	Facilitating Skills	71	Encouraging Skills	68	Conceptual Skills	68	Interwoven Skills	72	Listening and Speaking Skills	68	Observing and Reflecting Skills	69	Collaborating Skills	68	Helping Skills	24	Internet	24	Home Possibilities	21
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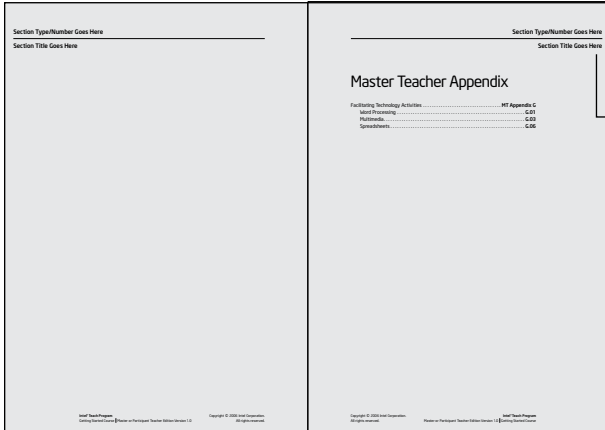
New section always starts on a right page

### Appendix Content Pages

# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set C

### Template Set C Sample Pages (continued)

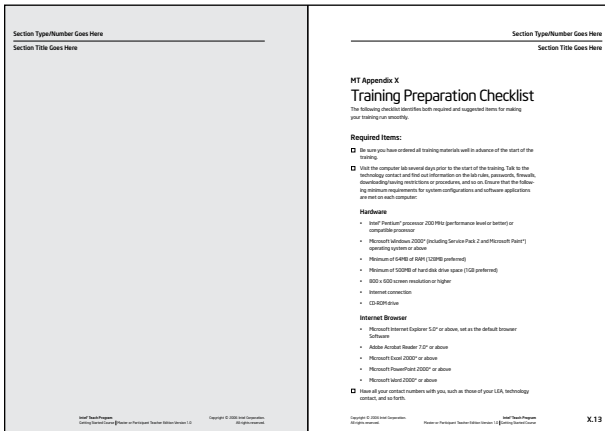


Header First Line: First-level content  
Example Copy: Master Teacher Appendix

Header Second Line: Second-level content  
Example Copy: Contents

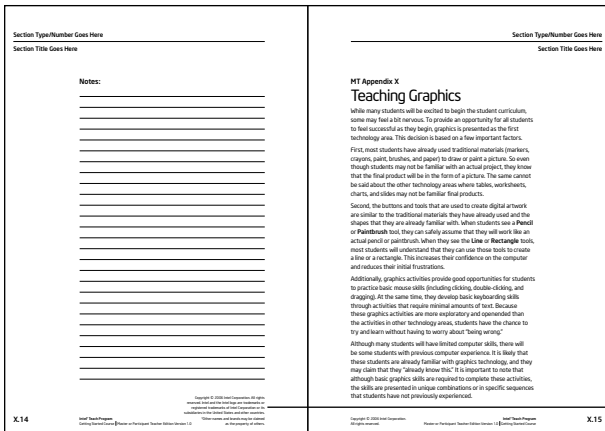
New section always starts on a right page

### Additional Appendix (Master Teacher Only) Content Pages



New section always starts on a right page

### Additional Appendix (Master Teacher Only) Content Pages



New section always starts on a right page

Legal for End of Section: Full Copyright without Manual Version Number and Document ID System

### Additional Appendix (Master Teacher Only) Content Pages

# Assets, Templates, and Assembly

## Curriculum Manual Interior Template Set D

This template is used only for the *Help Guide* in A4 size. This template is provided in color but can be modified for use in black-and-white if that is the preferred printing option for your country. Template pages include an introduction section, overview section, and content pages.

### Template Set D Sample Pages (continued)

Program Name (Intel® Blue)

Offering Name/Book Title (Intel Blue)

Legal: Full Copyright without Manual Version Number and Document ID System

Book Type and Optional Version Number (Intel Blue)

### Introduction Section: Title Page

Header First Line (Intel Blue): First-level content  
Example Copy: Contents

Footer (Intel Blue): Customize in template master page

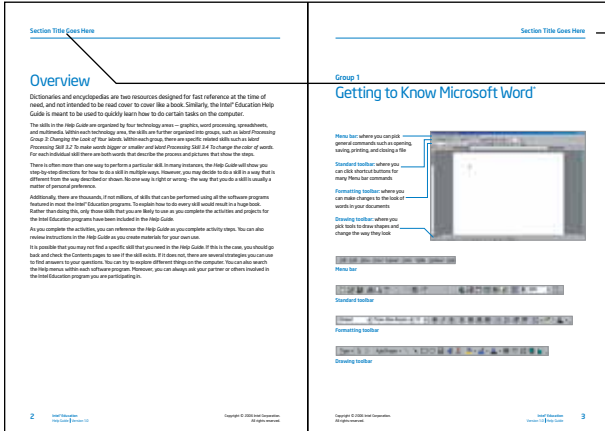
Pagination (Intel Blue): The manual uses Arabic numerals (1, 2, 3...)

### Overview Section: Table of Contents

Legal: Short version used on all manual pages except the last page of a section

# Assets, Templates, and Assembly Curriculum Manual Interior Template Set D

## Template Set D Sample Pages



Right Header content (Intel® Blue)  
Example Copy: Word Processing  
Left Header content (Intel Blue)  
Example Copy: Getting Started

New sections can start on a left or right page

Overview Section: Overview Content Page

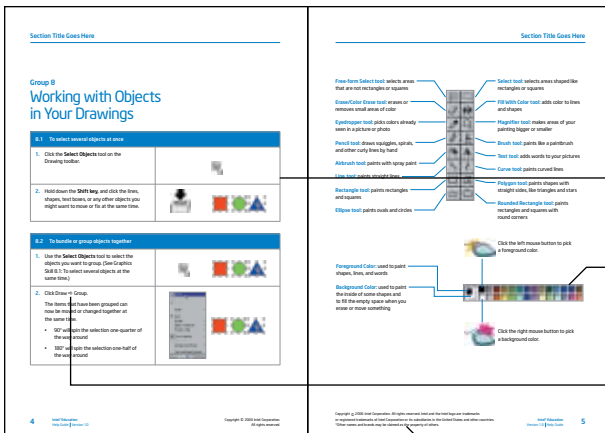


Table Chart: Grid .5pt. 50 percent black, text inset top and left 10pt, height of Intel Blue headline cell is 2p5, cell fill colors are 100 percent Intel Blue and white

Screen Captures: .5pt. 50 percent black frame, screen captures are saved as TIFF files for PC platform computers and saved as CMYK (do not reduce resolution size)

Arrow: Wingdings 3 character a

Content Pages

Legal for End of Section: Full Copyright without Manual Version Number and Document ID System

## Assets, Templates, and Assembly

### Paul Otellini Signature

Please note that introduction letters are signed using Paul Otellini's signature. Assets are available in the following file formats for print applications.

#### Print Assets

- **Adobe Illustrator\* Vector EPS file** Black and white assets are available.

#### Paul Otellini Signature

These signatures should only be used for the Introduction Section letter for the Intel® Teach Getting Started Course, Skills for Success Course, Essentials Course, Essentials Online Course, Thinking with Technology Course, and Leadership Forum. Available in Black and White.

Signatures are available by request only, please contact Alison Elmer at [Alison.elmer@intel.com](mailto:Alison.elmer@intel.com).



**Black**



**White (Reversed)**

Print Asset Type	Filename
Adobe Illustrator* Vector EPS file:	Paul_Otellini_Signature_Blk.eps      Paul_Otellini_Signature_wht.eps



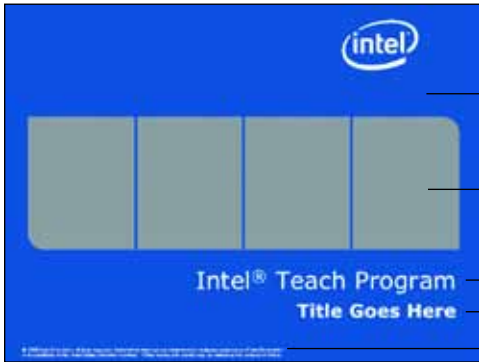
## Assets, Templates, and Assembly

### Curriculum Presentation Templates

Two presentation templates are available for use: one—with a blue background and one with a white background. The title slide uses the core visual and program title to identify the program/offering it supports. When creating and adapting presentation slides for the course, be sure you are using one of the approved presentation templates provided on the Assets DVD.

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#### Presentation Templates: Title Slide



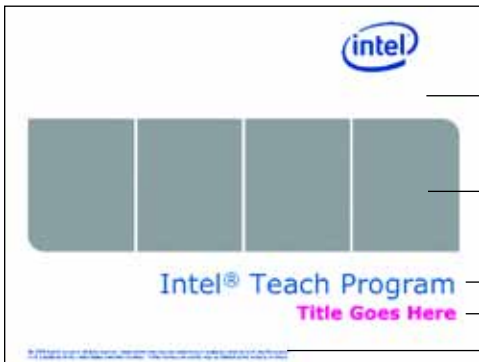
Intel® Blue background (RGB)

Core Visual (RGB)

Program Name (white)

Book Type/Offering Name (white)

Legal: Full Copyright without Manual Version Number and Document ID System (white)



White background

Core Visual

Program Name (Intel Blue RGB)

Book Type (Secondary Color)

Legal: Full Copyright without Manual Version Number and Document ID System (Intel Blue RGB)

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#### Presentation Templates: Additional Slides

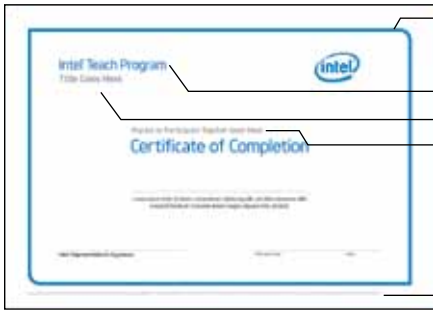


## Assets, Templates, and Assembly

### Curriculum Certificate Templates

Common templates are available for use in the development of certificates that support each program offering. Certificates are provided for all audience types in each offering, and are available in 2-color and 3-color printing options.

#### Certificate Layout Examples



Keyline (Intel® Blue)

Program Name (Intel Blue)

Book Title/Offering Name (50 percent black)

Audience Type (50 percent black)

Legal: Full Copyright without Manual Version Number and Document ID System (50 percent black)

**2-Color Option, 2-Signature Version**

#### Print Specifications

Trim Size:

11.693-inches wide by 8.268-inches tall

2-color: Black + Intel® Blue

Stock: 65# Opaque Cover Uncoated  
(If this stock is unavailable, please choose a stock that is similar in brightness and thickness.)

Software: Quark XPress 5\* and 6\*



Government or Other Organization Logos (optional)

**2-Color Option, 3-Signature Version**

#### Print Specifications

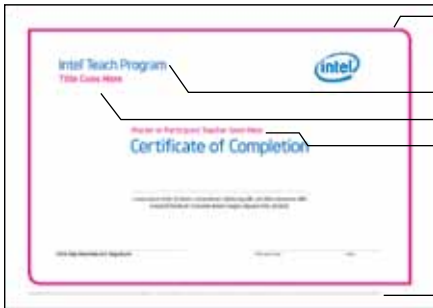
Trim Size:

11-inches wide by 8.5-inches tall

2-color: Black + Intel® Blue

Stock: 65# Opaque Cover Uncoated  
(If this stock is unavailable, please choose a stock that is similar in brightness and thickness.)

Software: Quark XPress 5\* and 6\*



Keyline (Secondary Color)

Program Name (Intel Blue)

Book Title/Offering Name (Secondary Color)

Audience Type (Secondary Color)

Legal: Full Copyright without Manual Version Number and Document ID System (50 percent black)

**3-Color Option, 2-Signature Version**

#### Print Specifications

Trim Size:

11.693-inches wide by 8.268-inches tall

3-color: Black + PMS + Intel® Blue

Stock: 65# Opaque Cover Uncoated  
(If this stock is unavailable, please choose a stock that is similar in brightness and thickness.)

Software: Quark XPress 5\* and 6\*



Government or Other Organization Logos (optional)

**3-Color Option, 3-Signature Version**

#### Print Specifications

Trim Size:

11-inches wide by 8.5-inches tall

3-color: Black + PMS + Intel® Blue

Stock: 65# Opaque Cover Uncoated  
(If this stock is unavailable, please choose a stock that is similar in brightness and thickness.)

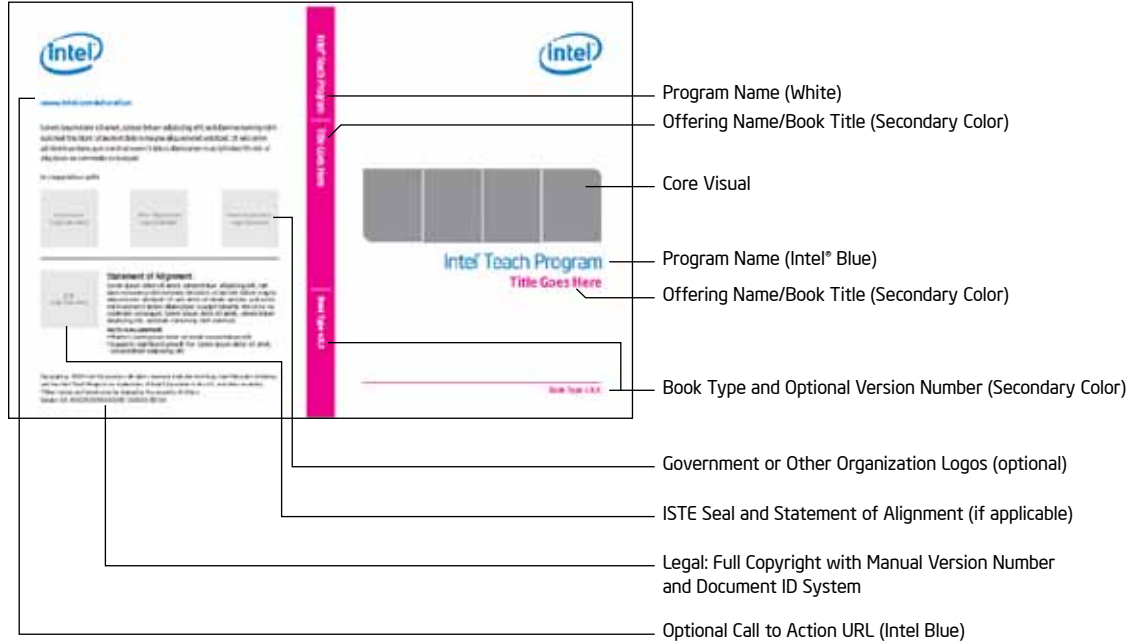
Software: Quark XPress 5\* and 6\*

# Assets, Templates, and Assembly

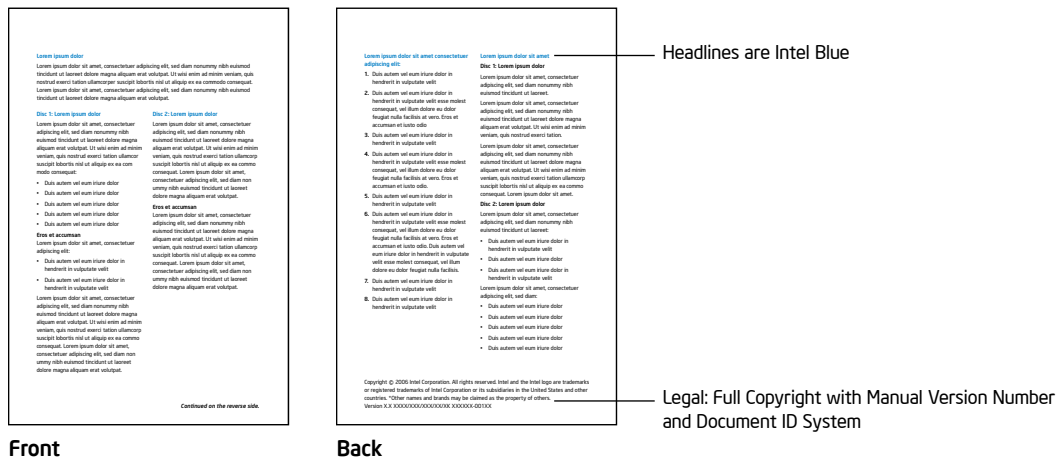
## Curriculum CD Packaging Templates

Countries have the option of creating some manuals as electronic CDs instead of printing the manuals as books. Packaging for the CDs is included as part of the assets. The package consists of a cover designed for use with a standard DVD case. The cover has a front, back, and spine. Also included is an insert that is placed inside the DVD case along with the CD. The insert provides specific CD installation and usage instructions.

### CD Packaging Case Template



### CD Packaging Case Insert Template



Front

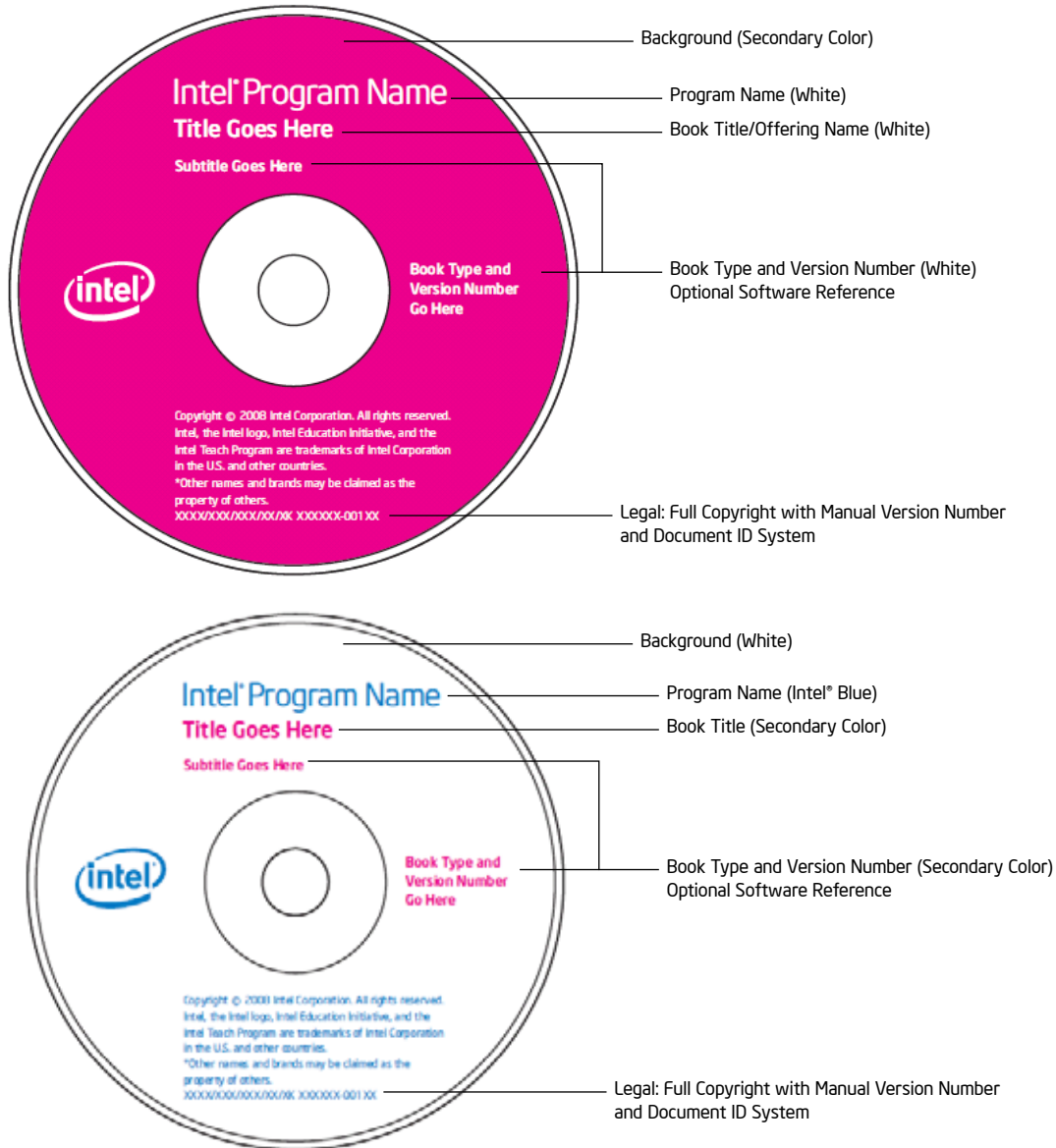
Back

## Assets, Templates & Assembly

### Curriculum CD Label Templates

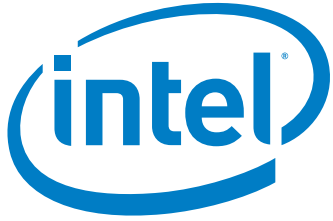
Common templates are available for use in the development of CD labels that support curriculum materials (such as resource CDs or curriculum CDs). CD labels are provided for lithography printing in 1-color and 2-color options for each applicable offering. For silkscreen printing, a white flood is also provided.

#### CD Label Layout Examples



#### CD Template for Course Resources

If you wish to deliver course resources on CD as a supplement to the manual, the CD faceplate, case insert, and production files are available on the File Sharing Site.



[www.intel.com/education](http://www.intel.com/education)