

# Great Oaks Web Applications and Game Development Essential Skills Profile

This profile provides an outline of the skills required for successful completion of this career program. Additional information is located on the Great Oaks website at <a href="http://hs.greatoaks.com/essential-skills-high-school-programs/">http://hs.greatoaks.com/essential-skills-high-school-programs/</a> and selecting the corresponding career program.

#### Recommended WorkKeys® Scores for Web Applications and Game Development

Applied Mathematics – 5

Workplace Documents – 4

Graphic Literacy – 4

<sup>\*</sup>Practice tests and more information at <a href="https://jobseeker.ohiomeansjobs.monster.com/Assessments/Home.aspx">https://jobseeker.ohiomeansjobs.monster.com/Assessments/Home.aspx</a>

| Recommended Essential Skills to Successfully Complete the Program |                          |                    |                       |
|---|--------------------------|--------------------|-----------------------|
| <b>Rating Key:</b>  | Low = Slightly Essential | Medium = Essential | High = Very Essential |

| Key Vocational Factors        |  | Rating |
|-------------------------------|--|--------|
| Visual Acuity                 | The ability to detect differences/details visually   | High   |
| Depth Perception              | The ability to detect the physical distance/depth of objects in space and time                       | Medium |
| Oral<br>Communication         | The ability to express/explain ideas   | High   |
| Oral Expression               | The ability to verbally explain and express self in an intelligible manner so others will understand | High   |
| Written<br>Communication      | The ability to communicate in a written format and record information accurately                     | High   |
| Physical<br>Mobility/Strength | Extended standing, bending, stooping, and lifting/moving computers, sitting for extended times       | High   |
| Eye-hand<br>Coordination      | The ability to use tools   | High   |
| Auditory Acuity               | The ability to detect differences in pitch and sound   | Medium |
| Clerical<br>Perception        | Ability to perceive pertinent detail in verbal and tabular material                                  | High   |

| Worker Trait Skills   | Rating |
|---|--------|
| Ability to get along with others  | High   |
| Ability to work independently, without close supervision                      |        |
| Ability to work toward work including tasks of minimal interest               |        |
| Ability to work accurately, recheck and correct work, to an industry standard |        |
| Ability to follow and retain:   |        |
| Multistep oral instructions   | High   |

|   | 1      |
|---|--------|
| Written instructions/technical manuals - multistep  | High   |
| Simple to complex diagram instructions  |        |
| Visual models or demonstrated instructions  |        |
| Ability to use tools of trade (personal computer, notebook computers, high capacity removable media drives, desktop computers, computer servers, mobile phones, various software and programming, etc.)       | High   |
| Ability to use numerical data (count, measure, compute, etc.) in applied setting  | Medium |
| Ability to discriminate between objects of similar:   |        |
| Size  | Medium |
| Shape   | Medium |
| Color   | Medium |
| Spatial relationship  | Medium |
| Ability to organize work process/follow defined procedures  | High   |
| Ability to refer to charts for troubleshooting and specifications   |        |
| Able to sequence events or follow a sequence as necessary   |        |
| <b>Programming:</b> Writing computer programs for various purposes.   |        |
| <b>Critical Thinking:</b> Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems  | High   |
| <b>Complex Problem Solving:</b> Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions  |        |
| <b>Active Listening:</b> Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times |        |

| Applied Mathematics Skills * Recommended WorkKeys® Scores 5 |   |  |
|---|---|--|
| Understanding of numbers                                    | Work with whole numbers and decimals  |  |
| Mathematical calculations                                   | Use one or two-step calculations to solve problems, decide what information, calculations or unit conversions to use to answer a problem            |  |
| Solving problems with math                                  | Solve problems that require mathematical operations with multiple units (e.g. 6 feet 4 inches or 4 hours 30 minutes), identify calculation mistakes |  |
| Workplace Documents Skills * Recommended WorkKeys® Scores 4 |   |  |
| Complexity  | Straightforward with some longer sentences and may contain conditional situations   |  |
| Information and detail                                      | Mostly informative and can be several details   |  |
| Vocabulary  | Mostly common with some advanced words  |  |
| Document type   | Informational, instructional and policy-type documents  |  |
| Graphic Literacy Skills * Recommended WorkKeys® Scores 4    |   |  |
| Using charts/graphs   | Locate information in charts or graphs  |  |

|                          | Compare two or more pieces of information,        |
|--------------------------|---|
| Interpreting information | identify trends/patterns, make inference and      |
|                          | identify graphics that accurately represents data |

# **Additional Recommended Abilities**

| Fluency of Ideas    | The ability to come up with a number of ideas about a topic (the number of ideas is important not their quality, correctness or creativity) |
|---------------------|---|
| Oral Comprehension  | The ability to listen to and understand information and ideas presented through spoken words and sentences.                                 |
| Deductive Reasoning | The ability to apply general rules to specific problems to produce answers that make sense.   |
| Near Vision         | The ability to see details at close range (within a few feet of the observer).  |
| Originality         | The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.       |

### **Knowledge Required in Web Applications and Game Development Field**

| English Language          | Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.    |
|---------------------------|---|
| Computers and Electronics | Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. |
| Mathematics               | Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.   |

# **Additional Considerations**

| This program is not about playing or learning to play games | Students must like to code               |
|---|--|
| High level of math and analytical skills recommended        | Patience in problem-solving is important |

# Web Applications and Game Development Work Activities

| Design, build, or maintain web sites, using authoring or scripting languages, content creation tools, management tools, and digital media.   | Confer with management or development teams to prioritize needs, resolve conflicts, develop content criteria, or choose solution.                       |
|--|---|
| Perform or direct website updates.   | Write, design, or edit web page content, or direct others producing content.  |
| Maintain understanding of current web technologies or programming practices through continuing education, reading, or participation in professional conferences, workshops, or groups. | Python programming: if then statements; do while; if, then, else; conditions based on Boolean operators; convert strings to value; concatenation.       |
| Back up files from web sites to local directories for instant recovery in case of problems.  | Analyze user needs to determine technical requirements.   |
| Identify problems uncovered by testing or customer feedback, and correct problems or refer problems to appropriate personnel for correction.   | Evaluates code to ensure it is valid, is properly structured, meets industry standards, and is compatible with browsers, devices, or operating systems. |
| Work activities centered on debugging and trouble-shooting code.   | Develop or validate test routines and schedules to ensure that test cases mimic external interfaces and address all browser and device types.           |
| Develop databases that support web applications and websites.  | Write supporting code for Web applications or websites.   |
| Renew domain name registrations.   | Select programming languages, design tools, or applications.  |
| Collaborate with management or users to develop e-commerce strategies and to integrate these strategies with websites.   | Communicate with network personnel or Web site hosting agencies to address hardware or software issues affecting websites.                              |
| Design and implement website security measures, such as firewalls or message encryption.   | Perform website tests according to planned schedules, or after any website or product revision.   |
| Incorporate technical considerations into website design plans, such as budgets, equipment, performance requirements, or legal issues including accessibility and privacy.             | Develop website maps, application models, image templates, or page templates that meet project goals, user needs, or industry standards.                |
| Respond to user email inquiries, or set up automated systems to send responses.  | Develop or implement procedures for ongoing web site revision.  |
| Develop and document style guidelines for website content.   | Identify or maintain links to and from other websites and check links to ensure proper functioning.   |

| Establish appropriate server directory trees.  | Create searchable indices for web page content.   |
|--|---|
| Recommend and implement performance improvements.  | Register websites with search engines to increase website traffic.  |
| Provide clear, detailed descriptions of website specifications, such as product features, activities, software, communication protocols, programming languages, and operating systems software and hardware. | Monitor security system performance logs to identify problems and notify security specialists when problems occur.                        |
| Create web models or prototypes that include physical, interface, logical, or data models.   | Document test plans, testing procedures, or test results.   |
| Evaluate or recommend server hardware or software.   | Develop system interaction or sequence diagrams.  |
| Research, document, rate, or select alternatives for web architecture or technologies.   | Guide design discussions between development teams.   |
| Document technical factors such as server load, bandwidth, database performance, and browser and device types.   | Install and configure hypertext transfer protocol (HTTP) servers and associated operating systems.  |
| Create core game features including storylines, role-play mechanics, and character biographies for a new video game or game franchise.   | Create and manage documentation, production schedules, prototyping goals, and communication plans in collaboration with production staff. |
| Conduct regular design reviews throughout the game development process.  | Solicit, obtain, and integrate feedback from design and technical staff into original game design.  |
| Document all aspects of formal game design, using mock-up screenshots, sample menu layouts, gameplay flowcharts, and other graphical devices.  | Prepare and revise initial game sketches using two- and three-dimensional graphical design software.                                      |
| Prepare two-dimensional concept layouts or three-dimensional mock-ups.   | Consult with multiple stakeholders to define requirements and implement online features.  |
| Write or supervise the writing of game text and dialogue.  | Provide test specifications to quality assurance staff.   |

# **Technology**

| Web platform development software          | Operating system software/Microsoft/Raspbian      |
|--|---|
| Database user interface and query software | Development environment software                  |
| Video creation and editing software        | Object or component-oriented development software |
| Graphics or photo imaging software         | Emerging programming software                     |

### **Certifications Students Can Earn**

| Credential                                    | Ohio Graduation Points |
|---|------------------------|
| CompTIA ITF+                                  | 6                      |
| Microsoft Office Specialist – Word 2019       | 3                      |
| Microsoft Office Specialist – Outlook 2019    | 3                      |
| Microsoft Office Specialist – PowerPoint 2019 | 3                      |
| Microsoft Office Specialist – Excel 2019      | 3                      |
| Unity Certified User – Programmer             | 4                      |
| Unity Certified User – Artist                 | 4                      |
| CPR/First Aid                                 | 1                      |

### **Possible College Credits**

| College Credit Plus (CCP)                 | The CCP program provides Ohio high school students an opportunity to complete college courses and earn transcripted credit.   |
|---|---|
| Career Technical Assurance Guides (CTAGs) | CTAGs award college credit for career-<br>technical coursework to students who complete<br>an approved course and earn a qualifying score<br>on the end of course exam. |
| Articulated Credit                        | Some Great Oaks career-technical programs have agreements with colleges where student can earn credit toward a specific degree.   |

Please speak with your school counselor, Great Oaks counselor and/or career technical instructor to learn more about these potential opportunities.

#### **Possible Career Pathways**

| Database Specialist         | Website Developer        |
|-----------------------------|--------------------------|
| Program Developer           | Game Designer            |
| Applications Developer      | Customer Service Pathway |
| Microsoft Office Specialist | Technical Writing        |
| Software Development        | Cybersecurity            |