CTE/ROP Computer Web Site Design

San Diego County Office of Education - Sweetwater Union High School District
Pacing Guide/Course Description

Course Length: 2 Semesters	**Classroom Instruction:** 180 Hours
SUHSD Course Number: 97139	**Grade Level:** 10, 11, 12
SDCOE Course Number: 245501	**SDCOE Total Hours:** 560 hours
CBEDS Number/Title: 5712/Internet Publishing	**Year of Implementation:** 2011
Course Pre-requisites: None	**Articulation (school/credits):** None
CTE Industry Sector: Arts, Media and Entertainment, Information Technology	**CTE Pathway(s):** Media and Design Arts, Media Support and Services

Job Titles: Web Designer, Web Developer, Graphic Designer, Art Assistant, Web Content Writer, Search Marketing Strategist, Web Administrator, Online Merchant, Digital Content Specialist, Multimedia Artist and Animator, Computer and Telecommunication Specialist, Fine Artist, Multimedia Production Technician, New Media Designer and Project Manager.

Credential Information: Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Arts, Media and Entertainment

Required Textbooks: None

Course Description: This course provides entry level, upgrade and advanced training in website creation, web media production and technology. Instruction includes units in the following areas: interpersonal employment and job skills, digital equipment operation, HTML language and related software, including Adobe Creative Suite; integrating graphics into web pages and understanding applications used in website development. Entrepreneurial opportunities in the areas of web design and web development are explored.

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<u>**Semester 1**</u>

Unit 1: Employment/Overview of Industry Sector
Unit 2: Content Skills - Basic HTML
Unit 3: Use of Applications
Unit 4: Webpage Creation
Unit 5: Graphics in Web Design
Unit 6: Advanced HTML

<u>**Semester 2**</u>

Unit 7: Building a Website
Unit 8: Introduction to Equipment Operation
Unit 9: Introduction to Software Applications
Unit 10: Business Practices
Unit 11: Entrepreneurship
Unit 12: Interpersonal Employment Skills

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Semester 1 - **Unit 1 – Job Skills and Technology (10 hours)**				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
1A - Demonstrates how to adapt to changing technology in the workforce. **1B -** Demonstrates how organizations are structured. **1C -** Applies effective job search techniques.	<u>**Career Technical Education:**</u> ***AME/T/** **4.1** Understand past, present, and future technological advances as they relate to chosen pathway. ***AME/CPM/** **3.4** Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. **3.6** Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. <u>**Core Academic:**</u> ***AME/A/1.3HSS/CAST/G9-12/** **(1.3)** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. ***AME/C/2.2W/WA/G8/** **(2.5)** Write documents related to career development, including simple business letters and job applications: **a**. Present information purposefully and succinctly and meet the needs of the intended audience. **b.** Follow the conventional format for the type of document (e.g., letter	**1A – 3 hours:** Brief history of modern technology; recent shifts and trends in personal and commercial use of computers and communication devices. **1B – 3 hours:** Review of how different commercial entities, large and small, are set up. **1C – 4 hours:** Job search and resume preparation techniques.	Analog BIOS Cell phone Charles Babbage Clerical Computer Consultant Corporation Cover Letter CPU Digital Freelance Human Resources Industrial Management Manufacturing Moore's Law Payroll Professional Resume Small Business Telecommunications Tim Berners-Lee Vacuum Tube Wireless	<u>**Teacher Resources:**</u> http://www.washington.edu/doit/Lessons/Career/prep.html http://www.careeronestop.org/ http://www.bls.gov/oes/current/oes_nat.htm http://www.onetonline.org/ <u>**Student Resources:**</u> http://www.washington.edu/doit/Lessons/Career/prep.html http://www.careeronestop.org/ http://www.bls.gov/oes/current/oes_nat.htm http://www.onetonline.org/

	of inquiry, memorandum). ***AME/A/1.3HSS/WH/G10/** (10.11) Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers). ***AME/A/1.3HSS/ECON/G12/** (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.		

Suggestions/Assessments:
Discuss the importance of understanding the critical role technology plays in a diverse cross- section of jobs today. Explain the difference between consumer technology and the technology commonly used in a work environment (e.g., smartphones vs. desktop software). Utilize links in Resources/Material column to acquaint students with different careers open to them and the universal skills they will need, as well as more specialized training required.

Comments:
Discuss the relatively recent revolution of technology as it relates to the workplace, as well as the need to stay current. Emphasize that understanding how to download a song is not of the same technical weight in the workplace, as say, being able to create a spreadsheet and enter data. Use examples to acquaint them with the concept of technological obsolescence, for example, the transformation of telephones throughout the past century (http://www.pbs.org/wgbh/amex/telephone/gallery/gallery1.html), or the phenomenal advances in computing over the past fifty years (http://www.life.com/timeline/751/computers-through-the-years#index/0).

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	Semester 1 - **Unit 2 – Content Skills - Basic HTML (20 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
2A – Demonstrates basic understanding of the concept of HTML. **2B -** Identifies what HTML stands for and names common text formatting items. **2C –** Describes what "hypertext" means and does. **2D -** Describes what markup languages do. **2E -** Describes items that can be displayed in HTML and usage of hyperlinks (e.g., internal, mailto and absolute). **2F -** Describes HTML document elements and attributes.	**Career Technical Education:** ***AME/MDAP/** **A2.2** Know the component steps and skills required to design [or] edit [an] electronic presentation. **A2.5** Know the writing processes, formats, and conventions for various media. ***AME/T/** **4.5** Know the key technological skills appropriate for occupations in the arts industry. **Core Academic:** ***AME/C/2.1R/RC/G9-10/** **(2.1)** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. ***AME/C/2.3WO/ELC/G11-12/** **(1.1)** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. **(1.2)** Produce legible work that shows accurate spelling and correct punctuation and capitalization.	**2A – 4 hours:** Overview of HTML and its role in web content, both visual and textual. **2B – 4 hours:** Basic HTML conventions and formatting. **2C – 2 hours:** History of hyper texting and its function. **2D – 2 hours:** Explanation of what markup means in relation to hypertext documents. **2E – 4 hours:** How content is displayed in HTML and how links are created, both internal and external. **2F – 4 hours:** The order and function of HTML elements and attributes.	.HTM;.HTML Brackets Cascading Style Sheets (CSS) Color Picker DTD HTML Hyperlinks Hypertext Internet JavaScript Markup Presentation semantics Scripting Tags W3C Web standards	**Teacher Resources:** http://www.w3.org/MarkUp/Guide/ http://www.w3schools.com/ http://www.ncsu.edu/it/edu/html_trng/basic_commands.html http://www.mcli.dist.maricopa.edu/tut/ http://www.htmlcodetutorial.com/document/ **Student Resources:** http://www.w3.org/MarkUp/Guide/ http://www.w3schools.com/ http://www.ncsu.edu/it/edu/html_trng/basic_commands.html http://www.mcli.dist.maricopa.edu/tut/ http://www.htmlcodetutorial.com/document/

Suggestions/Assessments:
Utilize links in Resources/Material column to acquaint students with the HTML language and the conventions of coding; important to also explain that these are standards that are created by an international committee known as the World Wide Web Consortium (W3C), which establishes the rules of the scripting language we know as HTML (http://www.w3.org/) Give students a handout with basic internet and HTML terms, such as the ones available at http://www.scriptingmaster.com/html/HTML-terms-glossary.asp and http://my-words.org/pdfs/stc/Handout-XML_Glossary.pdf .
The latter is older material, but is a very comprehensive list that is well worth having. Otherwise, if useful, this one could be utilized:

Comments:
Explain to students that understanding and using code is contingent, in large measure, on good reading and writing skills. Coding, or any other form of technology, is not a substitute for a strong academic background in reading and writing. The correlation between being able to read and understand instructions written in plain English and the ability to apply those instructions to coding should be stressed.

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	Semester 1 - **Unit 3 – Use of HTML Editor (10 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
3A – Demonstrates the ability to start Dreamweaver. **3B –** Identifies the parts of Dreamweaver menus. **3C –** Demonstrates the ability to start Internet Explorer and Firefox and identifies its window parts. **3D –** Demonstrates the ability to open, create and save a document under a new name in a folder. **3E -** Demonstrates the ability to save a document with an .HTM or .HTML extension. **3F -** Demonstrates the ability to open the HTML source of a webpage in Internet Explorer and Firefox. **3G -** Demonstrates the ability to exit Dreamweaver and web browsers.	**Career Technical Education:** ***AME/T/** **4.4** Understand digital applications appropriate to specific media and projects. **4.5** Know the key technological skills appropriate for occupations in the arts industry. ***AME/PSCT/** **5.1** Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks **5.2** Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. ***AME/TKS/** **10.10** Use technical applications in the creative process, where appropriate. <u>**Core Academic:**</u> ***AME/C/2.1R/RC/G9-10/** **(2.6)** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.2W/WSA/G11-12/** **(2.6)** a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).	**3A – 1 hour:** Launching Dreamweaver. **3B – 2 hours:** Features of Dreamweaver menus. **3C – 2 hours:** Internet Explorer and Firefox browser features. **3D – 1 hour:** Opening, creating and saving a document under a new name in a folder. **3E – 1 hour:** Saving a document with an .HTM or .HTML extension. **3F – 2 hours:** Opening the HTML source of a webpage in Internet Explorer and Firefox. **3G – 1 hour:** Exiting Dreamweaver and web browsers.	.HTM;.HTML Adobe Dreamweaver Browser Browser Code Editor Dreamweaver Exchange Graphics HTML IDE (Integrated Development Environment) Internet Markup RIA (Rich Internet Applications) Starter Kits Templates WYSIWYG (What You See Is What You Get)	**Teacher Resources:** http://livedocs.adobe.com/en_US/Dreamweaver/9.0/index.html http://www.uwec.edu/help/DreamweaverCS3/b-start.htm http://windows.microsoft.com/en-US/internet-explorer/help http://support.mozilla.com/en-US/kb/getting-started-firefox **Student Resources:** http://livedocs.adobe.com/en_US/Dreamweaver/9.0/index.html http://www.uwec.edu/help/DreamweaverCS3/b-start.htm http://windows.microsoft.com/en-US/internet-explorer/help http://support.mozilla.com/en-US/kb/getting-started-firefox

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	b.Select an appropriate medium for each element of the presentation. c.Use the selected media skillfully, editing appropriately and monitoring for quality.			

Suggestions/Assessments:
Dreamweaver 3: The Missing Manual is a comprehensive and easy-to-understand reference book is by David Sawyer McFarland. Selected chapters that highlight the basic features of Dreamweaver CS3 can be used. Also the links listed in Resources/Materials contain excellent step-by-steps to assist the student in quickly grasping key ideas.

Comments:
Although the creation of a web page will be covered in the next unit, it is a good idea to show students the basics of opening a new .html document in Dreamweaver, since most of their assignments and future web design work will be done using DW. The following unit (4) is a more comprehensive look at creating a web page using a basic text editor as opposed to relying on a WYSIWYG editor.

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	Semester 1 - **Unit 4 – Creating a Webpage (20 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
4A - Demonstrates a basic understanding of the process required to build HTML documents, including basic and common tags and making links and anchors. **4B –** Differentiates between opening and closing tags. **4C -** Makes email links**.** **4D -** Enters tags in pairs and nested tags. **4E -** Names and uses structure tags to start an HTML document. **4F -** Tests structure tags in web browsers. **4G -** Makes heading by inserting heading tags. **4H -** Makes paragraphs by <P></P> tags. **4I -** Emphasizes text by using the tags for bold print, italicizes and underline. **4J -** Creates horizontal rules by using <HR> tag. **4K -** Lists and uses ways of making lists. **4L -** Makes links to other HTML documents on the Web. **4M -** Makes anchor links to specific locations within the document. **4N -** Demonstrates use of JavaScript. **4O -** Demonstrates use of jQuery	<u>**Career Technical Education:**</u> ***AME/T/** **4.5** Know the key technological skills appropriate for occupations in the arts industry. ***AME/TKS/** **10.6** Know the appropriate skills and vocabulary of the art form. **10.7** Understand and analyze the elements of the art form. <u>**Core Academic:**</u> ***AME/C/2.1R/RC/G9-10/** **(2.1)** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. ***AME/C/2.2W/WSA/G11-12/** **(2.6)** b. Select an appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality.	**4A – 3 hours:** The process of building HTML documents, including basic and common tags and making links and anchors. **4B – 1 hour:** Using opening and closing tags. **4C – 1 hour:** Making email links**.** **4D – 1 hour:** The function of paired and nested tags. **4E – 1 hour:** Using structure tags to start an HTML document. **4F – 1 hour:** Creating structure tags in web browsers. **4G** – **1 hour:** Creating headings by inserting heading tags. **4H – 1 hour:** Making paragraphs by <P></P> tags.	Browsers Cascading Style Sheets (CSS) Compliance Documents DTD Formatting .HTM;.HTML HTML Hyperlinks Hypertext Internet JavaScript jQuery Markup Notepad Scripting Standards Structure	<u>**Teacher Resources:**</u> http://www.w3.org/MarkUp/Guide/ http://www.w3schools.com/html/default.asp http://www.mcli.dist.maricopa.edu/tut/tut1.html http://www.w3schools.com/js/ http://docs.jquery.com/Tutorials:How_jQuery_Works <u>**Student Resources:**</u> http://www.w3.org/MarkUp/Guide/ http://www.w3schools.com/html/default.asp http://www.mcli.dist.maricopa.edu/tut/tut1.html http://www.w3schools.com/js/ http://docs.jquery.com/Tutorials:How_jQuery_Works

4P – Is able to create written content for the Web.		**4I – 1 hour:** Using tags for bold print, italics and underline. **4J – 1 hour:** Creating horizontal rules by using <HR> tag. **4K – 1 hour:** Creating lists. **4L – 1 hour:** Creating links to other HTML documents on the Web. **4M – 1 hour:** Creating links to specific locations within the document. **4N – 2 hours:** Using JavaScript. **4O – 2 hours:** Understanding jQuery. **4P – 1 hour:** Writing content for the Web.	Tags Text Editor W3C Web	

Suggestions/Assessments:
This unit can be implemented using a simple text editor, such as Notepad (which comes by default with the Windows operating system), a more robust code editor, such as Notepad++, or Dreamweaver, the WYSIWYG application most commonly used for the lessons and projects. Some of the more advanced students may want to use Notepad or Notepad++, to better understand the structure and syntax of HTML.

Comments:
Notepad++ can be a very powerful tool, despite its simple appearance, since it is a multiple language editor. Notepad may be a better match for those who wish to practice HTML without any multi-feature distractions.

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<td colspan="5">Semester 1 - **Unit 5 – Web Design Graphics (20 hours)**</td>				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
5A - Demonstrates the use of graphics in HTML documents. **5B -** Describes Adobe Fireworks features and uses its main screen menu tools. **5C -** Saves graphics in GIF & JPG files in Fireworks graphic editor. **5D -** Opens graphic files in web browsers. **5E** - Changes the physical size of graphics. **5F -** Makes a graphics background transparent. **5G -** Understands difference between vector and raster graphics. **5H** - Aligns graphics. **5I** - Uses graphics as anchors. **5J -** Uses thumbnail images. **5K -** Defines image map and identifies reasons for its use. **5L -** Marks clickable areas in an image map. **5M -** Identifies clickable areas to links. **5N -** Creates rollover image for webpage. **5O -** Imports graphics from digital camera, camcorder and scanner. **5P -** Opens Photoshop; can import, export, and manipulate graphic files in Photoshop.	**Career Technical Education:** ***AME/T/** **4.4** Understand digital applications appropriate to specific media and projects. **4.5** Know the key technological skills appropriate for occupations in the arts industry. **4.6** Know how technology and the arts are interrelated in the development of presentations and productions. **Core Academic:** ***AME/C/2.4LS/SA/G9-10/** **1.10** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. ***AME/C/2.1R/RC/G9-10/** **(2.6)** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.2W/WSA/G11-12/** **(2.6)** **a.** Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). **b.** Select an appropriate medium for each element of the presentation. **c.** Use the selected media skillfully,	**5A** – 2 hours: Using graphics in HTML documents. **5B** - 1 hour: Using Adobe Fireworks features and tools. **5C** – 1 hour: Saving graphics in GIF & JPG files in Fireworks graphic editor. **5D** - 1 hour: Opening graphic files in web browsers. **5E** – 1 hour: Changing the physical size of graphics. **5F** – 1 hour: Making a graphics background transparent. **5G** – 1 hour: Understanding difference between vector and raster graphics. **5H** – 1 hour: Aligning graphics.	.ai .gif .jpeg .pdf .png .psd .svg .tiff Adobe Fireworks Adobe Photoshop Browsers Compression Crop Export. Graphics Import Kilobytes Layers	**Teacher Resources:** http://www.smashingmagazine.com/category/design/ http://coding.smashingmagazine.com/2010/10/19/50-powerful-time-savers-for-designers/ http://designm.ag/resources/adobe-fireworks-tutorials/ http://www.webdesigndev.com/photoshop/760-photoshop-tutorials-for-web-graphic-designers **Student Resources:** http://www.smashingmagazine.com/category/design/ http://coding.smashingmagazine.com/2010/10/19/50-powerful-time-savers-for-designers/ http://designm.ag/resources/adobe-fireworks-tutorials/ http://www.webdesigndev.com/photoshop/760-photoshop-

| | editing appropriately and monitoring for quality. | **5I – 1 hour:** Using graphics as anchors.

5J – 1 hour: Using thumbnail images.

5K – 1 hour: Using image maps.

5L – 1 hour: Creating clickable areas in an image map.

5M –1 hour: Creating clickable areas to links.

5N - 2 hours: Creating rollover image for webpage.

5O – 1 hour: Importing graphics from digital camera, camcorder and scanner.

5P – 3 hours: Opening, importing, exporting, and manipulating graphic files in Photoshop. | Layout

Optimization

Prelim

Raster

Select

Slices

States

Symbols

Transparency

Vector | tutorials-for-web-graphic-designers |

Suggestions/Assessments:
Graphic elements for Web Design are often the portion of the course that students enjoy most. They get a chance to exercise creativity beyond the strict conventions of code, and they also learn to pull resources and inspiration from a variety of media, including online, print, and their own experiences. One way to enable the student to appreciate the difference between the graphic elements of a print publication and the visual components of a web project is to explain the spatial and temporal differences between the two formats (see here).

Comments:
It is a good practice to become acquainted with the sites available for open source stock photograph references.
Some excellent sites are:
www.morguefile.com
www.freepixels.com
http://www.imageafter.com
www.everystockphoto.com

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		Semester 1 - **Unit 6 – Advanced HTML (20 hours)**		
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
6A - Demonstrates understanding of advanced procedures including development of tables, forms, use of colors, backgrounds and style sheets. **6B -** Demonstrates the ability to develop tables, text columns and <div> elements. **6C -** Combines text and graphics. **6D -** Applies borders; adds captions and headers. **6E -** Adjusts spacing and aligns cell contents and tables. **6F -** Demonstrates the ability to develop forms. **6G -** Identifies functions of form parts and information for the form. **6H -** Adds submit, reset buttons and input fields. **6I -** Adds check boxes, radio buttons and select lists. **6J -** Adds text areas and field sets. **6K -** Demonstrates the ability to use colors and backgrounds. **6L -** Adds background color and image. **6M -** Colors text and links. **6N –** Background graphics. **6O -** Demonstrates the ability to use and identify Cascading Style Sheets.	<u>**Career Technical Education:**</u> ***AME/T/** **4.5** Know the key technological skills appropriate for occupations in the arts industry. ***AME/TKS/** **10.6** Know the appropriate skills and vocabulary of the art form. **10.7** Understand and analyze the elements of the art form. <u>**Core Academic:**</u> ***AME/C/2.3WO/ELC/G11-12/** **(1.1)** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. **(1.2)** Produce legible work that shows accurate spelling and correct punctuation and capitalization. ***AME/C/2.1R/RC/G9-10/** **(2.1)** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. ***AME/C/2.2W/WSA/G11-12/** **(2.6)** **b.** Select an appropriate medium for each element of the presentation. **c.** Use the selected media skillfully, editing appropriately and monitoring for quality.	**6A** – 1 **hour:** Understanding advanced procedures including development of tables, forms, use of colors, backgrounds and style sheets. **6B – 1 hour:** Developing tables, text columns and <div> elements. **6C – 1 hour:** Combining text and graphics. **6D – 1 hour:** Applying borders; adds captions and headers. **6E – 1 hour:** Adjusting spacing and aligns cell contents and tables. **6F – 1 hour:** Demonstrating the ability to develop forms. **6G – 1 hour:** Identifying functions of form parts and information for the form.	Brackets Cascading Style Sheets (CSS) Color Picker DTD HTML Hyperlinks Hypertext Internet JavaScript Markup Presentation semantics Scripting Tags W3C Web standards WML (Wireless Markup Language)	**Teacher Resources:** http://www.w3schools.com/ http://ocw.usu.edu/instructional-technology-learning-sciences/learn-and-apply-html/index.html http://www.w3.org/Style/Examples/011/firstcss http://www.css3.info/ http://www.developershome.com/wap/wml/ **Student Resources:** http://www.w3schools.com/ http://ocw.usu.edu/instructional-technology-learning-sciences/learn-and-apply-html/index.html http://www.w3.org/Style/Examples/011/firstcss http://www.css3.info/ http://www.developers

6P - Links Cascading Style Sheets to HTML documents. **6Q -** Understands Cascading Style Sheets code. **6R -** Modifies Cascading Style Sheets. **6S –** Demonstrates a basic understanding of the process required to build WML documents for the Mobile Web		**6H – 1 hour:** Adding submit, reset buttons and input fields. **6I – 1 hour:** Adding check boxes, radio buttons and select lists. **6J – 1 hour:** Adding text areas and field sets. **6K – 1 hour:** Demonstrating the ability to use colors and backgrounds. **6L – 1 hour:** Adding background color and image. **6M – 1 hour:** Coloring text and links. **6N – 1 hour:** Adding background graphics. **6O – 2 hours:** Demonstrating the ability to use and identify Cascading Style Sheets. **6P – 1 hour:** Linking Cascading Style Sheets to HTML documents.		home.com/wap/wml/

		6Q – 1 hour: Understanding Cascading Style Sheets code.		
		6R – 1 hour: Modifying Cascading Style Sheets.		
		6S – 1 hour: Understanding WML documents.		

Suggestions/Assessments:
As students move into more complex aspects of HTML, it might be helpful to begin the unit by having them "cold-code" (create an HTML page from scratch) a web document with no assistance. This should be something simple, to simply review the basic skills learned in Units 2 and 4.

Comments:
Some excellent Cascading Style Sheets lessons can be found here:
http://expression.microsoft.com/en-us/dd252934
Although some of these lessons for educators focus on the Microsoft Expression web application, the standards and core instruction is software-neutral.

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Semester 2 - Unit 7 – Building a Website (20 hours)				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
7A - Understands and develops a website and publishes the site. **7B -** Demonstrates the ability to plan and organize the website. **7C -** Determines content, graphics and theme using good design principles. **7D -** Determines website organization. **7E -** Establishes navigation menus. **7F -** Demonstrates the ability to use skills learned in web development. **7G -** Establishes keywords to help search services find site, uses <META> tags and regular HTML tags. **7H -** Publishes site using services **7I -** Maintains website. **7J -** Uses FTP. **7K -** Understands Web Hosting. **7L -** Understands non-design elements. **7M -** Understands Section 508 compliance. **7N -** Writes content for the Web. **7O -** Understands use of databases. **7P -** Understands Information Architecture. **7Q -** Develops Home Page	**Career Technical Education:** ***AME/T/** **4.4** Understand digital applications appropriate to specific media and projects. **4.5** Know the key technological skills appropriate for occupations in the arts industry. **4.6** Know how technology and the arts are interrelated in the development of presentations and productions**.** **Core Academic:** ***AME/C/2.1R/RC/G9-10/** **2.6** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.4LS/SA/G9-10/** **1.10** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. ***AME/C/2.2W/WSA/G11-12/** **2.6** Deliver multimedia presentations: **a.** Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). **b.** Select an appropriate medium for each element of the presentation. **c.** Use the selected media skillfully, editing appropriately and monitoring	**7A – 1 hour** Understands and develops a website and publishes the site. **7B – 1 hour** Demonstrates the ability to plan and organize the website. **7C – 1 hour** Determines content, graphics and theme using good design principles. **7D – 1 hour** Determines website organization. **7E – 1 hour** Establishes navigation menus. **7F – 1 hour** Demonstrates the ability to use skills learned in web development. **7G – 1 hour** Establishes keywords to help search services find site, uses <META> tags and regular HTML tags.	Concept Database Download Encryption FTP (File Transfer Protocol) HTML Information Architecture Media Metadata (keywords and attributes) Model Ranking (PageRank, heuristics) SEO (Search Engine Optimization) Software SSL (Secure Socket Layer)	**Teacher Resources:** http://tv.adobe.com/search/?q=Dreamweaver+CS3 http://www.uwec.edu/help/DreamweaverCS3/b-start.htm http://www.thesitewizard.com/gettingstarted/dreamweaver1.shtml http://coding.smashingmagazine.com/2010/10/19/50-powerful-time-savers-for-designers/ http://www.javascriptkit.com/javatutors/event1.shtml http://www.tizag.com/ajaxTutorial/ **Student Resources:** http://tv.adobe.com/search/?q=Dreamweaver+CS3 http://www.uwec.edu/help/DreamweaverCS3/b-start.htm http://www.thesitewizard.com/gettingstarted/dreamweaver1.shtml

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7R - Publishes site individually. **7S -** Understands JavaScript event handlers and Ajax functions **7T -** Understands E-commerce	for quality. ***AME/A/1.4VAPA/VA/ADV/G9-12/ (5.3)** Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).	**7H – 1 hour** Publishes site using services. **7I – 1 hour** Maintains website. **7J – 1 hour** Uses FTP. **7K – 1 hour** Understands Web Hosting. **7L – 1 hour** Understands non-design elements. **7M – 1 hour** Understands Section 508 compliance. **7N – 1 hour** Writes content for the Web. **7O – 1 hour** Understands use of databases. **7P – 1 hour** Understands Information Architecture. **7Q – 1 hour** Develops Home Page **7R – 1 hour** Publishes site individually.	Systems Upload Web Hosting	http://coding.smashingmagazine.com/2010/10/19/50-powerful-time-savers-for-designers/ http://www.javascriptkit.com/javatutors/event1.shtml

		7S – 1 hour Understands JavaScript event handlers and Ajax functions **7T – 1 hour** Understands E-commerce		

Suggestions/Assessments:
Beyond the alphabet soup of acronyms and techno-speak, it is important that students appreciate that website building is, in the end, a formula. The structure is fairly basic, and is only added too in complexity according to the needs of the project or client. But the same basic rules of site definition, subfolders for images and multimedia and the need for checking each step as the site is constructed remain constant. Simple reminders and handouts such as the following can be useful as beginning guides and refresher tips, as well.

Comments:
It is important that students see the results of their project in an environment beyond the previewing of their site in the browser. One suggestion is that the teacher creates accounts on the web server at their school, if available, on which students can upload their projects, or alternately, use a free hosting solution so that students may understand the complete web publishing process.

Some free hosting solutions that can be considered are:
http://www.awardspace.com/
http://www.host-ed.net/index.php
http://webfreehosting.net/

DISCLAIMER: All free web hosting services should be carefully researched by the teacher before using in a classroom setting. The free web hosting sector is extremely fluid, and providers and terms can change almost overnight. It is advisable to set up a test website on a non-classroom computer for pre-lesson monitoring of host.

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Semester 2 - Unit 8 – Using Digital Equipment (10 hours)				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
8A - Understands and shows ability in the functioning of personal computers (PC) **8B** - Understands and can explain function of optical drives **8C** - Understands and shows ability in the functioning of laser printers **8D** - Understands and shows ability in the functioning of color printers **8E** - Understands and shows ability in the functioning of OCR/image scanners **8F** - Understands and shows ability in the functioning of digital cameras. **8G** - Understands and shows ability in the functioning of camcorders.	**Career Technical Education:** ***AME/T/** **4.4** Understand digital applications appropriate to specific media and projects. **4.5** Know the key technological skills appropriate for occupations in the arts industry. **Core Academic:** ***AME/C/2.1R/RC/G9-10/** **(2.6)** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.2W/WSA/G11-12/** **(2.6)** b. Select an appropriate medium for each element of the presentation.	**8A** – **2 hours:** Understanding the functioning of personal computers (PC). **8B – 1 hour:** Understanding the function of optical drives. **8C** – **1.5 hours:** Understands and shows ability in the functioning of laser printers. **8D** – **1.5 hours:** Understanding the functioning of color printers. **8E** - **1 hour:** Understanding the functioning of OCR/image scanners **8F** – **1.5 hours:** Understands the functioning of digital cameras. **8G** – **1.5 hours:** Understands the functioning of camcorders.	Apple Computers Digital Camera Digital Content Flash Memory HD (High Definition) video Laser Printer Macintosh Megapixels Multimedia Optical Character Recognition (OCR) Personal Computer Plotter Resolution Scanner Touchscreen	**Teacher Resources:** http://whatis.techtarget.com/definition/0,,sid9_gci214279,00.html http://www.com.washington.edu/tech/tutorials.html http://www.techterms.com/definition/opticaldrive http://www.tutorialsweb.com/computers/printers-scanners/index.htm#1.PRINTERS http://www.upublish.info/Article/Optical-character-recognition--OCR--technology-explained-in-detail/399037 **Student Resources:** http://whatis.techtarget.com/definition/0,,sid9_gci214279,00.html http://www.com.washington.edu/tech/tutorials.html http://www.techterms.com/definition/opticaldri

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				ve http://www.tutorialsweb.com/computers/printers-scanners/index.htm#1. PRINTERS http://www.upublish.info/Article/Optical-character-recognition--OCR--technology-explained-in-detail/399037

Suggestions/Assessments:
If all listed equipment is available on-site, employing a hands-on approach is best in modeling the different hardware. If equipment is not available, the online references listed in the Resources/Materials column will give the student, along with printout handouts of corresponding material and class lecture, a solid understanding of the essential digital equipment used in the modern workplace.

Comments:
Create a handout with photographs of the equipment highlighted in the unit. Have them fill in the blanks with names of the hardware displayed.
A sample is available here.

CTE/ROP Computer Web Site Design

Semester 2 - Unit 9 – Using Software Applications (20 hours)				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
9A - Demonstrates ability to perform tasks in Adobe Photoshop CS3 **9B -** Demonstrates ability to perform tasks on Microsoft Web Matrix **9C -** Identifies and utilizes XML, XHTML and HTML 5 **9D -** Identifies and utilizes Asp.net **9E -** Identifies and utilizes Internet Explorer, Firefox and Chrome browsers. **9F -** Demonstrates ability to perform tasks in Adobe Dreamweaver CS3 **9G-** Demonstrates ability to perform tasks in Adobe Flash CS3 **9H -** Identifies and utilizes JavaScript **9I -** Identifies and utilizes Cascading Style Sheets **9J -** Demonstrates understanding of PHP and the solution stacks available (LAMP, WAMP) **9K -** Demonstrates knowledge of and can explain function of Content Management Systems (CMS--Joomla) **9L -** Demonstrates knowledge of and can explain function of Microsoft Access/SQL Server/MySQL **9M -** Identifies and utilizes	**Career Technical Education:** ***AME/T/** **4.4** Understand digital applications appropriate to specific media and projects. **4.5** Know the key technological skills appropriate for occupations in the arts industry. **4.6** Know how technology and the arts are interrelated in the development of presentations and productions. ***AME/TKS/** **10.10** Use technical applications in the creative process, where appropriate. **Core Academic:** ***AME/C/2.1R/RC/G9-10/** **2.6** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet). ***AME/C/2.4LS/SA/G9-10/** **1.10** Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions. ***AME/C/2.2W/WSA/G11-12/** **2.6** Deliver multimedia presentations: **a.** Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).	**9A – 2 hours:** Demonstrates ability to perform tasks in Adobe Photoshop CS3 **9B – 1 hour:** Demonstrates ability to perform tasks on Microsoft Web Matrix **9C – 1 hour:** Identifies and utilizes XML, XHTML and HTML 5 **9D – 2 hours:** Identifies and utilizes Asp.net **9E – 1 hour:** Identifies and utilizes Internet Explorer, Firefox and Chrome browsers. **9F – 1 hours:** Demonstrates ability to perform tasks in Adobe Dreamweaver CS3 **9G – 2 hours:** Demonstrates ability to perform tasks in Adobe Flash CS3	.Net .pdf Access Adobe Acrobat Adobe Creative Suite Browsers Code Editor Database File Transfer protocol (FTP) Google Chrome HTML5 Mozilla Firefox MySQL Open Source SQL Server Structured Query Language XHTML XML	**Teacher Resources:** http://oer.avu.org/handle/123456789/85 http://www.w3schools.com/ http://events.microsoft.com/Pages/Home.aspx http://www.gotoandlearn.com/ http://ocw.usu.edu/instructional-technology-learning-sciences/interactive-multimedia-production/index.html http://www.sqlcourse.com/intro.html **Student Resources:** http://oer.avu.org/handle/123456789/85 http://www.w3schools.com/ http://events.microsoft.com/Pages/Home.aspx http://www.gotoandlearn.com/

FTP Program **9N -** Identifies and utilizes Notepad++ **9O -** Demonstrates ability to perform tasks in MS PowerPoint **9P -** Demonstrates ability to perform tasks in Adobe Acrobat **9Q -** Demonstrates understanding of legal alternatives to proprietary software (Aviary, Inkscape, Google SketchUp, LibreOffice, FileZilla)	**b.** Select an appropriate medium for each element of the presentation. **c.** Use the selected media skillfully, editing appropriately and monitoring for quality.	**9H – 1 hour:** Identifies and utilizes JavaScript **9I – 1 hour:** Identifies and utilizes Cascading Style Sheets **9J – 1 hour:** Demonstrates understanding of PHP and the solution stacks available (LAMP, WAMP) **9K – 1 hour:** Demonstrates knowledge of and can explain function of Content Management Systems (CMS--Joomla) **9L – 1 hour:** Demonstrates knowledge of and can explain function of Microsoft Access/SQL Server/MySQL **9M – 1 hour:** Identifies and utilizes FTP Program **9N – 1 hour:** Identifies and utilizes Notepad++ **9O – 1 hour:** Demonstrates ability to perform tasks in MS		http://ocw.usu.edu/instructional-technology-learning-sciences/interactive-multimedia-production/index.html http://www.sqlcourse.com/intro.html

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		PowerPoint **9P – 1 hour:** Demonstrates ability to perform tasks in Adobe Acrobat **9Q – 1 hour:** Demonstrates understanding of legal alternatives to proprietary software (Aviary, Inkscape, Google SketchUp, LibreOffice, FileZilla)		

Suggestions/Assessments:
Some of the applications that students should be familiar with are not necessarily tools involved in website creation, however, knowing their function is important, because sooner or later they will be using these applications in their day-to-day projects. Others may have a more immediate correlation, since a website feature may depend upon understanding a particular program (.pdf documents, for example. While designing a website does not hinge on a deep knowledge of how Adobe Acrobat works, understanding the importance of .pdf file compression and how to organize content on a site to be downloaded is crucial to a web developer).

Comments:
Acquaint your students with a reasonable array of commonly used software. If appropriate, a quick quiz can establish their familiarity with applications and will help you determine which software needs to be covered in more depth.

CTE/ROP Computer Web Site Design

<table>
<tr><td colspan="5">Semester 2 - Unit 10 – Business Practices (10 hours)</td></tr>
<tr>
<th>Competencies</th>
<th>Standards</th>
<th>Suggested Pacing</th>
<th>Essential Vocabulary</th>
<th>Resources/Materials</th>
</tr>
<tr>
<td>

10A - Practices time management and prioritizes workloads in various environments.
10B - Operates safely in an office environment and in a manner that protects the equipment and operator.
10C - Practices proper business ethics.
10D - Demonstrates proficiency in giving and completing oral and written instructions.
10E - Applies efficient learning techniques to new job tasks.
10F - Practices proper international business procedures.
10G - Abides by copyright laws, intellectual property laws and software licensing agreements.
10H - Understands and demonstrates knowledge of E-Commerce.

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<u>**Career Technical Education:**</u>
*AME/HS/
6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
6.3 Know how to take responsibility for a safe and healthy work environment.
*AME/CPM/
3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.
*AME/ELR/
8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.

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<td>

10A – 1 hour:
Practices time management and prioritizes workloads in various environments.

10B – 1 hour:
Operates safely in an office environment and in a manner that protects the equipment and operator.

10C – 2 hours:
Practices proper business ethics.

10D – 1.5 hours:
Demonstrates proficiency in giving and completing oral and written instructions.

10E – 1 hour:
Applies efficient learning techniques to new job tasks.

10F – 1 hour:
Practices proper international business procedures.

10G – 1.5 hours:
Abides by copyright

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Application

BSA (Business Software Alliance)

Compliance

Copyright

Diction

Digital Rights Management (DRM)

DSS (Decision-Support Systems)
E-Commerce

Economy

Ethics

Illegal

Integrity

Intellectual Properties

Legal

Markets

MIS (Management Information Systems)

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Teacher Resources:
http://www.acinet.org/skills/default.aspx

http://www.publaw.com/copyright/

http://tdr.uspto.gov/init.action

http://www.dol.gov/

http://www.dir.ca.gov/

http://ecommerce.about.com/

http://www.academicinnovations.com/report.html

Student Resources:
http://www.acinet.org/skills/default.aspx

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http://www.dol.gov/

http://www.dir.ca.gov/
http://ecommerce.about.com/

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</tr>
</table>

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	8.4 Adhere to the copyright and intellectual property laws and regulations, and use and cite proprietary information appropriately. **Core Academic:** ***AME/A/1.3HSS/HREPV/G9-12/** **(4)** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. ` ***AME/C/2.2W/WSA/G11-12/** **(1.1)** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. **(1.5)** Use language in natural, fresh, and vivid ways to establish a specific tone. **(1.6)** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ***AME/A/1.3HSS/ECON/G12/** **(12.2)** Students analyze the elements of America's market economy in a global setting. **(12.4)** Students analyze the elements of the U.S. labor market in a global setting.	laws, intellectual property laws and software licensing agreements. **10H – 1 hour:** Understands and demonstrates knowledge of E-Commerce.	NAFTA (North American Free Trade Agreement) Orthography Portfolio Presentation Priority Regulations Résumé Software Licensing Time Management TPS (Transaction Processing Systems)	http://www.academicinnovations.com/report.html

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Suggestions/Assessments:
In discussing general concepts of ethical business practice as well as efficient learning techniques, emphasis should also be placed on personal initiative, and the value of doing personal research on topics that one may not be familiar with. School libraries, public libraries, and of course the internet, are the best places to investigate further about state and federal regulations regarding employment, labor laws, career outlook, and the various legal and ethical issues that any well-informed employee should understand.

Comments:
When exploring these options online, it is always preferable to browse governmental or educational sites, as they are reliable sources of information. Websites that end with the top-level domains .gov and .edu indicate that they are government or educational institution sites. Examples can be found in the Resources/Materials column of this unit.

CTE/ROP Computer Web Site Design

<td colspan="5" align="center">Semester 2 - **Unit 11 – Entrepreneurship (10 hours)**</td>				
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
11A - Demonstrates basic knowledge of marketing skills. **11B -** Demonstrates ability to create project timelines. **11C -** Identifies characteristics of a successful entrepreneur. **11D -** Demonstrates basic knowledge of what is needed to start a small business. **11E -** Demonstrates knowledge of differences between sole proprietorship and partnership. **11F -** Demonstrates understanding of concepts in business profit and loss as well as supply and demand. **11G -** Demonstrates an awareness of contracts and bidding terminology.	<u>**Career Technical Education:**</u> ***AME/CPM/** **3.1** Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers. **3.2** Understand the scope of career opportunities and know the requirements for education, training, and licensure. **3.3** Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. **3.4** Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. **3.6** Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio. **3.8** Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising, and marketing strategies. <u>**Core Academic:**</u> ***AME/A/1.3HSS/WH/G10/** **(10.3.5)** Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. ***AME/A/1.3HSS/ECON/G12/** **(12.2)** Students analyze the elements of America's market economy in a	**11A – 2 hours:** Demonstrates basic knowledge of marketing skills. **11B – 1 hour:** Demonstrates ability to create project timelines. **11C – 1 hour:** Identifies characteristics of a successful entrepreneur. **11D – 1.5 hours:** Demonstrates basic knowledge of what is needed to start a small business. **11E – 1 hour:** Demonstrates knowledge of differences between sole proprietorship and partnership. **11F – 2 hours:** Demonstrates understanding of concepts in business profit and loss as well as supply and demand.	Advertising Bidding Budget Capital Capitalism Contracts Corporation LLC Marketing Partnership Profit and Loss Promotion Resources SBA (Small Business Association) Small Business Sole Proprietor Tax audit	**Teacher Resources:** http://www.acinet.org/skills/default.aspx http://www.sba.gov/ http://www.entrepreneurship.org/ http://www.osha.gov/dcsp/smallbusiness/index.html http://sbc.senate.gov/public/ http://smallbusiness.chron.com/bid-successfully-work-22273.html http://www.irs.gov/businesses/small/article/0,,id=98359,00.html **Student Resources:** http://www.acinet.org/skills/default.aspx http://www.sba.gov/ http://www.entrepreneurship.org/ http://www.osha.gov/dcsp/smallbusiness/index.html

	global setting. **(12.2.1)** Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. **(12.2.4)** Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. **(12.2.5)** Understand the process by which competition among buyers and sellers determines a market price. **(12.2.7)** Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products. **(12.2.8)** Explain the role of profit as the incentive to entrepreneurs in a market economy. **(12.4.3)** Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	**11G – 1.5 hour:** Demonstrates an awareness of contracts and bidding terminology.	Venture Capital	http://sbc.senate.gov/public/ http://smallbusiness.chron.com/bid-successfully-work-22273.html http://www.irs.gov/businesses/small/article/0,,id=98359,00.html

Suggestions/Assessments:
Explain the difference between an entrepreneur and an employee who works for a company. Explain the elements of risk involved in owning one's own business, as well as the benefits. Contrast and compare the liabilities inherent to sole proprietorships, partnerships, as well as those that apply to Limited Liability Corporations (LLC's).

Comments:
For a quick overview of different small business structures, and how the IRS classifies them, go to:
http://www.irs.gov/businesses/small/article/0,,id=98359,00.html

A concise breakdown of sole proprietorships, etc., can be found here:
http://www.residual-rewards.com/index.html

CTE/ROP Computer Web Site Design

	Semester 2 - **Unit 12 – Interpersonal Job Skills (10 hours)**			
Competencies	**Standards**	**Suggested Pacing**	**Essential Vocabulary**	**Resources/Materials**
12A - Demonstrates how personal skill development affects employability, including: Self-esteem, positive attitude, honesty, integrity, self-confidence, time management, concern for others and other positive traits. **12B -** Demonstrates principles of effective interpersonal skills, including: Group dynamics, conflict resolution, teamwork, leadership, negotiation and working with people from culturally diverse backgrounds. **12C -** Demonstrates the ability to identify and manage resources and understand systems, both organizational and industry-specific. **12D -** Demonstrates an understanding of all aspects of the industry, including safety, diversity, sexual harassment, and labor-community relations. **12E -** Demonstrates the importance of sound basic skills, critical thinking skills and problem solving skills in the workplace. **12F -** Demonstrates principles of effective oral, written and non-verbal communication	**Career Technical Education:** ***AME/LT/** **9.1** Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings. **9.2** Understand the ways in which pre-professional associations and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. **9.3** Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals. ***AME/HS/** **6.1** Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. **Core Academic:** ***AME/A/1.3HSS/HREPV/G9-12/** **(4)** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. ***AME/C/2.2W/WSA/G11-12/** **(1.1)** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.	**12A – 1 hour:** Demonstrates how personal skill development affects employability, including: Self-esteem, positive attitude, honesty, integrity, self-confidence, time management, concern for others and other positive traits. **12B – 1.5 hours:** Demonstrates principles of effective interpersonal skills, including: Group dynamics, conflict resolution, teamwork, leadership, negotiation and working with people from culturally diverse backgrounds. **12C – 1 hour:** Demonstrates the ability to identify and manage resources and understand systems, both organizational and industry-specific. **12D – 1.5 hours:** Demonstrates an understanding of all	Altruism Behavioral competency Collaboration Communication Courteous Critical Thinking Diversity Empathy EQ (Emotional Intelligence Quotient) Ethics Human Resources Leadership Metrics Organization Professionalism Respect Self-control	**Teacher Resources:** http://www.acinet.org/skills/default.aspx http://www.hr.com/en/communities/training_and_development/the-importance-of-emotional-intelligence-in-the-wo_eak314gc.html http://www.courts.michigan.gov/mji/curricula_guide/Examples_of_Good_and_Bad_Interpersonal_Skills.pdf http://www.bls.gov/oco/reprints/ooh001.pdf **Student Resources:** http://www.acinet.org/skills/default.aspx http://www.hr.com/en/communities/training_and_development/the-importance-of-emotional-intelligence-in-the-wo_eak314gc.html http://www.courts.michigan.gov/mji/curricula_guide/Examples_of_Good_and_Bad_Interpe

and can use various forms of communication technology effectively. **12G -** Demonstrates principles of behavioral management. **12H -** Demonstrates the importance of acquiring and evaluating data, organizing and managing files, interpreting data and using computers to process information. **12I -** Applies critical thinking and problem solving skills to on-the-job situations.		aspects of the industry, including safety, diversity, sexual harassment, and labor-community relations. **12E – 1 hour:** Demonstrates the importance of sound basic skills, critical thinking skills and problem solving skills in the workplace. **12F – 1 hour:** Demonstrates principles of effective oral, written and non-verbal communication and can use various forms of communication technology effectively. **12G – 1 hour:** Demonstrates principles of behavioral management. **12H – 1 hour:** Demonstrates the importance of acquiring and evaluating data, organizing and managing files, interpreting data and using computers to process information.	Self-esteem Soft Skills System Teamwork Time Management	rsonal_Skills.pdf http://www.bls.gov/oco/reprints/ooh001.pdf

		12I – 1 hour: Applies critical thinking and problem solving skills to on-the-job situations.		

Suggestions/Assessments:
The traits that make an employee dependable, flexible and a likely candidate for advancement have as much to do with their world view (respect for others, personal ethics, and a sense of responsibility for a common goal) as any skills mastered on a technical level. This unit emphasizes the successful binding of these qualities into a complete approach that does not sacrifice professionalism and efficiency for social skills, nor minimizes the role of how we communicate can impact our work environment.

Comments:
A fine series of articles on workplace interpersonal skills, employee motivation and conflict resolution can be found here:
http://humanresources.about.com/od/workrelationships/tp/dealing-with-people.htm

CTE/ROP Computer Web Site Design

Web Design I

Please answer the questions below…this is not a test; I would just like to know what you think and expect of this class, as well as a little bit about what you may already know about web design.

Introduction to Course Questions

Did you choose this class? _____

How would you describe a website? _____

Have you used a web designing program before (like Dreamweaver)? _____

How do you access the web: (mark all that are appropriate)
- ☐ Laptop/desktop
- ☐ Smartphone or other mobile device
- ☐ School/Library

What software do you know to use (Adobe Photoshop, Microsoft Publisher, etc.)?

_____

Are you interested in working in the field of web design? _____

_____

What do you hope to learn in this class? _____

_____

Do you what HTML is?
- Yes, it stands for: _____.
- No, I have never heard of it before.
- I have heard the term, but I do not know what it stands for.

**CTE/ROP Computer Web Site Design**

First Steps toward Website Building: The Directory Structure

1. First, on your C:\ drive, create a new folder; call it "My Website", without quotation marks.*

2. Inside that folder, create two new folders, one called "html_pages", the other called: "Assets".

3. Inside the "Assets" folder, create two folders, one called: "Images", the other called "Multimedia"

4. Open Adobe Dreamweaver CS3.

5. Inside Dreamweaver, click on "New", select "Blank Page", then, "HTML"; once open, save as: "Index"; it will automatically save as an .html extension file,.

   Review: Your structure should appear as follows:
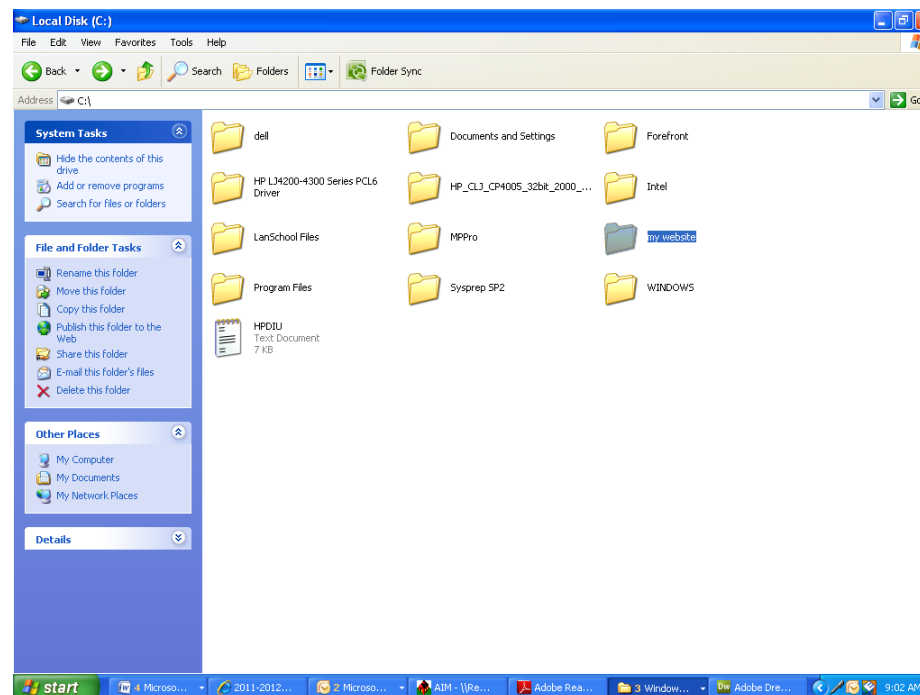
CTE/ROP Computer Web Site Design
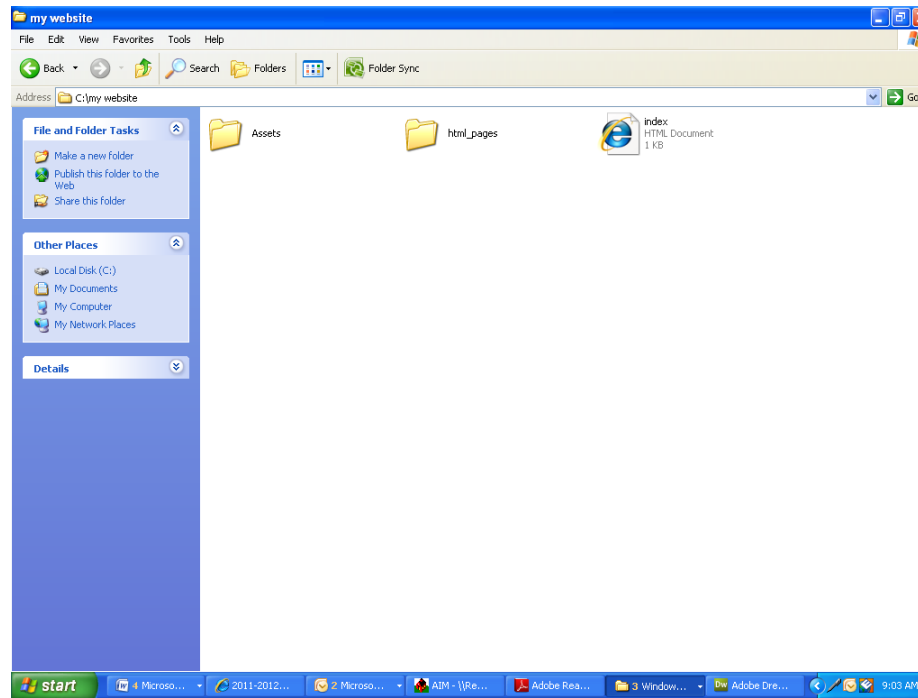
No matter how complex the website, the same basic structure rules apply.

*If you are sharing this computer, and have your own account, it would be wisest to set up the website in a folder inside your My Documents directory, to avoid unintentional crossover editing of your files from other classmates working on the same assignment.

Match the App

Please match the correct application with the following tasks below:

1. **Microsoft Word**   5.   **Microsoft Outlook**
2. **Adobe Illustrator**   6.   **Adobe Photoshop**
3. **Microsoft Excel**   7.   **Microsoft PowerPoint**
4. **Adobe Acrobat**   8.   **Adobe Dreamweaver**

(You can put the correct number or the name of the application in the space)

Creating a document for school: _____

Creating a spreadsheet: _____

Opening a .PDF file:_____

Creating a vector format piece of artwork: _____

Creating an E-mail:_____

Creating a web page: _____

Creating a slide presentation: _____

Editing or enhancing a photograph: _____

- Student Name: _____
- Class Period: _____

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Name the Equipment
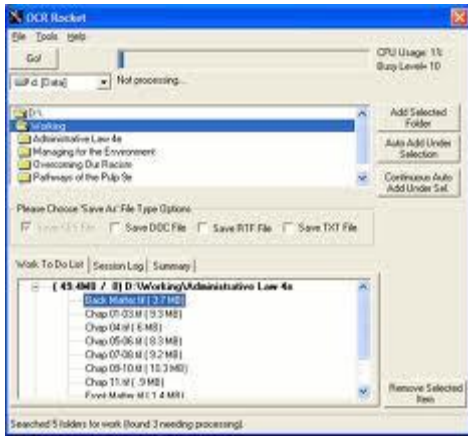
This is a _____

This is a _____

This is a _____

This is a _____

CTE/ROP Computer Web Site Design

Name the Equipment

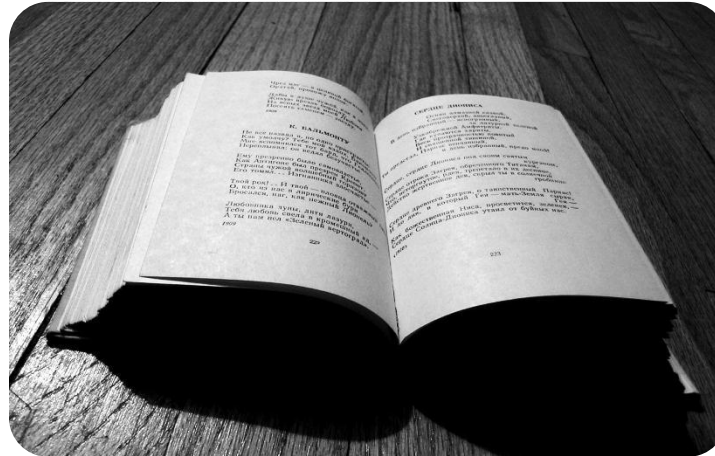This is _____software for a _____

This is a _____

This is an _____

This is a _____

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Temporal and Spatial Values of Print vs. Online Media

➢ **Print Publication** = Fixed Length, Physical Copy, Accessible only from the Hard Copy Location

➢ **Web Publication** = Indefinitely Expandable, Digital Format, Accessible from Multiple Online Locations

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