

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

Multimedia and Digital Tools for Business

Length of Course: Full Year

Elective/Required: Elective

School: High Schools

Student Eligibility: Grades 10-12

Credit Value: 5 Credits

Date Approved: August 24, 2015

Table of Contents

Statement of Purpose	3
Pacing Guide	4
Unit 1: Introduction to the Web Course	5
Unit 2: HTML Basics	8
Unit 3: HTML Intermediate Course	10
Unit 4: Cascading Style Sheets	12
Unit 5: Javascript	14
Unit 6: Dreamweaver	16
Unit 7: Adobe Photoshop	19
Unit 8: Flash	21

Modifications will be made to accommodate IEP mandates for classified students.

Statement of Purpose

The Edison Public School District is committed to improving instruction and providing the most challenging academic opportunities for our students. The district has recently restructured the Business Department curriculum in order to provide students with expanded opportunities in college and career after high school.

Multimedia and Digital Tools for Business is a full year, Level 1 course that has been created to replace Web Page Design and Development to provide more current technology applications for business. Recognizing the role the internet plays in business operations, this course includes units in designing and maintaining web sites utilizing HTML, JavaScript, CSS, Dreamweaver, Photoshop, and Flash to present graphics, text, animation and interactive environments on the internet. Advanced features of Microsoft Office will also be explored to analyze information and data used in making business decisions.

The goals of the course are to give students the tools necessary to apply the design and development process to produce user-focused Web and digital communications solutions. Students will understand the importance of knowing the basic coding and background of a website through the use of HTML, JavaScript and CSS. By utilizing Dreamweaver, Photoshop and Flash visual development tools for creating, publishing and managing websites and mobile content, students will be able to design a website that is functional and visually appealing.

The Core Content/Workplace Readiness Standards are incorporated into the Multimedia and Digital Tools for Business. The Core Subjects, as well as, the Workplace Readiness Standards, career planning, the use of technology, critical thinking, decision making, problem -solving, and self-management skills, play a major role in Multimedia and Digital Tools for Business.

Edison Township School District
Multimedia and Digital Tools for Business Pacing Guide
Pacing Guide

UNIT	TIME FRAME	MP
Unit 1: Introduction to the Web	3.	1
Unit 2: HTML Basics	3 weeks	1
Unit 3: HTML Intermediate	3.5 weeks	1/2
Unit 4: Cascading Style Sheets	2.5 weeks	2
Unit 5: Javascript	3.5 weeks	2
Unit 6: Photoshop for the Web	4 weeks	3
Unit 7: Dreamweaver	8 weeks	3/4
Unit 8: Flash	5 weeks	4
Unit 9: Other applications for the web	4	4

Unit 1: Introduction to the Web Course

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: What is the history of the Internet and the World Wide Web & Technologies. Why is file management, and the design process so important. **Students will demonstrate how to create a basic html page and distinguish between different types of web pages.**

Essential Questions: How does technology affect society, business and communication? What are the safe and legal responsibilities of being a good digital citizen? How does file management affect the design process of a web site? What is Hypertext Markup Language? What is it used for? How does it run within a browser?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g.,</p>	<p>How the internet was created?</p> <p>What was the World Wide Web initially used for?</p> <p>How to manage files within folders for web sites.</p> <p>What does being responsible with utilizing information technology mean?</p> <p>How can legally use</p>	<p>Understand the history of the Internet and World Wide Web.</p> <p>Understand the role of Internet technologies in society, business and communication.</p> <p>Demonstrate proficient use of computers that supports learning and productivity.</p> <p>Demonstrate and practice safe, legal and responsible use of information technology.</p> <p>Create a basic HTML page</p>	<p>Watch The History of the Internet. Document-Create a timeline of important events with a partner.</p> <p>Access: Digitalcitizenship.net. Read the Nine Themes of Digital Citizenship. Select two themes that are the most important and write a paragraph explaining why. Be prepared to share.</p> <p>Read: 12 Things students should not do on social.</p>	<p>Chapter 1-Textbook Quick HTML Know how</p> <p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Student checkpoints utilizing online assessments. (socrative, today's meet, and padlet, etc.)</p> <p>Students to create an ordered list of their</p>

Unit 1: Introduction to the Web Course (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>robotic functions, website designs, applications, and games).</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p>	<p>information or graphics from the World Wide Web.</p> <p>What is Hypertext Markup Language HTML?</p> <p>What are HTML starting tags?</p> <p>Why is it necessary to have opening and closing tags?</p> <p>What is a web page?</p> <p>What is a web site?</p> <p>What is a Web browser?</p> <p>What is a search engine?</p> <p>How do I view the code in an existing web page?</p> <p>How do I find text within a web page?</p> <p>What are the most used/favorite websites?</p>	<p>Describe the difference between a home page, welcome page and landing page.</p> <p>Create unordered, ordered and embedded lists within a web page.</p> <p>Utilize Ctrl + F to find text in a web page</p> <p>Explain why people have favorite websites.</p>	<p>media-Discuss as a class. http://mashable.com/2012/09/04/students-social-media-warnings/</p> <p>Students to utilize sublime.txt to create a basic web page.</p> <p>Students to utilize sublime.txt to create a basic web page with ordered and unordered lists.</p> <p>Students to research browser history, introductory use and current use. Who is the current leader in browser wars?</p>	<p>favorite things</p> <p>Students to create an unordered list of their least favorite things</p>

Unit 1: Introduction to the Web Course (con't)

Resources: Essential Materials, Supplementary Materials, Links to best practices
 sublime.txt or notepad

Textbook: HTML and Javascript Basics-Karl Barksdale and Shane Turner

Discovery Education: The History of the Internet

History Channel: The History of the Internet (youtube

<https://www.youtube.com/watch?v=M9ebkjWU6Z4>)

[http://www.pmf.ni.ac.rs/pmf/licne_prezentacije/230/prezentacija/HTML%20and%20Javasc
 ript-Visibooks.pdf](http://www.pmf.ni.ac.rs/pmf/licne_prezentacije/230/prezentacija/HTML%20and%20Javasc%20ript-Visibooks.pdf) (visual step by step instructions basic web page)

PDF Version Online Book:

[https://docs.google.com/a/edison.k12.nj.us/file/d/0B7PwwOpZKWQ4ZlpSbHB5SGJ3RDA/
 edit?pli=1](https://docs.google.com/a/edison.k12.nj.us/file/d/0B7PwwOpZKWQ4ZlpSbHB5SGJ3RDA/edit?pli=1)

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.

A. Utilize video graphic organizer to collect information and Utilize color coded text editor to easily spot errors.

B. Re-reading of directions

C. Providing visual aids

D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.

E. Clarification of Directions

F. Preferential seating

G. Modifications to be made as necessary due to IEP's or other individual needs.

H. Differentiation of content and process.

Unit 2: HTML Basics

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: How do we format a website? How do we organize a website? What are some techniques?

Essential Questions: Why do we add additional formatting to our websites? What colors are the most user friendly for websites? How do we implement attributes and values with HTML and CSS. How do we organize a website for good visibility to our viewers? How do we capture information from our users?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and</p>	<p>How to insert a horizontal rule inside a web page.</p> <p>How to format appropriate spacing for organization.</p> <p>How to change text size and text and background color.</p> <p>How to create hyperlinks to other pages within the same website.</p> <p>How to add CSS to the top of a web page to dictate color and size of text.</p>	<p>Format page information with single and double spacing.</p> <p>Organize page information with lines. Implement attributes and values.</p> <p>Change Web page color defaults by altering attributes and values with both HTML and CSS.</p> <p>Control the size, style, and color of fonts.</p> <p>Download pictures from the Web. Insert pictures into your</p>	<p>Teamwork Project-Create an information page about an existing product on the web. Include ideas to improve this product.</p> <p>Create a heading list of subjects and change the color for each heading. Utilize heading size order for subjects you like the least to the most in size order.</p> <p>Create a word document save as: HTML reference. Include links to helpful websites for HTML code.</p>	<p>Chapter 2-Textbook Quick HTML Know how</p> <p>Chapter 3-Textbook Power Techniques.</p> <p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socrative, today's meet,</p>

Unit 2: HTML Basics (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>games).</p> <p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p>	<p>How to insert and resize pictures and graphics.</p> <p>How to utilize tables to organize information.</p> <p>How to insert form tags to capture user input.</p>	<p>Web page.</p> <p>Change the size of graphics.</p> <p>Use tables to organize information. Turn pictures into hyperlinks. Insert a variety of data input options</p> <p>Add form options for: text box, radio button, check box.</p>	<p>Create a calendar to utilize as a vacation guide.</p> <p>Create a survey utilizing a google form. Students to take surveys for the entire class.</p> <p>Got game? Groups to brainstorm 10 questions to ask a game company and create a web page utilizing form tags to capture the information.</p>	<p>and padlet, etc.)</p>
<p>Resources: Essential Materials, Supplementary Materials, Links to best practices sublime.txt or notepad Textbook: HTML and Javascript Basics-Karl Barksdale and Shane Turner</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <ul style="list-style-type: none"> A. Demonstrate step by step coding of forms and tables. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process. 	

Unit 3: HTML Intermediate Course

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: Utilizing a framesets gives the Web developer the added ability of combining two or more Web pages on one screen, and have these Web pages interact with each other.

Essential Questions: What benefit does utilizing framesets give the Web developer? What are some of the benefits of using frames versus using tables?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p>	<p>Why does utilizing a frameset benefit the web developer?</p> <p>Why should a web developer included a navigation bar?</p> <p>How does a nested frameset help the layout of a web page?</p>	<p>Create a frameset.</p> <p>Add a navigation bar.</p> <p>Make a welcome page.</p> <p>Create a nested frameset.</p> <p>Include a title bar frame and page.</p> <p>Utilize frame and frameset options</p>	<p>Create a left hand navigation bar with all of your favorite website links. Make sure they open in the right frame.</p> <p>Complete the capstone simulation utilizing a right hand navigation bar.</p>	<p>Chapter 4-Textbook HTML Structural Design Techniques</p> <p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socrative, today's meet, and padlet, etc.)</p>

Unit 3: HTML Intermediate Course (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.				
<p>Resources: Essential Materials, Supplementary Materials, Links to best practices sublime.txt or notepad Textbook: HTML and Javascript Basics-Karl Barksdale and Shane Turner</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <ul style="list-style-type: none"> A. Create video for step by step instructions to view as many times as necessary. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process. 	

Unit 4: Cascading Style Sheets

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: Why do we use CSS? And what is the difference between a style and a cascading style, and how the latter can apply to multiple instances of a particular tag? How do I utilize all the HTML code and include it in my website?

Essential Questions: Why is it important to utilize CSS consistently throughout a website? Why does CSS make a web developer work more efficient?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p>	<p>How to create a Cascading Style Sheet?</p> <p>How to change the behavior of a hyperlink utilizing CSS.</p> <p>Why is important to stick to the same CSS throughout a website.</p>	<p>Create a Cascading Style Sheet.</p> <p>Control hyperlink behavior with CSS. Create style classes.</p> <p>Share style classes among Web pages.</p> <p>Control HTML table appearance with CSS.</p>	<p>Students to demonstrate prior skills learned by creating a “new product” with a partner. Students will be required to utilize all code learned in this website for their new product.</p>	<p>Chapter 5-Textbook-Introduction to Cascading Style Sheets. Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socratic, today’s meet, and padlet, etc.)</p>

Unit 4: Cascading Style Sheets (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.				
<p>Resources: Essential Materials, Supplementary Materials, Links to best practices sublime.txt or notepad Textbook: HTML and Javascript Basics-Karl Barksdale and Shane Turner</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <ul style="list-style-type: none"> A. Utilize color coded text editor to easily spot errors. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process. 	

Unit 5: Javascript

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: How to utilize JavaScript in a web page.

Essential Questions: How can a scripting language (JavaScript) add effects to a web page?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p>	<p>How to display web page text utilizing JavaScript.</p> <p>Where are JavaScript tags inserted?</p> <p>How to create conditional statements within Javascript.</p> <p>How to use the JavaScript alert() method.</p> <p>How to create an image or hyperlink rollover.</p> <p>How to create a slideshow.</p>	<p>Display Web page text with JavaScript.</p> <p>Use HTML formatting tags both in and around JavaScript code.</p> <p>Create conditional statements with JavaScript.</p> <p>Use the JavaScript alert() method.</p> <p>Access the browser status line with JavaScript.</p> <p>Name and describe JavaScript events.</p> <p>Create an image rollover.</p>	<p>Create a cycling banner of banners created in photoshop.</p> <p>Create a cycling slideshow utilizing digital pictures. Consider utilizing historical events.</p> <p>Create buttons of different colors and create an image rollover.</p>	<p>Chapter 6 and 7-Textbook</p> <p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socrative, today's meet, and padlet, etc.)</p>

Unit 5: Javascript (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.	How to create a cycling banner.	Make a hyperlink rollover. Construct a cycling banner. Display random images. Create a JavaScript slide show.		
<p>Resources: Essential Materials, Supplementary Materials, Links to best practices sublime.txt or notepad Textbook: HTML and Javascript Basics-Karl Barksdale and Shane Turner</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings. A. Create screen video for step by step instructions. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process.</p>	

Unit 6: Dreamweaver

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: Identify the purpose, audience, and audience needs for a website.

Essential Questions: 1. How can you set up the design of a complete website working only with one of the pages?
2. How can you create a website for your personal business with a Flash animation and a video on it?

Unit Assessment: Tests, online assessments and web page projects.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p> <p>8.2.12.C.2 Analyze a</p>	<p>Define a Dreamweaver site.</p> <p>Create, title, name, and save a web page.</p> <p>Add text to a web page.</p> <p>Insert images and apply alternative text on a web page.</p> <p>Link web content, using hyperlinks, e-mail links, and named anchors.</p> <p>Insert rich media, such as video, sound, and animation in Flash format.</p>	<p>Become familiar with Dreamweaver workspace and toolbars</p> <p>Know the workspace layout</p> <p>Recognize the document toolbars and panels</p> <p>Understand the Property inspector</p> <p>Learn how to manage sites</p> <p>Set up files</p> <p>Define a local folder</p> <p>Design a page with a table layout</p>	<p>Class discussion/explanation about the skills to be practice</p> <p>Follow teacher's instructions on a set of guided classes to practice each of the skills</p> <p>Project Builder Assignments</p> <p>Portfolio Project Assignment</p>	<p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socrative, today's meet, and padlet, etc.)</p>

Unit 6: Dreamweaver (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
product and how it has changed or might change over time to meet human needs and wants.	Insert navigation bars, rollover images, and buttons created in Fireworks on a web page. Build image maps. Import tabular data to a web page.	Comprehend the use of a design comp Learn how to insert and manage tables Use image placeholder Add colors to the page Work with Assets Insert an image, replacing the image, placeholder, using the insert menu, dragging it and from the assets panel Insert and play a Flash animation file Convert and insert a Flash video Work with body text content Create navigation bars and links Cascading Style Sheets Understand how CSS work Create, design and attach style sheets Explore the CSS styles panel Add CSS rules and apply them		

Unit 6: Dreamweaver (con't)

Resources: Essential Materials, Supplementary Materials, Links to best practices
 sublime.txt or notepad
 Textbook:
 The Web Collection Revealed : Bishop, Shuman & Reding

Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.
 A. Create screen video for step by step instructions.
 B. Re-reading of directions
 C. Providing visual aids
 D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements.
 E. Clarification of Directions
 F. Preferential seating
 G. Modifications to be made as necessary due to IEP's or other individual needs.
 H. Differentiation of content and process.

Unit 7: Adobe Photoshop

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: 1. Image editing software refers to computer programs that allow you to create and modify digital images and animations. 2. Digital images are used in graphic applications, advertising, publishing, and on the Web. 3. Color is a powerful and useful design element. 4. Animation enhances an online publication. 5. Identifying your target audience and purpose is essential when planning/creating a design project.

Essential Questions: 1. How can you take away that person from your picture without cutting it?
 2. Can you professionally fix that trip picture that was taken out of focus?
 3. Can you combine and filter parts of different pictures into one?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p>	<p>What are the elements of a Photoshop window?</p> <p>Do you know what Photoshop tools to utilize for specific functions?</p> <p>How can photos be edited, repaired and/or enhanced?</p> <p>What are Photoshop's color and gradient capabilities?</p> <p>What is the difference between JPG, GIF, TIFF, PDF, PSD, and BMP file formats?</p>	<p>Make basic photo edition: -Crop, resize and rotate. -Edit, transform, distort and perspective.</p> <p>Make automatic image adjustments: - Lens Corrections - Levels adjustments - Shadow and highlight - Variation - Auto Color and Auto Levels - Hue and Saturation - Fix Red Eyes</p> <p>Use advance photo edition tools like layers, selection and filters to:</p>	<p>Class discussion/explanation about the skills to be practice</p> <p>Follow teacher's instructions on a set of guided classes to practice each of the skills</p> <p>Work with several pictures to show the acquired skills fixing and combining the use of several tools</p> <p>Demonstrate features of Photoshop</p> <p>Compare and discuss various photos and publications</p> <p>Class discussion/explanation</p>	<p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socratic, today's meet, and padlet, etc.)</p>

Unit 7: Adobe Photoshop (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p>	<p>How do layers help you edit images and text?</p> <p>How to filters and patterns alter a graphic?</p> <p>How can animation be applied to graphics utilizing Photoshop?</p>	<p>tools like layers, selection and filters to:</p> <ul style="list-style-type: none"> - Select different picture areas - Smooth away imperfections - Adjust colors - Apply filters to selected areas - Clone selected parts - Delete part of a picture - Vanish some areas - Combine parts of different pictures into one using layers 	<p>about the skills to be practice</p> <p>Follow teacher's instructions on a set of guided classes to practice each of the skills</p> <p>Work with several pictures to show the acquired skills fixing and combining the use of several tools</p> <p>Demonstrate features of Photoshop</p> <p>Compare and discuss various photos and publications</p> <p>Project Builder Assignments</p> <p>Portfolio Project Assignment</p>	
<p>Resources: Essential Materials, Supplementary Materials,Textbook: http://planetphotoshop.com/</p> <p>The Web Collection Revealed : Bishop, Shuman & Reding</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <ul style="list-style-type: none"> A. Create screen video for step by step instructions. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process. 	

Unit 8: Flash

Targeted Standards: 9.3.IT-WD.2, 9.3.IT.WD.1,8 .2.12.E.3, 8.2.12.C.2

Unit Objectives/Conceptual Understandings: Identify the purpose, audience, and audience needs for a website. Designing for a variety of audiences and needs and The design process and effective communication

- Essential Questions:**
1. Can you draw a small soccer player that runs with a ball from one side of the field to the other side and then scores a goal?
 2. How can you create a personal screensaver with the music and pictures you like?
 3. Can you make a small cartoon that speaks when you click on a button?

Unit Assessment: Tests, online assessments and web page projects.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).</p> <p>8.2.12.C.2 Analyze a</p>	<p>How to identifying parts of the user interface</p> <p>How to use drawing tools</p> <p>How to work with layers</p> <p>How to organize layers and libraries</p> <p>Using animation methods</p> <p>How to create interactive buttons</p> <p>How to work with bitmaps</p> <p>How to use basic ActionScript</p>	<p>Create some basic animations:</p> <ul style="list-style-type: none"> - Create symbols - Edit a symbol Timeline - Add actions to frames - Work with several symbols - Publish animations <p>Make tweens and combine elements</p> <ul style="list-style-type: none"> - Add motion tween to symbols - Add shape tween to symbols - Add a text box - Create buttons that perform actions <p>Design skin players</p> <ul style="list-style-type: none"> - Create a music player 	<p>Class discussion/explanation about the skills to be practice</p> <p>Follow teacher's instructions on a set of guided classes to practice each of the skills</p> <p>Project Builder Assignments</p> <p>Portfolio Project Assignment</p>	<p>Digital vocabulary presentations</p> <p>Online notebook</p> <p>Textbook Short Answer Questions</p> <p>Student checkpoints utilizing online assessments. (socratic, today's meet, and padlet, etc.)</p>

Unit 8: Flash (con't)

Cumulative Progress Indicators	Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>product and how it has changed or might change over time to meet human needs and wants.</p>	<p>How to import and compress audio</p> <p>How to optimize file size</p> <p>How to produce a video</p> <p>How to publish Flash documents, Research and communication skills</p> <p>Researching audience and appropriate sites</p> <p>Using Flash effectively</p> <p>Connecting goals with user interaction</p> <p>Researching appropriate uses of multimedia</p> <p>Researching and categorizing uses of Flash</p>	<ul style="list-style-type: none"> - Encode a video file - Create a video player - Add a media component 		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p>			<p>Instructional Adjustments: Modifications, Student Difficulties, Possible Misunderstandings.</p> <ul style="list-style-type: none"> A. Create screen video for step by step instructions. B. Re-reading of directions C. Providing visual aids D. Presenting material in visual, auditory, and kinesthetic forms - especially the accounting cycle and its elements. E. Clarification of Directions F. Preferential seating G. Modifications to be made as necessary due to IEP's or other individual needs. H. Differentiation of content and process. 	