Auburn School District

Course: Web Publishing	**Total Framework Hours up to: 180**
CIP Code: 110801 ☐ Exploratory ■ Preparatory	**Date Last Modified: May, 2016**
Career Cluster: Information Technology	**Career Pathway: Programming and Software Development**

Power Standards

Unit Outline

		Hours
Unit 1:	Introduction to Internet Concepts	10
Unit 2:	HTML	40
Unit 3:	Cascading Style Sheets	10
Unit 4:	Graphic Design – Photoshop or other software	40
Unit 5:	Electronic Portfolios – Plan, Design, and Create	10
Unit 6:	Dreamweaver and Fireworks Creating Websites	40
Unit 7:	Website Planning (Practical Application/ Project)	20
Unit 8:	Review/Revise and Feedback	10
Total Hours		**180**

UNIT 1 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students are introduced to the history of the internet, societal impacts, copyright and fair use as they apply to the internet and web searches and browsers.

Embedded Leadership Activities
- Students will use copyright and fair use policies when developing web sites.
- Students will search for current cases reporting misuse of copyright, intellectual property or internet use. They will present findings throughout the program to discuss and consider possible solutions to these problems.
- Students will do research and create a web page(s) on different legal issues that directly impact web designers.
  5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
  6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 1: INTRODUCTION TO INTERNET CONCEPTS

Competencies	Total Learning Hours for Unit: 10

Project and Process Management Skills
- Recognize the computer as a communication skill and a way of connecting with people and information
- Students consider the development of the internet and assess advantages and disadvantages
- Discuss security principles, vulnerability and threats
- Explain principles of secure password strategies
- Illustrate what fundamental legal issues involved with security management
- Identify and explain copyright issues as they pertain to websites
- Describe sourcing requirements of borrowed works

Technical Skills
- Search Engines

Research and Communication Skills
- Responsibilities of Internet use
- History of the Internet

NWCET
- Compare/contrast the features of major Internet browsers
- Explain the history, structure, and relevance of the Internet
- Identify the benefits and downfalls of various search engines

ALIGNED WASHINGTON STATE STANDARDS

Art	1.2 Develop arts skills and techniques
	3.1 Use the arts to express and present ideas and feelings
	3.2 Use the arts to communicate for a specific purpose
Communications **COMMON CORE Speaking and Listening Standards**	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational Technology	1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 2.1.1 Practice personal safety. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications. 2.4.1 Formulate and synthesize new knowledge.
Reading COMMON CORE	RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Writing COMMON CORE	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language Standards COMMON CORE	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	      a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	      b. Use a colon to introduce a list or quotation.

UNIT 2 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will learn the basics of HTML coding in creating web pages.

Embedded Leadership Activities
- Students will build different web sites throughout the program focusing on industry standards and professional appearance. Work will be produced using HTML tagging. Sites must be working flawlessly, have appropriate text and images to support contents purpose. (Students will have an opportunity to select from options presented by instructor.)
  - 4.B.2   Manage the flow of information from a wide variety of sources
  - 10.A.2 Prioritize, plan and manage work to achieve the intended result

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 2 – HTML – HYPERTEXT MARK-UP LANGUAGE

Competencies	Total Learning Hours for Unit: 40

Project and Process Management Skills
- Work with multiple HTML coding applications
- Launch HTML document in a browser

Technical Skills
- Identify HTML tags and syntax in accordance with W3C standards
- Describe using tables for page layout and tabular data
- Create anchors, absolute, and relative hypertext links
- Evaluate the use of frames and I-frames in web design and identify and offer alternatives
- Implement interactivity using a form
- Employ appropriate tags to incorporate multimedia components
- List the industry standard web authoring tools available
- Identify various browsers and their associated operating systems
- Apply design debugging techniques
- Create tables, lists, formatting, links, backgrounds, images, sound in HTML code

Research and Communication Skills
- Internet HTML support websites
- Error resolution

NWCET
- Supporting code
- Select programming languages, design tools and applications
- Develop and perform test procedures

ALIGNED WASHINGTON STATE STANDARDS	
Art	1.2 Develop arts skills and techniques 3.1 Use the arts to express and present ideas and feelings 3.2 Use the arts to communicate for a specific purpose
Communications **COMMON CORE** **Speaking and** **Listening** **Standards**	SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational **Technology**	1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications. 2.4.1 Formulate and synthesize new knowledge.
Reading **COMMON CORE**	RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Math	N-Q1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Science	APPB: The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions. APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
Writing **COMMON CORE**	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language
Standards
COMMON CORE
	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	    d. Use a colon to introduce a list or quotation.

UNIT 3 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will learn the basics of CSS in formatting web pages.

Embedded Leadership Activities
- Students will learn the concepts of CSS and how it is used when developing web pages.
- Students will use these strategies and evaluate these features and its use in automated software such as Adobe Dream Weaver, etc.

Analyze Media
  5.A.1   Understand both how and why media messages are constructed, and for what purposes
Create Media Products
  5.B.1   Understand and utilize the most appropriate media creation tools, characteristics and conventions

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 3 – CASCADING STYLE SHEETS

Competencies	Total Learning Hours for Unit: 10

Project and Process Management Skills
- Work with multiple HTML coding applications
- Launch HTML document in a browser

Technical Skills
- Define CSS in accordance with W3C standards
- Explain the use of selectors, declarations, properties and values
- Demonstrate CSS syntax
- Differentiate between in-line, internal, and external style sheets
- Explain the importance of class, id, div, span attributes
- Differentiate between relative and absolute positioning

Research and Communication Skills
- Internet HTML support websites
- Error resolution

NWCET
- Supporting code
- Select programming languages, design tools and applications
- Develop and perform test procedures

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UNIT 4 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will demonstrate basics of web graphics and proper design principles, scanning, saving files, importing/exporting, correct naming conventions, use of digital cameras, optimizing images.

Embedded Leadership Activities
- Students will locate, demonstrate, and produce "free use" images from the internet that meets the needs of specific web projects they are developing.
- Students will take personal snapshots of specific items to manipulate and produce quality images for professional web sites based on techniques required by graphic designers.
- Students will develop their skills regarding image (picture) manipulation, rule of thirds, composition, contrast, and balance over time.

Solve Problems
   2.D.1   Solve different kinds of non-familiar problems in both conventional and innovative ways
Create Media Products
   5.B.1   Understand and utilize the most appropriate media creation tools, characteristics and conventions

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 4 - GRAPHIC DESIGN – (PHOTOSHOP OR OTHER GRAPHIC DESIGN SOFTWARE.)

Competencies	Total Learning Hours for Unit: 40

Project and Process Management Skills
- Project Planning
- Storyboarding
- Review and redesign
- File management and naming conventions
- Copyright and image standard practices

Design Skills
- Optimizing JPEGs and GIFs
- Composition, contrast and balance
- Emphasis
- Line
- Unity and color
- Editing images
- Rule of Thirds
- Proximity and patterns

- Shape
- Typography

Technical Skills
- Scanning photographs, objects, and drawings
- Using a digital camera
- Panel elements and structure
- Export window and settings
- Effects
- Drawing
- Text

Research and Communication Skills
- Graphics file types
- Copyright issues
- Redesign and peer review

NWCET
- Investigate and apply effective communication components for an effective web page
- Research the impact of the digital design web page and implications for having a successful web presence
- Create and set up local site and root folders
- Infuse original design and graphics where layout is functionally sound
- Optimize graphics for optimal performance for Internet site
- Incorporate design concepts for typography, composition, movement, line, shape, color, texture and space.

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	2.3.1 Select and use common applications.
	2.3.2 Select and use online applications.
	2.4.1 Formulate and synthesize new knowledge.
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Writing **COMMON CORE**	W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

UNIT 5 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will plan, design, and create a portfolio, link pages and a navigation bar. They will examine usability and accessibility; assure quality assurance via technical testing and user testing, and implement redesign techniques as appropriate.

Embedded Leadership Activities
- Based on projects assigned students will demonstrate proper file management and naming conventions based on industry standards.
- Students will hear and discuss the different website platforms and how each platform can present different problems based on what the web designer is trying to do.
- Students will develop and design acceptable useable websites based on teacher expectations and industry standards.
- Students will work on solutions based on web design flaws, miscommunication, poor image use, linking issues, and other problems that could exist.
    4.B.2 Manage the flow of information from a wide variety of sources
    3.A.4 Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 5 – ELECTRONIC PORTFOLIOS – NAMING, ORGANIZING, AND FILE MANAGEMENT

Competencies	Total Learning Hours for Unit: 10

Project and Process Management Skills
- Categorizing files in folders
- Page construction
- Designing for usability and accessibility
- Managing a quality assurance test
- Factoring user response into redesign

Design Skills
- Investigate and incorporate color and layout consistently
- User interface techniques
- Screen size considerations
- Consistent website pages
- Rebuilding web pages based on user feedback

Technical Skills
- Layout
- Creating a root folder and site

- Tables
- Inserting images and text
- Links – relative and absolute
- Alt Tags
- Importing
- Interactive images
- Text
- Alignment
- Buttons
- Head section
- Formatting tags
- Layout tags
- Backgrounds
- Email
- Columns and borders
- Music

Research and Communication Skills
- Content validity investigation
- Navigation web investigation
- Design a quality assurance test
- Include copyright information for images

NWCET
- Plan and create a storyboard for project with checkpoints and layout for preliminary design
- Understand, create and apply navigation links, ideas and concepts
- Develop a web that focuses on user-centered design of site visually organized with graphics, text, and hyperlinks
- Create text that is readable and appropriately sixed for the Internet
- Complete an electronic portfolio that contains team projects and individual projects posted to the intranet

ALIGNED WASHINGTON STATE STANDARDS	
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	3.1 Use the arts to express and present ideas and feelings
	3.2 Use the arts to communicate for a specific purpose
Educational Technology	1.1.1Generate ideas and create original works for personal and group expression using a variety of digital tools.
	1.2.1 Communicate and collaborate to learn with others.
	1.3.2 Locate and organize information from a variety of sources and media.
	2.1.1 Practice personal safety.
	2.1.2 Practice ethical and respectful behavior.
	2.2.1 Develop skills to use technology effectively.

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UNIT 6 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students will learn the basics of JavaScript coding in automating web pages.

Embedded Leadership Activities
- Students will learn basic Java Scripting as it applies to automated software.
- Students will understand the importance of computer interaction, motion, and sound as it applies to the audience.
- Students will select specific features that would create the best effect based on the sites purpose and the impact on the audience.
    4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Communicate Clearly
    3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts

Work Effectively in Diverse Teams
    9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 6 – JAVA SCRIPTING IN CREATING WEBSITES (DREAMWEAVER OR OTHER AUTOMATED SOFTWARE)

Competencies	Total Learning Hours for Unit: 40

Project and Process Management Skills
- Work with multiple HTML coding applications
- Launch HTML document in a browser

Technical Skills
- Summarize JavaScript syntax and the placement of code
- Define objects, properties and methods
- Employ interactive events with event handlers
- Define and invoke functions
- Implement common JavaScript (pop-up windows, rollovers, slideshow arrays, form verifications)
- Create and link external JavaScript page to website
- Explain basic DHTML techniques (time/date, moving objects, etc)
- Apply JavaScript debugging techniques

Research and Communication Skills
- Internet HTML support websites
- Error resolution

NWCET
- Supporting code
- Select programming languages, design tools and applications

- Develop and perform test procedures

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Writing COMMON CORE	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into

	the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language Standards COMMON CORE	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    g. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	    h. Use a colon to introduce a list or quotation.

UNIT 7 COMPONENTS AND COMPETENCIES

Performance Assessments:
Through developing a project plan, the students will create a user specified website.

Embedded Leadership Activities
- Students will create several websites throughout the program focusing on specific requirements for the "company" they are creating a web site for. A rubric with specific expectations along with professional appearance and industry standards will be observed. (Projects will require a storyboard, target audience considerations, appropriate use of color, font, and size, as well as, image, specialty features, appropriate content, and must be completely functional without complications.)

    5.A.2   Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

Manage Projects
    10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
    10.A.2 Prioritize, plan and manage work to achieve the intended result

STANDARDS AND COMPETENCIES

Standard/Unit:
UNIT 7 – WEBSITE PLANNING (FROM DEVELOPMENT TO LAUNCH)

Competencies	Total Learning Hours for Unit: 20

Project and Process Management Skills
- Write and follow a task list and schedule
- Collaboratively build a project plan
- Construct a list of deliverables
- Storyboarding
- Build site with tools and audience restriction

Design Skills
- Working with images and thumbnails
- Arranging text with images

- Creating a prototype
- Performing a technical test on a site
- Creating directory structure for images

Technical Skills
- Aligning images in a table
- Working with the site map
- Editing buttons
- Optimizing and sizing photographs

Research and Communication Skills
- Collaborate to define a project plan
- Develop appropriate captions for images
- Appropriate use of text

NWCET
- Gather data to identify customer requirements and capacity

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Writing
COMMON CORE
	W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	    a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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Language Standards
COMMON CORE
	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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UNIT 8 COMPONENTS AND COMPETENCIES

Performance Assessments:
Students' will demonstrate how to properly provide feedback to classmates, review websites, and revise websites with regards to feedback.

Embedded Leadership Activities
- With guidance from a teacher, students will learn and discuss good vs. bad web site design and use. They will provide feedback and suggestions on how to improve sites currently active on the web.
- During implementation of individual project web sites, students will be encouraged to evaluate several web sites and provide feedback in a professional manner. Students will review the overall project and consider all areas of concern based on industry standards.

5.A.3   Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

7.B.3   Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Be Responsible to Others

11.B.1   Act responsibly with the interests of the larger community in mind

STANDARDS AND COMPETENCIES

Standard/Unit:

UNIT 8 – REVIEW/REVISE/FEEDBACK

Competencies	Total Learning Hours for Unit: 10

Project and Process Management Skills
- Create a mechanism to review a website for required elements
- Providing constructive criticism

Design Skills
- Usability
- Accessibility
- Navigation techniques and consistency
- Layout for readability and emphasis
- Links functionality and accessibility

Research and Communication Skills
- Presenting a website to a group
- Providing meaningful, but not overly critical feedback
- Taking notes on critique

NWCET
- Communicate and learn how to give/take constructive criticism

- Produce business and personal presentations using technology
- Complete projects that involve critical thinking and teacher facilitation
- Evaluate and recommend optimization and improvements

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Communications **COMMON CORE Speaking and Listening Standards**	SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively.
Reading COMMON CORE	RI5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
Science	APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
Writing COMMON CORE	W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION

Creativity and Innovation
☒Think Creatively
☒Work Creatively with Others
☒Implement Innovations

Critical Thinking and Problem Solving
☒Reason Effectively
☒**U**se Systems Thinking
☒Make Judgments and   Decisions
☒Solve Problems

Communication and Collaboration
☒Communicate Clearly
☒Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
☒Access and /evaluate Information
☒Use and Manage Information

Media Literacy
☒Analyze Media
☒Create Media Products

**Information, Communications and Technology
(ICT Literacy)**
☒Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
☒Adapt to Change
☒Be Flexible

Initiative and Self-Direction
☒Manage Goals and Time
☒Work Independently
☒Be Self-Directed Learners

Social and Cross-Cultural
☒Interact Effectively with Others
☒Work Effectively in Diverse Teams

Productivity and Accountability
☒Manage Projects
☒Produce Results

Leadership and Responsibility
☒Guide and Lead Others
☒Be Responsible to Others