



Learning that works for Washington

CTE™

Spokane Public Schools Web Design

Course: Web Design	Total Framework Hours up to: 360
CIP Code: 110801 <input checked="" type="checkbox"/> Exploratory <input type="checkbox"/> Preparatory	Date Last Modified: 1/10/13
Career Cluster: Information Technology	Cluster Pathway: Web and Digital Communications

COMPONENTS AND ASSESSMENTS

Performance Assessments: Research district acceptable-use policy and explain the impact on the use of school computers. Research corporate acceptable use policies and explain the impact on the use of corporate computers. Compose a classroom acceptable use policy.
Given a topic, create a bibliography from online resources.
Inform others about online culture, health, and safety (poster, PSA, Website, presentation.)

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

DECA:
Team Decision Making Events: Business Law and Ethics

Standards and Competencies

Standard/Unit: Acceptable Use Policies

Competencies

Total Learning Hours for Unit: 15

Project and Process Management Skills

- Collaborate with classmates in researching or reviewing an Acceptable Use Policy

Technical Skills

- Internet search (optional)

Research and Communication Skills

- Responsibilities of Internet use

NWCET

- Discuss legal issues associated with locating and retrieving information from the internet
- Understand Acceptable Use Policy, copyright and Fair Use Laws
- Conduct research on the Internet and correctly identify sit sources in bibliography
- Utilize information from electronic communication sources

Aligned Washington State Standards

<p>CCSS-Speaking & Listening</p>	<p>SL.9-10.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
<p>Communications</p>	
<p>Educational Technology</p>	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p>

	<p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>1.4 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>1.4.1 Practice personal safety.</p> <p>1.4.2 Practice ethical and respectful behavior.</p> <p>1.5 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>1.5.1 Develop skills to use technology effectively.</p> <p>1.5.2 Use a variety of hardware to support learning.</p> <p>1.6 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>1.6.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-RLA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3. RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4. RST.9-10.4.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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problemRST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
CCSS-Language	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Writing	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments: Students will create a timeline of the history of the Internet. Students will create a poster/flyer/presentation comparing and contrasting major search engines, including recommended users, or situations that illustrate the best fit for an engine.</p>	

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

DECA-
 Team Decision Making Events: Business Law and Ethics
 LAP- TECH-Tastic

Standards and Competencies

Standard/Unit: Copyright, Internet and Browsers

Competencies

Total Learning Hours for Unit: 20

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

Technical Skills

- Browsers (optional)
- Search Engines

Research and Communication Skills

- Responsibilities of Internet use
- History of the Internet (optional)

NWCET

- Compare/contrast the features of two major Internet browsers (Internet Explorer and Communicator)
- Explain the history, structure, and relevance of the Internet
- Identify the benefits and downfalls of various search engines

Aligned Washington State Standards

Art

Communications

Educational Technology

- 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.
 - 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.
- 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
 - 1.2.1 Communicate and collaborate to learn with others.
 - 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.
- 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
 - 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.
 - 1.3.2 Locate and organize information from a variety of sources and media.
 - 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.
 - 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.

	<p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-ELA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
Science	
Social Studies	
Writing	
COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students will correctly code a basic web page using common coding applications, and basic HTML tags	
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DECA- Dimensions: Innovation and Entrepreneurship LAP-TECH-Tastic	
Standards and Competencies	
Standard/Unit: HTML/CSS/JAVA	
Competencies	Total Learning Hours for Unit: 30
<p>Project and Process Management Skills</p> <ul style="list-style-type: none"> • Work with multiple HTML coding applications • Launch HTML document in a browser • Apply basic debugging techniques • Create tables, lists, formatting, links, backgrounds, images, sound in HTML code 	

- 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
- 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
- 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
- Define XML syntax in accordance with W3C standards
- Describe XML and its application
- Summarize XML's relationship to database integration and E-commerce

Technical Skills

- Browsers (optional)
- HTML code
- CSS
- JAVA
- XML

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

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CCSSS-Language	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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COMPONENTS AND ASSESSMENTS	
<p>Performance Assessments: Critique web pages in an analysis of the elements and principles of design. Using electronic media, create examples of the elements and principles of design. Students will create a color wheel, value scale, and color schemes in electronic media. Create, peer edit/critique, and revise web pages incorporating design principles, scanning, saving files, importing/exporting, correct naming conventions, use of digital cameras, optimizing images.</p>	

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FBLA

Website Development Competitive Event Guidelines

DECA

Business Operations Research Events- Business Services

LAP- Ad-quipping your business

Standards and Competencies

Standard/Unit: Basic Principles of Graphic Design

Competencies

Total Learning Hours for Unit: 60

Project and Process Management Skills

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

Design Skills

- Identify and correctly use type families (e.g. old style, serif, san serif, script, modern, decorative)
- Measure accurately using typography measuring units (e.g. cap height, baseline, x-height, point size, key size, pica, point)
- Explain vocabulary of typography (e.g. upper case, lower case, ascender, descender, regular, boldface, condensed, expanded, italic, cursive, font, text, type, type style, justified, unjustified, ragged left, ragged right)
- Demonstrate a knowledge of color theory (e.g. light, pigment, transparent/opaque color)
- Demonstrate a working knowledge of color organization and the color wheel (e.g. primary, secondary, tertiary, neutrals)
- Identify and organize color schemes (e.g. monochromatic, complimentary, analogous triadic, split complimentary)
- Demonstrate a working knowledge of values (e.g. value scale, tint, tone, shade, aerial/atmospheric perspective, illusion of space)
- Explain additive and subtractive color (e.g. RGB and CMYK)
- Apply psychology of color to projects
- Define the elements of design (e.g. line, form, color, space, texture, value, shape)
- Define the principles of design (e.g. emphasis, unity, balance, proportion, rhythm)
- Identify elements of composition
- Combine text, images, and sound by incorporating information from a wide range of media (e.g. films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images)
- Select an appropriate medium for presentation elements
- Use the selected media skillfully, editing appropriately and monitoring for quality

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

Aligned Washington State Standards

Art	<p>1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times. 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.</p> <p>2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents). 2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates). 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates).</p> <p>3.1 Uses visual arts to express feelings and present ideas. 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p> <p>4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.3 Understands how the arts impact and reflect personal choices throughout life. 4.4 Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
Communications	
CCSS-Speaking & Listening	<p>SL.9-10.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
Health and Fitness	
Math	
CCSS-ELA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3. RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST.11-12.4 RST.9-10.4.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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the</p>

	<p>information or ideas</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Plan, design, and create an electronic portfolio, including links, navigation bar, usability and accessibility. Demonstrate quality assurance through technical and user testing, and redesign as necessary.	
Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)	
DECA- Dimensions- College and Career Ready MBA Research LAP- Assess for Success	
Standards and Competencies	
Standard/Unit: Portfolio Development	
Competencies	Total Learning Hours for Unit: 20
Project and Process Management Skills <ul style="list-style-type: none"> • Categorizing files in folders • Page construction • Designing for usability and accessibility • Managing a quality assurance test • Factoring user response into redesign • Analyze the historical evolution of web page design • Develop a competitive analysis to identify current trends • Plan and design site in accordance with the purpose and function of interactive media • Create an organizational structure, site map, and logical navigation scheme (including written schematic with customer approval before development begins) • Design a basic template page • Employ aesthetic/design theory for page layout 	

- Develop content in accordance with search engine optimization standards
- Identify and test site for browser compatibility issues and user accessibility standards
- Edit and incorporate an audio clip into a web page
- Edit and incorporate a video clip into a web page
- Create and incorporate an animation into a web page
- Scan and incorporate a digital image into a web page
- Create and incorporate a graphic into a web page

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 sized for the Internet
- Complete an electronic portfolio that contains team projects and individual projects posted to the intranet

Aligned Washington State Standards

<p>Art</p>	<p>1.1. Understands and applies visual arts concepts and vocabulary. 1.2. Develops visual arts skills and techniques. 1.3. Understands and applies visual arts genres and styles of various artists, cultures, and times. 1.4. Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.</p> <p>2.1. Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents). 2.2. Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates). 2.3. Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates).</p> <p>3.1. Uses visual arts to express feelings and present ideas. 3.2. Uses visual arts to communicate for a specific purpose. 3.3. Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p> <p>4.1. Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.2. Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.3. Understands how the arts impact and reflect personal choices throughout life. 4.4. Understands how the arts influence and reflect cultures/civilization, place, and time. 4.5. Understands how arts knowledge and skills are used in the world of work, including careers in the arts</p>
<p>CCSS-Speaking & Listening</p>	<p>SL.9-10.1 SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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</p>

	<p>are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
<p>Educational Technology</p>	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions..</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
<p>CCSS- Language</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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<p>CCSS-Writing</p>	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
<p>CCSS-ELA: Reading Informational Text</p>	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p>CCSS-ELA Literacy Science and Technical Subjects</p>	<p>RST.11-12.3</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4</p>

	<p>RST.9-10.4. 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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Develop a project plan for a user specified website, and create website according to project plan, documenting progress on project.	
Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)	
DECA- Chapter Team Events- Community Service Project Chapter Team Events- Creative Marketing LAP- Go for the Goal LAP- Grin and Bear IT	
Standards and Competencies	
Standard/Unit: Project Management and Timeline	
Competencies	Total Learning Hours for Unit: 15
Project and Process Management Skills <ul style="list-style-type: none"> • 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

Aligned Washington State Standards	
Art	
Communications	
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p>

	<p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4.</p> <p>RST.9-10.4.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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
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<p align="center">COMPONENTS AND ASSESSMENTS</p>	
	<p>Performance Assessments: Integrate images into web media through the planning and creation of interactive images, including slices, layers, frames, and behaviors.</p>
	<p>Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)</p> <p>DECA- Dimensions : Expand your Network MBA Research LAP- Ad Quipping your business</p>

Standards and Competencies

Standard/Unit: Image Use

Competencies

Total Learning Hours for Unit: 30

Project and Process Management Skills

- Plan an interactive image
- Storyboard interactive image
- Evaluate and integrate interactive components into a website

Design Skills

- Storyboard interactive components
- Analyze images as a means of information display
- Appropriate use of color, shapes and lines (elements of design)

Technical Skills

- Import/create images
- Layers
- Frames
- Behaviors
- Disjoint and simple rollover images
- Effects
- Working with images
- Troubleshoot interactive images

Research and Communication Skills

- Investigate the structure and information display if images do not present
- Evaluate the effectiveness and appropriateness of interactive images

NWCET

- Explain the purposes, functions, and common features of design
- Import data/graphics/scanned and altered images using design software
- Identify and use various graphics, resolution, and file forms at appropriate times
- Build and manage the design assets for creating

Aligned Washington State Standards

Art

- 1.1 Understands and applies visual arts concepts and vocabulary.
- 1.2 Develops visual arts skills and techniques.
- 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.
- 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents).
- 2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, defines, presents, exhibits, produces, reflects, self-evaluates).
- 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates).
- 3.1 Uses visual arts to express feelings and present ideas.

	<p>3.2 Uses visual arts to communicate for a specific purpose.</p> <p>3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p> <p>4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts).</p> <p>4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</p> <p>4.3 Understands how the arts impact and reflect personal choices throughout life.</p> <p>4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts</p>
<p>CCSS-Speaking & Listening</p>	<p>SL.9-10.1.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
<p>Educational Technology</p>	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to</p>

	<p>the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-ELA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4.</p> <p>RST.9-10.4. 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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>

	<p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
CCSSS- Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
CCSS-Writing	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Critique and analyze current website on design and technical aspects. Peer review websites and provide concrete examples or suggestions for revisions to improve user experience or resolve technical errors.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

FBLA

E-business

DECA-

Dimensions: Unleashing Ideas

Business Operations Research Events: Business Services

Standards and Competencies

Standard/Unit: Review/Revision and Feedback

Competencies

Total Learning Hours for Unit: 20

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

Aligned Washington State Standards

Art

<p>CCSS-Speaking & Listening</p>	<p>SL.9-10.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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.</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>Educational Technology</p>	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p>

	<p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
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Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Work with a team to create a client website.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

FBLA

Web Site Design

DECA-

Competitive Events:

Principles of Business Management and Administration

LAP- Manage This!

LAP- People Pusher

LAP- Vision Quest

LAP- Take the Lead!

Standards and Competencies

Standard/Unit: Teamwork

Competencies

Total Learning Hours for Unit: 15

Project and Process Management Skills

- Create a web design for a customer
- Develop a project plan
- Develop a promotion plan
- Select best examples
- Define and research audience and mission of project/product
- Identify reliable and current sources of requirements
- Be aware of aspects of capacity and global usage (time zones, language, cultural sensitivities)
- Complete and prioritize features and functions of the product
- Identify project objectives in accordance with applicable procedures
- Identify scope and specifics of work
- Identify criteria for successful completion of work
- Accurately document work
- Organize content information to meet application objectives
- Ensure mockup is completed in a timely manner
- Review and refine mockup based on customer feedback
- Evaluate effective web presence
- Identify website goals
- Define website audience
- Identify diversity issues and ADA requirements

Design Skills

- Create designs that meet client requirements
- Provide multiple design ideas
- Participate in design review meetings
- Create visual comps

Technical Skills

- Template
- Libraries
- HTML styles
- Prototype
- Advanced layers

Research and Communication Skills

- Ask questions to focus and clarify
- Communicate ideas clearly
- Listen and interpret information and feedback
- Finalize design with the client

NWCET

- Create a team and assign various tasks with deadlines for projects
- Team with others to generate web presence for a school-related or non-profit organization
- Demonstrate proficiency in oral and visual communication skills
- Identify and apply design concepts for presentations

Aligned Washington State Standards**Art****CCSS-Speaking & Listening**

SL.9-10.1.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

	<p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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.</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
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Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Redesign and existing site focusing on usability, consistency, look, feel, and content.	
Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)	
FBLA- Web Site Design- Performance	
DECA- Dimensions: Aspire Higher LAP- Accentuate the Positive LAP- Know when to hold em LAP- Making Mad Glad	
Standards and Competencies	

Standard/Unit: Usability, Consistency, and Focus of Existing Sites

Competencies

Total Learning Hours for Unit: 15

Project and Process Management Skills

- Writing a proposal
- Review related sites
- Recommend changes to current sites
- Define and prioritize tasks
- Define and clarify client design requirements

Design Skills

- Apply design aspects such as color, design, layout, contrast, and composition
- Connect content and style to user needs
- Integrate visuals and text

Technical Skills

- Accessibility
- Cascading style sheets
- JPEG enhancements

Research and Communication Skills

- Formal usability analysis
- Learn to choose what information is important
- Understanding and addressing client design issues

NWCET

Incorporate the redesign process through problem solving, reflection, and tracking changes.

Aligned Washington State Standards

Art	1.1 Understands and applies visual arts concepts and vocabulary. 1.2 Develops visual arts skills and techniques. 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times. 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts. 2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents). 2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates). 2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates). 3.1 Uses visual arts to express feelings and present ideas. 3.2 Uses visual arts to communicate for a specific purpose. 3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts. 4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts). 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas. 4.3 Understands how the arts impact and reflect personal choices throughout life.
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	<p>4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</p>
<p>CCSS-Speaking & Listening</p>	<p>SL.9-10.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
<p>Educational Technology</p>	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p>

	<p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-ELA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST.11-12.4. & RST.9-10.4. 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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently</p>
CCSS- Language	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

	<p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>Writing</p>	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: Using design principles determine appropriate animation for communication and take an in-depth look at audience and audience needs. Address messaging and branding through a website, product, or program promotion.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

FBLA
Digital Video Production

DECA-
Comparing types of leaders activity

Standards and Competencies

Standard/Unit: Animation Audio/Video and Publishing

Competencies

Total Learning Hours for Unit: 60

Project and Process Management Skills

- Deal with end-project issues
- Writing a proposal with attention to scenarios and audience
- Comparative web analysis

Design Skills

- Designing a custom experience
- Complex information display
- Making screen sketches for interactive experiences
- Developing storyboards that are thorough and accurate

Technical Skills

- Animation methods
- Audio/Video
- Drawing/Layers
- User interface
- Publishing

Research and Communication Skills

- Research audience an appropriate sites
- Connect goals with user interaction
- Product and/or company investigation to get content
- Develop market requirements and analysis

NWCET

- Integrate audio that matches images and action as appropriate
- Create digital images and animation for web presence

Aligned Washington State Standards

Art

- 1.1 Understands and applies visual arts concepts and vocabulary.
- 1.2 Develops visual arts skills and techniques.
- 1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times.
- 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.

	<p>2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents).</p> <p>2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates).</p> <p>2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates).</p> <p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Uses visual arts to communicate for a specific purpose.</p> <p>3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p> <p>4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts).</p> <p>4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</p> <p>4.3 Understands how the arts impact and reflect personal choices throughout life.</p> <p>4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts</p>
Communications	
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS-ELA: Reading Informational Text	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

	<p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<p>CCSS-ELA Literacy Science and Technical Subjects</p>	<p>RST.11-12.3 RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text</p> <p>RST.11-12.4 RST.9-10.4. 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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>
<p>CCSSS- Language</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking,</p>

	and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Writing	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>W.11-12.4. 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.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p>

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Create a media product promoting workplace health and safety	
Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21 st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)	
FBLA- Digital Design Digital Video Production	
DECA- LAP-Know your Options	
Standards and Competencies	
Standard/Unit: Workplace Safety	

Competencies		Total Learning Hours for Unit: 15
<ul style="list-style-type: none"> • Describe safety practices and procedures to be followed when working with and around electricity • Demonstrate proper workspace cleaning procedures • Illustrate First Aid procedures for potential injuries and other health concerns in the occupational area • Describe the importance of emergency preparedness and an emergency action plan • Identify practices used to avoid accidents and repetitive use injuries • Identify and describe fire protection, precautions and response procedures • Discuss the role of the individual and the company/organization in ensuring workplace safety • Discuss ways to identify and prevent workplace/school violence, harassment. 		
Aligned Washington State Standards		
Art		
Communications		
Educational Technology		
Health and Fitness		
Math		
CCSS-ELA: Reading Informational Text	<p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.11-12.5. 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.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	
CCSS-ELA Literacy Science and Technical Subjects	<p>RST.11-12.3. RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.4. RST.9-10.4.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.</p> <p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problemRST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	

Social Studies	
Writing	

COMPONENTS AND ASSESSMENTS	
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Performance Assessments: Given a website, perform maintenance activities, and adapt content as necessary. Test links, review in multiple browsers, view in different screen resolutions, and set up and review analytic analysis to review site performance.

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

DECA-
Leadership quotes activity

Standards and Competencies	
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Standard/Unit: Web Publishing and Maintenance

Competencies	Total Learning Hours for Unit: 20
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- Publish using advanced functions of software Identify the applications appropriate for each software package
- Perform basic operations within an operating system
- Define functions/methods/procedures/tools within each software package
- Organize content information to meet application objectives
- Design a basic template page
- Select hosting service
- Provide maintenance over time

Aligned Washington State Standards	
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Art	
CCSS-Speaking & Listening	<p>SL.9-10.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among</p>

	<p>ideas, word choice, points of emphasis, and tone used.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.11-12.4. 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.</p> <p>SL.9-10.5. 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</p> <p>SL.11-12.5. 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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>2.3.1 Select and use common applications.</p> <p>2.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	
Math	
CCSS- Language	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Science	<p>9-12 APPB The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>9-12 APPC Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>9-12 APPD The ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>9-12 APPE Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.</p> <p>9-12 APPF It is important for all citizens to apply science and technology to critical issues that influence society.</p>
Social Studies	
Writing	<p>W.9-10.4. 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.)</p> <p>W.9-10.5. 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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>
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COMPONENTS AND ASSESSMENTS

<p>Performance Assessments: Create a Vodcast, Podcast, Blog, or Website discussing emerging issues in Web Design.</p>

<p>Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)</p>

<p>DECA Business Law and Ethics</p>

Standards and Competencies

<p>Standard/Unit: Emerging technologies, Techniques and Issues</p>

Competencies	Total Learning Hours for Unit: 20
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| <ul style="list-style-type: none"> • HTML5, its impact, and its major features <ul style="list-style-type: none"> ○ Structure and semantics ○ Accessibility ○ Audio and video • Mobile context and considerations that should be made in designing for mobile devices • Touchscreens and their impact on web design • Service-based online experiences (Facebook, Netflix, Urban Spoon) | |
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Aligned Washington State Standards

Art	<p>1.1 Understands and applies visual arts concepts and vocabulary.</p> <p>1.2 Develops visual arts skills and techniques.</p> <p>1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times.</p> <p>1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts.</p> <p>2.1 Applies a creative process to visual arts. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents).</p> <p>2.2 Applies a performance and/or presentation process to visual arts. (Identifies, selects, analyzes, interprets, practices, revises, adjusts, refines, presents, exhibits, produces, reflects, self-evaluates)</p> <p>2.3 Applies a responding process to a presentation/exhibit of visual arts. (Engages, describes, analyzes, interprets, and evaluates).</p> <p>3.1 Uses visual arts to express feelings and present ideas.</p> <p>3.2 Uses visual arts to communicate for a specific purpose.</p> <p>3.3 Develops personal aesthetic criteria to communicate artistic choices in visual arts.</p>
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	<p>4.1 Demonstrates and analyzes the connections among the arts (dance, music, theatre, and visual arts).</p> <p>4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</p> <p>4.3 Understands how the arts impact and reflect personal choices throughout life.</p> <p>4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.</p> <p>4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts</p>
Communications	
Educational Technology	<p>1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.</p> <p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <p>1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.</p> <p>1.2.1 Communicate and collaborate to learn with others.</p> <p>1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <p>1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <p>1.3.2 Locate and organize information from a variety of sources and media.</p> <p>1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.</p> <p>1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>2.1 Practice Safety: Demonstrate safe, legal and ethical behavior in the use of information and technology.</p> <p>2.1.1 Practice personal safety.</p> <p>2.1.2 Practice ethical and respectful behavior.</p> <p>2.2 Operate Systems: Understand technology systems and use hardware and networks to support learning.</p> <p>2.2.1 Develop skills to use technology effectively.</p> <p>2.2.2 Use a variety of hardware to support learning.</p> <p>2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively.</p> <p>1.3.1 Select and use common applications.</p> <p>1.3.2 Select and use online applications.</p> <p>2.4 Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies.</p> <p>2.4.1 Formulate and synthesize new knowledge.</p>
Health and Fitness	

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA & 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 & 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