

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT
Highland Timber Creek Triton
Business Department
Multimedia Applications
SYLLABUS

Adobe Dreamweaver

September

A. Getting Started with Dreamweaver (TEC.9-12.8.1.12.A.2, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.E.1, WORK.9-12.9.1.12.F.2)

1. Explore the Dreamweaver Workspace
2. View a Web Page
3. Plan and Set Up a Website
4. Add a Folder and Pages

B. Developing a Webpage (TEC.9-12.8.1.12.A.2, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.E.1, WORK.9-12.9.1.12.F.2)

1. Create Head Content and Set Page Properties
2. Create, Import, and Format Text
3. Add Links to Web Pages
4. Use the History Panel and Edit Code
5. Modify and Test Web Pages

C. Working with Text and Cascading Style Sheets (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Create Unordered and Ordered Lists
2. Create, Apply, and Edit Cascading Style Sheets
3. Add Rules and Attach Cascading Style Sheets
4. Use Coding Tools to View and Edit Rules

October

D. Adding Images (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Insert and Align Images
2. Enhance an Image and Use Alternate Text
3. Insert a Background Image and Perform Site Maintenance
4. Add Graphic Enhancements

E. Working with Links and Navigation (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Create External and Internal Links
2. Create Internal Links to Named Anchors
3. Create, Modify, and Copy Spry Menu Bar
4. Create and Image Map
5. Manage Website Links
6. Incorporate Web 2.0 Technology

F. Positioning Objects with CSS and Tables (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Create a Page Using CCS Layouts
2. Add Content to CSS Layout Blocks

3. Edit and Format CSS Layout Blocks
4. Create a Table
5. Resize, Split, and Merge Cells
6. Insert and Align Images in Table Cells
7. Insert Text and Format Cell Content

November

G. Managing a Web Server and Files (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Perform Website Maintenance
2. Publish a Website and Transfer Files
3. Import and Export a Site Definition

H. Positioning Objects with AP Divs (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Insert an AP Div
2. Set the Position and Size of AP Div
3. Add Content to an AP Div
4. Set AP Div Properties

I. Adding Media and Interactivity (TEC.9-12.8.1.12.A.2, AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2)

1. Add and Modify Flash Objects
2. Add Rollover Images
3. Add Behaviors
4. Add Video
5. Add Sound

Adobe Photoshop

November

A. Getting Started with Adobe Photoshop CS6 (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.1.12.D.2, AR.1.1.12.D.1)

1. Start Adobe Photoshop CS6
2. Learn How to Open and Save an Image
3. Examine the Photoshop Window

B. Learning Photoshop Basics (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.1.12.F.2)

1. Use the Layers and History Panels
2. View and Print an Image

C. Working With Layers (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.1.12.F.2)

1. Examine and Convert Layers
2. Add and Delete Layer
3. Add a Selection from One Image to Another
4. Organize Layers with Layer Groups and Colors

D. Making Selections (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.1.12.F.2)

1. Make a Selection Using Shapes
2. Modify a Marquee
3. Select Using Color and Modify a Selection
4. Add a Vignette Effect to a Selection

December

E. Incorporating Color Technique (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.2.12.B.1., AR.1.1.12.D.1)

1. Work with Color to Transform an Image
2. Use the Color Picker and the Swatches Panel
3. Place a Border Around an Image
4. Blend Colors Using the Gradient Tool
5. Add Color to a Grayscale Image
6. Use Filters, Opacity, and Blending Modes
7. Match Colors

January

F. Placing Type in an Image (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.2.12.C.2)

1. Learn About Type and How it is Created
2. Change Spacing and Adjust Baseline Shift
3. Use the Drop Shadow Style
4. Apply Anti-Aliasing to Type
5. Modify Type with Bevel and Emboss
6. Apply Special Effects to Type Using Filters
7. Create Text on a Path

G. Working with Special Layer Functions (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 2.12.C.3, AR.1.1.12.D.1)

1. Use a Layer Mask with a Selection
2. Work with Multiple Masked Layers
3. Control Pixels to Blend Colors
4. Eliminate a Layer Mask
5. Use an Adjustment Layer
6. Create a Clipping Mask

H. Creating Special Effects with Filters (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.2.12.F.1)

1. Learn About Filters and How to Apply Them
2. Create an Effect with an Artistic Filter
3. Add Unique Effects with Stylize Filters
4. Alter Images with Distort and Noise Filters
5. Alter Lighting with a Render Filter
6. Use Vanishing Point to Add Perspective

February

I. Using Clipping Masks, Paths, & Shapes (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.2.12.G.1)

1. Use a Clipping Group as a Mask
2. Use Pen Tools to Create and Modify a Path
3. Work with Shapes
4. Convert Paths and Sections

J. Liquefying an Image (TEC 8.1.12.A.2, TEC 8.1.12.A.3, TEC 8.1.12.A.4, AR.1.1.12.D.1, AR.1.1.12.D.2, AR.1.3.12.D.1)

1. Use the Liquefy Tools to Distort an Image
2. Learn How to Freeze and Thaw Areas
3. Use the Mesh Feature as You Distort and Image

February/March

A. Create Own Web Site According to Specifications (TEC.9-12.8.1.12.A.2, AR.9-12.1.3.12.D.2, AR.9-12.1.4.12.B.3, LA.9-10.W.9-10.6, LA.11-12.W.11-12.6, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.E.1, WORK.9-12.9.1.12.F.2)

Adobe Flash

April

A. Introduction to Flash

1. Introduction to Flash Workspace
2. Open a Document and Play a Movie
3. Create and Save a Movie
4. Work with the Timeline
5. Distribute a Flash Movie

B. Use Flash Drawing Tools

1. Select Objects and Apply Colors
2. Work with Drawn Objects
3. Work with Text and Text Objects
4. Work with Layers and Objects

C. Work with Symbols and Interactivity

1. Create Symbols and Instances
2. Work with Libraries
2. Create Buttons
4. Assign Actions to Frames and Buttons

May

D. Creating Animations

1. Create Frame-by-Frame Animation
2. Create Motion-Tweened Animation
3. Create Animation Effects
4. Animate Text

E. Creating Special Effects

1. Animate Text
2. Create Mask Effect
3. Add Sound
4. Add Scenes

June

F. Importing and Modifying Graphics

1. Import graphics
2. Break apart bitmaps
3. Use imported graphics in a scene

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1. Use the Liquefy Tools to Distort an Image
2. Learn How to Freeze and Thaw Areas
3. Use the Mesh Feature as You Distort and Image

February/March

A. Create Own Web Site According to Specifications (TEC.9-12.8.1.12.A.2, AR.9-12.1.3.12.D.2, AR.9-12.1.4.12.B.3, LA.9-10.W.9-10.6, LA.11-12.W.11-12.6, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.E.1, WORK.9-12.9.1.12.F.2)

***The Flash and Website Units may be switched at the descretion of the teacher**

Adobe Flash

April

A. Introduction to Flash (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Introduction to Flash Workspace
2. Open a Document and Play a Movie
3. Create and Save a Movie
4. Work with the Timeline
5. Distribute a Flash Movie

B. Use Flash Drawing Tools (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Select Objects and Apply Colors
2. Work with Drawn Objects
3. Work with Text and Text Objects
4. Work with Layers and Objects

C. Work with Symbols and Interactivity (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Create Symbols and Instances
2. Work with Libraries
2. Create Buttons
4. Assign Actions to Frames and Buttons

May

D. Creating Animations (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Create Frame-by-Frame Animation
2. Create Motion-Tweened Animation
3. Create Animation Effects
4. Animate Text

E. Creating Special Effects (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Animate Text
2. Create Mask Effect
3. Add Sound
4. Add Scenes

June

F. Importing and Modifying Graphics (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Import graphics
2. Break apart bitmaps
3. Use imported graphics in a scene

G. Preparing and Publishing Movies (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Publish Movies
2. Create a Preloader

H. Building Complex Animations (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, TEC.9-12.8.1.12.B.1, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Plan for complex Movies and Animations
2. Create Animated Graphic Symbol
3. Create a Movie Clip Symbol
4. Create a Movie Clip Symbol

***Optional Activities—Time Permitting**

I. Gator Race Game (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, TEC.9-12.8.1.12.B.1, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Prepare ActionScript
2. Work with ActionScript3
3. Create Custom Functions
4. Work with Variables and Arrays
5. Scripting Loops
6. Adding Sound with ActionScript

J. Gopher Golf Game (TEC.9-12.8.1.12.A.2, TEC.9-12.8.1.12.A.4, TEC.9-12.8.1.12.B.1, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.A.5, WORK.9-12.9.1.12.B.1, WORK.9-12.9.1.12.C.5)

1. Prepare Game Artwork
2. Programming Interactivity
3. Create a Mobile App

Department: Business

Multimedia Computer Applications Periods 5 Full Year Credits 5
Grade Level 10-12

The Multimedia Computer Applications course is designed to help students develop a variety of multimedia skills using the Adobe® Suite programs Dreamweaver, Photoshop, and Flash.

Students will develop polished and professional-looking Web sites, including the use of Web banners, custom navigation, CSS, interactivity and publishing.

Students will learn various techniques to create, modify, and enhance graphics, including the use of layers, masks, filters, and special effects to text.

Students will learn various techniques to create animations, including the use of special effects, ActionScript, interactive controls, and simulations.

In addition, students will create and maintain a digital portfolio of their projects. Students are encouraged to bring in their own pictures and are given the opportunity to choose the topics for their portfolio projects.

CORE SKILLS

Design, create, maintain, and publish a web site using Adobe Dreamweaver.

Edit and create custom graphics from digital images using Adobe Photoshop.

Create animations, movies, and Web banners for a web site using Adobe Flash.

Integrate Adobe Dreamweaver, Photoshop, and Flash software programs in a web site and/or digital portfolio.

Apply critical thinking skills to research and analyze information independently or in groups to solve problems and complete projects.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Multimedia Applications Web Design/Dreamweaver</p> <p>Grade Level(s): 10-12</p>	<p>Unit Summary: This unit is designed for students to become proficient in using web design (Dreamweaver) software. Students will design, create, maintain, and publish web sites. They will incorporate various software features as adding web pages, working with text, adding images, inserting hyperlinks and navigation bars, positioning objects with tables and AP Divs, and adding media and interactivity. Students will, also, incorporate the use of image editing (PhotoShop) and animation (Flash) software into their sites.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What questions need to be answered when planning and developing a web site? • What are the advantages of using cascading style sheets in a web site? • How do web design formatting features and graphics enhance a web site? • How do hyperlinks, named anchors, and navigation bars increase the functionality of a web site? • How can the use of tables be beneficial for text and graphic placement? • Why is it important to maintain a web site? • How do media objects and interactivity add interest to a web site? • How can a digital portfolio benefit you in the future? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Plan, organize, create, and publish a web site. • Effectively use web site software features to enhance site for personal or business situations. • Maintain a web site recognizing need for constant updating and improvement. • Research and analyze information to be included in a web site. • Adapt skills for various types of web design software programs. • Integrate image editing (Photoshop) and animation (Flash) software to create web site and/or digital portfolio.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Plan and develop a website adding folders and web pages with head content, text, and links.	1. TEC.9-12.8.1.12.A.2 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.E.1 WORK.9-12.9.1.12.F.2
2. Create, apply, and edit cascading style sheets for a web site.	2. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.F.2
3. Utilize insert, align, and enhance features for images and background images in a web site.	3. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2
4. Create internal and external links, named anchors, and a navigation bar in a web site.	4. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2
5. Utilize CSS layouts, tables, and AP divs. to position objects in a web site.	5. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2
6. Build media and interactivity into a web site by adding and modifying Flash objects, rollover images, behaviors, video, and sound.	6. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3, WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2
7. Create, revise, manage, and publish an original web site with original or enhanced images (Photoshop) and animation (Flash).	7. TEC.9-12.8.1.12.A.2 AR.9-12.1.4.12.B.3 AR.9-12.1.3.12.D.2 LA.9-10.W.9-10.6 LA.11-12.W.11-12.6
8. Create and maintain a digital portfolio of original classwork assignments.	WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.E.1, WORK.9-12.9.1.12.F.2

	8. TEC.9-12.8.1.12.A.2 AR.9-12.1.3.12.1 AR.9-12.1.3.12.D.2 AR.9-12.1.4.12.B.3 LA.9-10.W.9-10.6 LA.11-12.W.11-12.6 WORK.9-12.9.1.12.A.1, WORK.9-12.9.1.12.F.2
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Inter-Disciplinary Connections:

English—Research web topic and compose content for web pages.
Art—Effectively arrange web page contents—images, text, video, etc.
Modify images for web site

Students will engage with the following text:

Bishop, Sherry. Adobe Dreamweaver CS6 Revealed. Cengage Learning, 2013.

Students will write:

- Do Now Activity—Answer review questions from previous day's lesson
- Research and locate examples of different types of web sites
- Design Project questions at end of each text chapter
- Compose web site contents

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities:

- **Teacher Guided Instruction/demonstration using practice web site**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that Coincide with Textbook**
- **Smart Board Demonstration**
- **Retrieval of Information from Shared Files**

Assignments:

- **Locating Types of Web Sites—Teacher Assignment**
- **Textbook —End of Chapters 1-7, 10, 11**
 - **Skills Review Exercise**
 - **Project Builders (2)**
 - **Design Project—evaluate live websites**
- **Online Activities**
 - **Flash cards**
 - **Crossword Puzzles**
- **Student created web site—Teacher Assignment (Shared Files)**
- **Student digital portfolio—Teacher Assignment**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Textbook Assignments

- Skills Review (remembering, applying)
- Project Builders (remembering, applying)
- Design Project (understanding, evaluating)

Participation in Teacher Directed Instruction (understanding)

Flash Cards and Crosswords (remembering)

Teacher Created Assignments (understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.

Summative Assessments:

Tests (remembering, understanding)

Creation of Student Web Site (remembering, understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.

- Modify web site requirements when appropriate.
- Reinforce positive behaviors for following class rules.
- Print web site directions from shared files if necessary.

Performance Assessments:

Creation of Student Web Site—Topic of their choice (remembering, understanding, evaluating, creating)
Digital Portfolio on District Server—will contain student web site (on selected topic) as well as displaying pages for original student assignments in Photoshop and Flash (remembering, understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site and portfolio.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify web site/portfolio requirements when appropriate.
- Reinforce positive behaviors for following class rules.
- Print web site and portfolio directions from shared files if necessary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Multimedia Applications</p> <p>Photoshop</p>	<p>Unit Summary: This unit is designed for students to become proficient in using Photoshop creative software. Students will create, edit, adjust, design, and publish photos. They will incorporate various software features such as working with layers, making selections, incorporating color techniques, using painting tools, and working with special layer functions. Students will also use the Photoshop techniques to create images to incorporate into their websites from Dreamweaver, and use in creating animations using Flash.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What questions need to be addressed when planning and designing advertisements using Photoshop? • What are the advantages of using Photoshop to create and edit photos? • How do Photoshop features enhance image editing? • How can you use techniques such as color replacement and filters to enhance an image? • Why is it important to create an attractive advertisement or image for a website? • How can a digital portfolio benefit you in the future? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Effective use of Photoshop to solve problems in personal and business situations when creating appealing images. • Adapt skills for various types of photo editing software. • Plan, organize, and create a valuable business image. • Increase productivity in completing Photoshop tasks. • Create, revise, and edit personal and business images.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Examine and convert layers, add and delete layers, add a selection, and organize layers with groups and colors.	1. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.1.12.D.2 AR.1.1.12.D.1
2. Creating selections by using shapes and color, as well as modifying a selection and creating a vignette effect to a selection.	2. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.1.12.F.2
3. Working with color to transform an image using the color picker, swatches panel, and filters, as well as creating a border around an image and adding color to a gray scale image.	3. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.2.12.B.1. AR.1.1.12.D.1
4. Creating type in an image using spacing options, layer styles, and creating type on a path.	4. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.2.12.C.2
5. Utilizing layer masks to blend colors, creating a clipping mask, and using an adjustment layer.	5. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 2.12.C.3 AR.1.1.12.D.1
6. Creating visually appealing images using filters and vanishing points.	6. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.2.12.F.1
7. Utilizing Photoshop tools to enhance images such as pen tools, shapes, and selections.	7. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.2.12.G.1
8. Creating visually appealing images using liquefy tools and mesh to distort images.	8. TEC 8.1.12.A.2 TEC 8.1.12.A.3 TEC 8.1.12.A.4

	AR.1.1.12.D.1 AR.1.1.12.D.2 AR.1.3.12.D.1
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Inter-Disciplinary Connections:

English – Correct use of wording and punctuation in images.
Art – Effectively arranging image content
Science – Creating advertisements for school events for Earth Day.

Students will engage with the following text:

Bishop, Sherry. Adobe Photoshop CS6 Revealed. Cengage Learning, 2013.

Students will write:

- Do Now Activity – Answer review questions from previous day's lesson
- Research and locate examples of different types of Photoshop images.
- End of lesson reviews and assessments.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities:

- **Teacher Guided Instruction/Demonstrations using practice images.**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that Coincide with Textbook**
- **Smartboard Demonstration**
- **Retrieval of Information from Shared Files**

Assignments:

- **Textbook – End of Chapters 1-6, 8, 9, 12, 14**
 - **Skill Review Exercise**
 - **Project Builders (2)**
 - **Design Projects**
- **Online Activities**
 - **Flash Cards**
 - **Crossword Puzzles**
 - **Student digital portfolio – Teacher Assignment**

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Textbook Assignments

- Skills Review (remembering, applying)
- Project Builders (remembering, applying)
- Design Project (understanding, evaluating)

Participation in Teacher Directed Instruction (understanding)

Flash Cards and Crosswords (remembering)

Teacher Created Assignments (understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.

Summative Assessments:

Tests (remembering, understanding)

Creation of Image Portfolio (remembering, understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site.
- Use of visual aids, such as whiteboard, overhead, Smartboard

- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify web site requirements when appropriate.
- Reinforce positive behaviors for following class rules.
- Print web site directions from shared files if necessary.

Performance Assessments:

Digital Portfolio on District Server—will contain student web site (on selected topic) as well as displaying pages for original student assignments in Photoshop and Flash (remembering, understanding, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site and portfolio.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify web site/portfolio requirements when appropriate.
- Reinforce positive behaviors for following class rules.
- Print web site and portfolio directions from shared files if necessary.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Multimedia Applications Web Design/Flash</p> <p>Grade Level(s): 10-12</p>	<p>Unit Summary: This unit is designed for students to become proficient in creating interactive experiences in web development using animation (Flash) software. Students will design, create, revise, and publish animations. They will incorporate various software features such as using drawing tools, importing graphics, creating symbols, instances, buttons, and movie clips. Students will create animations using tweens and frame-by-frame animations. Students will create special effects using masks. Students will incorporate the use of image editing (PhotoShop) and Web development (Dreamweaver) software while creating and publishing their animations.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What questions need to be answered when planning an animation for a Web site? • What questions need to be answered when planning an interactive experience for a Web site? • What are the advantages of using instances in an animation? • How can layers be used on the timeline as a way to organize objects in a movie? • How is the library used to view and organize the assets of the movie, including, symbols, buttons and graphics? • How can drawing tools and graphics be used to enhance an animation? • Why would you add a start button to an animation? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Plan, organize, create, and publish animations. • Effectively use animation software features to create interactive experiences for a Web site. • Analyze data to be included in an animation. • Maintain a web site recognizing need for constant updating and improvement. • Integrate image editing (Photoshop) and Web development. (Dreamweaver) software to create and publish animations. • Develop a digital portfolio incorporating Dreamweaver, Photoshop, and Flash software.

- How do buttons make a movie interactive?
- How can masks be used to create special effects in an animation?
- How can the use of the onion skin feature help with placement of objects in a movie?
- Why would you create an animated graphic symbol?
- What is the advantage of creating a movie clip symbol?
- What is the difference between an animated graphic symbol and a movie clip symbol?
- Why is it important to test a movie?
- Why is it important to publish a movie?
- How do media objects and interactivity add interest to a web site?
- How can a digital portfolio benefit you in the future?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

Learning Target	NJCCCS or CCS
1. Plan and develop simple animations.]	1. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5 WORK.9-12.9.1.12.B.1 WORK.9-12.9.1.12.C.5]
2. Create animations using drawing tools and text effects.]	2. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5 WORK.9-12.9.1.12.B.1 WORK.9-12.9.1.12.C.5]
3. Create symbols and instances.]	3. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5 WORK.9-12.9.1.12.B.1 WORK.9-12.9.1.12.C.5]
4. [Create button symbols with rollOver effects for interactivity.]	4. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5 WORK.9-12.9.1.12.B.1 WORK.9-12.9.1.12.C.5]
5. [Create animations using imported graphics.	5. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5 WORK.9-12.9.1.12.B.1 WORK.9-12.9.1.12.C.5]
6. [Create animations using motion tweens, shape tweens, and motion guides.]	6. TEC.9-12.8.1.12.A.2 TEC.9-12.8.1.12.A.4 WORK.9-12.9.1.12.A.1 WORK.9-12.9.1.12.A.5]
7. [Incorporate timeline effects for animation.]	
8. [Create frame-by-frame animations.]	
9. [Incorporate ActionScript into movies to add interactivity.]	
10. [Create animations with special effects using masks.]	
11. [Create buttons for interactivity.]	
12. [Create animated graphic symbols.]	
13. [Prepare and publish animations.]	
14. [Create movie clip symbols for complex animations.]	
15. [Create complex animations using animated graphics and movie clip symbols.]	
16. [Create complex animations using ActionScript, custom functions, variables and arrays.]	
17. [Create, revise, manage, and publish a web site on topic of choice with original and enhanced images (Photoshop) and animation (Flash).]	
18. [Create and maintain a digital portfolio of original classwork assignments.]	

WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

7. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

8. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

9. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

10. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

11. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

12. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1

WORK.9-12.9.1.12.C.5

13. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

14. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

15. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

16. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

17. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

18. TEC.9-12.8.1.12.A.2
TEC.9-12.8.1.12.A.4
WORK.9-12.9.1.12.A.1
WORK.9-12.9.1.12.A.5
WORK.9-12.9.1.12.B.1
WORK.9-12.9.1.12.C.5

Inter-Disciplinary Connections:

English—Research animation topic and compose text elements and graphics for animations and web pages.

Art—Effectively arrange animation elements—text, images, color scheme, design layout, etc.

Create animations and place in Digital Portfolio Web site, compose page content as related to animations.

Students will engage with the following texts:

Kendra, Erika. Adobe Flash CS6, The Professional Portfolio, Against The Clock, Mastering Graphic Technology, 2012.

Shuman, Jim. Adobe Flash CS3 Revealed. Cengage Learning, 2008.

Students will write:

-Do Now Activity—Answer review questions from previous day's lesson

-Research facts and find graphics to be used in animations.

-Compose web site contents

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Activities:

- **Teacher Guided Instruction/demonstration using practice demonstration files**
- **Textbook Exercises**
- **Teacher Generated Assignments**
- **PowerPoint Presentations that Coincide with Textbook**
- **Retrieval of Information from Shared Files**
- **Student collaboration on project topics**
- **Independent practice with individualized instruction as needed**
- **Student leaders assist teacher giving instruction to other students as per their strengths**

Assignments:

- **Textbook—Chapters 1-9 (Revealed Series)**
 - **Teacher Prepared Activities (on shared directory—revised yearly)**
 - **Design Projects—update digital portfolio, add content to pages as related to projects**
- **Textbook—The Professional Portfolio, Against the Clock**
 - **Projects 1-6**
- **Online Activities**
 - **Research topics for animations/Web page content**
 - **Find graphics**
- **Student digital portfolio—Teacher Assignment (Shared Files)**

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Textbook Assignments

- Skills Review (remembering, applying)
- Portfolio Projects (remembering, understanding, applying, analyzing, creating)

Participation in Teacher Directed Instruction (understanding)

Teacher Created Assignments (remembering, understanding, applying, analyzing, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for tests and assignments.
- Provide an overview of the content at the beginning of the lesson.
- Use of visual aids, such as whiteboard, overhead
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify assignments/tests when appropriate.
- Reinforce positive behaviors for following class rules.
- Print assignment directions from shared files if necessary.

Summative Assessments:

Tests (remembering, understanding, analyzing, creating)

Creation of Flash animations on topic of student's choice (remembering, understanding, applying, analyzing, evaluating, creating)

Creation of Student Digital Portfolio (remembering, understanding, applying, analyzing, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify web site requirements when appropriate.
- Reinforce positive behaviors for following class rules.

- Print web site directions from shared files if necessary.
- After school individualized instruction.

Performance Assessments:

Creation of Flash animations from Textbooks—understanding, applying)
Teacher created projects—Creation of Flash animations on topics of student choice—(remembering, understanding, evaluating, creating)
Digital Portfolio on District Server—will maintain student web site (on selected topic) as well as displaying pages for original student assignments in Photoshop and Flash (remembering, understanding, applying, analyzing, evaluating, creating)

Accommodations/Modifications:

- Preferential seating near area of instruction.
- Extra time for completing web site and portfolio.
- Use of visual aids, such as whiteboard, overhead, Smartboard
- Complete sample problems or tasks to show students what they are to do.
- Repeat and clarify directions.
- Modify web site/portfolio requirements when appropriate.
- Reinforce positive behaviors for following class rules.
- Print web site and portfolio directions from shared files if necessary.
- After school individualized instruction.

Web Site Design/DreamWeaver CS3

Multimedia Applications

Objectives: Create your own Web Site on a subject of your choice

SWBAT create and maintain a website. SWBAT use hyperlinks, named anchors, graphics, navigation bars, AP elements, hot spots, image maps, timelines, actions, behaviors, and various types of media files.

Overview:

- ☞ Choose a subject you enjoy and can include a significant amount of data on.
- ☞ Create an attractive **SCHOOL APPROPRIATE Website—you are responsible for the contents of your website**—have fun and be creative—your peers will view your page
- ☞ You are creating this website—you may NOT copy and paste—other sites/info into yours.

Directions:

1. Import your Electronic Portfolio site in Dreamweaver
2. Double click the home.html page in the file panel to open that page.
3. This will be the “home page” for your Web site.
4. On your home page include the following components:
 - ☞ **Create the title for your home page in Photoshop.**

Hint: Start a new transparent document, design the title, trim extra pixels, save for web and devices

- ☞ Apply a background to your web. Remember your website pages should be consistent in format. Your background should NOT interfere with the text or content of the page. The text must be easy to read and follow. **YOU MAY NOT USE A REPEATING/TILED PICTURE FOR YOUR BACKGROUND!**

Reminder: Less is More—More is Less

- ☞ Using Photoshop create buttons for a custom navigation bar. Remember to change the appearance of the button to use in the different hit states. Save these buttons in your image folder of your Electronic Portfolio. For example: have at least two colors for each button.

Text and images may be used as a button.

- ☞ Use the buttons you created to build a custom navigation bar at the top or left side of the home page to link viewers to each of the child pages in the site

Hint: You might want to put the navigation bar in an AP Element so you can move it around in the page.

In addition to your existing pages in your Electronic Portfolio include the following pages in your Web site.

- ☞ **home.html--general/background/history about the topic**
- ☞ **references.html—containing the links of the sites used for your information**
- ☞ **slideShow.html—2 slideshows containing 6 or more pictures—one slideshow will run continuously the other will have stop behaviors & a play button.**

*You will need 13 frames for this if you use 6 pictures. Remember the formula for your slideshows—number of pictures times 2 + 1 (DW Lesson 8) *See note below

***You must Photoshop the images to be used to be the same size and 72 ppi resolution**

- ☞ **swapImage.html—using 3 or more hotspots on the image map or maps**
- ☞ **showHide.html—using 4 or more hotspots**

Use the show/hide behavior to have AP elements appear and disappear. You must add two behaviors for this—the behavior to **show** on MouseOver and then the behavior to **hide** on MouseOut

Hint: Be sure to include a clue to the visitor that the page contains a “hotspot”

Include the following components in your web site.

- ☞ Use AP elements for all components of your pages. This will allow you to move objects around and redesign as you go.
- ☞ Custom graphic for the title of each page. (Create in Photoshop)
- ☞ On each page include additional information on your topic.
- ☞ Add navigation bars or text links to all of the child pages linking viewers to each of the other pages in the site and back to the home page.
- ☞ Add named anchors at the top of each page (called **top**) and hyperlinks at the bottom (called **back to top**) of all pages that are longer than the viewing screen—for example—the visitor has to scroll down to view the contents of the site. (DW Projects 3 & 4)

Hint: Create a named anchor at the top of the page for this—hyperlink to the named anchor (DW Projects 3 & 4)

If you have several categories on a long page, you should use named anchors to divide up the categories and take the visitor back to the top.

📅 **Planning ahead.** Your end of year project will be to create a Flash Movie that is related to your web site. It can be placed on any page of your site or you can create a new page for the movie.

**Multimedia Applications
Web Site Rubrics**

Home Page

1. Title	_____ 10 pts.
Rollover	_____ 10 pts.
2. Navigation Bar	
Links (5)	_____ 25 pts.
Change Color on Mouse Over	_____ 25 pts.
3. Web Page Content	_____ 30 pts.
Total Points	_____ 100 pts.

Swap Image Page

1. Title	_____ 5 pts.
Rollover	_____ 5 pts.
2. Swap Image	
3 images (each 8 pts.)	_____ 24 pts.
Swap Images—images same size (each swap 12 pts.)	_____ 36 pts.
3. Navigation Bar	
Links	_____ 10 pts.
Change Color on Mouse Over	_____ 10 pts.
4. Web Page Content	_____ 10 pts.
Total Points	_____ 100 pts.

Show/Hide Page

1. Title	_____ 5 pts.
Rollover	_____ 5 pts.
2. Show/Hide	
4 images (5 pts. each)	_____ 20 pts.
Show/Hide text or graphic (10 pts. each)	_____ 40 pts.
3. Navigation Bar	
Links	_____ 10 pts.
Change Color on Mouse Over	_____ 10 pts.
4. Web Page Content	_____ 10 pts.
Total Points	_____ 100 pts.

Slideshow Page

1. Title	_____ 5 pts.
Rollover	_____ 5 pts.
2. Slideshow (continuous)	
6 images (5 pts. each)	_____ 30 pts.
Autoplays	_____ 10 pts.
3. Slideshow (with start button)	
6 images (5 pts. each)	_____ 30 pts.
Start button	_____ 20 pts.
4. Navigation Bar	
Links	_____ 10 pts.
Change Color on Mouse Over	_____ 10 pts.
5. Web Page Content	_____ 10 pts.
Total Points	_____ 130 pts.

References Page

1. Title	_____ 5 pts.
Rollover	_____ 5 pts.
2. References	
3 references (10 pts. each)	_____ 30 pts.
Link to sites (5 pts. each)	_____ 15 pts.
3. Named Anchors	_____ 5 pts.
4. Navigation Bar	
Links	_____ 10 pts.
Change Color on Mouse Over	_____ 10 pts.
5. Background	_____ 10 pts.
6. Add directions—show/hide, swap, etc.	_____ 10 pts.
Total Points	_____ 100 pts.