

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403**

Renton, Washington



WEB SITE DEVELOPMENT 1 & 2

Curriculum Guide

Approved by the Board: June 8, 2005

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403

Renton, Washington

A Philosophy of Education for the Renton Public Schools

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403

Renton, Washington

General Instructional Goals Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION

RENTON SCHOOL DISTRICT #403

Renton, Washington

Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its three comprehensive high schools and two alternative programs. The district also participate a countywide Tech Prep consortium with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: American Sign Language 1-6; Careers in Education; Child Development; Culinary Arts 1-4; Design; Health; Independent Living; Leadership in Family and Employment (L.I.F.E. 101); and Personal Fitness. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Law; Business Management; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-MultiMedia; Information Technology-Project Management; Principles of Business; Recordkeeping; Web Site Development 1; and Yearbook. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based/Work-site Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing 1-2, Advanced Marketing 1-2, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows, and Service Learning** are also

strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Building Maintenance Technology 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction and Manufacturing Technology 1-6; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Power Mechanics 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology 1-2.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

RENTON SCHOOL DISTRICT #403
Renton, Washington

Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

Washington State Essential Academic Learning Requirements

WEB SITE DEVELOPMENT 1 & 2 This Career and Life Skills Education course supports the Washington State Essential Academic Learning Requirements.	ART	CIVICS	COMMUNICATION	HEALTH & FITNESS	HISTORY	READING	SCIENCE	SOCIAL STUDIES	WRITING
COURSE OBJECTIVES:									
Web Site Development I – Semester 1:									
Introduction/Web Browser	X	X	X	X	X	X	X	X	X
Introduction to HTML	X		X	X		X	X	X	X
Web Page Design Software	X		X	X		X	X	X	X
Culminating Project	X		X	X		X	X	X	X
Related Activities	X		X	X		X	X	X	X
Web Site Development 2 – Semester 2:									
Introduction	X	X	X	X		X	X	X	X
Advanced Web Page Design Software	X		X	X		X	X	X	X
Image Editing Software	X		X	X		X	X	X	X
Culminating Project	X		X	X		X	X	X	X
Related Activities	X		X	X		X	X	X	X

WEB SITE DEVELOPMENT 1 & 2

History of Course Development

In response to the increasing role technology played in the economic world, the Renton School District created a pilot project in the fall of 1995. The focus of this course was Hypertext Markup Language (HTML), creating web pages for the district, integrating these pages with other software and resources, establishing a front end search for the District's web site, and finally, integrating the mail system within the District web site. The pilot was approved by the Renton School Board of Directors in December of 1995; however, due to a lack of funding, the course was not offered at any of the high schools.

In 1997 a second course was developed that required students to utilize skills in English, problem solving, writing expertise, and higher level thinking skills. This cross-curriculum course was offered for elective or vocational credit, and could be taught by either a vocationally certificated or non-certificated teacher.

Because of the significant changes in the field of technology, this course is being redesigned to help meet the needs of students in the classroom and the workplace. It is included in the career and life skills education department and attracts students who are interested in utilizing a variety of materials in the creative development of projects. It emphasizes fundamental computer applications, integration of different software packages, exploration of elements of balance and design, and creation of documents to industry standards.

This document was revised in 2005 to reflect changes in technology and industry needs. The materials were reviewed to add additional sections and confirm that we are still meeting state standards.

Course and Program Goals

Course Goals

The students will be able to:

- Enhance and improve keyboarding skills
- Integrate and incorporate prior knowledge of Microsoft Office Suite
- Utilize professional web design software
- Apply appropriate netiquette, copyright laws, and ethical guidelines
- Utilize tools and integrate graphics from image editing software
- Demonstrate effective use of the web as a communication tool
- Demonstrate mastery of software applications through the production of professional quality documents

Program Goal

Students completing the Information Technology sequence of classes will have a foundation of knowledge that will prepare them to be a successful, life-long learner in the rapidly expanding field of information technology.

Students will be able to:

- Develop and expand on existing computer experiences
- Demonstrate basic skills, competencies, and fundamentals of business applications through the creation of classroom projects
- Explain and discuss basic computer concepts
- Generate a variety of projects utilizing their computer skills
- Integrate components of various computer programs within a single project
- Utilize various methods of data input including
- Achieve industry level certification, where applicable

The students are introduced to the concepts on a tiered approach.

- Step-by-step, screen-by-screen instructions
- In-depth problem solving assignments requiring students to apply their gained knowledge

Course Scope and Sequence

Projects and activities to be completed contingent upon the availability of equipment and materials:

Prerequisites: Introduction to Information Technology, Information Technology 1

Web Site Development 1 - Semester I

Introduction / Web Browser

- Develop keyboarding skills
- Demonstrate understanding of the history of the Internet
- Gain introduction of course software
- Utilize resources from the Internet to complete projects
- Acquire understanding of vocabulary needed to express ideas
- Discuss netiquette, copy write laws, and ethical issues
- Evaluation of web sites for validity and effectiveness

Introduction to HTML

- Understanding of basic HTML tags
- Develop framework of programming structure
- Create a web page
- Be able to navigate between browser and editor
- Incorporate basic design elements of a functioning web page

Web Page Design Software

- Create websites utilizing software tools
- Management and navigation of website elements and pages
- Design websites incorporating appropriate layout
- Utilizing tools to create forms, buttons, rollovers, and tables
- Prepare to upload websites and test for functionality and design

Culminating Project

- Develop a website with interactive pages and navigation tools
- Prepare to present culminating project to class
- Evaluate websites for functionality and design
- Incorporation of student generated website into portfolio project

Related Activities

- Utilizing presentation software to create web pages
- Utilizing tools within word processing software to create linked pages
- Posting of pre-created documents/projects within a web page

Web Site Development 2 - Semester 2

Introduction

- Maintain keyboarding skills
- Utilize resources from the Internet to complete projects
- Acquire understanding of vocabulary needed to express ideas
- Discuss netiquette, copy write laws, and ethical issues
- Evaluation of web sites for validity and effectiveness

Advanced Web Page Design Software

- Develop skills with course software
- Introduction to skills needed to meet industry standards
- Utilizing tools create forms, buttons, rollovers, and tables
- Incorporating multimedia elements within student projects
- Uploading websites and test for functionality and design
- Developing interactive web sites utilizing software tools

Image Editing Software

- Exploration of image editing programs for website development
- Define graphic basics and software tools
- Creation of backgrounds, graphics, and buttons
- Working within restrictions of file size and bandwidth
- Creation of animation and interactive elements

Culminating Project

- Develop a website with interactive pages and navigation tools
- Prepare students to present culminating project to class
- Evaluate websites for functionality and design
- Incorporation of student generated website into portfolio project
- Prepare final projects for posting on a web server

Related Activities

- Utilizing presentation software to create web pages
- Utilizing tools within word processing software to create linked pages
- Posting of pre-created documents/projects within a web page

Course Evaluation and Assessment

The students will demonstrate proficiency through the following methods:

1. By completing classroom projects
2. Through classroom participation and interaction
3. Self and peer evaluations
4. Tests and quizzes over vocabulary and concepts
5. Presentation of completed websites with required elements

Provided is a curriculum outline with assessments:

Web Site Development 1

Week #	Program	Activities	Assessment
Week 1:	Introduction	Review Skills / History / Ethics	
Week 2:	Web Browser	How The Web Works	
Week 3:	HTML Coding	Create Simple Web Page	Project and Website Development
Week 4:		Utilize HTML Tags	
Week 5:		Formatting and graphics	
Week 6:		Programming Structure	
Week 7:		Navigation between programs	
Week 8:		Incorporate design elements	
Week 9:	HTML Culminating	Produce web site	Presentation of Completed site
Week 10:	Project	Incorporate specific elements	
Week 11:		Testing for functionality	
Week 12:	Web Authoring	Links and navigation	Site Management
Week 13:	Software	Working with tables	
Week 14:		Web page layout/storyboards	
Week 15:	Project Development	Team projects	Web Site Creation
Week 16:		Personal home page	
Week 17:		Preparation for uploading	
Week 18:	Culminating Project	Produce functional web site	Complete site
Week 19:	Finals	Presentation to class	Present

Week #	Program	Activities	Assessment
Week 1:	Introduction	Review Skills / History / Ethics	
Week 2:	Web Authoring	Introduction basics	Web site creation
Week 3:	Software	Formatting and graphics	
Week 4:		Links and Navigation	Web site management
Week 5:		Tables	
Week 6:		Web page layout/story boards	
Week 7:		Integration of other software	
Week 8:		Working within hardware limits	
Week 9:		Animation and graphics editing	
Week 10:		Interactivity	
Week 11:	Image Editing	Creation of buttons/graphics	Incorporation into Web site
Week 12:		Backgrounds and rollovers	
Week 13:	Animation software	Creation of animated elements	Incorporation into

Web Site Development 2

WEB SITE DEVELOPMENT 1 & 2 *Course Instructional Materials*

Suggested Text and Instructional Materials :

Text and instructional materials will support the software selected which will be determined by industry standards and validated annually by the program advisory committee.

Recommended Software Applications:

- Web design software
- Photo editing software
- Word processing software
- Latest supported web browser
- Testing software to meet industry standards

Recommended Equipment:

- High speed Internet Access
- Analog to Digital Converter

- Scanners
- Computers to support technology and graphical needs
- Digital Cameras
- Laser printer

Instructional software and hardware will be updated as dictated by industry standards and available resources.

INFORMATION TECHNOLOGY – WEB SITE DEVELOPMENT 1 & 2
Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Discuss the purpose of developing personal and group leadership skills. 	<ul style="list-style-type: none"> • Guest speakers from industry 	<ul style="list-style-type: none"> • Projects completed for community • Work with peers to complete a web site
<p>Area 2: Personal Qualities Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals. • Identify short and long term goals. • Describe how personal values are reflected in work ethics. • Share how student will personally act in certain situations 	<ul style="list-style-type: none"> • Introduction to software development • Code of ethics • Project development life cycle 	<ul style="list-style-type: none"> • Utilizing materials from the Internet that may be covered by a copyright
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates • Develop goals from self-evaluations • Determine whether goals are conceivable, achievable, and can be measured • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity in the work setting. 	<ul style="list-style-type: none"> • Field trip-local Internet company • Guest speakers from colleges and industry 	<ul style="list-style-type: none"> • Utilizing appropriate netiquette to communicate effectively on the Internet • Work in a team environment to achieve project goals

<p>Area 4: Communication Skills Students will be able to communicate effectively in the community and work situations.</p>	<ul style="list-style-type: none"> • Will prepare formal and informal written materials. • Utilize industry standard vocabulary 	<ul style="list-style-type: none"> • Expand on basic computer skills • Web page design • Creating publishable quality projects 	<ul style="list-style-type: none"> • Integrated projects utilizing more than one resource and application
<p>Area 5: Community Students will develop an understanding and demonstrate a knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Recognize areas where software applications enhances community resources 	<ul style="list-style-type: none"> • Participation in project requests from the community 	<ul style="list-style-type: none"> • Evaluation of current web sites • Develop sites to meet client needs
<p>Area 6: Personal and Tech Resources Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Explain ethical conflict of sharing information from the Internet • Develop advanced computer literacy skills 	<ul style="list-style-type: none"> • Demonstrate ability to successfully use a variety of software applications • Application of appropriate ethical and legal guidelines 	<p>Industry standard versions of the following:</p> <ul style="list-style-type: none"> • Web authoring software • Animation and graphic software • Desktop publishing • Digital and video software • Microsoft Office Suite • Web browsers
<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills. • Project management 	<ul style="list-style-type: none"> • Discuss how companies and colleges are using teams to complete projects • Receive and give appropriate constructive criticism of classroom projects 	<ul style="list-style-type: none"> • Variety of classroom projects completed through team cooperation
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful working relationships. • Identify means of dealing with conflict resolution in the workplace. • Identify and demonstrate proper work ethic. 	<ul style="list-style-type: none"> • Field trip-local Internet company • Guest speakers from colleges and industry 	<ul style="list-style-type: none"> • Completing projects to industry standard • Meeting reasonable time lines • Prepare for industry certification