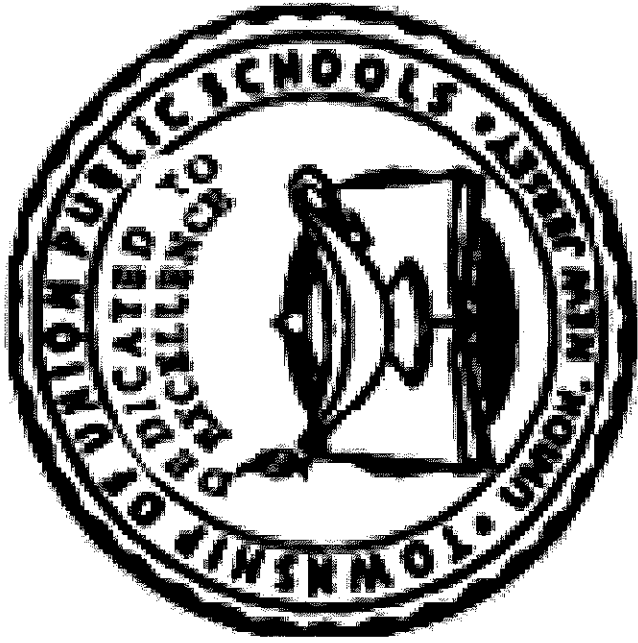
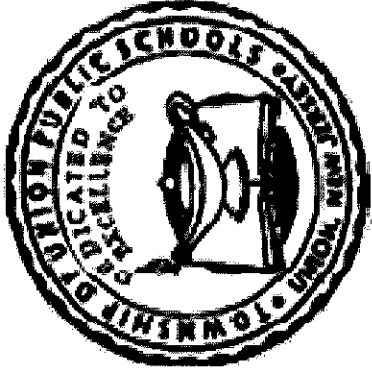


TOWNSHIP OF UNION PUBLIC SCHOOLS



Web Design, Publishing, and Moviemaking Technology
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

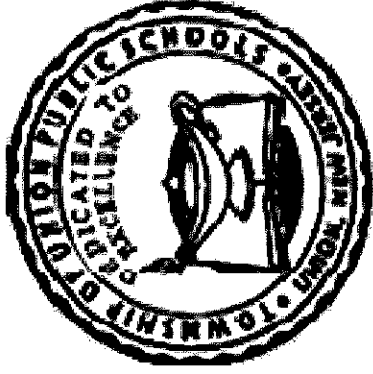
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Martin Tatum
Assistant SuperintendentDr. Noreen Lishak
Director of Curriculum K-12 Dr. Noreen Lishak
Director of Student Information/TechnologyMs. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Web Design, Publishing, and Moviemaking Technology

Katie Dimitoulis/Arlene M. Eckert

Table of Contents

Title Page
Board Members
Administration
Department Supervisors
Curriculum Committee
Table of Content
District Mission/Philosophy Statement
District Goals
Course Description
Recommended Texts
Course Proficiencies
Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course provides a “hands-on” experience using specialized software to create and maintain Web sites. Using a publishing program, a variety of print-ready publications will be produced. Multimedia projects combining photographs, clip art, video clips, and music will be created using moviemaking software. It also extends the students’ basic knowledge of integrated software mastered in prerequisite introductory and advanced courses. This promotes knowledge and skill mastery used in business operations prevalent in today’s marketplace in addition to creating professional looking documents for various school projects. “Office-style” atmosphere is simulated.

Recommended Textbooks

Buechler, John. Microsoft® Windows® Movie Maker 2: Do Amazing Things. Redmond, WA: Microsoft Press, 2004.

Shelly, Gary B., Thomas J. Cashman, and Joy L. Starks. Microsoft® Office Publisher 2007 Introductory Concepts and Techniques. Boston, MA: Thomson Course Technology, 2008.

Shelly, Gary B., Dolores J. Wells, and Jennifer T. Campbell. Adobe Dreamweaver CS5 Comprehensive. Boston, MA: Course Technology, 2012.

Internet

Course Proficiencies

Students will be able to...

- Write for a variety of purposes.
- Improve ability to proofread, edit, revise and rewrite written work.
- Demonstrate safe operating procedures when using classroom computers.
- Demonstrate knowledge regarding cyber safety and ethics—implementing internet safety guidelines and legal usage.
- Use Adobe Dreamweaver to create web sites.
- Use Adobe Dreamweaver to add new pages and hyperlinks to a web.
- Use Adobe Dreamweaver to insert tables and images to a web.
- Use Adobe Dreamweaver to create templates and Cascading Style Sheets (CSS).
- Use Adobe Dreamweaver to add Absolute Positioning (AP) items and an image map with hotspots to a web.
- Use Adobe Dreamweaver to add an interactive form to a web.
- Use Microsoft Windows Movie Maker to create movies using still images.
- Use Microsoft Windows Movie Maker to add transitions and special effects to movies.
- Use Microsoft Windows Movie Maker to add titles and credits to movies.
- Use Microsoft Windows Movie Maker to import music to movies.
- Use Microsoft Publisher to create tri-fold brochures, business cards, CD/DVD liners, and greeting cards.

Curriculum Units

Unit 1: Adobe Dreamweaver

Unit 2: Microsoft Movie Maker

Unit 3: Microsoft Publisher

Pacing Guide – Course

Content	Number of Days
Unit 1: Adobe Dreamweaver	95
Unit 2: Microsoft Movie Maker	60
Unit 3: Microsoft Publisher	25

Unit 1: Adobe Dreamweaver

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Create one-page webs with formatting changes and backgrounds.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Enhance existing webs by adding additional pages, inserting hyperlinks, and pictures.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Design tables on a web page for layout and organization.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Integrate keywords and a summary to the head area for search engine recognition.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
5.	Create templates for web pages.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
6.	Develop cascading style sheets (CSS) for web design uniformity.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
7.	Improve existing web by adding pages using AP (absolute positioning), rollover images, named anchors and image maps.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
8.	Design an interactive form in Dreamweaver.	Text book/ Internet Adobe Dreamweaver	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 2: Microsoft Movie Maker

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Design and compile a slide show in MovieMaker with transitions, effects, and music.	Text book/ Internet Microsoft Movie Maker	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 3:Microsoft Publisher

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Create tri-fold brochures in Publisher.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Design a CD/DVD liner in Publisher.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Develop a greeting card in Publisher.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Produce business cards in Publisher.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
<u>Content and Organization</u>	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
<u>Usage</u>	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 		<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.