

Design, Multimedia, and Web Technologies

6630 36 weeks

6632 18 weeks

Instructional Framework for Business and Information Technology

Developed by

Design, Multimedia, and Web Technologies Curriculum Development Team
and the CTE Resource Center

Developed for

Office of Career and Technical Education Services
Virginia Department of Education
Richmond, Virginia

Foreword

To help students select appropriate courses of study to achieve their educational and occupational objectives, the Virginia Department of Education's Office of Career and Technical Education Services places Virginia's CTE courses within a structure of 16 career clusters developed by the U.S. Department of Education. Each cluster is subdivided into various pathways and occupations. These structural components are defined as follows:

- **career cluster:** a grouping of occupations and broad industries based on a core of common knowledge and skills
- **pathway:** a broad subdivision of a career cluster leading to a number of related occupations
- **occupation:** one of several specific job titles representing various levels of employment within a particular pathway

Several courses from one CTE program area may be chosen for completion in a coherent sequence, forming a concentration that prepares students for one or more occupations and supports additional education and training in the industry. Courses from various CTE program areas may also be combined in a program mix to enhance career goals. Course concentration sequences are identified in the *CTE Administrative Planning Guide (APG)*, found online at www.cteresource.org/apg/.

A CTE completer is a student who meets the requirements for a CTE concentration and all other requirements for high school graduation or an approved alternative education program. Completers of certain CTE courses may be eligible for certification by an industry, professional organization, or trade association, or for licensure from the Commonwealth of Virginia. Completers may also be qualified to receive the Virginia Board of Education's Advanced Mathematics and Technology Seal or its Career

and Technical Education Seal and/or a student-selected verified credit. Information about the requirements for receiving these diploma seals and a verified credit is found in the APG at the Web site listed above.

This instructional framework presents the tasks/competencies validated by industry experts as essential statewide and required of all students enrolled in the course. Any tasks/competencies not designated as essential are considered optional and may be taught at the discretion of the school division. Also at the school division's discretion, teachers may add tasks/competencies to supplement instruction and to meet their students' needs.

The intent of this framework is to guide Virginia teachers in providing on-target, up-to-date, quality instruction leading to their students' success in subsequent educational and career endeavors.

Lolita B. Hall, Director
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The activity that is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Introduction

This instructional framework for the competency-based CTE course in Design, Multimedia, and Web Technologies (6630, 6632) is designed for use by teachers to help students achieve the validated, specific tasks and/or competencies considered essential for working in the following occupation(s):

Cluster, pathway, and occupation information, as updated in the APG and CPG, will appear here.

Template material omitted: A general description of the elements of a course framework and links to generally applicable Web resources appear here.

Course Description

Suggested Grade Level: 10 or 11 or 12

Prerequisites:

NEW FOR 2016: Students develop proficiency in designing and creating graphic design projects, multimedia presentations/projects, and Web sites, using industry-standard application software. Students apply principles of layout and design in completing projects. Students create portfolios that include a résumé, certifications earned, and a variety of print, multimedia, and Web-site projects produced in the course.

Industry Certifications

Apple Pro Certification Program (Apple, Inc)

Brainbench Desktop Publishing Certifications (Brainbench)

Brainbench Software Development Certifications (Brainbench)

Brainbench Web Administration Certifications (Brainbench)

Brainbench Web Design and Development Certifications (Brainbench)

Certified Internet Webmaster Associate Certification (Prosoft)

IC3 Certification-applies to 36-week course only (Certiport)

Microsoft Certified Application Specialist (Microsoft)

Microsoft Office Specialist, MOS (Microsoft)

Virginia Workplace Readiness Assessment (NOCTI) and IC3 Certification (Certiport)

Task/Competency List

Template material omitted: General material used to introduce the task list has been omitted.

For the indicated course(s):

Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential

Tasks/competencies designated by empty-circle icons (○) are optional

Tasks/competencies designated by minus icons (−) are omitted

Tasks marked with an asterisk (*) are sensitive.

| Task Number | 6630 | 6632 | Tasks/Competencies |
|---|------|------|---|
| Demonstrating Knowledge of Hardware, Software, and Operating Systems | | | |
| 001 | + | + | Compare word processing, graphic design, multimedia creation, and web page creation. |
| 002 | + | ○ | Evaluate operating systems and hardware for compatibility with common software applications. |
| 003 | + | ○ | Evaluate software used in graphic design, multimedia creation, and web page creation. |
| 004 | + | + | Use technical support to resolve problems encountered during the creation of digital projects. |
| 005 | + | + | Apply appropriate method to back up files. |
| Applying Principles of Layout and Design | | | |
| 006 | + | + | Identify project-management components. |
| 007 | + | + | Plan an effective design for a project. |
| 008 | + | + | Apply principles of design, layout, and typography appropriate for a project. |
| 009 | + | + | Enhance appearance of a project. |
| Designing and Creating Print and Graphic Design Projects | | | |
| 010 | + | + | Create original content for a digitally designed project. |
| 011 | + | + | Demonstrate proofing skills through use of online tools and individual critiquing to check for format, style, correctness, and clarity. |
| 012 | + | + | Import text, graphics, tables, and charts for use in a print or graphic design project. |
| 013 | + | + | Use time-saving features of print and/or graphic design programs. |

| Task Number | 6630 | 6632 | Tasks/Competencies |
|---|------|------|---|
| 014 | + | + | Create documents utilizing a variety of layouts including multiple columns, pages, and element positions. |
| 015 | + | + | Create a variety of print materials. |
| 016 | + | + | Create a document in a format appropriate for electronic distribution. |
| 017 | + | + | Convert a print document to digital format through scanning. |
| 018 | + | + | Critique a project to determine whether it meets the designated guidelines. |
| Designing and Creating Multimedia Presentations/Projects | | | |
| 019 | ○ | + | Identify the components of an effective multimedia project. |
| 020 | ○ | + | Create a multimedia project. |
| 021 | ○ | + | Use master slides, templates, and/or themes. |
| 022 | + | ○ | Create an object, using graphic design software. |
| 023 | + | + | Incorporate charts, graphs, and/or tables into a multimedia project. |
| 024 | + | + | Enhance a multimedia project with advanced features. |
| 025 | + | + | Incorporate elements from other sources into a multimedia project. |
| 026 | + | + | Edit a multimedia project. |
| 027 | + | + | Create handouts and/or other visuals for a multimedia presentation. |
| 028 | + | + | Deliver a multimedia presentation. |
| 029 | + | + | Critique a multimedia presentation to determine whether it meets the designated guidelines. |
| Designing and Creating Websites | | | |
| 030 | + | + | Evaluate the methods of creating websites. |
| 031 | + | + | Apply structural requirements (information architecture) for development of a website. |
| 032 | + | + | Create a website, using design software or a programming language. |
| 033 | + | + | Apply website design features. |
| 034 | + | + | Create hyperlinks. |
| 035 | + | + | Proofread and edit a website. |
| 036 | + | + | Test a website. |
| 037 | + | ○ | Explain or demonstrate publishing, updating, and maintaining a website. |

| Task Number | 6630 | 6632 | Tasks/Competencies |
|---|------|------|---|
| 038 | + | ○ | Describe methods and tools used in digital marketing. |
| 039 | + | + | Compare content management systems commonly used in the business world. |
| Exploring Legal and Ethical Issues | | | |
| 040 | + | ○ | Explore security issues related to computer and Internet technology. |
| 041 | + | + | Describe copyright issues and laws related to creating graphic design, multimedia, and website design projects. |
| 042 | + | + | Identify situations in which use of elements in projects is legal but may be unethical/inappropriate. |
| 043 | + | + | Describe licensing agreements associated with software usage. |
| Preparing for Industry Certification | | | |
| 044 | + | ○ | Describe the process and requirements for obtaining industry certifications related to the Design, Multimedia, and Web Technologies course. |
| 045 | + | ○ | Identify testing skills/strategies for a certification examination. |
| 046 | + | ○ | Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams). |
| 047 | ○ | ○ | Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI). |
| Developing Employability Skills | | | |
| 048 | + | + | Explore careers in the graphic design, multimedia, and website design fields. |
| 049 | + | + | Investigate uses of graphic design, multimedia, and web technologies in business and industry. |
| 050 | + | ○ | Investigate new and emerging trends in design, multimedia, and web technologies, including digital technologies. |
| 051 | + | + | Create or update a résumé. |
| 052 | + | ○ | Create a professional, electronic portfolio. |
| 053 | + | + | Describe basic employment activities. |
| 054 | + | + | Identify potential employment barriers for nontraditional groups and ways to overcome the barriers. |

Legend: + Essential ○ Non-essential ⊖ Omitted

Demonstrating Knowledge of Hardware, Software, and Operating Systems

Task Number 001

Compare word processing, graphic design, multimedia creation, and web page creation.

Definition

Comparison should include

- identifying examples of each process
- comparing the similarities and differences among the processes.

Related Standards of Learning

| |
|----------------|
| English |
|----------------|

10.2

The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

- a. Use media, visual literacy, and technology skills to create products.
- b. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- c. Determine the author's purpose and intended effect on the audience for media messages.
- d. Identify the tools and techniques used to achieve the intended focus.

10.5

The student will read, interpret, analyze, and evaluate nonfiction texts.

- a. Identify text organization and structure.
- b. Recognize an author's intended audience and purpose for writing.
- c. Skim manuals or informational sources to locate information.
- d. Compare and contrast informational texts.
- e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support as evidence.
- g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

- h. Use reading strategies throughout the reading process to monitor comprehension.

11.2

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a. Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- b. Use media, visual literacy, and technology skills to create products.
- c. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- d. Determine the author's purpose and intended effect on the audience for media messages.

11.5

The student will read and analyze a variety of nonfiction texts.

- a. Use information from texts to clarify understanding of concepts.
- b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
- c. Generalize ideas from selections to make predictions about other texts.
- d. Draw conclusions and make inferences about explicit and implied information, using textual support.
- e. Analyze two or more texts addressing the same topic to identify authors' purposes and determine how authors reach similar or different conclusions.
- f. Identify false premises in persuasive writing.
- g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions before, during, and after reading texts.

12.2

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- b. Determine the author's purpose and intended effect on the audience for media messages.

12.5

The student will read and analyze a variety of nonfiction texts.

- a. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions before, during, and after reading texts.
- b. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- c. Analyze two or more texts addressing the same topic to identify authors' purposes and determine how authors reach similar or different conclusions.

- d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e. Identify false premises in persuasive writing.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support.

FBLA Competitive Events and Activities Areas

3D Animation

Business Presentation

Computer Applications

Desktop Publishing

Digital Design & Promotion

Digital Video Production

Electronic Career Portfolio

Graphic Design

Introduction to Business Presentation

Publication Design

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[2.008] Microsoft Digital Literacy: Computer Basics—Lesson 3
[Computer Performance and Features](#)

[2.015] Microsoft Digital Literacy: Internet and the World Wide Web—Lesson 4
Other Methods of Communicating on the Internet

Task Number 002

Evaluate operating systems and hardware for compatibility with common software applications.

Definition

Evaluation should include examining the compatibility and requirements of

- operating systems
- input devices
- output devices
- storage
- processing
- graphic and sound cards.

Related Standards of Learning

Mathematics

G.1

The student will construct and judge the validity of a logical argument consisting of a set of premises and a conclusion. This will include

- a. identifying the converse, inverse, and contrapositive of a conditional statement;
- b. translating a short verbal argument into symbolic form;
- c. using Venn diagrams to represent set relationships; and
- d. using deductive reasoning.

COM.8

The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

COM.11

The student will describe the way the computer stores, accesses, and processes variables, including the following topics: the use of variables versus constants, variables' addresses, pointers, parameter passing, scope of variables, and local versus global variables.

FBLA Competitive Events and Activities Areas

Business Presentation

Computer Applications

Computer Problem Solving

Desktop Publishing

Introduction to Information Technology

Networking Concepts

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[2.009] Microsoft Digital Literacy: Computer Basics—Lesson 4
[Computer Operating Systems](#)

Task Number 003

Evaluate software used in graphic design, multimedia creation, and web page creation.

Definition

Evaluation should include

- identifying specific graphic design, multimedia, and web page creation, and text editor programs
- assessing the strengths and weaknesses of each program in relation to specific tasks.

Related Standards of Learning

English**10.2**

The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

- a. Use media, visual literacy, and technology skills to create products.
- b. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- c. Determine the author's purpose and intended effect on the audience for media messages.
- d. Identify the tools and techniques used to achieve the intended focus.

11.2

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a. Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- b. Use media, visual literacy, and technology skills to create products.
- c. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- d. Determine the author's purpose and intended effect on the audience for media messages.

12.2

The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships among intent, factual content, and opinion.
- b. Determine the author's purpose and intended effect on the audience for media messages.

FBLA Competitive Events and Activities Areas

3D Animation**Business Presentation****Computer Applications****Digital Video Production****Electronic Career Portfolio**

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[4.034] **Expression Web 4: Understanding Microsoft Expression Web 4—Lesson 1**
[Expression Web Lesson Plan: Understanding Microsoft Expression Web 4](#)

[4.050] **Publisher 2010: Getting Started in Publisher 2010—Lesson 1**
[Publisher Lesson Plan: Getting Started in Publisher 2010](#)

Task Number 004**Use technical support to resolve problems encountered during the creation of digital projects.**

Definition

Task performance should include using

- program help menu
- online help
- effective search techniques
- technical manuals
- online real-time assistance
- additional technical support resources.

Common Career Technical Core

IT-SUP3

Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.

FBLA Competitive Events and Activities Areas

Client Service

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Computer Problem Solving**Graphic Design****Help Desk****Introduction to Business Presentation****Publication Design****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Task Number 005

Apply appropriate method to back up files.

Definition

Application should include identifying appropriate methods to back up files, including cloud storage capabilities as well as physical storage media options.

Common Career Technical Core

IT7

Perform standard computer backup and restore procedures to protect IT information.

FBLA Competitive Events and Activities Areas

Computer Applications

Cyber Security

Introduction to Information Technology

Networking Concepts

Word Processing

Microsoft IT Academy Resources

[3.125] Windows 7 Essentials II—E-Learning Module 2

[Using the Action Center to Maintain Your Computer, Back Up Your Data, and Troubleshoot Problems](#)

Applying Principles of Layout and Design

Task Number 006

Identify project-management components.

Definition

Identification should include

- audience demographics (e.g., age, background, interests)
- audience size
- project purpose (e.g., to inform, to persuade, to entertain)
- content review
- design requirements
- hardware and software requirements
- production schedule (e.g., creating and using a work plan, establishing milestones and deliverables).

Common Career Technical Core

IT-PRG3

Analyze system and software requirements to ensure maximum operating efficiency.

IT-WD3

Write product specifications that define the scope of work aligned to customer requirements.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Community Service Project

Computer Applications

Desktop Publishing**Emerging Business Issues**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Introduction to Business Presentation**Management Decision Making**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Network Design**Partnership with Business Project****State Service Project****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.077] Project 2010: Beginner Skills—E-Learning Module 1

[Create a Project Plan in Project 2010](#)

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1

[Creating a Publication](#)

Task Number 007

Plan an effective design for a project.

Definition

Planning should include preparing a storyboard/wireframe or mockup using a variety of available programs and handwritten sketches.

Common Career Technical Core

IT-PRG2

Demonstrate the use of industry standard strategies and project planning to meet customer specifications.

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Community Service Project

Computer Applications

Desktop Publishing

Emerging Business Issues

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Introduction to Business Presentation

Management Decision Making

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Network Design**Partnership with Business Project****State Service Project****Web Site Design**

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Word Processing

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1

[Creating a Publication](#)

[4.051] Publisher 2010: Creating Publications—Lesson 2

[Publisher Lesson Plan: Creating Publications](#)

[5.144] Publisher 2010 Secondary School: Lesson 2—Project 1

[Postcards \(project\)](#)

Task Number 008

Apply principles of design, layout, and typography appropriate for a project.

Definition

Task performance should include making appropriate choices regarding such elements as font selection, font size, font style and effects, white space, margins, hyperlinks, and placement of graphics and text.

Common Career Technical Core

IT-WD2

Apply the design and development process to produce user-focused Web and digital communications solutions.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1

[Creating a Publication](#)

[4.036] Expression Web 4: Getting Started with Microsoft Expressions—Lesson 3

[Expression Web Lesson Plan: Getting Started with Microsoft Expressions](#)

[4.052] Publisher 2010: Text in Publications—Lesson 3

[Publisher Lesson Plan: Text in Publications](#)

[5.095] Expressions Web 4 Higher Education: Lesson 3—Exercise 1

[Formatting Web Pages \(project\)](#)

[5.096] Expressions Web 4 Higher Education: Lesson 3—Project 1

[Creating and Formatting Web Pages \(project\)](#)

[5.144] Publisher 2010 Secondary School: Lesson 2—Project 1

[Postcards \(project\)](#)

Task Number 009

Enhance appearance of a project.

Definition

Task performance should include

- using such elements as lines, colors, logos, and other graphics to establish focal points and directional flow
- working with teams to blend individual design preferences into cohesive final projects
- integrating project management components.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project**State Service Project****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1
[Creating a Publication](#)

[4.052] Publisher 2010: Text in Publications—Lesson 3
[Publisher Lesson Plan: Text in Publications](#)

[4.053] Publisher 2010: Graphics in Publications—Lesson 4
[Publisher Lesson Plan: Graphics in Publications](#)

[5.097] Expressions Web 4 Higher Education: Lesson 4—Exercise 1
[Working with Images \(project\)](#)

[5.098] Expressions Web 4 Higher Education: Lesson 4—Project 1
[Web Design Company \(project\)](#)

[5.146] Publisher 2010 Secondary School: Lesson 4—Project 1
[Contact Publication \(project\)](#)

Designing and Creating Print and Graphic Design Projects

Task Number 010

Create original content for a digitally designed project.

Definition

Task performance should include

- determining audience and purpose
- determining appropriate medium of delivery
- developing content (e.g., text, graphics, styles)
- applying principles of design, layout, and typography in regard to columns, text alignment, headlines, color scheme, and captions.

Common Career Technical Core

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

IT-WD6

Design, create and publish a digital communication product based on customer needs.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications**Electronic Career Portfolio****Graphic Design****Local Chapter Annual Business Report (Hamden L. Forkner Award)****Partnership with Business Project****Publication Design****State Service Project****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1
[Creating a Publication](#)

[3.080] Publisher 2010: Beginner Skills—E-Learning Module 2
[Inserting and Editing Pictures in a Publication, Finalizing a Slide Show and Preparing it for Delivery](#)

[4.051] Publisher 2010: Creating Publications—Lesson 2
[Publisher Lesson Plan: Creating Publications](#)

[5.144] Publisher 2010 Secondary School: Lesson 2—Project 1
[Postcards \(project\)](#)

Task Number 011

Demonstrate proofing skills through use of online tools and individual critiquing to check for format, style, correctness, and

clarity.

Definition

Task performance should include reviewing and revising rough draft copy according to the five Cs of effective writing: complete, correct, clear, concise, and considerate (of audience).

Related Standards of Learning

English

10.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Distinguish between active and passive voice.
- b. Apply rules governing use of the colon.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Analyze the writing of others.
- f. Describe how the author accomplishes the intended purpose of a piece of writing.
- g. Suggest how writing might be improved.
- h. Proofread and edit final product for intended audience and purpose.

11.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- b. Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c. Distinguish between active and passive voice.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f. Proofread and edit writing for intended audience and purpose.

12.7

The student will write, revise, and edit writing.

- a. Edit, proofread, and prepare writing for intended audience and purpose.
- b. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.080] Publisher 2010: Beginner Skills—E-Learning Module 2

[Inserting and Editing Pictures in a Publication, Finalizing a Slide Show and Preparing it for Delivery](#)

[3.081] Publisher 2010: Beginner Skills—E-Learning Module 3

[Printing and Sharing a Publication](#)

[4.052] Publisher 2010: Text in Publications—Lesson 3

[Publisher Lesson Plan: Text in Publications](#)

[5.245] Word 2010 Primary Schools: Lesson 3

[Editing a Document \(project\)](#)

Task Number 012

Import text, graphics, tables, and charts for use in a print or graphic design project.

Definition

Task performance should include creating original or acquiring existing text, graphics, tables, and charts for placement to enhance a graphic design project.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.080] Publisher 2010: Beginner Skills—E-Learning Module 2

[Inserting and Editing Pictures in a Publication, Finalizing a Slide Show and Preparing it for Delivery](#)

[4.053] Publisher 2010: Graphics in Publications—Lesson 4

[Publisher Lesson Plan: Graphics in Publications](#)

[5.146] Publisher 2010 Secondary School: Lesson 4—Project 1

[Contact Publication \(project\)](#)

Task Number 013**Use time-saving features of print and/or graphic design programs.**

Definition

Task performance should include

- creating a master canvas
- defining and applying styles
- customizing a color palette
- working with layers.

Common Career Technical Core

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Desktop Publishing

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.080] Publisher 2010: Beginner Skills—E-Learning Module 2

[Inserting and Editing Pictures in a Publication, Finalizing a Slide Show and Preparing it for Delivery](#)

[3.081] Publisher 2010: Beginner Skills—E-Learning Module 3

[Printing and Sharing a Publication](#)

[5.147] Publisher 2010 Secondary School: Lesson 5—Project 1
Newsletter (project)

Task Number 014

Create documents utilizing a variety of layouts including multiple columns, pages, and element positions.

Definition

Task performance should be in accordance with guidelines that result in desired document effect and appearance.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1
[Creating a Publication](#)

[4.054] Publisher 2010: Working with Style and Design Elements—Lesson 5
[Publisher Lesson Plan: Working with Style and Design Elements](#)

[4.056] Publisher 2010: Test Questions
[Publisher Lesson Plan: Test Questions](#)

[5.148] Publisher 2010 Secondary School: Lesson 6—Project 1
[Newsletter Template \(project\)](#)

Task Number 015**Create a variety of print materials.**

Definition

Creation should include applying principles of design, layout, and typography to produce such documents as

- flyers
- newsletters
- business cards
- greeting cards
- brochures
- posters
- handouts
- postcards
- calendars
- cookbooks
- coloring books
- illustrated children's books.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.079] Publisher 2010: Beginner Skills—E-Learning Module 1
[Creating a Publication](#)

[3.080] Publisher 2010: Beginner Skills—E-Learning Module 2

Inserting and Editing Pictures in a Publication, Finalizing a Slide Show and Preparing it for Delivery

[3.081] Publisher 2010: Beginner Skills—E-Learning Module 3
Printing and Sharing a Publication

[4.051] Publisher 2010: Creating Publications—Lesson 2
Publisher Lesson Plan: Creating Publications

[5.144] Publisher 2010 Secondary School: Lesson 2—Project 1
Postcards (project)

Task Number 016

Create a document in a format appropriate for electronic distribution.

Definition

Task performance should result in a graphic design document that meets industry standards and requirements for electronic distribution.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project**Publication Design****State Service Project****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[3.081] Publisher 2010: Beginner Skills—E-Learning Module 3
[Printing and Sharing a Publication](#)

[4.051] Publisher 2010: Creating Publications—Lesson 2
[Publisher Lesson Plan: Creating Publications](#)

Task Number 017**Convert a print document to digital format through scanning.**

Definition

Conversion should include selecting appropriate software and hardware and applying the steps to produce a digital document.

FBLA Competitive Events and Activities Areas

American Enterprise Project**Business Financial Plan****Business Plan**

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| Business Presentation |
| Community Service Project |
| Computer Applications |
| Electronic Career Portfolio |
| Graphic Design |
| Local Chapter Annual Business Report (Hamden L. Forkner Award) |
| Partnership with Business Project |
| Publication Design |
| State Service Project |
| Web Site Design The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook. |
| Word Processing |

Task Number 018

Critique a project to determine whether it meets the designated guidelines.

Definition

Critique should determine whether

- audience and purpose were addressed
- appropriate medium of delivery was used
- content (e.g., text, graphics, styles, fonts) was delivered effectively
- principles of layout and design were followed.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Designing and Creating Multimedia Presentations/Projects

Task Number 019

Identify the components of an effective multimedia project.

Definition

Identification may include

- purpose of presentation
- intended audience
- length of presentation
- type(s) of output
- development time
- availability of equipment
- effective use of design elements
- concise text.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)**Partnership with Business Project****State Service Project****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[2.021] Microsoft Digital Literacy: Productivity Programs—Lesson 5
[Introduction to Presentation Programs](#)

[3.071] PowerPoint 2010: Beginner Skills—E-Learning Module 4
[Working With and Managing the PowerPoint 2010 Environment](#)

[4.007] Introduction to Microsoft Office 2010: Understanding Office PowerPoint—Lesson 1
[Office Lesson Plan: Understanding Office PowerPoint 2010](#)

[4.041] PowerPoint 2010: Understanding Microsoft PowerPoint—Lesson 1
[PowerPoint Lesson Plan: Understanding Microsoft PowerPoint](#)

[5.014] Intro PowerPoint 2010: Lesson 1—Project 1
[New Employee Orientation \(project\)](#)

[5.015] Intro PowerPoint 2010: Lesson 2—Exercise 1
[Continuing Education Coordinator \(project\)](#)

Task Number 020**Create a multimedia project.**

Definition

Creation should include

- determining purpose, audience, length, output, development time, and availability of equipment
- developing a storyboard/wireframe or sketch

- adding content
- applying design elements and principles of design effectively.

Common Career Technical Core

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

IT-WD6

Design, create and publish a digital communication product based on customer needs.

FBLA Competitive Events and Activities Areas

American Enterprise Project**Business Financial Plan****Business Plan****Business Presentation****Community Service Project****Computer Applications****Electronic Career Portfolio****Graphic Design****Local Chapter Annual Business Report (Hamden L. Forkner Award)****Partnership with Business Project****Publication Design****State Service Project**

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[2.021] Microsoft Digital Literacy: Productivity Programs—Lesson 5

[Introduction to Presentation Programs](#)

[3.068] PowerPoint 2010: Beginner Skills—E-Learning Module 1

[Creating a Basic PowerPoint 2010 Presentation by Adding Text Boxes and Tables](#)

[4.008] Introduction to Microsoft Office 2010: Working with Slides

[Office Lesson Plan: Working with Slides](#)

[4.042] PowerPoint 2010: Working with Slides—Lesson 2

[PowerPoint Lesson Plan: Working with Slides](#)

[5.015] Intro PowerPoint 2010: Lesson 2—Exercise 1

[Continuing Education Coordinator \(project\)](#)

[5.016] Intro PowerPoint 2010: Lesson 2—Project 1

[Running Club President \(project\)](#)

[5.110] PowerPoint 2010 Secondary Schools: Lesson 2

[Running Shoes \(project\)](#)

Task Number 021**Use master slides, templates, and/or themes.**

Definition

Task performance should include

- creating, editing, and applying a master slide
- choosing a template
- applying a theme and/or color scheme.

FBLA Competitive Events and Activities Areas

American Enterprise Project

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| Business Financial Plan |
| Business Plan |
| Business Presentation |
| Community Service Project |
| Electronic Career Portfolio |
| Graphic Design |
| Local Chapter Annual Business Report (Hamden L. Forkner Award) |
| Partnership with Business Project |
| Publication Design |
| State Service Project |
| Web Site Design The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook. |

Microsoft IT Academy Resources

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| [3.068] PowerPoint 2010: Beginner Skills—E-Learning Module 1 Creating a Basic PowerPoint 2010 Presentation by Adding Text Boxes and Tables |
| [4.008] Introduction to Microsoft Office 2010: Working with Slides Office Lesson Plan: Working with Slides |
| [4.042] PowerPoint 2010: Working with Slides—Lesson 2 PowerPoint Lesson Plan: Working with Slides |
| [5.110] PowerPoint 2010 Secondary Schools: Lesson 2 Running Shoes (project) |

Task Number 022

Create an object, using graphic design software.

Definition

Creation should include

- planning a design
- creating a sketch
- using software to create a graphic object
- determining the format for saving a file or image, based on intended use.

FBLA Competitive Events and Activities Areas

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| American Enterprise Project |
| Business Financial Plan |
| Business Plan |
| Business Presentation |
| Community Service Project |
| Computer Applications |
| Electronic Career Portfolio |
| Graphic Design |
| Local Chapter Annual Business Report (Hamden L. Forkner Award) |
| Partnership with Business Project |
| Publication Design |
| State Service Project |
| Web Site Design |

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[3.070] PowerPoint 2010: Beginner Skills—E-Learning Module 3
[Inserting and Formatting Images and Illustrations in a Presentation](#)

[4.046] PowerPoint 2010: Working with Layout and Graphics—Lesson 6
[PowerPoint Lesson Plan: Working with Layout and Graphics](#)

Task Number 023

Incorporate charts, graphs, and/or tables into a multimedia project.

Definition

Incorporation should include

- importing charts, graphs, and/or tables
- creating charts, graphs, and/or tables
- formatting charts, graphs, and/or tables.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

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| Graphic Design |
| Local Chapter Annual Business Report (Hamden L. Forkner Award) |
| Network Design |
| Partnership with Business Project |
| State Service Project |
| Web Site Design The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook. |
| Word Processing |

Microsoft IT Academy Resources

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| [2.021] Microsoft Digital Literacy: Productivity Programs—Lesson 5 Introduction to Presentation Programs |
| [3.070] PowerPoint 2010: Beginner Skills—E-Learning Module 3 Inserting and Formatting Images and Illustrations in a Presentation |
| [5.114] PowerPoint 2010 Secondary Schools: Lesson 6 Athletes (project) |

Task Number 024

Enhance a multimedia project with advanced features.

Definition

Enhancement should include

- transitions
- timing
- audio
- video

- animation (e.g., keyframe interpolation, motion paths, animated masking, shape morphing).

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[2.021] Microsoft Digital Literacy: Productivity Programs—Lesson 5

[Introduction to Presentation Programs](#)

[4.047] PowerPoint 2010: Plan a Presentation—Lesson 7

[PowerPoint Lesson Plan: Plan a Presentation](#)

[5.115] PowerPoint 2010 Secondary Schools: Lesson 7

[Animations and Transitions \(project\)](#)

Task Number 025

Incorporate elements from other sources into a multimedia project.

Definition

Incorporation should include

- visual elements (e.g., scans, digital photographs, video clips, graphics)
- audio elements
- graphic elements.

Related Standards of Learning

Mathematics

COM.1

The student will apply programming techniques and skills to solve real-world problems in mathematics arising from consumer, business, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.

COM.8

The student will design and implement computer graphics, which will include topics appropriate for the available programming environment as well as student background. Students will use graphics as an end in itself, as an enhancement to other output, and as a vehicle for reinforcing programming techniques.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[3.068] PowerPoint 2010: Beginner Skills—E-Learning Module 1

[Creating a Basic PowerPoint 2010 Presentation by Adding Text Boxes and Tables](#)

[3.070] PowerPoint 2010: Beginner Skills—E-Learning Module 3

[Inserting and Formatting Images and Illustrations in a Presentation](#)

[4.046] PowerPoint 2010: Working with Layout and Graphics—Lesson 6

[PowerPoint Lesson Plan: Working with Layout and Graphics](#)

[5.115] PowerPoint 2010 Secondary Schools: Lesson 7

[Animations and Transitions \(project\)](#)

Task Number 026

Edit a multimedia project.

Definition

Editing should include

- proofreading project components for accuracy, mechanics, and clarity
- checking formatting
- analyzing for effective presentation components
- revising project to include edits.

Related Standards of Learning

English

10.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Distinguish between active and passive voice.
- b. Apply rules governing use of the colon.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Analyze the writing of others.
- f. Describe how the author accomplishes the intended purpose of a piece of writing.
- g. Suggest how writing might be improved.
- h. Proofread and edit final product for intended audience and purpose.

11.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- b. Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c. Distinguish between active and passive voice.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f. Proofread and edit writing for intended audience and purpose.

12.7

The student will write, revise, and edit writing.

- a. Edit, proofread, and prepare writing for intended audience and purpose.
- b. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the

American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Partnership with Business Project

Publication Design

State Service Project

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[3.069] PowerPoint 2010: Beginner Skills—E-Learning Module 2
[Finalizing and Delivering a Presentation](#)

[4.042] PowerPoint 2010: Working with Slides—Lesson 2
[PowerPoint Lesson Plan: Working with Slides](#)

[5.110] PowerPoint 2010 Secondary Schools: Lesson 2
Running Shoes (project)

Task Number 027

Create handouts and/or other visuals for a multimedia presentation.

Definition

Creation should include

- determining supplemental materials needed for the presentation
- selecting, obtaining, and creating outputs (e.g., speaker's notes, outline).

FBLA Competitive Events and Activities Areas

American Enterprise Project

Business Financial Plan

Business Plan

Business Presentation

Community Service Project

Computer Applications

Electronic Career Portfolio

Graphic Design

Local Chapter Annual Business Report (Hamden L. Forkner Award)

Partnership with Business Project

Publication Design

State Service Project**Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Word Processing

Microsoft IT Academy Resources

[4.043] PowerPoint 2010: Formatting a Presentation for Printing—Lesson 3

[PowerPoint Lesson Plan: Formatting a Presentation for Printing](#)

[5.111] PowerPoint 2010 Secondary Schools: Lesson 3

[How to Presentation \(project\)](#)

Task Number 028**Deliver a multimedia presentation.**

Definition

Delivery should include

- demonstrating principles of effective communication
- coordinating verbal delivery with multimedia presentation
- using presentation skills to enhance effectiveness of delivery
- adhering to a planned timeframe
- wearing appropriate, teacher-specified attire
- answering questions effectively.

Related Standards of Learning

English**10.1**

The student will participate in, collaborate in, and report on small-group learning activities.

- a. Assume responsibility for specific group tasks.
- b. Collaborate in the preparation or summary of the group activity.
- c. Include all group members in oral presentation.
- d. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

- e. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
- f. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g. Access, critically evaluate, and use information accurately to solve problems.
- h. Evaluate one's own role in preparation and delivery of oral reports.
 - i. Use a variety of strategies to listen actively.
 - j. Analyze and interpret others' presentations.
- k. Evaluate effectiveness of group process in preparation and delivery of oral reports.

11.1

The student will make informative and persuasive presentations.

- a. Gather and organize evidence to support a position.
- b. Present evidence clearly and convincingly.
- c. Address counterclaims.
- d. Support and defend ideas in public forums.
- e. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f. Monitor listening and use a variety of active listening strategies to make evaluations.
- g. Use presentation technology.
- h. Collaborate and report on small-group learning activities.

12.1

The student will make a formal oral presentation in a group or individually.

- a. Choose the purpose of the presentation.
- b. Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
- c. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
- d. Use media, visual literacy, and technology skills to create and support the presentation.
- e. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f. Collaborate and report on small-group learning activities.
- g. Evaluate formal presentations including personal, digital, visual, textual, and technological.
- h. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
- i. Critique effectiveness of presentations.

FBLA Competitive Events and Activities Areas

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| 3D Animation |
| American Enterprise Project |

Banking and Financial Systems**Business Ethics****Business Financial Plan****Business Plan****Client Service**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Community Service Project**Computer Game & Simulation Programming****Desktop Application Programming****Digital Video Production****E-Business****Emerging Business Issues**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Entrepreneurship

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Future Business Leader**Global Business**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Graphic Design

Help Desk**Introduction to Business Presentation****Job Interview****Management Decision Making**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Mobile Application Development**Network Design****Parliamentary Procedure (Dorothy L. Travis Award)****Partnership with Business Project****Public Service Announcement****Public Speaking I****Public Speaking II****Publication Design****Sales Presentation****Social Media Campaign****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[3.069] PowerPoint 2010: Beginner Skills—E-Learning Module 2
[Finalizing and Delivering a Presentation](#)

[4.047] PowerPoint 2010: Plan a Presentation—Lesson 7
[PowerPoint Lesson Plan: Plan a Presentation](#)

[5.115] PowerPoint 2010 Secondary Schools: Lesson 7
[Animations and Transitions \(project\)](#)

Task Number 029

Critique a multimedia presentation to determine whether it meets the designated guidelines.

Definition

Critique should determine whether

- audience and purpose were effectively addressed
- medium of delivery was appropriate and used effectively
- content was clear and concise
- content was delivered effectively
- length of presentation was appropriate
- elements of design were applied effectively.

FBLA Competitive Events and Activities Areas

3D Animation

American Enterprise Project

Banking and Financial Systems

Business Ethics

Business Financial Plan

Business Plan**Client Service**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Community Service Project**Computer Game & Simulation Programming****Desktop Application Programming****Digital Video Production****E-Business****Emerging Business Issues**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Entrepreneurship

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Future Business Leader**Global Business**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Graphic Design**Help Desk****Introduction to Business Presentation****Job Interview**

Management Decision Making

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Management Information Systems

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Marketing

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Mobile Application Development**Network Design****Parliamentary Procedure (Dorothy L. Travis Award)****Partnership with Business Project****Public Speaking I****Public Speaking II****Publication Design****Sales Presentation****Social Media Campaign****Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Designing and Creating Websites

Task Number 030

Evaluate the methods of creating websites.

Definition

Evaluation should include

- identifying website design software, text editing software, content management systems, and programming languages that may be used to create web pages
- reviewing the features of the programs and languages
- comparing design software and programming languages
- formatting with cascading style sheets
- analyzing changes over time to adhere to current web coding standards
- reviewing role of HTML, CSS, and JavaScript in current website design
- examining the effect of mobile devices on the web design industry.

Related Standards of Learning

English

10.5

The student will read, interpret, analyze, and evaluate nonfiction texts.

- a. Identify text organization and structure.
- b. Recognize an author's intended audience and purpose for writing.
- c. Skim manuals or informational sources to locate information.
- d. Compare and contrast informational texts.
- e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support as evidence.
- g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h. Use reading strategies throughout the reading process to monitor comprehension.

11.5

The student will read and analyze a variety of nonfiction texts.

- a. Use information from texts to clarify understanding of concepts.
- b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.

- c. Generalize ideas from selections to make predictions about other texts.
- d. Draw conclusions and make inferences about explicit and implied information, using textual support.
- e. Analyze two or more texts addressing the same topic to identify authors' purposes and determine how authors reach similar or different conclusions.
- f. Identify false premises in persuasive writing.
- g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions before, during, and after reading texts.

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The student will read and analyze a variety of nonfiction texts.

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- b. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
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- d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e. Identify false premises in persuasive writing.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support.

Common Career Technical Core

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

FBLA Competitive Events and Activities Areas

Introduction to Information Technology

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[2.015] Microsoft Digital Literacy: Internet and the World Wide Web—Lesson 4
[Other Methods of Communicating on the Internet](#)

[4.034] Expression Web 4: Understanding Microsoft Expression Web 4—Lesson 1
[Expression Web Lesson Plan: Understanding Microsoft Expression Web 4](#)

[5.091] Expressions Web 4 Higher Education: Lesson 1—Exercise 1
[Web Design Assistant \(project\)](#)

[5.092] Expressions Web 4 Higher Education: Lesson 1—Project 1
[Web Design Company \(project\)](#)

Task Number 031

Apply structural requirements (information architecture) for development of a website.

Definition

Application should include

- creating a storyboard/wireframe
- developing a navigational method
- establishing a homepage
- choosing content
- choosing appropriate graphics
- creating layouts suitable for commonly used devices (e.g., mobile phone, tablet)
- citing sources.

Common Career Technical Core

IT-WD2

Apply the design and development process to produce user-focused Web and digital communications solutions.

IT-WD4

Demonstrate the effective use of tools for digital communication production, development and project management.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Introduction to Information Technology

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[4.035] Expression Web 4: Adjusting the Workspace—Lesson 2

[Expression Web Lesson Plan: Adjusting the Workspace](#)

[5.095] Expressions Web 4 Higher Education: Lesson 3—Exercise 1

[Formatting Web Pages \(project\)](#)

[5.096] Expressions Web 4 Higher Education: Lesson 3—Project 1

[Creating and Formatting Web Pages \(project\)](#)

Task Number 032

Create a website, using design software or a programming language.

Definition

Task performance should include implementing the structural requirements by using a software program and/or programming language for web page creation.

Common Career Technical Core

IT-WD2

Apply the design and development process to produce user-focused Web and digital communications solutions.

FBLA Competitive Events and Activities Areas

Desktop Application Programming

Electronic Career Portfolio

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[4.036] Expression Web 4: Getting Started with Microsoft Expressions—Lesson 3
[Expression Web Lesson Plan: Getting Started with Microsoft Expressions](#)

[5.095] Expressions Web 4 Higher Education: Lesson 3—Exercise 1
[Formatting Web Pages \(project\)](#)

[5.096] Expressions Web 4 Higher Education: Lesson 3—Project 1
[Creating and Formatting Web Pages \(project\)](#)

Task Number 033**Apply website design features.**

Definition

Application should include using current trends to enhance the design.

Common Career Technical Core

IT-WD2

Apply the design and development process to produce user-focused Web and digital communications solutions.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio**Web Site Design**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[4.036] Expression Web 4: Getting Started with Microsoft Expressions—Lesson 3
[Expression Web Lesson Plan: Getting Started with Microsoft Expressions](#)

[5.095] Expressions Web 4 Higher Education: Lesson 3—Exercise 1
[Formatting Web Pages \(project\)](#)

[5.096] Expressions Web 4 Higher Education: Lesson 3—Project 1
[Creating and Formatting Web Pages \(project\)](#)

Task Number 034

Create hyperlinks.

Definition

Task performance should include

- internal page and site links
- external links to other URLs
- e-mail links
- hotspot/image map links.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[4.038] Expression Web 4: Using Hyperlinks on a Webpage—Lesson 5
[Expression Web Lesson Plan: Using Hyperlinks on a Webpage](#)

[5.099] Expressions Web 4 Higher Education: Lesson 5—Exercise 1
[Hyperlinks \(project\)](#)

Task Number 035

Proofread and edit a website.

Definition

Task performance should include

- proofreading and editing content for accuracy, clarity, and correctness
- reviewing pages for desired formatting and layout
- reviewing pages for functionality
- validating the language/code used.

Related Standards of Learning

English

10.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Distinguish between active and passive voice.
- b. Apply rules governing use of the colon.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Analyze the writing of others.
- f. Describe how the author accomplishes the intended purpose of a piece of writing.
- g. Suggest how writing might be improved.
- h. Proofread and edit final product for intended audience and purpose.

11.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- b. Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c. Distinguish between active and passive voice.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f. Proofread and edit writing for intended audience and purpose.

12.7

The student will write, revise, and edit writing.

- a. Edit, proofread, and prepare writing for intended audience and purpose.
- b. Apply grammatical conventions to edit writing for correct use of language, spelling,

- punctuation, and capitalization.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[4.036] Expression Web 4: Getting Started with Microsoft Expressions—Lesson 3
[Expression Web Lesson Plan: Getting Started with Microsoft Expressions](#)

[5.095] Expressions Web 4 Higher Education: Lesson 3—Exercise 1
[Formatting Web Pages \(project\)](#)

[5.096] Expressions Web 4 Higher Education: Lesson 3—Project 1
[Creating and Formatting Web Pages \(project\)](#)

Task Number 036

Test a website.

Definition

Testing should include

- viewing through multiple browsers to ensure page elements display as intended (e.g., colors, fonts, animation, graphics)
- reviewing pages for broken links and/or unlinked objects
- viewing on various devices with Internet connectivity (e.g., mobile phone, tablet)
- accessing web pages via connections of various speeds to ensure pages load quickly.

Common Career Technical Core

IT-WD7

Evaluate the functionality of a digital communication product using industry

accepted techniques and metrics.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Task Number 037

Explain or demonstrate publishing, updating, and maintaining a website.

Definition

Explanation or demonstration should include

- selecting the host for the website
- explaining/demonstrating the procedure for publishing the website
- outlining the importance of and explaining/demonstrating the procedure for updating and maintaining the website.

Common Career Technical Core

IT-WD5

Develop, administer and maintain Web applications.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Task Number 038

Describe methods and tools used in digital marketing.

Definition

Description should include

- registering with search engines
- identifying factors that detract from search engine optimization (SEO)
- investing in paid search advertising
- posting hyperlinks from other sites
- posting banner ads on other sites
- sending electronic group announcements
- promoting through social media
- launching content marketing and mailing lists
- using analytics to test effectiveness of advertising techniques.

FBLA Competitive Events and Activities Areas

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|--|
| Introduction to Information Technology |
| Web Site Design The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook. |

Task Number 039

Compare content management systems commonly used in the business world.

Definition

Comparison should include popular content management systems (CMS) for web development (e.g., Explorer, Drupal, Joomla, WordPress) and address components such as ease of use for non-technical users, security issues, and technical capabilities.

Exploring Legal and Ethical Issues

Task Number 040

Explore security issues related to computer and Internet technology.

Definition

Exploration should include

- awareness training
- privacy settings
- firewalls
- password protection
- data encryption
- viruses
- hacking
- cyberstalking
- cyberbullying
- software piracy
- identity theft
- hardware theft.

Related Standards of Learning

| |
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| English |
|----------------|

10.5

The student will read, interpret, analyze, and evaluate nonfiction texts.

- Identify text organization and structure.
- Recognize an author's intended audience and purpose for writing.
- Skim manuals or informational sources to locate information.
- Compare and contrast informational texts.
- Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- Draw conclusions and make inferences about explicit and implied information, using textual support as evidence.
- Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- Use reading strategies throughout the reading process to monitor comprehension.

11.5

The student will read and analyze a variety of nonfiction texts.

- a. Use information from texts to clarify understanding of concepts.
- b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
- c. Generalize ideas from selections to make predictions about other texts.
- d. Draw conclusions and make inferences about explicit and implied information, using textual support.
- e. Analyze two or more texts addressing the same topic to identify authors' purposes and determine how authors reach similar or different conclusions.
- f. Identify false premises in persuasive writing.
- g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions before, during, and after reading texts.

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- e. Identify false premises in persuasive writing.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support.

Common Career Technical Core

IT10

Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

IT4

Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

IT8

Recognize and analyze potential IT security threats to develop and maintain security requirements.

FBLA Competitive Events and Activities Areas

Cyber Security

Microsoft IT Academy Resources

[2.023] Microsoft Digital Literacy: Computer Security and Privacy
Computer Security and Privacy–Entire Course

Task Number 041

Describe copyright issues and laws related to creating graphic design, multimedia, and website design projects.

Definition

Task performance should include

- explaining copyright issues, including the reasons for copyright laws and the importance of compliance with them
- identifying copyright issues and laws pertaining to elements used in projects
- citing examples of copyright infringement
- explaining the consequences of illegal use of copyrighted elements
- describing methods for obtaining permission to use copyrighted elements
- describing methods for adhering to copyright laws when using elements from other sources
- maintaining documentation of permissions granted for use of copyrighted elements
- explaining *free use* or *open use*.

Related Standards of Learning

History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. planning inquiries by synthesizing information from diverse primary and secondary sources;
- b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c. comparing and contrasting historical, cultural, economic, and political perspectives;
- d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;

- e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
- f. explaining how cause-and-effect relationships impact political and economic events;
- g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i. applying civic virtues and democratic principles to make collaborative decisions; and
- j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

| |
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| English |
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10.8

The student will collect, evaluate, organize, and present information to create a research product.

- a. Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- b. Develop the central idea or focus.
- c. Verify the accuracy, validity, and usefulness of information.
- d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- e. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

11.8

The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Narrow a topic and develop a plan for research.
- c. Collect information to support a thesis.
- d. Critically evaluate quality, accuracy, and validity of information.
- e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- f. Synthesize and present information in a logical sequence.
- g. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h. Revise writing for clarity of content, accuracy, and depth of information.
- i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

- j. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

12.8

The student will write documented research papers.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- c. Critically evaluate the accuracy, quality, and validity of the information.
- d. Synthesize information to support the thesis and present information in a logical manner.
- e. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f. Revise writing for clarity, depth of information, and technique of presentation.
- g. Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
- h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Common Career Technical Core

IT-WD10

Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

IT4

Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

FBLA Competitive Events and Activities Areas

Business Presentation

Desktop Publishing

Digital Design & Promotion

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[2.028] Microsoft Digital Literacy: Computer Security and Privacy—Lesson 5
Computer Ethics

Task Number 042

Identify situations in which use of elements in projects is legal but may be unethical/inappropriate.

Definition

Identification should include

- distinguishing between legal and ethical use of elements
- citing examples of unethical use of elements (e.g., “partial” plagiarism, questionable content).

Related Standards of Learning

History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. planning inquiries by synthesizing information from diverse primary and secondary sources;
- b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c. comparing and contrasting historical, cultural, economic, and political perspectives;
- d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
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- g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
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- j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

English**10.5**

The student will read, interpret, analyze, and evaluate nonfiction texts.

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- b. Recognize an author's intended audience and purpose for writing.
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- g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h. Use reading strategies throughout the reading process to monitor comprehension.

10.8

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11.5

The student will read and analyze a variety of nonfiction texts.

- a. Use information from texts to clarify understanding of concepts.
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- f. Identify false premises in persuasive writing.
- g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

- h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions before, during, and after reading texts.

11.8

The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Narrow a topic and develop a plan for research.
- c. Collect information to support a thesis.
- d. Critically evaluate quality, accuracy, and validity of information.
- e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- f. Synthesize and present information in a logical sequence.
- g. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h. Revise writing for clarity of content, accuracy, and depth of information.
 - i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
 - j. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

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- d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e. Identify false premises in persuasive writing.
- f. Draw conclusions and make inferences about explicit and implied information, using textual support.

12.8

The student will write documented research papers.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- c. Critically evaluate the accuracy, quality, and validity of the information.
- d. Synthesize information to support the thesis and present information in a logical manner.
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- documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f. Revise writing for clarity, depth of information, and technique of presentation.
 - g. Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
 - h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Common Career Technical Core

IT-WD10

Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

IT4

Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

FBLA Competitive Events and Activities Areas

Business Presentation

Desktop Publishing

Digital Design & Promotion

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[2.028] Microsoft Digital Literacy: Computer Security and Privacy—Lesson 5
[Computer Ethics](#)

Task Number 043

Describe licensing agreements associated with software usage.

Definition

Description should include

- explaining licensing agreements, including the reasons for their existence and the importance of compliance
- describing methods to ensure compliance with licensing agreements when using software.

Related Standards of Learning

History and Social Science

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- describing the provision of government goods and services that are not readily produced by the market;
- describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
- investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- analyzing how Congress can use fiscal policy to stabilize the economy;
- describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
- evaluating the trade-offs in government decisions.

Common Career Technical Core

IT-WD10

Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

FBLA Competitive Events and Activities Areas

Business Presentation

Desktop Publishing

Digital Design & Promotion

Web Site Design

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Microsoft IT Academy Resources

[2.028] Microsoft Digital Literacy: Computer Security and Privacy—Lesson 5
[Computer Ethics](#)

[2.053] Get started with Microsoft Certification
[Get started with Microsoft Certification Web Page](#)

[2.054] Getting Started with Certification FAQ
[Getting Started with Certification FAQ Web page](#)

[2.055] Microsoft Certification Tutorial
[Microsoft Certification Tutorial Snackbox video](#)

Preparing for Industry Certification

Task Number 044

Describe the process and requirements for obtaining industry certifications related to the Design, Multimedia, and Web Technologies course.

Definition

The description should include a list of industry certifications related to the Design, Multimedia, and Web Technologies course and the process/requirements for obtaining the certifications from

- official websites of the testing organization/vendor
- materials from publishers that have developed practice materials and tests based on information from the testing organization/vendor
- information from certified instructors or industry-certified professionals
- information from the Virginia Department of Education's *Administrative Planning Guide*
- information in the "Introduction/Course Description" section of this document.

Related Standards of Learning

History and Social Science

GOVT.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. planning inquiries by synthesizing information from diverse primary and secondary sources;
- b. analyzing how political and economic trends influence public policy, using demographic information and other data sources;
- c. comparing and contrasting historical, cultural, economic, and political perspectives;
- d. evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
- e. constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;
- f. explaining how cause-and-effect relationships impact political and economic events;
- g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
- h. using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
- i. applying civic virtues and democratic principles to make collaborative decisions; and

- j. communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

GOVT.15

The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- a. describing the provision of government goods and services that are not readily produced by the market;
- b. describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
- c. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- d. analyzing how Congress can use fiscal policy to stabilize the economy;
- e. describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
- f. evaluating the trade-offs in government decisions.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Job Interview

Microsoft IT Academy Resources

[2.053] Get started with Microsoft Certification

[Get started with Microsoft Certification Web Page](#)

[2.054] Getting Started with Certification FAQ

[Getting Started with Certification FAQ Web page](#)

[2.055] Microsoft Certification Tutorial

[Microsoft Certification Tutorial Snackbox video](#)

Task Number 045

Identify testing skills/strategies for a certification examination.

Definition

The identification of testing skills and strategies should be undertaken by

- conducting an Internet research project
- reviewing materials from exam and practice-exam publishers
- interviewing certified instructors and/or industry-certified professionals.

FBLA Competitive Events and Activities Areas

Computer Applications

Database Design & Applications

Electronic Career Portfolio

Job Interview

Spreadsheet Applications

Word Processing

Microsoft IT Academy Resources

[2.054] Getting Started with Certification FAQ

[Getting Started with Certification FAQ Web page](#)

[2.056] Microsoft Certification Exam Demo

[Microsoft Certification Exam Demo Snackbox video](#)

[2.057] Microsoft Certification Exam Demo–New Innovative Item Types

[New Innovative Item Types Snackbox video](#)

Task Number 046

Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams).

Definition

The demonstration should include successfully completing practice examinations for selected

certifications related to the course obtained from vendor sites and/or materials from publishers. The level of performance on a practice examination serves as a gauge of the applicant's readiness for formal industry testing.

FBLA Competitive Events and Activities Areas

Computer Applications

Database Design & Applications

Electronic Career Portfolio

Job Interview

Spreadsheet Applications

Word Processing

Microsoft IT Academy Resources

[2.052] Microsoft Learning: Test Your Knowledge

[Test Your Knowledge Web Site](#)

[2.056] Microsoft Certification Exam Demo

[Microsoft Certification Exam Demo Snackbox video](#)

Task Number 047

Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI).

Definition

The successful completion of an industry certification examination will be achieved when the student applicant earns an examination score deemed "passing" by the testing organization. Qualifying examinations are those currently approved at the state level as representative of Design, Multimedia, and Web Technologies skills. (These may be found in the Virginia Department of Education's [Administrative Planning Guide](#).)

Students should be encouraged to attain industry certification and create an electronic portfolio as evidence of their design, multimedia, and web technologies skill level and general employability.

FBLA Competitive Events and Activities Areas

Computer Applications

Database Design & Applications

Electronic Career Portfolio

Job Interview

Spreadsheet Applications

Word Processing

Microsoft IT Academy Resources

[2.052] Microsoft Learning: Test Your Knowledge
[Test Your Knowledge Web Site](#)

Developing Employability Skills

Task Number 048

Explore careers in the graphic design, multimedia, and website design fields.

Definition

Exploration should result in a list of relevant job titles and should include the

- preparation required for each
- opportunities for advancement
- employment trends in the field.

Students should use job databanks and match their abilities, aptitudes, and job expectations with industry standards. Many websites offer career exploration resources, including the Virginia Department of Education's Career Planning Guide, located at www.cterresource.org/cpg.

Related Standards of Learning

English

10.8

The student will collect, evaluate, organize, and present information to create a research product.

- a. Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- b. Develop the central idea or focus.
- c. Verify the accuracy, validity, and usefulness of information.
- d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- e. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

11.8

The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Narrow a topic and develop a plan for research.
- c. Collect information to support a thesis.
- d. Critically evaluate quality, accuracy, and validity of information.
- e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- f. Synthesize and present information in a logical sequence.
- g. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h. Revise writing for clarity of content, accuracy, and depth of information.
- i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
- j. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

12.8

The student will write documented research papers.

- a. Use technology as a tool to research, organize, evaluate, and communicate information.
- b. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- c. Critically evaluate the accuracy, quality, and validity of the information.
- d. Synthesize information to support the thesis and present information in a logical manner.
- e. Cite sources for both quoted and paraphrased ideas, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f. Revise writing for clarity, depth of information, and technique of presentation.
- g. Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
- h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Job Interview

Microsoft IT Academy Resources

[2.035] Microsoft Digital Literacy: Digital Lifestyles—Lesson 6

Digital Technology and Career Opportunities

[2.058] Student Career Portal—Get Started
Get Started Web Page

Task Number 049

Investigate uses of graphic design, multimedia, and web technologies in business and industry.

Definition

Investigation should include

- listing common uses of graphic design, multimedia, and web technologies within business and industry
- describing the benefits of graphic design and/or multimedia presentation tools over other tools
- citing several business scenarios that illustrate the benefits of graphic design and/or multimedia presentation tools
- describing the advantages of interactive websites to business and industry and individuals
- understanding the importance of creating websites that operate properly on mobile devices and tablets.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Job Interview

Task Number 050

Investigate new and emerging trends in design, multimedia, and web technologies, including digital technologies.

Definition

Investigation should use a variety of current, credible sources (e.g., books, periodicals, Internet) to generate a report summarizing the trends.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio**Emerging Business Issues**

The topic for this event changes from year to year. The annual topic may or may not correlate with this particular course. Please refer to the current Virginia FBLA State Handbook.

Job Interview

Task Number 051

Create or update a résumé.

Definition

Résumé should include

- contact information
- educational background
- work experience
- honors, awards, and certifications
- membership in organization and/or community activities, leadership positions held, and community service
- skills and qualifications.

Students should explain the importance of keeping a résumé current and updated to reflect experience and education even if they are not currently involved in a job search.

Related Standards of Learning

English**10.6**

The student will develop a variety of writings to persuade, interpret, analyze, and evaluate, with an emphasis on exposition and analysis.

- a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b. Synthesize information to support a thesis.
- c. Elaborate ideas clearly through word choice and vivid description.
- d. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
- e. Organize ideas into a logical sequence, using transitions.
- f. Revise writing for clarity of content, accuracy, and depth of information.
- g. Use computer technology to plan, draft, revise, edit, and publish writing.

10.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Distinguish between active and passive voice.
- b. Apply rules governing use of the colon.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Analyze the writing of others.
- f. Describe how the author accomplishes the intended purpose of a piece of writing.
- g. Suggest how writing might be improved.
- h. Proofread and edit final product for intended audience and purpose.

11.6

The student will write in a variety of forms, with an emphasis on persuasion.

- a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b. Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c. Organize ideas in a sustained and logical manner.
- d. Clarify and defend position with precise and relevant evidence, elaborating ideas clearly and accurately.
- e. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- f. Revise writing for clarity of content, accuracy, and depth of information.
- g. Use computer technology to plan, draft, revise, edit, and publish writing.
- h. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

11.7

The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- b. Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c. Distinguish between active and passive voice.
- d. Differentiate between in-text citations and works cited on the bibliography page.
- e. Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f. Proofread and edit writing for intended audience and purpose.

12.6

The student will develop expository and informational, analytical, and persuasive/argumentative writings.

- a. Generate, gather, and organize ideas for writing to address a specific audience and

- purpose.
- b. Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
 - c. Clarify and defend a position with precise and relevant evidence.
 - d. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - e. Use a variety of rhetorical strategies to accomplish a specific purpose.
 - f. Create arguments free of errors in logic and externally supported.
 - g. Revise writing for clarity of content, depth of information, and technique of presentation.
 - h. Use computer technology to plan, draft, revise, edit, and publish writing.

12.7

The student will write, revise, and edit writing.

- a. Edit, proofread, and prepare writing for intended audience and purpose.
- b. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

FBLA Competitive Events and Activities Areas

Future Business Leader

Job Interview

Word Processing

Microsoft IT Academy Resources

[2.040] Writing a Great Résumé by Using Microsoft Office Word 2007—Lesson 1
[Creating a Great Résumé](#)

[2.041] Writing a Great Résumé by Using Microsoft Office Word 2007—Lesson 2
[Types of Résumés](#)

[2.042] Writing a Great Résumé by Using Microsoft Office Word 2007—Lesson 3
[Using Templates from Microsoft Office Online](#)

[2.043] Writing a Great Résumé by Using Microsoft Office Word 2007—Lesson 4
[Creating a Résumé in Word 2007](#)

Task Number 052

Create a professional, electronic portfolio.

Definition

Electronic portfolio should include a résumé and a variety of graphic design documents and projects, multimedia projects, and website projects that are representative of the student's knowledge, skills, and abilities.

FBLA Competitive Events and Activities Areas

Electronic Career Portfolio

Job Interview

Task Number 053

Describe basic employment activities.

Definition

Description should include

- completion of a printed job application form with attention to completeness, correctness, and legibility
- completion of an online job application form addressing electronic-specific concerns, such as inclusion of keywords and attention to security issues
- interviewing techniques, including preparation, attire, and demeanor
- creation of an interview follow-up letter, with focus on format, content, and prompt delivery of letter
- evaluation of self-performance, including quality of work, achievement of goals, compliance with expectations, personal development plan, and effectiveness of communications
- resignation from a job, following accepted standards for method, timing, and delivery
- participation in an exit interview, including what and what not to say.

FBLA Competitive Events and Activities Areas

Job Interview

Task Number 054

Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.

Definition

Barriers should include unlawful discrimination in hiring or promoting with regard to a person's race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or disability. Ways to overcome the barriers should include scholarships, job-training programs, mentorships, internships, and minority assistance programs.

FBLA Competitive Events and Activities Areas

| |
|------------------------------------|
| Business Law |
| Electronic Career Portfolio |
| Job Interview |

SOL Correlation by Task

| | | |
|-----|---|---|
| 001 | Compare word processing, graphic design, multimedia creation, and web page creation. | English: 10.2, 10.5, 11.2, 11.5, 12.2, 12.5 |
| 002 | Evaluate operating systems and hardware for compatibility with common software applications. | Mathematics: G.1, COM.8, COM.11 |
| 003 | Evaluate software used in graphic design, multimedia creation, and web page creation. | English: 10.2, 11.2, 12.2 |
| 004 | Use technical support to resolve problems encountered during the creation of digital projects. | |
| 005 | Apply appropriate method to back up files. | |
| 006 | Identify project-management components. | |
| 007 | Plan an effective design for a project. | |
| 008 | Apply principles of design, layout, and typography appropriate for a project. | |
| 009 | Enhance appearance of a project. | |
| 010 | Create original content for a digitally designed project. | |
| 011 | Demonstrate proofing skills through use of online tools and individual critiquing to check for format, style, correctness, and clarity. | English: 10.7, 11.7, 12.7 |
| 012 | Import text, graphics, tables, and charts for use in a print or graphic design project. | |
| 013 | Use time-saving features of print and/or graphic design programs. | |
| 014 | Create documents utilizing a variety of layouts including multiple columns, pages, and element positions. | |
| 015 | Create a variety of print materials. | |
| 016 | Create a document in a format appropriate for electronic distribution. | |
| 017 | Convert a print document to digital format through scanning. | |
| 018 | Critique a project to determine whether it meets the designated guidelines. | |
| 019 | Identify the components of an effective multimedia project. | |
| 020 | Create a multimedia project. | |
| 021 | Use master slides, templates, and/or themes. | |
| 022 | Create an object, using graphic design software. | |
| 023 | Incorporate charts, graphs, and/or tables into a multimedia project. | |

| | | |
|-----|---|---|
| 024 | Enhance a multimedia project with advanced features. | |
| 025 | Incorporate elements from other sources into a multimedia project. | Mathematics: COM.1, COM.8 |
| 026 | Edit a multimedia project. | English: 10.7, 11.7, 12.7 |
| 027 | Create handouts and/or other visuals for a multimedia presentation. | |
| 028 | Deliver a multimedia presentation. | English: 10.1, 11.1, 12.1 |
| 029 | Critique a multimedia presentation to determine whether it meets the designated guidelines. | |
| 030 | Evaluate the methods of creating websites. | English: 10.5, 11.5, 12.5 |
| 031 | Apply structural requirements (information architecture) for development of a website. | |
| 032 | Create a website, using design software or a programming language. | |
| 033 | Apply website design features. | |
| 034 | Create hyperlinks. | |
| 035 | Proofread and edit a website. | English: 10.7, 11.7, 12.7 |
| 036 | Test a website. | |
| 037 | Explain or demonstrate publishing, updating, and maintaining a website. | |
| 038 | Describe methods and tools used in digital marketing. | |
| 039 | Compare content management systems commonly used in the business world. | |
| 040 | Explore security issues related to computer and Internet technology. | English: 10.5, 11.5, 12.5 |
| 041 | Describe copyright issues and laws related to creating graphic design, multimedia, and website design projects. | English: 10.8, 11.8, 12.8 History and Social Science: GOVT.1 |
| 042 | Identify situations in which use of elements in projects is legal but may be unethical/inappropriate. | English: 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: GOVT.1 |
| 043 | Describe licensing agreements associated with software usage. | History and Social Science: GOVT.15 |
| 044 | Describe the process and requirements for obtaining industry certifications related to the Design, Multimedia, and Web Technologies course. | History and Social Science: GOVT.1, |

| | | |
|-----|---|---|
| | | GOVT.15 |
| 045 | Identify testing skills/strategies for a certification examination. | |
| 046 | Demonstrate ability to successfully complete selected practice examinations (e.g., practice questions similar to those on certification exams). | |
| 047 | Successfully complete an industry certification examination representative of skills learned in this course (e.g., MOS, IC3, NOCTI). | |
| 048 | Explore careers in the graphic design, multimedia, and website design fields. | English: 10.8, 11.8, 12.8 |
| 049 | Investigate uses of graphic design, multimedia, and web technologies in business and industry. | |
| 050 | Investigate new and emerging trends in design, multimedia, and web technologies, including digital technologies. | |
| 051 | Create or update a résumé. | English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| 052 | Create a professional, electronic portfolio. | |
| 053 | Describe basic employment activities. | |
| 054 | Identify potential employment barriers for nontraditional groups and ways to overcome the barriers. | |

Instructional Scenarios

Selecting Computer Hardware and Software for a Desktop Multimedia Company

Duty/Concept Area: Demonstrating Knowledge of Hardware, Software, and Operating Systems

You wish to start up your own desktop multimedia company. You need to decide which computer system, application software, and peripherals you need to meet your customers' needs. You will prepare a multimedia presentation/project to communicate your findings to the advisory council of your company.

Big Question: What are the specific technological needs of your company?

Focus Questions:

1. How would your company's budget affect the types of computer hardware and software you purchase?
2. How would the size of your company affect your choices for purchase?
3. What are the specific components that you want to include in your computer system? (Initially, make the system a "dream" system.)
4. Who are three different vendors and what are their prices for the computer system you selected?
5. How might you incorporate tables and/or charts to display your findings?
6. What are your options in the used-equipment market?
7. How would your selection of software drive your selection of appropriate hardware?

Project-Based Assessment:

A multimedia presentation/project that includes the specifications for a computer system, application software, and peripherals with prices from at least three vendors. The presentation should include a recommendation with a rationale for the hardware and software that will best meet the needs of the start-up company.

Developing a Marketing Campaign for an Advertising Agency

Duty/Concept Area: Applying Principles of Layout and Design

As an employee in an advertising agency, you have been given the task of developing a marketing campaign for the coming season. You will need to consider the needs and attitudes of your customer base in developing promotional materials, which may include flyers, catalogs, press releases, and web materials.

In the first phase of the task, you will analyze a wide range of media examples, comparing and contrasting to identify design elements and their relationship to your target audience.

In the second phase of the task, you will develop publications for your marketing campaign that reflect a focus on the target audience.

Big Question: What elements of layout and design in the various media address audience and purpose?

Focus Questions:

Phase I

1. Who is the target audience of your assembled publications?
2. What examples of use of contrast are included in your publications?
3. What examples of repetition in font, color, and other elements do you find in your publications?
4. What examples of use of proximity do you find in your publications?
5. What examples of use of creative alignment do you find in your publications?

Phase II

1. Who is the target audience of your project?
2. How have you matched design elements to your target audience?

Project-Based Assessment:

Promotional publications to be used in the marketing campaign for the coming season (flyers, catalogs, press releases, and web materials), addressing the target audience. The media used must incorporate effective principles of layout and design and be error-free and ready for publication.

Creating a Travel Brochure

Duty/Concept Area: Designing and Creating Graphic Design Projects

You have recently been employed at CTE Travel Agency. Your supervisor has asked you to create a tri-fold brochure advertising an out-of-state vacation destination. You must utilize a style sheet and master page to organize and control your design.

Big Question: How would you incorporate the elements of design to inform your audience about the destination?

Focus Questions:

1. How would you effectively incorporate the following essential items: lodging options, trip highlights, special programs or events, weather, operating hours, and directions/maps?
2. How will you incorporate graphics to enhance your brochure?
3. What are the elements on your style sheet? Be specific with your text and color definitions.
4. What original tables and charts might you include to communicate content?

Project-Based Assessment:

An attractive, eye-catching tri-fold brochure that includes essential information about the vacation destination. A style sheet and master page must be used to organize and control the design. The brochure must incorporate principles of layout and design effectively and be error-free and ready for publication, including appropriate specifications.

Creating a Multimedia Presentation to Promote a Class Trip

Duty/Concept Area: Designing and Creating Multimedia Presentations/Projects

You are working at your school's TV station. You have been asked to create a multimedia presentation/project for broadcast, promoting an overnight class trip. Your overnight trip will be to the destination profiled in the brochure you created for the CTE Travel Agency.

Big Question: How will you make an effective presentation that is interesting and appealing to your peers?

Focus Questions:

1. What topics and information will you include in the multimedia presentation?
2. What software will you use to develop the presentation?
3. How will you use graphical elements to enhance the presentation?
4. What audio or video elements might be used to add interest to the presentation?
5. How will you evaluate the effectiveness of the presentation?

Project-Based Assessment:

An effective multimedia presentation/project that is error-free and ready for broadcast, appeals to the target audience, and includes essential information about an overnight class trip.

Creating a Digital Portfolio

Duty/Concept Area: Designing and Creating Websites

You are preparing to enter the job market and are preparing a digital portfolio of your print and graphic designs, multimedia presentation/projects, and web pages. You have decided to prepare a master website with links to all of the work in your portfolio.

Big Question: How will you design your website to have maximum appeal to a potential employer?

Focus Questions:

1. How will you decide which publications to include in order to highlight your strengths?
2. How will you organize your website?
3. How will you ensure that potential employers can easily navigate your website?
4. How will you use elements of layout and design to make your website appealing to potential employers?

Assessment Guidelines:

- Content: pages contain appropriate titles, and structure of the site is logical.
- Page layout: each page demonstrates careful thought about the order in which information is presented.
- Graphics: pages contain appropriate graphics, including appropriate backgrounds and simple layout.

- Navigation: major section headings are clear and easy to understand. Links are logical and easily followed. Index page links to all pages within the site, and all links work properly.
- Design: the pages are well organized and include tables and/or bulleted lists, horizontal rules, and paragraphs.
- Information: information is creatively written and error-free.
- Advanced features: site incorporates advanced features.

Project-Based Assessment:

A professional website that includes functioning links to all of the work in the portfolio and is error-free.

Creating a Publication/Multimedia Presentation

Duty/Concept Area: Exploring Legal and Ethical Issues

Your school's media specialist has asked you to create a publication or multimedia presentation/project to inform new students of the school's copyright, licensing, and acceptable use policies addressing legal and ethical constraints.

Big Question: How will you design your publication or multimedia presentation/project to meet the specifications outlined by your school's media specialist?

Focus Questions:

1. How will you address the school's fair use policies in your product?
2. How will you address software-licensing agreements?
3. How will you address electronic clip art restrictions?
4. What software will you use to create your product?
5. How will you incorporate scanned/digitized and audio-visual elements to add interest and appeal to your product?
6. How will you evaluate the effectiveness of the product you create?

Project-Based Assessment:

A professional publication or multimedia presentation/project that includes essential information about the school's copyright, licensing, and acceptable use policies. The product should incorporate essential principles of layout and design and be error free and ready for publication.

Collaborative Lesson Ideas

“Building a Career Wardrobe”

Subjects: Business, English, Marketing, Technology Education

Objectives:

- Identify appropriate dress for a variety of employment-related occasions.
- Develop strategies for effective self-presentation.

Students conduct research on career fashion and produce an insert with articles and photographs for the school newspaper. The students design the insert to contain articles about appropriate dress, interview skills, business correspondence, and effective self-presentation in preparation for a career fair attended by students and employers.

Related Academic Standards of Learning

- *English:* 11.7, 11.9

This lesson plan came from

Virginia Beach City Public Schools
Tallwood High School, 757-474-8555
Pam Acklin, English teacher
Susan Motley, English teacher
Rona Berk, Marketing teacher
David Swanger, Technology Education teacher
Joy Kelly, Marketing teacher
Josephine Turner, Business teacher

“Children’s Read-Along Books”

Subjects: English, Business, Music, Art, Public Speaking, Drama, Special Education

Objectives:

- Recognize the factors that make a culture unique.
- Recognize the universal characteristics of different cultures.
- Create and present original children’s stories of different cultures.

Real-world application:

The development and presentation of folk tales in books, music, drama, and art are invaluable in teaching appreciation of the different cultures that make up a community.

Activities:

- Small groups in English classes (various grades) select a culture for research. They write an original folk tale for elementary school children that reflects the selected culture.
- Students in Design, Multimedia, and Web Technologies class design text and art placement and produce pages for the books that will appeal to an audience of young children.
- Students in Music Theory class research specific musical elements representative of the culture under study. They compose, perform, and audiotape original music to use at the introduction and conclusion of the book.
- Art students create a cover for the book that represents the culture under study and that will appeal to young children.
- Special education students print and bind the books.
- Students in Public Speaking class record the books on tape along with the original music so that children can listen and read along.
- Drama students turn the folk tales into original dramatizations. They perform the plays for younger children to encourage reading and respect for other cultures.

Evaluation of student performance:

Survey of audience (elementary school children and teachers) to determine appeal and suitability of books for young readers

Related Academic Standards of Learning

- *English:* 9.1, 9.2, 10.1, 10.2, 10.3, 10.4, 10.9, 10.11
- *Mathematics:* G.3, COM.2, COM.7, COM.8

This lesson plan came from

Hampton City Schools
 Bethel High School, 757-825-4400
 Rhonda Boyd, TMR (Special Education) teacher
 Helen Cowles, Business teacher
 Diane Garner, Drama teacher
 Sharon Hurwitz, English teacher
 Gloria Smith, Art teacher
 Ralph Snowden, Music teacher
 Lori Wakefield, English teacher

and...

Create a Book Project

Hanover County Public Schools
 Patrick Henry High School, 804-752-6023
 Sallie Bedall, English teacher

Carolyn Bush, Business teacher
Karla Bloom, Special Education teacher
Susan Nester, Special Education teacher
Kevin Trent, Social Studies teacher

Children's Literature

Powhatan County Public Schools
Powhatan High School, 804-598-5710
Kathleen Geyer, English teacher
Gail Timberlake, Work and Family Studies teacher

Children's Chunk Books

Wythe County Public Schools
Fort Chiswell High School, 540-637-3437
Katherine L. Whalen, Chemistry teacher

“A Child's Odyssey”

Subjects: Business, English, Geography, Elementary Geography (Grade 3)

Objectives:

- Create adventure stories and games to reinforce children's knowledge of geography.
- Write for a specific target audience.

Real-world application:

The abilities to learn new skills, to develop teaching/learning materials, and to help others learn new concepts are valuable communication skills regardless of career choice.

Materials needed:

- computer
- scanner
- digital camera
- printing/binding equipment

Activities:

- Following their study of *The Odyssey*, English students write and illustrate a children's adventure story and develop a board game to accompany the tale.
- Geography students create maps to illustrate the story.
- Office Administration students key in the text, scan the illustrations and maps, and print and bind the pages into a book. They produce a cover that includes a photo of participating students.
- The high school students visit a local third-grade class who has recently completed a study of

Greece. The high school students read their stories, lead the children in playing the board game, and help the children trace the adventure on the map.

- After the visit, the local branch of the public library displays the books for community enjoyment.

Evaluation of student performance:

- English students were evaluated on writing style and composition of the books and their dramatic readings of the stories.
- The geography students were evaluated on the overall design of their maps, including scale and accuracy.
- The Office Administration students were evaluated on the production of the books.

Related Academic Standards of Learning

- *English:* 9.2, 9.3, 9.5, 9.6
- *History and Social Science:* WG.1

This lesson plan came from

Virginia Beach City Public Schools
First Colonial High School, 757-496-6711
Debbie Hague, Social Studies teacher
Donna Spence, Business teacher
Sandra Starkey, English teacher

and...

Linkhorn Park Elementary School, 757-437-4895
Bunky Manley, Department Chairman, Grade 3

“Healthy Choices”

Subjects: Biology, Catering, Mathematics, Business

Objective:

- Educate others about the importance of healthy eating and the dangers of high cholesterol and saturated fats in the diet.

Students test the cholesterol levels of a random sampling of students at school and compare them to national statistics for the same age group. They plan and prepare a low-cholesterol, low-fat meal and survey the sample population as to the taste and quality of these foods. As a culminating activity, they prepare a brochure that contains their findings, explains how to read food labels, and discusses the benefits of a low-fat, low-cholesterol diet.

Related Academic Standards of Learning

- *Mathematics:* A.4

- *Science*: BIO.5

This lesson plan came from

Suffolk Public Schools
Nansemond River High School, 804-925-5520
Jacqueline Coppage, Business teacher
Deborah Creekmur, Work and Family Studies teacher
Darlene Lascano, Biology teacher
Nancy Jones, Mathematics teacher

“The Play’s the Thing”

Subjects: Art, Business, Music

Objectives:

- Use desktop publishing software to create advertising materials for a school musical.
- Develop cohesive elements for an advertising campaign based on a theme.

Students are given information about the school musical and create an advertising campaign, including fliers and electronic presentations, to promote the play. Art students collaborate on the project by designing the program for the play.

Related Academic Standards of Learning

- *English*: 11.7

This lesson plan came from

Suffolk Public Schools
Lakeland High School, 757-925-5530
Marsha Martin, Business teacher
Susan B. Rawls, Music teacher

“TRAN-Scripts: A Newsletter for Transition and Employment Information”

Subjects: Business, Education for Employment, Special Education

Objective:

- Develop a professional newsletter that highlights transition and employment opportunities for students with disabilities.

Students create, produce, and distribute a newsletter to increase school system and community awareness of opportunities for students with disabilities. The newsletter focuses on student and business involvement in the Transition program and presents strategies and information submitted by students,

staff, community agencies, and business partners.

Related Academic Standards of Learning

- *English:* 9.4, 9.9, 10.2, 10.11, 11.9, 12.7
- *Mathematics:* COM.8

This lesson plan came from

Virginia Beach City Public Schools
Special Education Annex, 757-474-8641
Deborah Bozard, Supported Employment teacher
Sally Holloman, Transition Services teacher

Green Run High School, 757-431-4040
Nancy Dowding, Business teacher
Kerri Sabo, Education for Employment teacher

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as “optional,” to be taught at the instructor’s discretion.

Cyber Security and Cyber Forensics Infusion Units

Cyber Security and Cyber Forensics Infusion Units (CYBR) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in personal and professional cyber security skills. These units are not mandatory, and, as such, the tasks/competencies are marked as “optional,” to be taught at the instructor’s discretion.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”