Digital Communications Evaluation Tool

2020 Curricular Materials Review

Idaho CTE Business and Marketing (BAM) Digital Communications Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
* Copyright:

# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard BDC.1.0: Elements and Principles of Design and Visual Communication

### Performance Standard BDC.1.1 Elements of Design

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE BDC.1.1.1 Identify, analyze, and implement the application of color, line, shape, texture, size, and value in design. |  |

### Performance Standard BDC.1.2 Principles of Design

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE BDC.1.2.1 Analyze and incorporate the principles of design (i.e. balance, contrast, alignment, rhythm, repetition, proximity, movement, harmony, emphasis, unity, etc.) in graphic works. |  |
| CTE BDC.1.2.2 Demonstrate the principles of design through various design techniques. |  |

**Performance Standard BDC.1.3 Principles of Typography**

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| --- | --- |
| CTE BDC.1.3.1 Identify the anatomical components and qualities of type (i.e., x‐height, ascenders, descenders, counters, etc.) |  |
| CTE BDC.1.3.2 Apply and adjust formatting to type. |  |
| CTE BDC.1.3.3 Demonstrate the relationship of typography and design through the construction of graphic works utilizing and manipulating type. |  |

**Performance Standard BDC.1.4 Principles and Elements of Design to Layout**

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| --- | --- |
| CTE BDC.1.4.1 Apply effective use of negative space, composition, message structure, graphics, etc., to graphic works. |  |
| CTE BDC.1.4.2 Create graphic works utilizing grids and templates. |  |
| CTE BDC.1.4.3 Utilize rule of thirds, simplicity, and/or complexity, etc. in layout. |  |
| CTE BDC.1.4.4 Demonstrate layout skills for print (i.e. magazines, yearbooks) and digital media (i.e. mobile devices, tablets). |  |
| CTE BDC.1.4.5 Explain the importance of consistency of design. |  |
| CTE BDC.1.4.6 Explain the importance of usability. |  |
| CTE BDC.1.4.7 Describe visual hierarchy and how it is used in design to control the viewer’s eyes. |  |
| CTE BDC.1.4.8 Explain the methods used to control visual hierarchy. |  |

Standard APAS.2.0: PROFESSIONAL COMMUNICATION

### Performance Standard BDC.2.1 Basic Communication Skills

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE BDC.2.1.1 Demonstrate effective business communication skills in a clear, courteous, concise, and correct manner on personal and professional levels. |  |
| CTE BDC.2.1.2 Demonstrate through vocal expression and listening skills in a clear, courteous, concise, and correct manner on personal and professional levels. |  |
| CTE BDC.2.1.3 Demonstrate ability to give and receive constructive feedback, i.e. debrief a project not defend a project. |  |
| CTE BDC.2.1.4 Demonstrate appropriate communication skills i.e. telephone, texting, social media. |  |
| CTE BDC.2.1.5 Converse appropriately in a business, social, and media situations. |  |
| CTE BDC.2.1.6 Explain the importance of developing a message for a specific audience. |  |
| CTE BDC.2.1.7 Synthesize information collected from communications with various stakeholders. |  |

Standard BDC.3.0: Editing and Proofreading Skills

### Performance Standard BDC.3.1 Proofreading Skills

|  |  |
| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE BDC.3.1.1 Demonstrate ability to proofread and edit various forms of copy for different audiences. |  |
| CTE BDC.3.1.2 Demonstrate knowledge of electronic proofreading skills. |  |
| CTE BDC.3.1.3 Demonstrate knowledge of digital copy proofing, editing and correcting. |  |
| CTE BDC.3.1.4 Understand how to use software to track changes. |  |

### **Standard BDC.4.0: Ethical and Legal Issues Relating to Digital Communications**

### Performance Standard BDC.4.1 Copyright and Intellectual Property Law

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.4.1.1 Understand copyright law, fair use, and intellectual property. |  |
| CTE BDC.4.1.2 Understand the use of Creative Commons, (including font usage, photography, illustration, audio, and video rights). |  |
| CTE BDC.4.1.3 Understand laws governing copyright, intellectual property (including font usage, photography, illustration, audio and video rights), and software licensing. |  |
| CTE BDC.4.1.4 Understand laws governing brand issues, trademark, and other proprietary rights. |  |
| CTE BDC.4.1.5 Discuss consequences of violating copyright, privacy, and data security laws. |  |
| CTE BDC.4.1.6 Define and debate fair use including authorships, rights of use for work and likeness, and credit lines. |  |
| CTE BDC.4.1.7 Model fair use in production of visual communication products. |  |
| CTE BDC.4.1.8 Understand creative commons, the concept of usage rights versus ownership rights, and the importance of using a release form.  |  |

### **Standard BDC.5.0: Portfolio**

### Performance Standard BDC.5.1 Portfolio Development

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| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.5.1.1 Develop portfolio that include various types of media, i.e. video, print, web, or graphic design. |  |
| CTE BDC.5.1.2 Recognize that portfolios are dynamic and require variety and frequent updates. |  |

**Performance Standard BDC.5.2 Evaluating Portfolios**

|  |  |
| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.5.2.1 Use a self‐evaluation rubric. |  |
| CTE BDC.5.2.2 Understand the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate and constructive criticism.  |  |

### **Standard BDC.6.0: Content Strategy**

### Performance Standard BDC.6.1 Content

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.6.1.1 Develop and use project plans e.g. goal, concept development, calendar, timelines, and final deadlines. |  |
| CTE BDC.6.1.2 Understanding the appropriate distribution method for content.  |  |
| CTE BDC.6.1.3 Understand your audience and their needs. |  |
| CTE BDC.6.1.4 Understand how to develop consistent voice, e.g. creative content feels the same across mediums. |  |

### **Standard BDC.7.0: Graphic Communication Production**

### Performance Standard BDC.7.1 History of Graphic Design

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| --- | --- |
| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers. |
| CTE BDC.7.1.1 Identify art movements of the past and current societal trends, and describe how they impact graphic design. |  |
| CTE BDC.7.1.2 Describe the presence of graphic design in our culture. |  |
| CTE BDC.7.1.3 Knowledge of the terminology used in the graphic design industry. |  |

### Performance Standard BDC.7.2 Image Creation and Manipulation

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.7.2.1 Demonstrate the use of appropriate applications of vector‐based and bitmap images. |  |
| CTE BDC.7.2.2 Use a variety of devices and media to import/download photos, images, and other digital media content. |  |
| CTE BDC.7.2.3 Incorporate the use of image manipulation and illustration software into final products. |  |
| CTE BDC.7.2.4 Apply nondestructive image editing techniques such as layering and masking. |  |
| CTE BDC.7.2.5 Practice using different selection tools and techniques to manipulate images. |  |
| CTE BDC.7.2.6 Practice image composition, cropping, and the use of vector paths and raster channels in saving and creating complex masks. |  |
| CTE BDC.7.2.7 Practice composition and cropping. |  |
| CTE BDC.7.2.8 Analyze differences and appropriate applications of vector‐based and bitmap images. |  |
| CTE BDC.7.2.9 Use a variety of devices and media to import/download photos, images, and other digital media content. |  |

### Performance Standard BDC.7.3 Media Outputs

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.7.3.1 Use appropriate resolution, compression, and file formats for various media outputs including web, video, audio, and print. |  |
| CTE BDC.7.3.2 Incorporate appropriate current industry standard color modes in graphic works (e.g., RGB, HEX, LAB, CMYK and Pantone), and explain how they relate to HSB. |  |
| CTE BDC.7.3.3 Understand the difference between gray scale, spot color, and process colors. |  |

### **Standard BDC.8.0: Video Editing**

### Performance Standard ABM.8.1 Traits of quality salespeople

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| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.8.1.1 Knowledge of the terminology used in the video industry. |  |
| CTE BDC.8.1.2 Understand the roles and responsibilities of the digital video industry. |  |

### Performance Standard BDC.8.2 History of the Video Industry

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| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.8.2.1 Research the history of technologies that advanced the video, web and graphic industry. |  |
| CTE BDC.8.2.2 Describe past and present styles, and how they will affect future styles in the graphic design industry. |  |
| CTE BDC.8.2.3 Identify art movements of the past and current societal trends, and describe how they impact graphic design. |  |
| CTE BDC.8.2.4 Describe the importance of graphic design’s influence on society. |  |

### Performance Standard BDC.8.3 Pre-Production and Planning

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.8.3.1 Demonstrate consistent and logical naming conventions and document filing skills. |  |
| CTE BDC.8.3.2 Demonstrate storyboard design and implementation.  |  |
| CTE BDC.8.3.3 Identify of the goal of the video.  |  |
| CTE BDC.8.3.4 Develop, read, write, and understand a script. |  |
| CTE BDC.8.3.5 Determining the right format for the content e.g. promo, PSA, documentary. |  |
| CTE BDC.8.3.6 Coordinate and communicate with an on‐air talent. |  |

### Performance Standard BDC.8.4 Production

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.8.4.1 Preparing and scouting a location. |  |
| CTE BDC.8.4.2 Identify how to implement film theory i.e. knowing the type of shots and why you need those kind of shots.  |  |
| CTE BDC.8.4.3 Understand how and when to use lighting. |  |
| CTE BDC.8.4.4 Understand how to produce quality audio. |  |

**Performance Standard BDC.8.5 Post-Production**

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| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.8.5.1 Produce video: import video, edit video, sound, music, visual effects, and motion graphics. |  |
| CTE BDC.8.5.2 Export video: choose appropriate file format for display medium. |  |
| CTE BDC.8.5.3 Demonstrate editing techniques that present continuity, emphasis, and pace. |  |

### **Standard BDC.9.0: Understand Web Page Development**

### Performance Standard BDC.9.1 Use Standards-Compliant HTML to Create Basic Web Pages

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.9.1.1 Describe how the Internet and the World Wide Web work. |  |
| CTE BDC.9.1.2 Understand the Web site development process. |  |
| CTE BDC.9.1.3 Investigate Accessibility Standards. |  |
| CTE BDC.9.1.4 Investigate roles and responsibilities behind the development of a Web site. |  |
| CTE BDC.9.1.5 Understanding the Web design environment. |  |
| CTE BDC.9.1.6 Create conventions for filenames and URLs and directory structure. |  |
| CTE BDC.9.1.7 Identify and use tags on a Web page. |  |
| CTE BDC.9.1.8 Document HTML code using comments. |  |
| CTE BDC.9.1.9 Save a text document as an HTML file. |  |
| CTE BDC.9.1.10 Specify Headings. |  |
| CTE BDC.9.1.11 Format Web page text. |  |
| CTE BDC.9.1.12 Insert HTML entities, superscripts, and subscripts. |  |
| CTE BDC.9.1.13 Create a horizontal rule. |  |
| CTE BDC.9.1.14 Create ordered and unordered lists. |  |
| CTE BDC.9.1.15 Create tables. |  |
| CTE BDC.9.1.16 Learn where to place anchors on a web page. |  |
| CTE BDC.9.1.17 Create links. |  |
| CTE BDC.9.1.18 Create links to e‐mail. |  |
| CTE BDC.9.1.19 Embed Widgets on a Web page. |  |
| CTE BDC.9.1.20 Use the <img> element. |  |
| CTE BDC.9.1.21 Use and image as a link. |  |
| CTE BDC.9.1.22 Organize files in your web directory. |  |
| CTE BDC.9.1.23 Understand paths and their application to links. |  |
| CTE BDC.9.1.24 Demonstrate an understanding traffic and analytics. |  |

**Performance Standard BDC.9.2 Use Styles to Format Web Pages**

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.9.2.1 Identify the differences between HTML and CSS. |  |
| CTE BDC.9.2.2 Write CSS Styles. |  |
| CTE BDC.9.2.3 Create an embedded style. |  |
| CTE BDC.9.2.4 Understand and use the font property. |  |
| CTE BDC.9.2.5 Control line spacing and white space. |  |
| CTE BDC.9.2.6 Change foreground and background colors on a Web page with and without CSS. |  |
| CTE BDC.9.2.7 Create and apply inline styles. |  |
| CTE BDC.9.2.8 Use classes to style several tags. |  |

**Performance Standard BDC.9.3 Use Styles to Format Web Pages**

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.9.3.1 Identify and create dependent and independent classes. |  |
| CTE BDC.9.3.2 Use external style sheets to format several Web pages. |  |
| CTE BDC.9.3.3 Understand how to position text on a Web page. |  |
| CTE BDC.9.3.4 Use the <span> tag. |  |
| CTE BDC.9.3.5 Use the <div> tag. |  |
| CTE BDC.9.3.6 Investigate the box model. |  |
| CTE BDC.9.3.7 Explore the padding, margin, and border properties. |  |
| CTE BDC.9.3.8 Group links on a page. |  |
| CTE BDC.9.3.9 Use CSS to style links. |  |
| CTE BDC.9.3.10 Create a stylized navigation. |  |

Standard BDC.10.0: Understand Web Page Design and Layout

### Performance Standard BDC.10.1 Demonstrate Understanding of Color Theory as It Applies to Web Design and Development

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| --- | --- |
| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| CTE BDC.10.1.1 Explore Web Design Fundamentals and design theory. |  |
| CTE BDC.10.1.2 Understand graphics file formats (vector versus raster). |  |
| CTE BDC.10.1.3 Utilize graphics editors. |  |
| CTE BDC.10.1.4 Understand computer color basics. |  |

### **Standard BDC.11.0: Understand Integration of Web Page Controls**

### Performance Standard BDC.11.1 Demonstrate the Ability to Use Design and Layout Web Forms

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.11.1.1 Create an HTML form. |  |
| CTE BDC.11.1.2 Create fields for text. |  |
| CTE BDC.11.1.3 Create text boxes. |  |
| CTE BDC.11.1.4 Understand how to choose appropriate form controls. |  |
| CTE BDC.11.1.5 Create radio buttons, check boxes, and list boxes. |  |
| CTE BDC.11.1.6 Create selection lists. |  |
| CTE BDC.11.1.7 Talk about HTML Form validation (but don’t use). |  |

### **Standard BDC.12.0: Understand Web Related Planning and Organizational Standards**

### Performance Standard BDC.12.1 Demonstrate Understanding of Site Organization and Navigation Principles

| **Student Competencies by Performance Standard** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descripts, not just page numbers.** |
| --- | --- |
| CTE BDC.12.1.1 Create usable navigation. |  |
| CTE BDC.12.1.2 Build text‐based navigation. |  |
| CTE BDC.12.1.3 Use graphics for navigation and linking. |  |
| CTE BDC.12.1.4 Use lists for navigation. |  |
| CTE BDC.12.1.5 Build horizontal navigation bars. |  |
| CTE BDC.12.1.6 Build vertical navigation bars. |  |
| CTE BDC.12.1.7 Use background color and graphics to enhance navigation. |  |
| CTE BDC.12.1.8 Create hover rollovers. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

Idaho State Department of Education

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1. [Idaho BAM Digital Communications Program Standards](https://cte.idaho.gov/wp-content/uploads/2016/01/Digital.Communications.Program.Standards.pdf) [↑](#footnote-ref-1)