Project: Tell a Story

# Overview

<https://visual.ly/community/infographic/environment/spiraling-out-control>

Infographics are an excellent way to communicate a visual story to a reader.

Check out this example infographic from Custom Made and Gherich & Co. detailing the plastic buildup in our oceans. As the reader scrolls through the page, they read a story explaining the issues surrounding this topic. This visual and interactive form of storytelling engages the reader and helps the storyteller communicate.

What is this story communicating? Is there anything in this infographic that surprises you?

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In this project, your task is to create a website that tells a story.

* Create a website that tells a story, or teaches the reader something.
* Include image filters, animations, and interactions in a way that engages the reader and helps them understand your story.
* Avoid repeated CSS code. Use cascading styles wisely.
* Your site should have multiple pages for the user to click through in order to tell the story
* Read documentation if you get stuck.

# Planning

What story are you going to create?

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What is the best way to convey your story?

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What are the resources you will need?

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Create a Storyboard for your story.

# Reflection

1. What is a graphical user interface? What is an example of one?
2. What design choices did you make for your homepage? I.e. colors, tables, images, animations
3. What is a usability test? In the example of your homepage how could we test its usability?
4. How is your story interactive? What did you do to make it interactive?

Rubric

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| **Skill** | **1** | **2** | **3** | **4** |
| **1. Perform analysis of application requirements to develop a computer program** | Students can collaborate with client to determine needs and wants and determine the technical requirements describing what a solution | Students can develop an analysis to identify current trends with regard to a problem to solve a routine problem | Student can design program logic using graphical techniques such as flow charts or Storyboards to solve a non routine problem | Student can design program logic in a project that specifies a problem, identifies solution paths which solves the problem and reports results |
| **5. Discuss and demonstrate the Software Development Life Cycle i.e.: waterfall, spiral, agile, extreme, etc.** | Student can demonstrate methods used to maintain software and identify the different life cycle of an application | Student can describe methods used to collect and evaluate information and feedback and compare and contrast revision control and version control. | Student can assess release management and provide feedback to the development process. | Student can publish an application and maintain it and justify their process and design choices. |
| **20.Write programs that use a graphical user interface to provide user interaction with a program.( i.e.: MFC, AWT, HTML, CSS)** | Student can identify what a graphical interface | Student can explain what a graphical user interface is and how it works and design a program that solves a routine problem with a GUI | Student can explain what a graphical user interface is and how it works with evidence and design a program that solves a non routine problem with a GUI | Student can analyze a program, describe and justify the graphical user interactions |
| **21. Discuss and develop a good user interface design** | Student can list what makes a good GUI | Student can explain what makes a good GUI | Student can explain what makes a good GUI with evidence | Student can analyze a GUI and explain why it is a good one or a poor one |
| **22. Conduct usability testing of software.** | Student can identify a usability test | Student can conduct a usability test on a program that solves a routine problem | Student can conduct a usability test on a program that solves a non routine problem draw a conclusion from a usability test | Student can design and conduct a usability test and draw conclusion from a non routine problem/real world problem |
| Target Grade: 15 | | TOTAL | |  |