

Fair Lawn

Public Schools

Fair Lawn, NJ

Web Design

Adopted August

2017

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The Web Design course has been designed for High School Students and is aligned with the 21st Century Life and Careers Student Learning Standards.

Web Design

Fair Lawn School District

Committee Credits High School Business Department

Bryan Hicks, Teacher
Lauren Gimon, Supervisor

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Web Design

I. Course Synopsis

This course is intended for the student interested in learning how to create web pages for the World Wide Web. Instruction on how to program using the HTML language is provided. Hypertext Markup Language in the development and composition of Web pages. Students author pages that meet XHTML specifications outlined by the WWW Consortium. Topics include: tables, forms, links, lists, objects of various types including graphics and sound, style sheets, and issues surrounding cross-platform viewing. The student will develop and upload a completed Web site.

Throughout the course, business concepts will be taught with an emphasis on enduring understandings, essential questions, real-world application, technology, and cross-curricular interaction.

II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: Planning a Site (5 Weeks):

- Basic Site Evaluation and Rubric Creation
- Color Theory
- Web Standards & Accessible Design
- Planning a Website

Unit 2: HTML Coding (10 Weeks):

- Pre-Coding
- Basic HTML Markup
- HTML Lists
- Creating Links
- Creating a Data Table

Unit 3: CSS (5 Weeks):

- Introduction to Cascading Style Sheets
- Color in CSS
- Typography in CSS
- The Box Model in CSS
- The Role of ID and Class in CSS
- Page Layout Techniques

Unit 4: Web Graphics (5 Weeks):

- Introduction to Web Graphics
- Creating a Web Photo Album
- Creating a Button
- Creating a Web Page Banner

Unit 5: Web Authoring Software (15 Weeks):

- Google Sites
- Dreamweaver
- Publishing on the Web
- Final Project

IV. Unit Descriptions

Unit 1: Planning a Site (5 Weeks):

Enduring Understanding

1. Understand the history of the Internet and World Wide Web.
2. Understand the role of Internet technologies in society, business and communication.
3. Demonstrate proficient use of computers that supports learning and productivity through coding.
4. Demonstrate and practice safe, legal and responsible use of information and technology

Essential Question(s)

1. How has the Internet and web design evolved over the past 40 years?
2. What criteria can be applied to a website to determine its quality?
3. How do colors affect the viewer's impression of a website?
4. What is HTML and how is it used?
5. How should content be organized on a website?

Learning Objectives

Students will be able to:

1. Identify types and purposes of websites
2. Discuss web browsers and identify their purposes
3. Define HTML, XHTML
4. Describe tools used to create HTML documents
5. Discuss the five phases of the web development life cycle
6. Identify the technological advances that have made web design more user friendly
7. Describe the affect colors have on the end users experience
8. Define the types of navigation available on web pages

New Jersey Student Learning Standards – Technology

- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.

- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.
- 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating services.
- 9.3.IT-PRG.1 Analyze customer software needs and requirements.
- 9.3.IT-PRG.6 Program a computer application using the appropriate programming language.
- 9.3.IT-PRG.7 Demonstrate software testing procedures to ensure quality products.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Timeline of the history of Computers
 - b. Compare the use of different types of website for specific purposes
 - c. Perspectives assignment using common objects
2. English Language Learners.
 - a. Students may use a bilingual dictionary.

- b. Native Language Translation (peer, online assisting technology, translation device, bilingual dictionary)
 - c. Read written instructions.
 - d. Students may be provided with note organizers / study guides to reinforce key topics.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Highlight key vocabulary
3. Special Education/504 Students
- a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of classnotes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Provide enrichment activities to expand upon the curriculum.
 - b. Use higher level questioning techniques in class and on assessments.
 - c. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Unit 2: HTML Coding (10 Weeks):

Enduring Understanding

1. Understand the structure of HTML to create webpages.
2. Understand the use of tags in the body section of HTML code.
3. Understand the importance of links for navigation and the end users experience.

Essential Question(s)

1. Why is pre-coding necessary to create a successful website?
2. What elements make up a website?
3. How do tags allow web designers to create a site?
4. What is the difference between lists and when should each be used?
5. Why do coders use relative and absolute links?

Learning Objectives

Students will be able to:

1. Identify elements of a Web Page
2. Start Notepad and describe the Notepad window
3. Enter HTML tags
4. Enter headings and a paragraph of text
5. Create an ordered, unordered or definition list
6. Save an HTML file
7. Identify Web page image types and attributes
8. Add an image, change the background color of a Web page, center a heading, and add a horizontal rule
9. View HTML source code in a browser
10. Print a Web page and an HTML file

New Jersey Student Learning Standards – Technology

- 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- 8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.
- 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.
- 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and Web/digital communications.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating services.
- 9.3.IT-PRG.6 Program a computer application using the appropriate programming language.
- 9.3.IT-PRG.7 Demonstrate software testing procedures to ensure quality products.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Coded Vocab activity
 - b. HTML Coding Activities & Labs
 - c. Writing narratives for Perfect Day and Personal Pages
 - d. Navigation analysis of common websites
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations

- b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of class notes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Provide enrichment activities to expand upon the curriculum.
 - b. Use higher level questioning techniques in class and on assessments.

Unit 3: CSS (5 Weeks):

Enduring Understanding

1. Understand the format and layout of CSS documents.
2. Understand the importance of a consistent style throughout a website by using a CSS.
3. Understand how the use of a table allows a website to organize content.
4. Understand how tables aid in the navigation of a website.

Essential Question(s)

1. How do CSS documents allow coders to apply a standard format throughout the site/
2. What is the difference between inline coding, html elements, classes, and IDs?
3. Why does alignment on a page affect the viewer's opinion of the site?
4. What are the advantages to using a table for formatting?
5. How does a table provide flexibility when displaying a webpage?

Learning Objectives

Students will be able to:

1. Demonstrate knowledge of available graphics, video, motion graphics, web software programs.
2. Identify how different user agents (browsers, devices) affect the digital communication product.
3. Create and produce content.
4. Apply color theory to select appropriate colors
5. Apply knowledge of typography.
6. Evaluate visual appeal.
7. Demonstrate knowledge of HTML, XHTML, and CSS.
8. Explain the features and functions of Web page design software.

New Jersey Student Learning Standards – Technology

- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.

- 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating services.
- 9.3.IT-PRG.6 Program a computer application using the appropriate programming language.
- 9.3.IT-PRG.7 Demonstrate software testing procedures to ensure quality products.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. CSS Lab Activities
 - b. HTML/CSS Template Project
 - c. Restaurant Web Development project
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of class notes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's

- n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Provide enrichment activities to expand upon the curriculum.
 - b. Use higher level questioning techniques in class and on assessments.

Unit 4: Web Graphics (5 Weeks):

Enduring Understanding

1. Understand the importance for using appropriate pictures based on the audience.
2. Understand fair use of images
3. Understand the need for Graphic Design skills when designing websites.
4. Understand the affect images have on the user's experience.

Essential Question(s)

1. How do graphics affect the user's experience?
2. How do copyright laws affect use of images and materials on a site?
3. Why do programmers use thumbnail images throughout a site?
4. Why are image maps used for advanced pages?
5. How do images influence advertising and marketing?

Learning Objectives

Students will be able to:

1. Develop flowchart, navigational blueprints and schema.
2. Create sample design showing placement of buttons/navigational graphics and suggested color scheme.
3. Develop storyboards.
4. Demonstrate knowledge of available graphics, video, motion graphics, web software programs.
5. Identify how different user agents (browsers, devices) affect the digital communication product.
6. Identify, utilize and create reusable components.

7. Apply color theory to select appropriate colors.
8. Apply principles and elements of design.

New Jersey Student Learning Standards – Technology

- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.
- 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and Web/digital communications.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating services.
- 9.3.IT-PRG.6 Program a computer application using the appropriate programming language.
- 9.3.IT-PRG.7 Demonstrate software testing procedures to ensure quality products.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Photoshop Labs & Activities 1-6
 - b. Thumbnail vs. Full Size Activity
 - c. Family Tree Project
 - d. Create a Club Activity

2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of class notes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Provide enrichment activities to expand upon the curriculum.
 - b. Use higher level questioning techniques in class and on assessments.
 - c. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Unit 5: Web Authoring Software (15 Weeks):

Enduring Understanding

1. Dreamweaver gives you the tools you need to produce high quality Web Sites.
2. A Web Site can be created in Dreamweaver by beginners using drag and drop fashion and published right from the program.
3. More advanced users can create a Web Site by using HTML, CSS, Photoshop and other software.
4. Templates for websites allow the designer to be more efficient.

Essential Question(s)

1. Why do programmers use web authoring software instead of coding from scratch?
2. How does web authoring software allow programmers to use multimedia in a website?
3. What limitations are removed based on web authoring software?
4. How does planning affect the flow of information on a website?
5. How do programmers work together using tags and meta data on pages?
6. How do a client's needs affect the planning and construction of a website?
7. What tools or skills are needed to effectively design a website for a client?
8. How do you evaluate a website prior to providing the site to a client?
9. How does the validation process affect the delivery of a website to the client?
10. How do web designers continuously adjust website as businesses grow and change?

Learning Objectives

Students will be able to:

1. Demonstrate knowledge of available graphics, video, motion graphics, web software programs.
2. Create and produce content.
3. Create and refine design concepts.
4. Demonstrate knowledge of HTML, XHTML, and CSS.
5. Demonstrate knowledge of Web 2.0.
6. Demonstrate knowledge of how to use a scripting language to program a site.
7. Explain the features and functions of Web page design software.
8. Demonstrate knowledge of HTML, XHTML, and CSS.
9. Explain importance of web standards.
10. Explain the concept of intellectual property.
11. Define scope of work to achieve individual and group goals.

New Jersey Student Learning Standards – Technology

- 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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- 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.
- 9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.
- 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and Web/digital communications.
- 9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating services.
- 9.3.IT-PRG.1 Analyze customer software needs and requirements.
- 9.3.IT-PRG.2 Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
- 9.3.IT-PRG.6 Program a computer application using the appropriate programming language.
- 9.3.IT-PRG.7 Demonstrate software testing procedures to ensure quality products.

Suggested Activities/Modifications

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Dreamweaver Scavenger Hunt
 - b. Template Tutorial
 - c. Dreamweaver Coding and Lab Activities
 - d. Local Business Project
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Highlight key vocabulary
3. Special Education/504 Students
 - a. Pair visual prompts with verbal presentations
 - b. Ask students to restate information, directions, and assignments.
 - c. Repetition and practice
 - d. Model skills / techniques to be mastered.
 - e. Extended time to complete class work
 - f. Provide copy of class notes
 - g. Student may request to use a computer to complete assignments.
 - h. Establish expectations for correct spelling on assignments.
 - i. Assign a peer helper in the class setting.
 - j. Provide oral reminders and check student work during independent work time.
 - k. Encourage student to proofread assignments and tests
 - l. Student requires use of other assistive technology device
 - m. Modifications in accordance with individual students' 504 plans and IEP's
 - n. Students may be provided with note organizers / study guides to reinforce key topics.
 - o. Extended time on assessments when needed.
 - p. Preferred seating to be determined by student and teacher
 - q. Provide modified assessments when necessary.
 - r. Student may complete assessments in alternate setting when requested
 - s. Establish a non-verbal cue to redirect student when not on task.
 - t. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.

- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
- b. Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- c. Provide enrichment activities to expand upon the curriculum.
- d. Use higher level questioning techniques in class and on assessments.

V. Course Materials

1. Learning HTML 4.0 Programming, Curt Robbins, DDC Publishing, NY, 2000.
2. Adobe Creative Suite CS3
3. Web Based Content Management Systems
4. Web 2.0 Tools
5. Windows Computer Software

VI. Assessments

1. Quizzes
2. Unit Tests
3. Exit Tickets
4. Classwork
5. Individual & Group Labs & Projects
6. Single & Multi Page Websites
7. Midterm Exam
8. Final Exam

VII. Cross Curricular Aspects

1. Infused within the curriculum are connections to Visual Art, Language Arts and Marketing.
2. Connections with visual arts through the use of design concepts, color selection and impact of layout on the audience.
3. Connections with English through the use of writing web content related to projects and assignments.