

WEBSITE DESIGN

INDUSTRY SECTOR | Arts, Media and Entertainment
PATHWAY | Design, Visual, and Media Arts

COURSE ESSENTIAL QUESTION:

COURSE OVERVIEW:

In this course, students will learn not only the fundamentals of web design as well as the role and responsibilities of web teams, but will also learn HTML coding, as well as content strategy, site design and site strategy, marketing, tracking, ethical issues in web design, evaluation, and site maintenance. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills.

INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11th/12th grader
- B. **Abilities Required:** Basic computer skills/grade level math skills
- C. **Dress Requirement and Grooming:** Standard work place attire
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** None
- F. **Course Length:** 180 hours
- G. **Textbook:** None
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** No
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** Yes
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** No
- N. **Career Technical Student Organization:** No
- O. **Work- Based Learning:** No

IDEA/THEME: UNIT 1. FUNDAMENTALS OF WEB DESIGN

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

After completion of this unit, students will be able to identify characteristics of successful web terms and demonstrate on awareness of the stages of the web design process via class lecture notes, video samples, and course readings to collect data needed for the creation of their own website which will illustrate the citizenship benefits of team work, leadership in the school, community and workplace settings.

Key Assignments

- Lecture and Power Point - “The 9 Pillars of Successful Web Teams.”
- Students take notes and review key terms: User Research, Site Strategy, Technology Strategy, Content Strategy, Abstract Design, Technology Implementation, Content Production, Concrete Design, and Project Management.
- Students critique and evaluate San Antonio High School’s website and one other High School website of their choice, comparing and contrasting the CSS style sheets, content design, site strategy, site layout, and targeted audience.

Anchor Standards

- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution such as those practiced in the Future Business Leaders of America and Skills USA career technical student organizations.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

Pathway Standards

Common Core Standards

ELA-Literacy.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.



RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 2. SITE MAPS, SITE TEAMS

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 5.00 HOURS

Common Core Unit Objective

After the conclusion of this unit, student will be able to recognize and define site maps and site terms via class lecture notes, video and readings to design a site map, which will be functional and user-friendly.

Key Assignments

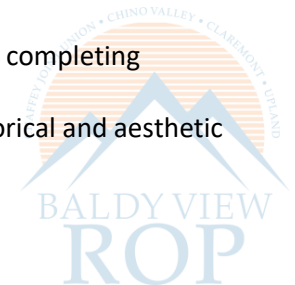
- Students will discuss initial planning for website design, as well as strategies for conversion; creating visitors to our websites into long-term customers.
- Students practice basic HTML and learn to distinguish between HTML and CSS methods of assigning font families and controlling the use of various fonts along with their sizes and extensions. The best practices for font use and selection is shown. Font "mills" and websites that allow the borrowing of fonts are explored along with the advantages and disadvantages of this practice. Inclusion of custom fonts in web pages is explored. Fonts from past generations and time periods are explored, as well as the differences in fonts used in various cultures.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as, more sustained research to create alternative solutions to answer a question or solve a problem unique to the Arts, Media, and Entertainment sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
- 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

Pathway Standards

- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.



Common Core Standards

CCSS.ELA-Literacy.CCRA.SL.1:

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will conduct research about an event in their chosen time period.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 3. PRE-PRODUCTION

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

After the completion of this unit, students will be able to analyze and evaluate high school websites and class lecture notes, the internet, and in-class worksheets to develop an awareness of how to interpret information and draw conclusions based on analysis for the production of their website.

Key Assignments

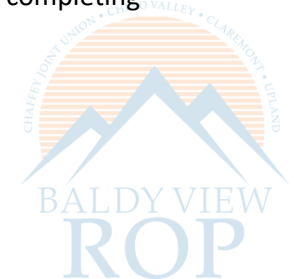
- Students will write and think critically, answering key questions during the pre-production process:
- What is the mission of your organization?
- How will creating this web site support your mission?
- What are the two or three most important goals for the site?

Anchor Standards

- 9.0 **Leadership and Teamwork:** Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution such as those practiced in the Future Business Leaders of America and Skills USA career technical student organizations.
- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

Pathway Standards

- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone. user.



Common Core Standards

WHST.9-10.2. Use varied transitions and sentence structures to link the major Units of the text, create cohesion, and clarify the relationships among ideas and concepts.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 4. DESIGN: TYPOGRAPHY, LAYOUT AND FORMATTING (HTML 5 & CSS)

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 35.00 HOURS

Common Core Unit Objective

In this phase of production, students apply technical knowledge learned in the course to blank webpages using the internet and emerging technology. Students will produce three websites for the course using HTML and CSS: a) an About Me website; b) a Product to be marketed; and c) a website about their favorite musician.

Key Assignments

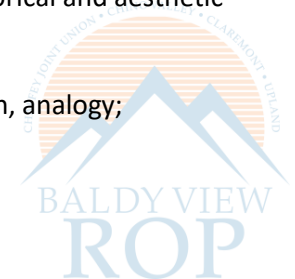
- Line spacing, color wheels, texture, padding, alignment, proximity
- Distinguish different types of typography (san serif vs. non san serif, macro vs micro typography)
- Coding text, images, hyperlinks, textboxes, and tables
- Students analyze examples of good and poor use of design. They critique various documents and web pages for proper use of styling elements. They design two different web pages for different purposes using the styles that would be appropriate within the parameters and intended audiences given. The class then holds a peer review session of these creations.

Anchor Standards

- 4.0 **Technology:** Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Arts, Media, and Entertainment sector workplace environment.

Pathway Standards

- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.
- A7.3 Enhance meaning by employing rhetorical devices, including extended use of parallelism, repetition, analogy; incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.



Common Core Standards

CCSS.ELA-Literacy.WHST.9-10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 5. CONTENT AND PRODUCT PLACEMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 20.00 HOURS

Common Core Unit Objective

In this unit, students will create content to code for their websites. This includes but is certainly not limited to text and textboxes, images and hyperlinks, as well as font and font colors in addition to ads and images.

Key Assignments

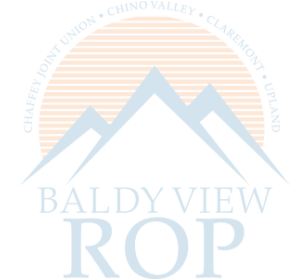
- Using the internet, Adobe Photoshop, and emerging technologies online, students will:
- Design advertisements and animated GIFS for the webpages
- Identify and select products to be marketed on their website using HTML drop down menus and submit buttons
- Research websites online with effective content and product placement
- Share product placement and web content ideas with groups and student team

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.

Pathway Standards

- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.



Common Core Standards

CCSS.ELA-Literacy.CCRA.W.6:

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Students will watch and evaluate each other's videos to determine which event was most important in history.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 6. MARKETING
ENGAGING TITLE:
ESSENTIAL QUESTION: *Enter Essential Question*
INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students research, create, and present a marketing plan for their website to website design team.

Key Assignments

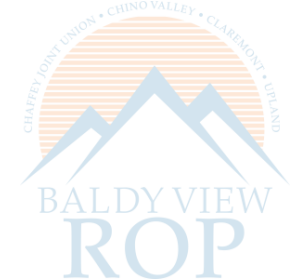
- Research marketing strategies of websites, identifying site content, site strategy, and usability design
- Identify and code social media links into their websites
- Apply branding (coded images or logos) their website
- Explain the marketing idea for their websites
- Evaluate the usability and site strategy of their peers

Anchor Standards

- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all Pathway Standards in the Arts, Media, and Entertainment sector, following procedures when carrying out experiments or performing technical tasks.
- 10.1 Interpret and explain terminology and practices specific to the Arts, Media, and Entertainment sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Arts Media, and Entertainment sector.

Pathway Standards

- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.
- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.6 Analyze and assess technical support options related to various media and design arts.



Common Core Standards

CCSS.ELA-Literacy.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 7. ETHICAL ISSUES IN WEB DESIGN: TRACKING, EVALUATION AND MAINTENANCE

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: *Enter total course hours spent on section*

Common Core Unit Objective

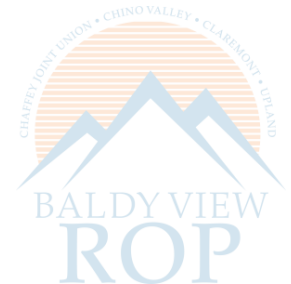
In this Unit, students evaluate ethical issues in web design tracking, evaluation, and maintenance.

Key Assignments

- Students discuss case studies and present findings to team members
- Students review their own websites for ethical issues and concerns, monitoring how data is tracked, shared, or stored.
- Students blog, writing and thinking critically about tracking customers, using customer data without their consent, and sharing customer data with third party advertisers.
- Students develop code for the website to ensure that customers are clear about how their information will be used and shared once they log onto their webpages.

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the **Arts, Media, and Entertainment** sector workplace environment.



Pathway Standards

- A5.0 Identify essential industry competencies, explore commercial applications and develop a career specific personal plan.
- A5.1 Compare and contrast the ways in which different artistic media (television, newspapers, magazines, and electronic media) cover the same commercial content.
- A5.2 Explore the role of art and design across various industry sectors and content areas.
- A5.3 Deconstruct works of art, identifying psychological content found in the symbols and images and their relationship to the industry and society.
- A5.4 Predict how changes in technology might change the role and function of the visual arts in the workplace.
- A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- A7.1 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- A7.2 Use language in natural, fresh, and vivid ways to establish a specific tone.

Common Core Standards

ELA-Literacy.SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

RESOURCES:

Resources

Resources



IDEA/THEME: UNIT 8. CAREER PLANNING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Enter Essential Question*

INSTRUCTIONAL HOURS: 10.00 HOURS

Common Core Unit Objective

Students review, organize, and present final digital portfolios created in the course, showcasing the evolution of three websites they created for the course: 1) a website about themselves; 2) a website about a product they have created; and 3) a website about a favorite artist.

Key Assignments

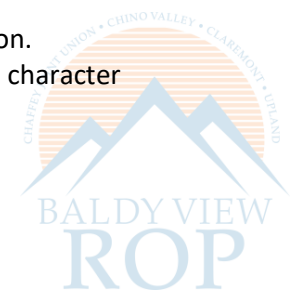
- Students use the internet and emerging software and trends in technology to create an online portfolio in Google Sites to showcase the following: a) coding with HTML 5 and/or CSS; b) product placement and advertisements; c) site map and site design; d) site strategy; e) content strategy; f) marketing; g) embedded images, hyperlinks, subscription tools, and videos; h) usability; and i) tracking and evaluation methods.

Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

Pathway Standards

- A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.
- A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.
- A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentation.
- A8.3 Know the features and uses of current and emerging technology related to computing (e.g., optical character recognition, sound processing, cable TV, cellular phones).



Common Core Standards

CCSS.ELA-Literacy.SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.

RESOURCES:

Resources

Resources

