

WGSD Curriculum
Business Department

Course: Advance Goal Web Design

Grade Level: 9-12

LG 6 Understand Web based

High Priority Standards

TILS: Create

- Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

NBEA Standards

Information Technology

VI. Interactive Media

Achievement Standard: Use multimedia software to create media rich projects.

VII. Web Development and Design

Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.

Learning Goal	Proficiency Scale
Students will understand how the World Wide Web functions.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Solving browser-related problems. • Preparing advanced searches using Boolean operators. • Categorizing web site search results as valuable and invaluable. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: commercial website, CSS, file extension, file type, filename, flash, graphic/clipart,

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	<p>home page, html, image, internet, javascript, meta tags, multimedia, network, organization website, personal computer, portals, search engine, smart phone, tablet, target market/audience, W3C, web browser, webpage, website, world wide web.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing parts of the Internet and the World Wide Web○ Describing how data moves from one computer to another over the Internet○ Summarizing methods for locating information on the Internet.○ Identifying Internet Service Providers.○ Describing the different web page viewing devices available.○ Summarizing the impact of the Internet and the web.○ Describing methods for doing web design research.○ Summarizing the capabilities of various tools for creating Web pages and Web sites.○ Differentiating between a web page and a web site.○ Differentiate between various web browser applications.○ Identifying web designer roles.○ Identifying various file types. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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LG 7 Data Storage

High Priority Standards	
<p><u>TILS: Create</u></p> <ul style="list-style-type: none"> Individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences. <p><u>NBEA Standards</u> Information Technology</p> <p>VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects.</p> <p>VII. Web Development and Design Achievement Standard: Design, develop, test, implement, update, and evaluate web solutions.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how to organize and store data.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> Reviewing differences in file structures amongst various operating systems. Ranking file storage resources in order of ease of access. Diagnosing file organization errors given specific website errors. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> Recognizing and recalling specific vocabulary, such as: Byte, Cloud

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Storage, Compress, Desktop, Directory, File, File Structure, Folder, Gigabyte, Hard Disk Drive, Internet, KiloByte, Mass Storage, MegaByte, Network Storage, Offline, Online, Operating System, Root Directory, Sub directory, Sub folder, Sync, Terabyte, Thumb/USB drive, Tree, Zip file

- Performing processes such as:
 - Understanding how to save a file into a folder.
 - Illustrating a file structure in a diagram.
 - Outlining a website's file and folder structure.
 - Describing various file types.
 - Describing the process of creating a new directory/folder.
 - Understanding offline and online storage resources.
 - Explaining the concept cloud storage.
 - Differentiating between various file types.
 - Reviewing differences in file structures amongst various operating systems.
 - Organizing files and folders for a given website project.
 - Generating folders for a future website project and justifying the need for subfolders.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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LG 8 Intellectual Property

High Priority Standards

NBEA Standards

Information Technology

XV. Ethical and Legal Issues

Achievement Standard: Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society

TILS: Respect

Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources for research, information analysis, problem solving, and decision making in the content learning.

Learning Goal	Proficiency Scale
<p>Students will understand the concept of Intellectual Property.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Justifying the need for a creative license. • Differentiating between license conditions. • Categorizing intellectual property using one of six license conditions. • Discriminating between ethical and unethical uses of intellectual property. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific vocabulary, such as: Copyright,

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	<p>Intellectual Property, Fair use doctrine, Derivative work, Creative Commons Licenses, Attribution, Attribution Share Alike, Protection, Mass-produced, Passive Experience, Active Experience, Optical Center, Symmetrical Balance, Asymmetrical Balance</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the need for copyrighting artwork.○ Describing copyright terms and conditions.○ Explaining ethical implications involved in using someone else's Intellectual Property. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>1. Creative Licenses Discussion</p>	

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LG 9 PHP Programming

High Priority Standards	
<p>NBEA Standards Information Technology V. Productivity Software Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems. VI. Interactive Media Achievement Standard: Use multimedia software to create media rich projects.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to connect websites and databases.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • Justifying the need for forms in webpages. • Devising a SQL database for use with PHP and HTML web pages. • Diagnosing SQL database connection errors. • Illustrating the relationship between client and server using PHP, SQL, and HTML. • Selecting SQL commands for use in accessing a database. • Differentiating between PHP, SQL and HTML syntax. • Combining SQL commands into PHP script tags. • Comparing and contrasting various SQL commands.

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: angle brackets, array, background, button, calling, client, comments, constant, control structure, echo, element, fields, file extensions, filename, flowchart, font, forms, hexadecimal, host, html, hyperlink (i.e., link), internet, method, mysql, opening and closing tag, operator, operators, ordered and unordered list, parameters, php, query, root directory, search engine, server, string, syntax, table, tag, textbox, url, variable, web browser, web page, web server.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the purpose(s) of the PHP language.○ Justifying the need for forms in webpages.○ Summarizing how PHP, HTML, and SQL interact and relate.○ Explaining various PHP methods/functions.○ Clarifying the need for a web server.○ Identifying the relationship between client and server.○ Illustrating the relationship between client and server using PHP, SQL, and HTML.○ Identifying syntax, logic and semantic errors.○ Identifying differences between HTML, PHP and SQL.○ Comparing and contrasting the roles of client and server.○ Explaining how SQL commands are used to search and edit a database.○ Describing how to connect a PHP webpage to a SQL database.○ Summarizing basic SQL commands and their purpose.○ Identifying errors in SQL command syntax.• Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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Learning Design

1. Your First PHP Script tutorial
2. Website Database Connectivity Project (PHP/SQL)