

WGSD Curriculum
Business Department

Course: Web Design

Grade Level: 9-12

LG 1 Website

High Priority Standards	
<p>TILS: Create</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>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.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand how a website is constructed.</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"> • Composing with Hyper Text Markup language. • Composing HTML attributes. • Developing a list of resources for webpage content. • Rewriting syntax errors and making appropriate corrections. • Assembling a webpage’s layout using tables. • Explaining how HTML tags impact the overall design of a webpage. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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	<ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: angle brackets, background, file extensions, filename, font, hexadecimal, html, hyperlink (i.e., link), internet, opening and closing tag, ordered and unordered list, search engine, syntax, table, tag, web browser, web page.• Performing processes such as:<ul style="list-style-type: none">○ Describing the order in which specific tags must be typed.○ Constructing opening and closing HTML tags.○ Identifying the role of visual contrast in a digital reading environment. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <p>12. Personal Webpage project 13. Tables with Animals project 14. Table Design project</p>	

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LG 2 Style Sheets

High Priority Standards	
<p>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.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand advanced website composition features.</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"> • Combining Cascading Style Sheet styles to create a desired effect. • Developing an overall theme for styles to be used. • Explaining how a design meets the need of a target market. <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: align, border, cascading style sheets, css element box, css rule, div tags, float, footer, header, margin, padding, rollover. • Performing processes such as: <ul style="list-style-type: none"> ○ Describing how a cascading style sheet connects to a given webpage. ○ Selecting cascading style sheet styles to apply to each webpage.

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	<ul style="list-style-type: none">○ Distinguishing between HTML content and CSS scripts.○ Identifying CSS syntax errors. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Design	
1. CSS Project I	

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LG 3 Graphics Production

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.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to create software-based graphic illustrations.</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"> • Reconstructing graphics to correct contrast issues. • Revising graphic objects for better composition. • Using layers to manipulate an image. • Creating a digital graphic from scratch. <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: anchor point, baseline, dialog box, gradient, kerning, layer, mask, offset path, pathfinder, scratch area, shear, tool, tracking, vector graphic • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying illustration tool functions. ○ Identifying differences between various tool uses and effects. ○ Identifying a graphic's symbolism.

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- Identifying contrast and how it impacts a viewer's ability to identify a graphic's components.
- Selecting graphics for use in student produced webpages.

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

Learning Design

4. Adobe Illustrator Unit A: Getting Started with Illustrator
5. Adobe Illustrator Unit B: Creating Text and Gradients
6. Adobe Illustrator Unit C: Drawing and Composing an Illustration
7. Adobe Illustrator Unit D: Transforming and Distorting Objects

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LG 4 Image Editing

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.</p>	
Learning Goal	Proficiency Scale
<p>Students will be able to edit digital images.</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"> • Reconstructing images components to improve visibility. • Rearranging layer elements for a desired effect. • Combining layer elements to create a new image. • Reconstructing an image using filters and effects. • Constructing an image using the image manipulation tools. <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: canvas, crop, dialog box, extract, layer, marquee, panel, stamp, toolbox, transparent. • Performing processes such as: <ul style="list-style-type: none"> ○ Identifying image manipulation tools. ○ Illustrating uses of each image manipulation tool. ○ Understanding contrast and how it impacts a viewer’s ability to

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	<p>identify an image's components.</p> <ul style="list-style-type: none">○ Understanding image layering.○ Identifying image visibility problems due to lack of contrast.○ Selecting images downloaded from the Internet and be able to export them for use in student produced webpages.○ Differentiating between various tool uses and effects. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Transparent Background Tutorial2. Cropping Images Tutorial	

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LG 5 Advanced Graphics

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:

V. Productivity Software

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize productivity software; diagnose and solve software problems.

Learning Goal	Proficiency Scale
Students will be able to create software-based advanced effects for a website.	<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"> • Developing DIV tags for advanced webpage content layout. • Developing tables for advanced content layout and organization. • Devising site management for easier project file extraction . <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: align, anchor, , ap div , border, cascading style sheets, css element box, css rule, div, div tags, float, font, footer, header, internet, margin, padding, rollover.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Explaining how HTML tags impact the overall design of a webpage.○ Conceptualizing how HTML attributes impact the overall design of a webpage.○ Differentiating between CSS and HTML file views. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Design</p> <ol style="list-style-type: none">1. Dreamweaver Project 12. Dreamweaver Project 23. Semester Project	