

Course Title – Animation & Interactive Web Design

Implement start year – 2014-2015

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Unit #2, topic – Layout and Planning

Students will be able to independently use their learning to plan and layout an effective and user friendly website.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

	<input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The history of the Internet and browser differences impact web design.</p> <p><i>EU 2</i> Effective websites are a result of careful and thoughtful planning.</p> <p><i>EU 3</i> Functional and consistent layout enhances usability of a site.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the impact of the Internet on our society? • Why is it important to know the history of the Internet? • How does a browser interpret web pages? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What makes a website effective? • What is the significance of planning before creating a website? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does the layout of your pages make the website user-friendly?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The history of the internet and functionality of different browsers. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Positive attributes of a website may include usability, consistency, color scheme and/or readability. • How to plan an effective website. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Layout impacts the overall usability of a website. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Discuss the history of the internet. • Compare and contrast the different browsers. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Evaluate various websites for positive attributes. • Create a website plan. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Arrange an effective layout for a user friendly website.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Identify positive attributes of a website (A)
 - Students will be sent to specific website (decided by teacher) and will need to list the positive attributes.
- Compare and Contrast various browsers (M)
 - Students will be given screenshots of various browsers and will need to label the different parts and list the browsers strengths and weaknesses
- Critique existing websites (M)
 - Students will access student websites on the internal server and will critique them on the provided handout/form. They will need to make recommendations and explain any dislikes they have.
- Creating Storyboards(T)
 - Students will storyboard (layout) every website they are creating in class. They may use any program on the computer they are comfortable with to diagram it.

Time Line:

Unit 2- Layout & Planning (3 weeks)