

Course Title – Animation & Interactive Web Design (Advanced Web Design & Animation)

Implement start year – 2014-2015

Revision Committee Members, email, extension –

Matt Abate, mabate@lrhsd.org, 8464

Dorothy Medvetz, dmedvetz@lrhsd.org, 8676

Stephanie Novello, snovello@lrhsd.org, 8086

Dana Tritsch, dtritsch@lrhsd.org, 8439

Unit #3, topic – Design Elements

Students will be able to independently use their learning to create and design effective graphics and implement coding.

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> Graphic Design improves the overall aesthetics of a website.</p> <p><i>EU 2</i> Coding impacts the design of a website.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does graphic design enhance web design? • How can image manipulation software be used to enhance a website? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does JavaScript change the design (or effectiveness) of a webpage? • How does knowledge of HTML coding basics help in all webpage design?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Web designers use image manipulation to improve their web site designs • The purpose of manipulating images allows you to create custom banners and navigation bars. • The various tools by navigating manipulation software. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Basic coding structure and functional implementation. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify the different tools used in manipulation of images. • Demonstrate image manipulation to create Banners and Navigation bars. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Export Java Script to web design software. • Dissect the source code of a website to make improvements and corrections.

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.*

- A friend has started a new company and has initiated the web design process to promote his/her business. He is unhappy with the current design and is looking to improve the overall aesthetics of his site specifically the banner and navigation system. By enhancing the website it will give a more professional appeal. Since you possess the ability to enhance the website design, you will have two weeks to launch the new website. Write an explanation as to how and why the newest enhancements make the banner and navigation system more professional looking. (EU1, EU2)

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 *WHERE TO* 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.

- List suggested learning activities here in a logical sequence. Choose A, M, or T from the drop down box.
- Explore the image manipulation program workspace (A)
- Teacher guided lessons (A)
- Tests and Quizzes (A)
- Utilize basic tools for manipulating images(M)
- Utilize layers and images(M)
- Adapt original designs based on feedback from clients. (T)
- Critique existing sites and make recommendation for improvement (T)
- Create original buttons, banners, and navigation bars(T)
- Export buttons to website –java scripting(T)
- Create an html coded page(T)

Timeline:

Unit 3 – Design Elements (3 weeks)