

Course: *Web Design*
Unit #: *Unit 2 - Coding for the Web using HTML and CSS*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 1.2.2.Cr1b: *Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.*
 - 1.2.2.Pr5a: *Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.*
 - 1.2.8.Cr1a: *Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.*
 - **21st Century Life & Career Standards**
 - 9.2.12.CAP.2 *Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.*
 - 9.2.12.CAP.3 *Investigate how continuing education contributes to one's career and personal growth.*
 - 9.4.2.IML.2 *Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).*
 - 9.4.5.CT.1 *Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).*
 - **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSL) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to apply the knowledge of HTML coding to independently create, code and design a website.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhsd.org/Page/6163>

- utilize and integrate essential communication and technical skills significant to 21st century life, work, and community
- apply information technology to achieve an organization's business goal
- create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career
- use technology to extend creativity and/or improve problem-solving ability

Enduring Understandings

Students will understand that. . .

EU 1

- *HTML and HTML5 coding is the foundation for all web page editors.*

Essential Questions

EU 1

- *What are the basics of HTML and HTML5?*
- *How does HTML define the structure of a webpage?*
- *What are the characteristics and elements of HTML tags*

<p><i>EU 2</i></p> <ul style="list-style-type: none"> the basic knowledge of the structure of HTML is essential to problem solving. <p><i>EU3</i></p> <ul style="list-style-type: none"> CSS enhances design elements within a web page. 	<p><i>that contribute to good web design?</i></p> <p><i>EU 2</i></p> <ul style="list-style-type: none"> What might happen if your HTML coding is inaccurate? <p><i>EU 3</i></p> <ul style="list-style-type: none"> How is the visual look of web pages controlled by using Cascading Style Sheets?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> HTML and HTML5 coding (9.4.2.IML.; 1.2.2.Cr1b) Basic coding structure and functional implementation. (9.4.2.IML.2; 1.2.2.Pr5a) <p><i>EU 2</i></p> <ul style="list-style-type: none"> Recognition of HTML coding inaccuracies.(9.4.2.IML.2; 9.4.5.CT.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> The purpose and uses for CSS (9.4.2.IML.2;1.2.2.Cr1b; 1.2.2.Pr5a) 	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> Identify the elements of HTML and HTML5 tags. (9.4.2.IML.2; 1.2.2.Cr1b) Develop code that defines the structure of the website.(9.4.2.IML.2; 1.2.2.Pr5a) Transfer their knowledge of HTML/HTML5 to other web design software. (9.4.2.IML.2; 1.2.2.Cr1b) <p><i>EU 2</i></p> <ul style="list-style-type: none"> Identify and correct errors in HTML coding. (9.4.2.IML.2; 9.4.5.CT.1) <p><i>EU 3</i></p> <ul style="list-style-type: none"> Use CSS to improve and design a website (9.4.2.IML.2;1.2.2.Cr1b; 1.2.2.Pr5a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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**. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- *Teacher guided tutorials and coding projects to attain the following skills: basic HTML tags, paragraph break and comment tags, heading tags, color codes, list tags, font tags and attributes, image tags and attributes, table tags and attributes, link tags and attributes (A)*
- *Apply the skills learned to their own website coding projects using a skill-based rubric (T)*
- *Ongoing teacher assessment critiquing student HTML coding projects (M)*
- *Student reflection on completed HTML coding projects (T)*

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Graphic Development and Design Concepts for the Web	45
2	Coding for the Web using HTML and CSS	90

Instructional Materials

- *Computer lab for students-*
 - *Wish list- Microsoft Surfaces or other laptop with the ability to utilize a drawing pen, keyboard and large screen hardwired into network*
 - *If not possible- Students will need a powerful desktop to accommodate the software*
 - *Solid state drives (SSD) are a possible solution for the first year the course runs.*
 - *New computers are recommended.*
 - *If desktop computers- drawing tablets needed*
- *Teacher Laptop loaded with Adobe Dreamweaver and Illustrator software*
 - *Provided by district*
 - *Teachers for this course will need a laptop to be able to create lesson and grade assignments for this course.*
 - *This cannot currently be done with district-provided, teacher chromebooks.*
- *Smart TV/Board*
 - *Lenape Business Education classes currently have one.*
- *Colored Printer*
- *Teacher Copy of the following books:*

- *Adobe Dreamweaver Classroom in a Book (2022 release)*
- *Adobe Illustrator Classroom in a Book (2022 release)*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.