

**Course:** *Web Design*  
**Unit #:** *Unit 3 - Web Design and Development*

**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,*
  - **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 (NJSLS) 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: Transfer Goal:** Students will be able to apply the skills learned to independently create and design an effective and engaging website using web design software.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhdsd.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*

- web design software allows for creative web pages

*Essential Questions*

*EU 1*

- How does using web design software differ from HTML

<p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>development and design make a successful website.</li> </ul>	<p>code?</p> <ul style="list-style-type: none"> <li>Why would you use web design software over HTML coding?</li> <li>What are the real world applications of web design software?</li> <li>What elements are needed to develop a website?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>What elements contribute to a successful web design?</li> <li>What enhancements can be added to websites by using web design software?</li> </ul>
<p><u>Knowledge</u> Students will know. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>how to navigate web design software. (9.4.5.CT.1)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>the elements that enhance web pages. (9.4.2.IML.2)</li> </ul>	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>utilize web design software to create a web page. (9.4.5.CT.1)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>include elements to enhance web pages. (9.4.2.IML.2)</li> </ul>
<p><b>Stage Two - Assessment</b></p>	

## 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**

- Mastery of web design software through teacher modeled projects and assessments (A)
- Teacher guided projects to add any or all enhancements to the website: upload and add music, add frequently asked questions with section anchors, slideshow, image maps, forms, welcome message, jump menu, radio buttons, dancing text, mouse trail, text effects, etc. (A)
- Apply the skills learned to their own web development projects using a skill-based rubric (T)
- Ongoing teacher assessment critiquing student HTML coding projects (M)
- Differentiate between using HTML vs. web design software to develop websites (M)
- Student reflection on completed web development projects (T)
- Trouble-shoot student and peers website (T)

## Pacing Guide

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

## Instructional Materials

*{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}*

- *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.