

# Web Page Design

**Unit Title:** HTML

## Stage 1: Desired Results

**Standards & Indicators:**

- 9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.
- 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.
- 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.
- 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.
- 9.3.IT-WD.5 Develop, administer and maintain Web applications.
- 9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.
- 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
- 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.
- 9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.
- 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

**Career Readiness, Life Literacies and Key Skills**

Standard	Performance Expectations	Core Ideas
9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
9.1.12.EG.3	Explain how individuals and businesses influence government policies.	There are different ways you can influence government policy to improve your financial situation.
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
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.	There are strategies to improve one's professional value and marketability.

**Central Idea/Enduring Understanding:**

Web pages are created using a markup language called HTML (hypertext Markup Language). HTML is platform-independent which can be interpreted on any computer regardless of the hardware or operating system. The students will use HTML in the beginning of the class to be acquainted with this platform.

**Essential/Guiding Question:**

- How can you use the source code to know how a web page was designed?
- How can you determine from the source code which designer program was used to create a web page?
- How can you modify a web page through a web page designer program?
- How do you know if your web page is following legal and ethical laws for the use on the Internet?
- How do you know and demonstrate Internet safety both from a business and personal perspective?
- How can you use the a web designer program

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	<p>create a web page?          How can you determine the best page and picture editors to use when creating a web page?          How can you use the a web designer program          create a web page?          How can you determine the best page and picture editors to use when creating a web page?          How can we use technology to simplify working with data and images?          How do visual images impact our lives?          What are the most important items to include on a web site?</p>
<p><b>Content:</b></p> <p>Introducing Web Page Design          Introducing HTML          The Source Command          Notepad program          View HTML documents in a Web Browser          HTML Tags          Elements of Web Pages          Introducing FrontPage          Saving, Viewing, Opening &amp; Closing Web Pages          Book marking locations          Navigation Structures          The Page Headers          Developing Web Sites          Defining the Purpose and Target Audiences          Web Page Layouts  <b>Work Based Learning</b>          Speakers from the workforce in developing web pages          Field trip</p>	<p><b>Skills(Objectives):</b></p> <p>Understand the basic features, tags using HTML coding.          Follow the Fundamentals of developing web pages          Identify common web page formats and functions          Illustrate how to add functionality to web pages using JavaScript and DHTML.          Create Web Pages using FrontPage 2000          Identify web page elements          Organize a web site using it navigation structures</p>
<p><b>Interdisciplinary Connections:</b></p> <p>8.1 Computer Science Standards          8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.          8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.          8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>WHST.1112.9 Research to Build and Present Knowledge. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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## Stage 2: Assessment Evidence

### Performance Task(s):

Creating web pages in HTML code  
Using several HTML Tags  
Creating bullet list in code  
Creating tables in code  
Creating forms in code  
Creating marquees in code  
Creating several Web Pages with HTML  
Creating web pages with FrontPage  
Creating hyperlinks  
Creating Bookmarks  
Applying themes  
Creating bullet lists  
Create an HTML document using Notepad  
Use comments to clarify HTML for a reader

### Other Evidence:

Identifying the parts of an HTML document  
View the HTML associated with a web page  
View HTML documents in a web browser  
Refresh the web browser display  
Distinguish between the break tag and the paragraph tag  
Use attributes in tags  
Create headings and horizontal rules  
Use comments to clarify HTML for a reader  
World Wide Web Basics  
Describe FrontPage and explain its key features  
FrontPage window elements  
FrontPage Window Panel  
Apply a themes  
Saving, Modifying and Opening web pages  
Using Images, Hotspots, Bookmarks

Daily Do-Now activities  
Vocabulary  
Sketches/research  
Participation  
Following Class Procedures  
Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
Guided practice  
Independent practice  
Small group instruction  
Individual instruction  
Cooperative learning

### Resources:

Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage  
Course Technology, Microsoft FrontPage.  
A Guide to Web Authoring Using Macromedia Dreamweaver  
Pearson, Learning Web Design with Adobe CS3; Dreamweaver  
Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)

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	<ul style="list-style-type: none"> <li>• <a href="#">Civil Rights Teaching</a></li> <li>• <a href="#">Black Past</a></li> </ul> <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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## Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Progress/Advance to the Next Activity</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Students may redo any assignment any time with no</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Break down</li> </ul>	<ul style="list-style-type: none"> <li>• IEP is followed</li> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Break down tasks into manageable units</li> <li>• Allow for repetition and/or clarification of directions</li> <li>• Students may redo any assignment any time with no penalty.</li> </ul> <p>Any student requiring further accommodations and/or modifications</p>

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	penalty	tasks into manageable units <ul style="list-style-type: none"> <li>• Allow for repetition and/or clarification of directions</li> <li>• Students may redo any assignment any time with no penalty</li> </ul>	will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing  ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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<b>Unit Title:</b> FrontPage		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b>		
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product. 9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions. 9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements. 9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management. 9.3.IT-WD.5 Develop, administer and maintain Web applications. 9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs. 9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics. 9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services. 9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products. 9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.

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9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <p>Students will understand that file management is an essential life skill to succeed in a digital world</p> <p>Students will understand that the purpose of the different ways to convey information in word these include lists, tables, charts, etc.</p> <p>Students will understand the difference between client side (HTML, CSS) languages and server side (PHP) languages.</p> <p>Students will understand that every website is a visual representation of something someone creates and makes a first impression on the viewer.</p> <p>Students will understand that web sites should provide the user with some sort of clear path of navigation.</p>		<p><b><u>Essential/Guiding Question:</u></b></p> <p>How do you add an image?</p> <p>Define a hotspot and why would you use It?</p> <p>What Is a bookmark?</p> <p>Can you list programs associated with the Microsoft Suite?</p> <p>Why use a form In your web page?</p> <p>What Is the first thing you need to do to create a form in FrontPage?</p> <p>What is a frame?</p> <p>Why use a frame In a Web Page?</p> <p>What is the purpose of creating a web page for a target audience?</p> <p>How does the placement of links affect a website?</p> <p>How does the navigation of a web site effect its usability?</p>
<p><b><u>Content:</u></b></p> <p>Introducing FrontPage</p> <p>What is FrontPage?</p> <p>Creating New Web Page</p> <p>Saving, Viewing, Opening &amp; Closing Web Pages</p> <p>Creating hyperlinks</p> <p>Book marking locations</p> <p>Navigation Structures</p> <p>The Page Headers</p> <p>Developing Web Sites</p> <p>Defining the Purpose and Target Audiences</p> <p>Web Page Layouts</p> <p><b>Work Based Learning</b></p> <p>Speakers from the workforce in developing web pages</p> <p>Field trip</p>		<p><b><u>Skills(Objectives):</u></b></p> <p>Explain and understand the basics of the world wide web</p> <p>Describe FrontPage and explain its key features</p> <p>Explain FrontPage window elements</p> <p>Describe FrontPage Window Panel</p> <p>Apply a theme</p> <p>Create bulleted lists</p> <p>Create new FrontPage webs</p> <p>Save modify and open web pages</p> <p>Using Images, Hotspots, Bookmarks</p> <p>Integrate the Excel program to create web pages</p> <p>UseFrames in Web Pages</p> <p>Define the purpose and identify the target audiences</p> <p>Complete webpage layouts</p>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>Computer Science and Design Thinking</b></p> <ul style="list-style-type: none"> <li>● 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</li> <li>● 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.</li> </ul>		

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- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

## English Language Arts Companion Standards

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## Media Arts Standards

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

## Stage 2: Assessment Evidence

### Performance Task(s):

Describe FrontPage and explain its key features  
 Apply a theme  
 Create bulleted lists  
 CreateNew FrontPage webs  
 Save modify and open web pages  
 Use images, hotspots, and bookmarks  
 Integrate the Excel program to create web pages

### Other Evidence:

Terms Review  
 Creating an excel worksheet  
 Work together lab activities  
 On your own cases & places activities  
 Daily Do-Now activities  
 Vocabulary  
 Sketches/research  
 Participation  
 Following Class Procedures  
 Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration  
 Guided practice  
 Independent practice  
 Small group instruction  
 Individual instruction  
 Cooperative learning

### Resources:

Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage  
 Course Technology, Microsoft FrontPage.  
 A Guide to Web Authoring Using Macromedia Dreamweaver  
 Pearson, Learning Web Design with Adobe CS3;Dreamweaver,

#### Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
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- [Newsela](#)

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## Differentiation

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<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Progress/Advance to the Next Activity</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> <li>• Modify our</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• IEP is followed</li> <li>• Visual Learning</li> <li>• Auditory Learning</li> <li>• Quizzes and Tests are modified</li> <li>• Extra time is given on assignments</li> <li>• Preferential Seating</li> <li>• Individualized Instruction</li> <li>• Tutoring</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Break down tasks into</li> </ul>

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	<p>curriculum content based on student's ability level</p> <ul style="list-style-type: none"> <li>• Use a consistent daily routine</li> <li>• Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Modify our curriculum content based on student's ability level</li> <li>• Use a consistent daily routine</li> <li>• Break down tasks into manageable units</li> <li>• Allow for repetition and/or clarification of directions</li> <li>• Students may redo any assignment any time with no penalty</li> </ul>	<p>manageable units</p> <ul style="list-style-type: none"> <li>• Allow for repetition and/or clarification of directions</li> <li>• Students may redo any assignment any time with no penalty.</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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<b>Unit Title:</b> Dreamweaver		
<b>Stage 1: Desired Results</b>		
<b>Standards &amp; Indicators:</b>		
<p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.</p> <p>9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.</p> <p>9.3.IT-WD.5 Develop, administer and maintain Web applications.</p> <p>9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.</p> <p>9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.</p> <p>9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.</p> <p>9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.</p> <p>9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate

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	problem (e.g., 7.1.AL.IPERS.6).	the views of groups of people.
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
<p><b>Central Idea/Enduring Understanding:</b>            Students will understand that there are many different programming languages each with different purposes            Students will understand the importance of using the correct programming language.            Students will understand that links are the foundation of the web and allow you to move from page to page.            Students will understand that a logical and intuitive path of navigation makes a web site much stronger and allows for better continuity for the user.            Students will understand that there are many different programming languages each with different purposes.            Students will understand the importance of using the correct programming language.</p>		<p><b>Essential/Guiding Question:</b>            What is the difference between a table and a form?            List two advantages of using a table.            What would you post on a form?            What is Spry framework?            Can you list three different types of multimedia files?            What is flash?            What are the most important questions to ask a client before building their website?            How do I meet a client's needs and develop ideas for a website before entering code?            What is and how can one identify a target audience?</p>
<p><b>Content:</b>            Tables and Forms            Creating tables            Inserting text and images            Table structure            Table borders &amp; backgrounds            Table for page layout            Creating forms</p>		<p><b>Skills(Objectives):</b>            Explain and define the specifics of Dreamweaver            Operate and use the Dreamweaver Workspace successfully            Create a new site            Create web pages            Utilize panels and panes successfully            Open and exit Dreamweaver            Complete the check in/check out features</p>

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Validating a form Testing the form  <b>Work Based Learning</b> Speakers from the workforce in developing web pages Field trip	Finish the site setup View sites files Create dynamic and interactive pages Use the Spry framework Use the Spry widgets Explain the definition of multimedia files Insert a flash movie
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**Interdisciplinary Connections:**

**Computer Science and Design Thinking**

- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
- 8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.
- 8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

**English Language Arts Companion Standards**

- WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Media Arts Standards**

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

## Stage 2: Assessment Evidence

**Performance Task(s):**

Start Dreamweaver  
 Open a Web Page  
 Create a Dreamweaver Workspace  
 Work with Panels and Panes  
 Close and exit Dreamweaver  
 Create a New Site  
 Store a Web Site  
 Test a Web Site  
 Create Web Pages  
 Create a Web Page text and Links  
 Create graphic elements and templates, tables and forms  
 Create a dynamic and interactive page

**Other Evidence:**

Daily Do-Now activities  
 Vocabulary  
 Sketches/research  
 Participation  
 Following Class Procedures  
 Projects assessed using rubrics focused on skills taught, safety protocols and processes used

## Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

Whole group learning with teacher lecture, discussion, and demonstration

**Resources:**

Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage

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<p>Guided practice Independent practice Small group instruction Individual instruction Cooperative learning</p>	<p>Course Technology, Microsoft FrontPage. A Guide to Web Authoring Using Macromedia Dreamweaver Pearson, Learning Web Design with Adobe CS3; Dreamweaver</p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">6.3 Suggested Framework K-12</a></li> <li>• <a href="#">NJ Commission on Holocaust Education</a></li> <li>• <a href="#">Facing History and Ourselves</a></li> <li>• <a href="#">New Jersey Historical Commission</a></li> <li>• <a href="#">Library of Congress</a> (Primary Sources)</li> <li>• <a href="#">National Archives</a> (Primary Sources)</li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">Stanford History Education Group</a></li> <li>• <a href="#">Zinn Education Project</a></li> </ul> <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> <li>• <a href="#">The New Jersey Amistad Commission Interactive Curriculum</a></li> <li>• <a href="#">New Jersey State Board Foundation</a></li> <li>• <a href="#">Civil Rights Teaching</a></li> <li>• <a href="#">Black Past</a></li> </ul> <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas. Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>• <a href="#">Diversity Calendar</a></li> </ul> <p><i>*Be sure to only include applicable resources.</i></p>
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**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>• Visual Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> <li>• Auditory</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learning</li> </ul>	<ul style="list-style-type: none"> <li>• IEP is followed</li> </ul>

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<ul style="list-style-type: none"> <li>● Auditory Learning</li> <li>● Progress/Advance to the Next Activity</li> <li>● Modify our curriculum content based on student's ability level</li> <li>● Use a consistent daily routine</li> <li>● Students may redo any assignment any time with no penalty</li> </ul>	<p style="text-align: center;">Learning</p> <ul style="list-style-type: none"> <li>● Quizzes and Tests are modified</li> <li>● Extra time is given on assignments</li> <li>● Preferential Seating</li> <li>● Individualized Instruction</li> <li>● Tutoring</li> <li>● Modify our curriculum content based on student's ability level</li> <li>● Use a consistent daily routine</li> <li>● Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>● Auditory Learning</li> <li>● Quizzes and Tests are modified</li> <li>● Extra time is given on assignments</li> <li>● Preferential Seating</li> <li>● Individualized Instruction</li> <li>● Tutoring</li> <li>● Modify our curriculum content based on student's ability level</li> <li>● Use a consistent daily routine</li> <li>● Break down tasks into manageable units</li> <li>● Allow for repetition and/or clarification of directions</li> <li>● Students may redo any assignment any time with no penalty</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Auditory Learning</li> <li>● Quizzes and Tests are modified</li> <li>● Extra time is given on assignments</li> <li>● Preferential Seating</li> <li>● Individualized Instruction</li> <li>● Tutoring</li> <li>● Modify our curriculum content based on student's ability level</li> <li>● Use a consistent daily routine</li> <li>● Break down tasks into manageable units</li> <li>● Allow for repetition and/or clarification of directions</li> <li>● Students may redo any assignment any time with no penalty.</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::          Extended time          Provide visual aids          Repeated directions          Differentiate based on proficiency          Provide word banks          Allow for translators, dictionaries</p>
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## Pacing Guide

Course Name	Content/Resources	Standards
<b>UNIT 1: HTML</b>		
30 Days	<p>Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage Course Technology, Microsoft FrontPage.</p> <p>A Guide to Web Authoring Using Macromedia Dreamweaver Pearson, Learning Web Design with Adobe CS3;Dreamweaver</p>	<p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.</p> <p>9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.</p> <p>9.3.IT-WD.5 Develop, administer and maintain Web applications.</p> <p>9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.</p> <p>9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.</p> <p>9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.</p> <p>9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.</p> <p>9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p>
<b>UNIT 2: FrontPage</b>		
30 Days	<p>Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage Course Technology, Microsoft FrontPage.</p> <p>A Guide to Web Authoring Using Macromedia Dreamweaver Pearson, Learning Web Design with Adobe CS3;Dreamweaver</p>	<p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.3 Write product specifications that define the scope of</p>

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		<p>work aligned to customer requirements.</p> <p>9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.</p> <p>9.3.IT-WD.5 Develop, administer and maintain Web applications.</p> <p>9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.</p> <p>9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.</p> <p>9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.</p> <p>9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.</p> <p>9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p>
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<b>UNIT 3: Dreamweaver</b>		
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<p>30 Days</p>	<p>Lawrence Press, A Guide to Web Authoring Using Microsoft FrontPage Course Technology, Microsoft FrontPage.</p> <p>A Guide to Web Authoring Using Macromedia Dreamweaver Pearson, Learning Web Design with Adobe CS3; Dreamweaver</p>	<p>9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.</p> <p>9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.</p> <p>9.3.IT-WD.3 Write product specifications that define the scope of work aligned to customer requirements.</p> <p>9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.</p> <p>9.3.IT-WD.5 Develop, administer and maintain Web applications.</p> <p>9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.</p> <p>9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.</p>
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		<p>9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.</p> <p>9.3.IT-WD.9 Perform maintenance and customer support functions for digital communication products.</p> <p>9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.</p>
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