Content Area: Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS 9.1, 9.2, 9.4) Grades K - 12
Business Education: Web Design and Application
Grade: 9-12

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Marking Period	Unit Title	Recommended Instructional Days
Marking Period 1	**Unit 1:** ● Task 1: Students will locate the following Bridge workspace components: Favorites Panel, Folders Panel, Collections, Panel, Filter Panel, Export Panel, Preview Panel, Metadata panel, Keywords panel, Menu bar, Application bar, Path bar ● Task 2: Students will use the Metadata panel tab to sort through given data files in order to find the Striped Umbrella assets. They will then add and apply new keywords to the Striped Umbrella assets within the data folder. **Unit 2:** ● Task 1: Students will write a short paragraph describing at least three features of Dreamweaver. They will add another paragraph describing three views that are available in Dreamweaver, then describe when you would use each view. ● Task 2: Students will open an existing homepage for a gardening Website. Once the file is open, students will observe which panels currently appear in the window. They will locate the document title bar, menu bar, document toolbar, insert panel, and property inspector. Students will then note the differences as they switch between the following views: Code View, Code and Design View, Design View.They will expand and collapse the CSS Styles panel. Students will view and locate the following web page elements: banner, text, image. Students will then use Dreamweaver Help to get information on topics relating to the Assets panel. They will print the information and close the help window. Students will preview the Web page in a browser. They will note the window size and change it to a different setting. They will print the page and close the browser.Students will close the page and exit Dreamweaver.	MP1 - 45 days, Units 1-4

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- Task 3: Students will open the homepage for a travel company's Web site. Students will practice changing the current workspace views. They will practice expanding and collapsing panels groups. Students will change the window size and preview the page in the browser. Students will then close the browser, file, and the application.
- Task 4: Students will use Dreamweaver Help to locate information on how to collapse or expand panel groups. They will read and print the information.
- Task 5: Students will locate the Customer Showcase feature on the Adobe Website. Using a word processing program, students will write a short summary (two paragraphs) of a chosen success story that utilized Adobe products. They will then list three things that they learned about the Adobe software that was used.

Unit 3:

- Task 1: Students will define and modify an existing gardening Website. Students will: 1) Create a folder for website management 2) Define the website 3) Add a folder to the website 4) Copy a new image to the website 5) Add new pages to the website
- Task 2: Students will define and modify an existing river expedition company's Web site. Students will: 1) Create a folder for website management 2) Define the website 3) Add a folder to the website 4) Copy a new image to the website 5) Add new pages to the website
- Task 3: Students will define and modify an existing travel outfitter's Website. Students will: 1) Create a folder for website management 2) Define the website
- Task 4: Students will define and modify an existing catering company's Web site. Students will: 1) Create a folder for website management 2) Define the website 3) Add a folder to

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the website 4) Copy a new image to the website 5) Add new pages to the website

Unit 4:

- Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Create head content: keywords/description 2) Set web page properties: background color/title 3) Create and format text: replacing, adding text/adding date 4) Add links to web pages 5) Add email link 6) Use the history panel 7) View HTML code to modify horizontal rule properties 8) Test and Modify the home page to ensure links works
- Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Create head content: keywords/description 2) Set web page properties: background color/title 3) Create and format text: replacing, adding text/adding date 4) Add links to web pages 5) Add email link 6) Use the history panel 7) View HTML code to modify horizontal rule properties 8) Test and Modify the home page to ensure links works
- Task 3: Students will modify the travel outfitter's Web site by completing the following tasks: 1) Create head content: keywords/description 2) Set web page properties: background color/title 3) Create and format text: replacing, adding text/adding date 4) Add links to web pages 5) Add email link 6) Use the history panel 7) View HTML code to modify horizontal rule properties 8) Test and Modify the home page to ensure links works
- Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Create head content: keywords/description 2) Set web page properties: background color/title 3) Create and format text: replacing, adding text/adding date 4) Add links to web pages 5) Add email link 6) Use the history panel 7) View HTML code to modify

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horizontal rule properties 8) Test and Modify the home page to ensure links works
- Task 5: Students will define a Web site and create a home page based on their favorite sports. They will complete the following tasks: 1) Create head content: keywords/description 2) Set web page properties: background color/title 3) Create and format text: replacing, adding text/adding date 4) Add email link 5) View HTML code to modify horizontal rule properties 6) Test and Modify the home page to ensure it works

Life Literacy & Key Skills Disciplinary Concept: *Core Idea*	Performance Expectation/s:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Creativity and Innovation Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. **Digital Citizenship** Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. **Technology Literacy** Digital tools differ in features, capacities, and styles. Knowledge of	**TECH.9.4.12.CT.1:** Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). **TECH.9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a) **TECH.9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.TL.1: Assess digital tools based on features such as	**Essential Question/s:** - What is Adobe Bridge? - How is Adobe Bridge used to manage assets in Creative Suite 6? - What is Web design software? - What is Dreamweaver and how is it used to create Web sites? - How do you manage and name files in Web Design? - What is the web design process? - How do you plan a website? - What is the web design process? - How do you plan a Web page layout? - How can colors, fonts, and images set the tone of a website and/or page? **Activity Description:** - Students will learn ow to start Adobe Bridge CS6 - Students will explore the Bridge workspace

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different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.). • 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: *Core Idea*	**Performance Expectation/s:**
Career Awareness and Planning There are strategies to improve one's professional value and marketability. **Career Awareness and Planning** Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.	**WRK.9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growth. **WRK.9.2.12.CAP.6:** Identify transferable skills in career choices and design alternative career plans based on those skills.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need

- Students will learn ow to use metadata
- Students will use and understand parent and child keyword relationship within metadata
- Students will become familiar with the Adobe Bridge software program.
- Students will use Meta data to label and rate files.
- Students will add and apply keywords to asset Metadata.
- Students will define Web design software
- Students will become familiar with the Adobe Dreamweaver software program.
- Students will be able to open and view existing Web pages within Dreamweaver by examining different workspace views.
- Students will be able to preview pages within different browsers and become comfortable with the Help feature.
- Students will know how to close a page and exit the program.
- Students will use different tools to help plan, design, and create a new Web site.
- Students will be able to plan a Website, modify a web page, and link pages within a site together.
- Students will be able to use Code View to modify some of the page code.

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for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills.	
Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
● Tests ● Quizzes ● Practice problems for homework ● Worksheets ● Lab work: Write programs ● Observation ● Oral Explanation Check	**Benchmarks:** ● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned ● Rubric evaluations **Summative Assessments:** ● District Assessments ● Evidence that students can perform the functions ● Final documents/projects

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format	● Allow access to supplemental materials, including use of online bilingual dictionaries.	● Connect students to related talent development opportunities, often offered through area colleges, with the

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	of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. ● Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. ● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.	● Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.

assistance of guidance counselors.

Supplemental Resources

Technology:
● Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.

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Other:
- Adobe Creative Suite 6 Software
- Adobe Creative Suite 6 Web Tools: Dreamweaver * Photoshop * Flash

Course Technology

Cengage Learning

Bishop / Botello / Waxer

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into	• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

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	shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*

Standard 9

9 Career Ready Practices	__X__ CRP1. Act as a responsible and contributing citizen and employee. __X__ CRP2. Attend to financial well-being. __X__ CRP3. Consider the environmental, social and economic impacts of decisions. __X__ CRP4. Demonstrate creativity and innovation. __X__ CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.

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__X__CRP6. Model integrity, ethical leadership and effective management. __X__CRP7. Plan education and career paths aligned to personal goals. __X__CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively. __X__CRP9. Work productively in teams while using cultural global competence.