

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 2	<p><b>Unit 5:</b></p> <ul style="list-style-type: none"> <li>● Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Create a new page 2) Import text 3) Set text properties 4) Create an unordered list 5) Create a style in a new Cascading Style Sheet 6) Apply and Edit a style 7) Add styles to a Cascading Style Sheet 8) Attach a Cascading Style Sheet to a page 9) Check for Spelling Errors 10) Style Sheet 11) Attach a Cascading Style Sheet to a page 12) Check for Spelling Errors</li> <li>● Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Create a new page 2) Import text 3) Set text properties 4) Create an unordered list 5) Create a style in a new Cascading Style Sheet 6) Apply and Edit a style 7) Add styles to a Cascading Style Sheet 8) Attach a Cascading Style Sheet to a page 9) Check for Spelling Errors</li> <li>● Task 3: Students will modify the travel outfitter's Web site by completing the following tasks: 1) Create a new page 2) Import text 3) Set text properties 4) Create an ordered list 5) Create a style in a new Cascading Style Sheet 6) Apply and Edit a style 7) Add styles to a Cascading Style Sheet 8) Attach a Cascading Style Sheet to a page 9) Check for Spelling Errors</li> <li>● Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Create a new page 2) Import text 3) Set text properties 4) Create an unordered list 5) Create a style in a new Cascading Style Sheet 6) Apply and Edit a style 7) Add styles to a Cascading Style Sheet 8) Attach a Cascading Style Sheet to a page 9) Check for Spelling Errors</li> <li>● Task 5: Students will define a Web site and create a favorite athlete or team page based on their favorite sports. They will complete the following tasks: 1) Create a new page 2) Import text 3) Set text properties 4) Create an unordered list 5) Create a style in a new Cascading Style Sheet 6) Apply and Edit a</li> </ul>	MP2 - 45 days, Units 5-8

	<p>style 7) Add styles to a Cascading Style Sheet 8) Attach a Cascading Style Sheet to a page</p> <p><b>Unit 6:</b></p> <ul style="list-style-type: none"><li>• Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Insert an image 2) Align an image 3) Enhance an image's brightness and contrast 4) Add alternate text to an image 5) View the Assets panel 6) Insert a background image 7) Delete image files from a web site</li><li>• Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Insert an image 2) Align an image 3) Enhance an image's brightness and contrast 4) Add alternate text to an image 5) View the Assets panel 6) Insert a background image 7) Delete image files from a web site</li><li>• Task 3: Students will modify the travel outfitter's Web site by completing the following tasks: 1) Insert an image 2) Align an image 3) Enhance an image's brightness and contrast 4) Add alternate text to an image 5) View the Assets panel 6) Insert a background image 7) Delete image files from a web site</li><li>• Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Insert an image 2) Align an image 3) Enhance an image's brightness and contrast 4) Add alternate text to an image 5) View the Assets panel 6) Insert a background image 7) Delete image files from a web site</li><li>• Task 5: Students will modify their personal sports Web site by completing the following tasks: 1) Insert an image 2) Align an image 3) Enhance an image's brightness and contrast 4) Add alternate text to an image 5) View the Assets panel 6) Insert a background image 7) Delete image files from a web site</li></ul>	
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	<p><b>Unit 7:</b></p> <ul style="list-style-type: none"><li>• Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Create an internal link 2) Create an external link 3) Insert a named anchor 4) Create an internal link to a named anchor 5) Create a spry menu bar 6) Add menu bar items 7) Format a menu bar 8) Copy a menu bar to other pages 9) Create an image map</li><li>• Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Create an internal link 2) Create an external link 3) Insert a named anchor 4) Create an internal link to a named anchor 5) Create a spry menu bar 6) Add menu bar items 7) Format a menu bar 8) Copy a menu bar to other pages 9) Create an image map</li><li>• Task 3: Students will modify the travel outfitter's Web site by completing the following tasks: 1) Create an internal link 2) Create an external link 3) Insert a named anchor 4) Create an internal link to a named anchor 5) Create a spry menu bar 6) Add menu bar items 7) Format a menu bar 8) Copy a menu bar to other pages 9) Create an image map</li><li>• Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Create an internal link 2) Create an external link 3) Insert a named anchor 4) Create an internal link to a named anchor 5) Create a spry menu bar 6) Add menu bar items 7) Format a menu bar 8) Copy a menu bar to other pages 9) Create an image map</li><li>• Task 5: Students will modify their personal sports Web site by completing the following tasks: 1) Create an internal link 2) Create an external link 3) Insert a named anchor 4) Create an internal link to a named anchor 5) Create a spry menu bar 6) Add menu bar items 7) Format a menu bar 8) Copy a menu bar to other pages</li></ul>	
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	<p><b>Unit 8:</b></p> <ul style="list-style-type: none"><li>• Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Create a page using CSS layouts 2) Add content to CSS layout blocks 3) Edit content in CSS layout blocks 4) Edit CSS layout properties 5) Insert tables and set table properties 6) Merge and split cells 7) Insert and align images in cells 8) Add text to cells 9) Format and modify cell content and cells</li><li>• Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Create a page using CSS layouts 2) Add content to CSS layout blocks 3) Edit content in CSS layout blocks 4) Edit CSS layout properties 5) Insert tables and set table properties 6) Merge and split cells 7) Insert and align images in cells 8) Add text to cells 9) Format and modify cell content and cells</li><li>• Task 3: 1) Create a page using CSS layouts 2) Add content to CSS layout blocks 3) Edit content in CSS layout blocks 4) Edit CSS layout properties 5) Insert tables and set table properties 6) Merge and split cells 7) Insert and align images in cells 8) Add text to cells 9) Format and modify cell content and cells</li><li>• Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Create a page using CSS layouts 2) Add content to CSS layout blocks 3) Edit content in CSS layout blocks 4) Edit CSS layout properties 5) Insert tables and set table properties 6) Merge and split cells 7) Insert and align images in cells 8) Add text to cells 9) Format and modify cell content and cells</li><li>• Task 5: Students will modify their personal sports Web site by completing the following tasks: 1) Create a page using CSS layouts 2) Add content to CSS layout blocks 3) Edit content in CSS layout blocks 4) Edit CSS layout properties 5) Insert tables and set table properties 6) Merge and split cells 7) Insert</li></ul>	
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	and align images in cells 8) Add text to cells 9) Format and modify cell content and cells	
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<b>Life Literacy &amp; Key Skills</b> <b>Disciplinary Concept:</b> <i>Core Idea</i>	<b>Performance Expectation/s:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</b>
<p><b>Creativity and Innovation</b>                      Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p><b>Digital Citizenship</b>                      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.</p> <p><b>Technology Literacy</b>                      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> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><b>TECH.9.4.12.CT.1:</b> 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).</p> <p><b>TECH.9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)</p> <p><b>TECH.9.4.12.DC.8:</b> Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as 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.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How do the technical aspects of CSS impact Web design?</li> <li>• How is text enhanced so that it makes a Web page more attractive and easy to read?</li> <li>• How are images utilized to positively impact a Web site?</li> <li>• How is the Assets panel used to effectively manage and incorporate images into a website?</li> <li>• In what ways can widgets be used to enhance a Web site?</li> <li>• How can Spry menu bars and image maps be used to enhance a user’s experience when navigating through a Web site?</li> <li>• How are CSS and tables utilized to position content efficiently and effectively on a Web page?</li> </ul> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to import text and set text and page properties within Cascading Style Sheets.</li> <li>• Students will be able to use lists to make text more accessible for users</li> <li>• Create web pages that utilize Cascading Style Sheets and unordered/ordered lists.</li> <li>• Students will be able to incorporate images into new and existing pages to enhance the overall look of their Web sites.</li> <li>• Students will use Adobe Dreamweaver to add Spry menu bars and image maps to web pages in a way that allows the visitor to easily and effectively navigate their sites.</li> <li>• Students will create Spry menus</li> <li>• Students will create image maps</li> <li>• Students will create internal/external links</li> </ul>
<b>Career Awareness, Exploration, Preparation, &amp; Training</b>	<b>Performance Expectation/s:</b>	

<b>Disciplinary Concept:</b> <i>Core Idea</i>		
<p><b>Career Awareness and Planning</b>                      There are strategies to improve one's professional value and marketability.</p> <p><b>Career Awareness and Planning</b>                      Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.</p>	<p><b>WRK.9.2.12.CAP.3:</b> Investigate how continuing education contributes to one's career and personal growth.</p> <p><b>WRK.9.2.12.CAP.6:</b> Identify transferable skills in career choices and design alternative career plans based on those skills.</p>	<ul style="list-style-type: none"> <li>• Students will become familiar with using CSS to place content on pages using divs</li> <li>• Students will be able to place content on a web page by using tables</li> </ul>
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<p>-Self- awareness                      -Social Awareness                      -Self- Management                      -Relationship Skills                      -Responsibility                      -Decision-Making</p>	<ul style="list-style-type: none"> <li>• Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>• Utilize positive communication and social skills to interact effectively with others.</li> </ul>	

	<ul style="list-style-type: none"> <li>Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<ul style="list-style-type: none"> <li>Tests</li> <li>Quizzes</li> <li>Practice problems for homework</li> <li>Worksheets</li> <li>Lab work: Write programs</li> <li>Observation</li> <li>Oral Explanation Check</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned</li> <li>Rubric evaluations</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>District Assessments</li> <li>Evidence that students can perform the functions</li> <li>Final documents/projects</li> </ul>	
<b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
	<ul style="list-style-type: none"> <li>Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus,</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionaries.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

	<p>comprehension and time on task.</p> <ul style="list-style-type: none"><li>● 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.</li></ul>		
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**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.

**Other:**

- Adobe Creative Suite 6 Software
  - Adobe Creative Suite 6 Web Tools: Dreamweaver \* Photoshop \* Flash
- Course Technology  
Cengage Learning  
Bishop / Botello / Waxer

<b>Differentiated Student Access to Content:                      Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>● 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).</li> <li>● Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</li> <li>● Modify test content and/or format, allowing</li> </ul>	<ul style="list-style-type: none"> <li>● Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>● Provide access to preferred seating, when requested.</li> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

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

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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## Standard 9

**9 Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Attend to financial well-being.
- CRP3. Consider the environmental, social and economic impacts of decisions.
- CRP4. Demonstrate creativity and innovation.
- CRP5. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP6. Model integrity, ethical leadership and effective management.
- CRP7. Plan education and career paths aligned to personal goals.
- CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- CRP9. Work productively in teams while using cultural global competence.