

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 3	<p>Unit 9:</p> <ul style="list-style-type: none"> • Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Add Flash objects 2) Add behaviors 3) Edit behaviors 4) Add rollover images 5) Add video 6) Add sound • Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Add Flash objects 2) Add behaviors 3) Edit behaviors 4) Add rollover images 5) Add video 6) Add sound • Task 3: 1) Add Flash objects 2) Add behaviors 3) Edit behaviors 4) Add rollover images 5) Add video 6) Add sound • Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Add Flash objects 2) Add behaviors 3) Edit behaviors 4) Add rollover images 5) Add video 6) Add sound • Task 5: Students will modify their personal sports Web site by completing the following tasks: 1) Add Flash objects 2) Add behaviors 3) Edit behaviors 4) Add rollover images 5) Add video 6) Add sound • Task 6: Students will modify their personal hobby Web site by completing the following tasks: 1) Add Flash objects 2) Add behaviors <p>Unit 10:</p> <ul style="list-style-type: none"> • Task 1: Students will modify the gardening Web site by completing the following tasks: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button 6) Format a form 	MP3 - 45 days, Units 9-12

	<ul style="list-style-type: none">• Task 2: Students will modify the river expedition company's Web site by completing the following tasks: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button 6) Format a form• Task 3: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button 6) Format a form• Task 4: Students will modify the catering company's Web site by completing the following tasks: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button 6) Format a form• Task 5: Students will modify their personal sports Web site by completing the following tasks: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button 6) Format a form• Task 6: Students will modify their personal hobby Web site by completing the following tasks: 1) Create and insert a form on a new page 2) Add a text form field 3) Add a radio group 4) Add a checkbox group 5) Add a submit and reset button <p>Unit 11:</p> <ul style="list-style-type: none">• Task 1: Students will test the gardening website and set it up for remote access. Students will complete the following tasks: 1) Collect feedback 2) Run site reports 3) Validate HTML and CSS markup 4) Test for browser compatibility 5) Use media queries 6) Evaluate their website 7) Set up remote access• Task 2: Students will test the river expedition company site and set it up for remote access. Students will complete the following tasks: 1) Collect feedback 2) Run site reports 3) Validate HTML and CSS markup 4) Test for browser	
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	<p>compatibility 5) Use media queries 6) Evaluate their website 7) Set up remotes access</p> <ul style="list-style-type: none"> Task 3: Students will test the travel outfitter website and set it up for remote access. Students will complete the following tasks: 1) Collect feedback 2) Run site reports 3) Validate HTML and CSS markup 4) Test for browser compatibility 5) Use media queries 6) Evaluate their website 7) Set up remotes access <p>Unit 12:</p> <ul style="list-style-type: none"> Task 1: Students will start Photoshop to navigate the workspace and explore the panels. Students will use the Hand and Zoom tools to manipulate a given image file. They will open a JPEG file and save it in different file formats. They will then take the same file and change the resolution and image size. They will then transform the canvas. They will crop the image to a specific size. Task 2: Students will modify three images to specific sizes and resolutions for the Estonia Travel company. Task 3: Students will take three images provided by a travel company and stitch them together in one file to a specified size. Task 4: Students will find and create bookmarks for the local zoo out of found animal images. 	
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
<p>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.</p>	<p>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</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> How can adding media and interactivity make a Website more compelling? How can data be collected by adding forms to a Website? How is a web site tested for functionality? How is a website published?

<p>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.</p> <p>Technology Literacy 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>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 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.</p>	<ul style="list-style-type: none"> ● What is photo editing software? ● What is Photoshop for and how is it used to create and edit images? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Students will be able to understand and utilize media objects that include video and sound on their pages ● Students will be able to add forms and form objects to add interactivity to web pages and collect data from its visitors. ● Students will be able to decide when to use particular forms objects to collect certain types of data ● Students will be able to test their Web sites to ensure proper functionality across multiple browsers and platforms ● Students will be able to publish a site ● Students will learn the essential skills for viewing and navigating a document ● Students will be able to investigate the basic building blocks of a Photoshop image
<p>Career Awareness, Exploration, Preparation, & Training Disciplinary Concept: <i>Core Idea</i></p>	<p>Performance Expectation/s:</p>	
<p>Career Awareness and Planning There are strategies to improve one’s professional value and marketability.</p> <p>Career Awareness and Planning Career planning requires purposeful planning, based on research, self-knowledge, and informed choices.</p>	<p>WRK.9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>WRK.9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>	

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>		
-Self- awareness -Social Awareness -Self- Management -Relationship Skills -Responsibility -Decision-Making	<ul style="list-style-type: none"> ● 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 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. 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<ul style="list-style-type: none"> ● Tests ● Quizzes ● Practice problems for homework ● Worksheets ● Lab work: Write programs ● Observation 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Students will obtain a score of 70% or higher, students who complete the proper assigned classwork will be assigned ● Rubric evaluations <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● District Assessments 	

<ul style="list-style-type: none"> Oral Explanation Check 	<ul style="list-style-type: none"> 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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
	<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionaries. 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. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

	borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists.		
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> 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. <p>Other:</p> <ul style="list-style-type: none"> Adobe Creative Suite 6 Software Adobe Creative Suite 6 Web Tools: Dreamweaver * Photoshop * Flash <p>Course Technology Cengage Learning Bishop / Botello / Waxer</p>			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. Engage all learners through implementation of various 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.

<p>resources including visual, audio, and tactile materials.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 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. 	<ul style="list-style-type: none"> ● Provide access to preferred seating, when requested. ● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> ● 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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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	<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Attend to financial well-being. <input checked="" type="checkbox"/> CRP3. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP4. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP5. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP6. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP7. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP8. Use technology to enhance productivity, increase collaboration and communicate effectively. <input checked="" type="checkbox"/> CRP9. Work productively in teams while using cultural global competence.