INACTIVE - Unit 2- HTML - FKA WEB DESIGN

Content Area: **Fine Arts**
Course(s): **Web Design**
Time Period: **Marking Period 1**
Length: **4-8 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Unit 1	1	4-8
Unit 2	1	4-8
Unit 3	2	4-8

Unit Overview

• Select and use appropriate technology for educational and personal goals oUse passwords and security features, navigate web pages on the Internet, participate in online learning environments, and understand how technology affects workplace and society.

• Understand ethical and safety issues related to information including plagiarism and citing sources, copyright, intellectual freedom, acceptable use of school technologies, privacy, and evaluation of information. oFollow the school's acceptable use policies for computers, networks, and the Internet; understand plagiarism, use computer software according to licensing agreements, understand fair use of copyrighted materials

• Use resources responsibly.

• Use resources and learn independently and in collaboration with others.

Enduring Understandings

  • Web Page Design is a skill that grows and develops throughout the careful planning and study of

software and design.

Essential Questions

- What makes a website easy to read and navigate?
- What pitfalls do I need to look out for when designing a web site?
- How can I improve my technological communication skills using the Internet?
- What are the basics needed to design a website?
- Why are tables good to put information into so it does not move around on a web page?
- What are the advantages and disadvantages of frames pages in a website?
- How do frames templates establish the 'look' of web pages? How are forms created?
- If I own my own business, how can I create a page to order goods from me?
- How do computers communicate with each other around the world?
- How can one make a website visually pleasing?
- How can pictures be used to enhance a website's goal?
- Can one use the skills learned to create a website?
- How can tables aid in clarification of data in a web site?

New Jersey Student Learning Standards (No CCS)

- Click on the header above.
- When the editing box opens up (looks like MS Word), then click on the "standards" tab at the top next to the "Editor" tab.
- When this opens, click on the plus sign in the Green circle (top left) next to the words "associate standard".
- Select the appropriate section from the list on the left such as "NJ Student Learning Standards", then click on the subjct area from the list on the right. From here, you can click on the standards to add them.

Amistad Integration

This section is for units and parts of units that highlight the achievements of African Americans.

LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

Holocaust/Genocide Education

Interdisciplinary Connections

RL.11-12.4

LA.11-12.RST

LA.11-12.WHST.11-12.4

VPA.1.1.12.D

VPA.1.3.12.D

VPA.1.4.12.B

Technology Standards

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
TECH.8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

21st Century Themes/Careers

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

1.   The State Board of Education shall require that a school district incorporate in each of the grades [1][kindergarten] six[1] through eight financial literacy instruction to pupils enrolled in those grades. The

purpose of the instruction shall be to provide **[1][elementary and][1]** middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

a.   be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and

b.   include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Click on the header above, then select the Editor tab to type in your teaching strategies as well as content.

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Individual lessons.

- Rehearsal Participation.
- Ensemble Engagement.

Summative Assessment

marking period playing exam

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative asessment (Playing exam)

Alternate Assessments

- Oral response to questions in review of material.
- More time alloted for written assignments/asessments.
- Take Home projects/reviews/asessments.

Resources & Technology

- Select Concert Literature
- Macbook Pro- Computer system IOS platform
- Finale Music notation software.
- Apple TV/projector

BOE Approved Texts

BOE Approved Texts

Select Concert band literature

Closure

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaires

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).

- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking