

East Penn School District
Secondary Curriculum

A Planned Course Statement
for
Web Design II

Course # 637 Grade(s) 10-12

Department: Computer & Business Applications

Length of Period (mins.) 41 Total Clock Hours: 63

Periods per Cycle: 6 Length of Course (yrs.) .5

Type of Offering: required elective

Credit: .5

Adopted: 6/8/09

Developed by:

John Dietrick
Anne Nero

Description of Course

Course Title: Web Design II

Description: This course requires students to integrate Web design skills learned in Web Design I. Adobe Photoshop/Flash I and Adobe Photoshop/Flash II. Using Adobe Dreamweaver, Flash and Photoshop knowledge, students will create state of the art Web sites. Individual and team projects will be incorporated into student assessment. (Only students in grades 10-12 are eligible to register for this course.)

Goals:

- Students will be able to:
 - plan, design, create and evaluate advanced Web sites
 - create and integrate custom graphics and animation into Web sites
 - capture and enhance photos and videos for use on Web sites
 - work as an effective team member
 - upload completed Web sites to online server

Requirements:

- Prerequisite: Web Design I
Adobe Photoshop/Flash I, II
10 – 12 grade student

Text:

- None

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

** Standards are reflecting the National Educational Technology Standards for Students (NETS•S)

Unit	Num	Objective	Level	Content	Evaluation	Standard
I. Introduction to Web Design Integration	1	Students will: <ul style="list-style-type: none"> • insert a Photoshop image into a Dreamweaver document • edit a Photoshop image from a Dreamweaver document • create a Photoshop document and import it into Flash • insert and edit a Flash movie into Dreamweaver 	L	<ul style="list-style-type: none"> • Instructor prepared notes • Student use of computer • Instructor demonstrations using projected screen image and/or CrossTec SchoolVue Software 	<ul style="list-style-type: none"> • Teacher Observations • Oral and written questions • On-screen observation • Integrated Web site containing Flash and Photoshop elements 	NETS: 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b PA Standard: 3.7.10 (C) 3.7.10 (D)
II. Plan, Design, and Create Web sites	2	Students will: <ul style="list-style-type: none"> • identify content and layout needs for Web site • evaluate existing online Web sites to identify appropriateness of content and layout • work in teams to pre-conceptualize Web site layout • work in teams to create graphical and photo elements using Photoshop • work in teams to create animation and video elements using Flash • add graphical and animation elements to Dreamweaver Web site • evaluate created Web sites for its effectiveness, responsiveness, and flexibility • upload completed Web site to online server 	R	<ul style="list-style-type: none"> • Student use of computer • Instructor demonstrations using projected screen image and/or CrossTec SchoolVue Software 	<ul style="list-style-type: none"> • Teacher Observations • On-screen observation • Observable work habits within team • Integrated Web site containing Flash and Photoshop elements 	NETS: 1a, 1b, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b PA Standard: 3.7.10 (C) 3.7.10 (D)

National Educational Technology Standards and Performance Indicators for Students

The Nets are divided into the six broad categories that are listed below.

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem-Solving, and Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.

- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.