

# Web Design: CSS Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to use technology in order to create real world products.</li> <li>Students will demonstrate the ability to use style sheets in order to create a well designed web site.</li> <li>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>ISTE - International Society for Technology in Education</p> <ul style="list-style-type: none"> <li><u>ISTE Standard 1:</u> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</li> <li><u>ISTE Standard 2:</u> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</li> <li><u>ISTE Standard 4:</u> Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</li> <li><u>ISTE Standard 5:</u> Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</li> <li><u>ISTE Standard 6:</u> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</li> <li><u>ISTE Standard 7:</u> Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to create real world products using technology.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>a well designed website is needed to convey information properly.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Can the design of a website change a user's view of the material/business?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that combining a simple web design interface with dozens of complex features will create professional web pages.</li> <li>that CSS designs change the layout and appearance of a web page.</li> <li>that websites need to follow ADA guidelines because assistive technology may be need to make a website accessible.</li> </ul> <p><u>vocabulary:</u> CSS, design, attributes, masthead, top navigation, body, footer, divs, bookmarks, class-based styles, element-based styles, thumbnail, resampling, assistive technology, screen-readers, links, buttons, tables.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>understanding the fundamental concepts of technology operations.</li> <li>demonstrating the ability to choose, use and troubleshoot current technologies.</li> <li>transferring their knowledge to explore emerging technologies.</li> <li>respecting the rights and obligations of using and sharing intellectual property.</li> <li>selecting and using digital tools to plan and manage a design process.</li> <li>considering design constraints and calculated risks in the design process.</li> <li>breaking problems into component parts.</li> <li>extracting key information and developing descriptive models to understand complex systems or facilitate problem-solving.</li> <li>publishing or presenting content that customizes the message and medium for their intended audiences.</li> <li>exploring local and global issues and using</li> </ul>	

		collaborative technologies to work with others to investigate solutions.
<b>Content Area Literacy Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>• <i>Communicate clearly</i></li> <li>• <i>Make judgments and decisions</i></li> <li>• <i>Think creatively</i></li> <li>• <i>Apply technology effectively</i></li> </ul>

### Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>	<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"> <li>• 1.OA.1 Use</li> </ul>	

--	--