EVERETT PUBLIC SCHOOLS
WEB DESIGN

Course: WEB DESIGN		**Total Framework Hours:** 90
CIP Code: 110801	☐Exploratory ☒Preparatory	**Date Last Modified:** Aug.2022
Career Cluster: INFORMATION TECHNOLOGY		**Cluster Pathway:** INFORMATION TECHNOLOGY

Industry-Recognized Credentials:
You Science Precision Exams - 21st Century Success Skills
You Science Precision Exams - Business Web Page Design I
You Science Precision Exams - Business Web Page Design II

Work-Based Learning:
Career Research and Job Interview/Job Shadow in Course-Related Area
Guest Speaker (In-person and/or remote)
Industry Related Field Trips

CTSO:
FBLA
TSA

Course Software:
Code HS

Course Equipment:
Currently not available

COMPONENTS AND ASSESSMENTS

Performance Assessments:
- Topics Include: Headings, Paragraphs, Attributes, Links, Images, Tables, Colors, Layout, Lists, Backgrounds, File, Text, Management, and Setup
- Formative Assessment: Practice Websites Tutorials
- Summative Assessment: Build the skeleton of My Personal Website

Leadership Alignment:
2.C.4 Interpret information and draw conclusions based on the best analysis
4.B.2 Manage the flow of information from a wide variety of sources
6.A.1 Use technology as a tool to research, organize, evaluate and communicate information

Standards and Competencies

Unit: HTML	
Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 20
• A1. Gather data to identify customer requirements and capacity • A4. Prepare preliminary application • B3. Select programming languages, design tools, and applications • C5. Produce graphics, layout elements, and applicable code	
Aligned Washington State Learning Standards	
Arts	VA:Cr2.1.II a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
Educational Technology	1.b. Students build networks and customize their learning environments in ways that support the learning process. 1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
English Language Arts	CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMPONENTS AND ASSESSMENTS
Performance Assessments: • Topics Covered Include: Cascading Style Sheets, Integration of CSS with HTML, Style Sheet, Embedded CSS • Formative Assessments: Tutorials Using Informational Text • Summative Assessment: Add styles and update My Personal Website using CSS
Leadership Alignment: 2.D.1 Solve different kinds of non-familiar problems in both conventional and innovative ways 4.A.1 Access information efficiently (time) and effectively (sources) 4.B.2 Manage the flow of information from a wide variety of sources 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
Standards and Competencies

Unit: CCS	
Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 25
• A4. Prepare preliminary application • A5. Create and refine preliminary design or mockup • B4. Write supporting code • C4. Create or adapt content • C5. Produce graphics, layout elements, and applicable code	
Aligned Washington State Learning Standards	

Arts	VA:Cr2.1.II a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form
Educational Technology	3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.
English Language Arts	CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Topics include Introduction to Language, Editing and Modifying, Functions
- Formative Assessments: Quiz and classroom activity codes
- Summative Assessment: Add function to My Personal Website using JavaScript

Leadership Alignment:

2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
2.C.3 Synthesize and make connections between information and arguments
6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts
8.C.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise.

Standards and Competencies

Unit: JavaScript

Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 25

- A4. Prepare preliminary application
- A5. Create and refine preliminary design or mockup
- B4. Write supporting code
- C4. Create or adapt content
- C5. Produce graphics, layout elements, and applicable code
- D2. Facilitate move to production system

Aligned Washington State Learning Standards

Educational Technology	3.c. Student’s curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: • Formative Assessments: Practice code with classroom activities, quizzes • Summative Assessment: Updating My personal website with BootStrap	
Leadership Alignment:	
Standards and Competencies	
Unit: Bootstrap	
Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 15
• A5. Create and refine preliminary design or mockup • B3. Select programming languages, design tools, and applications • C4. Create or adapt content • C6. Update content	
Aligned Washington State Learning Standards	
Arts	VA:Cr2.1.II a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form VA:Pr4.1.II a. Analyze, select, and critique personal artwork for a collection or portfolio presentation.
Educational Technology	4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: • Summative Assessments: Publishing My Personal Website and present to the class	
Leadership Alignment: 2.B.1 Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems 4.B.2 Manage the flow of information from a wide variety of sources 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts	
Standards and Competencies	
Unit: Publishing Website	
Industry Standards and/or Competencies	**Total Learning Hours for Unit:** 5
• B1. Develop site map application models and user interface specifications • B2. Choose a site plan • C5. Produce graphics, layout elements, and applicable code • D1. Plan rollout • D2. Facilitate move to production system • D3. Hand off to customer or user • G3. Develop and perform usability and integration testing • G4. Perform tests	

• G5. Document test results and take corrective actions	
Aligned Washington State Learning Standards	
Arts	VA:Cr2.1.II a. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form VA:Pr4.1.II a. Analyze, select, and critique personal artwork for a collection or portfolio presentation. VA:Pr5.1.II a. Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
Educational Technology	3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 4.a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 7.b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation
☒Think Creatively
☒Work Creatively with Others
☒Implement Innovations

Critical Thinking and Problem Solving
☒Reason Effectively
☒Use Systems Thinking
☒Make Judgments and Decisions
☒Solve Problems

Communication and Collaboration
☒Communicate Clearly
☒Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy
☒Access and /evaluate Information
☒Use and Manage Information

Media Literacy
☐Analyze Media
☒Create Media Products

Information, Communications and Technology (ICT Literacy)
☒Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability
☒Adapt to Change
☐Be Flexible

Initiative and Self-Direction
☒Manage Goals and Time
☒Work Independently
☐Be Self-Directed Learners

Social and Cross-Cultural
☒Interact Effectively with Others
☐Work Effectively in Diverse Teams

Productivity and Accountability
☒Manage Projects
☐Produce Results

Leadership and Responsibility
☐Guide and Lead Others
☐Be Responsible to Others