HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

APPLIED TECHNOLOGY CURRICULUM

WEB PAGE DESIGN

AUGUST 2020

This curriculum was approved by the Hillsborough Township
Public Schools Board of Education on September 21, 2020.

Web Page Design
Course Overview

The goal for this course is introduce students to the use of HTML code and web authoring software in creating effective and attractive websites. The class will employ a step-by-step and project-based approach in the topics of planning, organizing and publishing websites, HTML tags, tables, Cascading Style Sheets, using Notepad and Dreamweaver, and adding forms and graphics. Students will gain and display knowledge through individual and group exercises and the creation of original websites.

Web Page Design is a semester long elective class for students in any grade level. The class meets every day for approximately 50 minutes for two marking periods culminating with a final exam and project at the end of the second consecutive marking period. There are no prerequisites for this course. This curriculum for this 2.5 credit class is aligned to the New Jersey Student Learning Standards. Performance Expectations and Cumulative Progress Indicators have been noted in the NJSLS areas of Career Readiness, Life Literacy and Key Skills, Speaking and Listening, and Visual and Performing Arts.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Designing and Planning Web Pages	7-10 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared	What does an effective website look like? What planning is necessary to create an effective website?	A rubric for website evaluation can help consistently plan and create effective websites. Effective use of color can enhance a website. Websites must be accessible to people with disabilities.	1. Identify the components of an effective website. 2. Rate websites based on content and features 3. Identify why it is important to develop websites that comply with web standards. 4. Describe the difference between HTML, CSS, XML, and XHTML 5. Understand effective use of color on the web. 6. Identify theories and techniques in effectively organizing content in a website. 7. Understand the variety of methods and technologies used by people with disabilities in	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the ability to reflect, analyze, and use

		writing products in response to ongoing feedback, including new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a- Organize and design artistic ideas for media arts productions. NJSLSA.VPA. 1.2.12prof.Cr1d- Apply aesthetic criteria in developing, refining and proposing media arts artwork. TEC-9-12.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.			accessing computers and the web.			creative skills and ideas. NJSLS- CLKS.9.4.12.TL.1- Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. NJSLS- CLKS.8.2.12.ED.5- Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Creating Pages with HTML	10-12 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including	How do you use HTML to create an effective and visually appealing website?	Websites are files located in a root folder. HTML documents are structured using tags. HTML documents are created in plain text and viewed on a browser.	1. Use a text editor program like Notepad to create HTML documents. 2. Apply the pre-coding steps to design a web site. 3. Understand the significance of a well-organized root folder. 4. Identify HTML structure tags. 5. Identify common tags to add content to a web page 6. Apply concepts of nesting and assigning attributes to tags.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the ability to reflect, analyze, and use

		new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a-Organize and design artistic ideas for media arts productions. TEC-9-12.1.12.A.2-Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.			7. Create an ordered and unordered list in HTML. 8. Create a relative link from one page to another within your website. 9. Create an external link to another page on the internet.	creative skills and ideas.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Using Tables in HTML	5-7 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared	How can tables enhance web pages?	Tables can be used to organize data. Tables can be used to organize an entire web page.	1. Use HTML to create a data table. 2. Use HTML to structure elements in a web page. 3. Identify the <table>, <tr>,<th>,and <td> tags. 4. Use the colspan attribute to merge cells in a table.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

| | | writing products in response to ongoing feedback, including new arguments or information.

NJSLSA.VPA. 1.2.12prof.Cr2a-Organize and design artistic ideas for media arts productions.

TEC-9-12.1.12.A.2-Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review. | | | | | | ability to reflect, analyze, and use creative skills and ideas. |

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Formatting Pages Using Cascading Style Sheets	7-10 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	How can Cascading Style Sheets enhance the presentation of a web page?	CSS can define the style of an element or an entire page. Styles are made up of selectors, properties, and values.	1. Identify the components of a style in CSS (selector, property, value) 2. Insert a \<style\> section into the \<head\> section of a web page. 3. Describe the function of different punctuation (brackets, colons, semi-colon, and commas) 4. Identify different value and property options for styles. 5. Recognize resources for CSS theory on the internet.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

		NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a- Organize and design artistic ideas for media arts productions. TEC-9-12.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.			6. Apply CSS to the various tags that make up an HTML table.			ability to reflect, analyze, and use creative skills and ideas.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Dreamweaver Basics	5-7 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology,	How does Dreamweaver assist in creating web sites?	Dreamweaver allows users to see how each tag will affect the browser display. The Site Setup feature in Dreamweaver assists in maintaining root folder organization. Dreamweaver allows a web designer to enter elements using code, selecting menu options, or working directly in the display.	1. Create a new HTML document in Dreamweaver. 2. Use Site Setup to manage a root folder in Dreamweaver. 3. Add simple webpage elements in Dreamweaver. 4. Insert and adjust the size of images in Dreamweaver. 5. Use Dreamweaver to link the pages of a website together. 6. Insert and manipulate a table in Dreamweaver. 7. Use the Properties window to manage attributes and CSS. 8. Use the Page Properties menu to edit CSS.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

| | | including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLSA.VPA. 1.2.12prof.Cr2a- Organize and design artistic ideas for media arts productions.

TEC-9- 12.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review. | | | | | | ability to reflect, analyze, and use creative skills and ideas. |

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Using External Style Sheets	10-12 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology,	How can an external style sheet enhance a web site? How can <div> tags control the layout of a web page?	External style sheets provide consistent and professional design across a web site. Designers can create external style sheets in Notepad or Dreamweaver. External style sheets allow designers to make changes in websites quickly and efficiently. <Div> tags and style sheets are an effective and attractive way to organize content in webpages.	1. Create an external style sheet in Notepad. 2. Create and modify an external style sheet in Dreamweaver using the Styles palette. 3. Add an external style sheet to a website's root folder to control the presentation of several pages. 4. Identify which properties can be modified in an external style sheet in Dreamweaver 5. Use <div> tags to organize content into specific sections in a web page.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

		including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a-Organize and design artistic ideas for media arts productions. TEC-9-12.1.12.A.2-Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.					ability to reflect, analyze, and use creative skills and ideas.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Using Graphics	14-16 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including	How can effective graphics enhance a web page.	Effective graphics can make a website more functional and attractive. Designers can use programs to create graphics for web pages. Graphics on websites include images, banners, buttons and favicons.	1. Identify what constitutes purposeful use of web graphics. 2. Determine if copyright law protects an image or graphic. 3. Use the concepts of pixels and resolution to appropriately size images for web pages. 4. Understand how file size and bandwidth limitations influence the use of web graphics. 5. Differentiate between different image file formats and determine which type is appropriate for displaying different types of web images.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

		new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a-Organize and design artistic ideas for media arts productions. TEC-9-12.1.12.A.2-Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.			6. Utilize images created in a graphics program like Lucid Press in an html page. 7. Use the ALT attribute when adding images to a page to enhance accessibility. 8. Add text to a graphic. 9. Change the font, size, and color of text objects. 10. Create a Favicon image to display in a page's title.			ability to reflect, analyze, and use creative skills and ideas.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Forms in HTML	5-7 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared	How can websites collect important information?	Designers can create forms in Google and in Dreamweaver. Forms allow companies to take orders and learn about customers' needs. Forms allow organizations to collect membership data.	1. Use Dreamweaver to create a Form in a web page. 2. Insert the form elements of text box, text area, radio button, check box, password, reset button, and submit button in Dreamweaver. 3. Link a web page to a Google Form to collect data. 4. Use Google Sheets to analyze data collected in a Google Form.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

		writing products in response to ongoing feedback, including new arguments or information. NJSLSA.VPA. 1.2.12prof.Cr2a- Organize and design artistic ideas for media arts productions. TEC-9-12.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review.					NJSLS- CLKS.9.4.12.DC.4- Explain the privacy concerns related to the collection of data and generation of data through automated processes that may not be evident to users.

Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Publishing Pages on the Internet	3-5 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology,	How is a web page viewed on the internet?	Web browsers like Google Chrome and Internet Explorer view pages of code on the internet and display them for users. Every server on the internet has a specific IP address.	1. Identify common web browsers. 2. Understand the purpose of an IP address. 3. Identify the parts of a URL. 4. Define dynamic routing. 5. Define File Transfer Protocol. 6. Describe the process of obtaining a domain name. 7. Describe the process of viewing a page on the internet.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Written quiz on the process of publishing and viewing pages on the internet.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.NI.1- Evaluate the scalability and reliability of networks, by describing the relationships between routers, switches, servers, topology, and addressing. NJSLS-CLKS.9.4.12.IML.1- Compare search browsers and recognize features that allow for filtering of information.

| | | including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLSA.VPA. 1.2.12prof.Cr2a- Organize and design artistic ideas for media arts productions.

TEC-9- 12.1.12.A.2- Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review. | | | | | | |
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Unit of Study	Pacing	NJ Student Learning Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	Career Readiness, Life Literacies, & Key Skills Standards
Creating a Business Website	12-14 Days	NJSLSA.SL.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. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.W.11-12.6- Use technology, including the Internet, to produce, publish and update individual or shared	What function does a website perform for a business?	Websites can provide advertising for businesses. Businesses can sell products through websites. Businesses can collect customer data on websites.	1. Identify the elements of an effective business websites. 2. Research other websites in an industry to analyze necessary features. 3. Identify the needs of a particular business. 4. Create attractive graphics that fit the brand of a business. 5. Create a website with the appropriate level of complexity and features for its target market.	**Formative** Short quizzes and Google Forms on vocabulary and procedures. Individual and group exercises based on daily topics and skills. **Summative** Create attractive and functional web pages using the skills we have covered for an existing or imaginary business.	NJSLSA.L.11-12.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.11-12.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	NJSLS-CLKS.8.1.12.AP.4- Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue. NJSLS-CLKS.8.1.12.AP.6- Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. NJSLS-CLKS.8.1.12.AP.8- Evaluate and refine computational artifacts to make them more usable and accessible. NJSLS-CLKS.9.4.12.CI.1- Demonstrate the

| | | writing products in response to ongoing feedback, including new arguments or information.

NJSLSA.VPA. 1.2.12prof.Cr2a-Organize and design artistic ideas for media arts productions.

TEC-9-12.1.12.A.2-Produce and edit a multi-page digital document for a commercial or professional audience and presented it to peers and/or professionals in that related area for review. | | | | | | ability to reflect, analyze, and use creative skills and ideas. |

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Meyer, Eric A. *Cascading Style Sheets: the Definitive Guide: (2nd Ed)*. O'Reilly, 2004.

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Murdock, Kelly. *Master HTML 4 and XHTML 1 Visually*. IDG Books Worldwide, 2000.

Robbins, Jennifer Niederest. *HTML and XHTML: Pocket Reference*. O'Reilly, 2006.

Robson, Elisabeth, and Eric Freeman. *Head First HTML with CSS & XHTML*. O'Reilly, 2009.

WEBLIOGRAPHY

CoolHomePages.com
A collection of web pages and templates for creative inspiration.
https://coolhomepages.com/

GIF, JPG, and PNG - What's the difference?
This article on sitepoint.com by Gabrielle Gosha and Jennifer Farley details the uses of different image formats.
https://www.sitepoint.com/gif-png-jpg-which-one-to-use/

HTML Color Chart
A useful reference for picking colors in HTML.
https://html-color-codes.info/

HTML Dog
A collection of tutorials on HTML, CSS, and Java.
https://www.htmldog.com/

Lifewire Web Development
A collection of informative articles on web development.
https://www.lifewire.com/web-development-4781505

Listamatic2
A collection of nested list. HTML code is shown for each list.
http://css.maxdesign.com.au/listamatic2/index.htm

PageResource.com
A collection of informative articles on web development.
https://pageresource.com/

Paletton – The Color Scheme Designer
A tool to explore color scheme options in web design.
http://paletton.com/#uid=1000u0kllllaFw0g0qFqFg0w0aF

University of Washington Web Design and Development 1 Syllabus
Includes all lessons and resources from UW introductory web design class.
https://www.washington.edu/accessit/webdesign/student/resources.htm

Usability 101: Introduction to Usability
An article by Jakob Nielsen explaining the idea of a website's usability.
http://css.maxdesign.com.au/listamatic2/index.htm

W3 Schools
An extremely comprehensive reference for web development. It includes tutorials, definitions, and examples.
https://www.w3schools.com/

WebAIM (Accessibility in Mind)
Articles and training on various types of web accessibility.
https://webaim.org/

Web Design Group (WDG) Cascading Style Sheets
A comprehensive guide to style sheets.
https://www.htmlhelp.com/reference/css/

Yale Web Style Guide
Written by Patrick J. Lynch and Sara Horton, this is a comprehensive guide to the style of websites.
https://www.webstyleguide.com/

ASSOCIATED JOBS LIST BY UNIT

Designing and Planning Web Pages
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep

Creating Pages with HTML
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep

Tables in HTML
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer

Formatting Pages Using Cascading Style Sheets
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer

Dreamweaver Basics 5-7
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer

Using External Style Sheets
- Web Developer (Front-End, Back-End, Full Stack)

- Web Master
- Graphic Designer
- Writer
- Editor

Graphics
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep

Forms in HTML
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep
- Database Administrator
- E-Commerce Analyst

Publishing Pages on the Internet
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer
- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep
- Database Administrator
- E-Commerce Analyst

Creating a Business Website
- Web Developer (Front-End, Back-End, Full Stack)
- Web Master
- Graphic Designer

- Writer
- Editor
- User Experience Designer
- Marketing Manager
- Advertising Sales Rep
- Database Administrator
- E-Commerce Analyst