

**DESE Model Curriculum: Web Design** (CIP Code: 11.0103)

GRADE LEVEL/UNIT TITLE: 11-12/Design an Effective Web Site

<b>COURSE INTRODUCTION</b>		
<p>This course deals with the use of Web programming languages (HTML, Javascript, etc.), graphics applications, and other Web authoring tools to design, edit, launch, and maintain Web sites and pages. Such topics as Internet theory, Web page standards, Web design elements, user interfaces, special effects, navigation, and emerging Web technologies will be included.</p> <p>Course rationale: Rapid technological advancement by businesses to reach global markets, greater focus on industry certifications and national skill standards, expansion of responsibilities of office workers, portability of employee skills—all these increase the need for business students in career education programs to have skills in Web design and maintenance.</p>		
<b>UNIT DESCRIPTION</b>	<b>SUGGESTED UNIT TIMELINE</b>	
<p>This unit will give students a basic understanding of core design principles that apply to web design and development. It will help them to establish criteria for evaluating the quality of websites, introduce them to color theory and web design standards, and introduce them to the concepts of developing a site plan and storyboarding.</p>	10-20 days	
	<b>CLASS PERIOD (min.)</b>	50
<b>ESSENTIAL QUESTIONS</b>		
<ol style="list-style-type: none"> <li>Why is it important to critically evaluate web sites?</li> <li>Why is it important to create a navigation system that appropriately chunks web content and allows users to quickly, easily access important content?</li> <li>How do you identify and plan web pages for a specific target audience?</li> <li>How will you create a website that adheres with web standards? (Web safe colors and fonts, accessibility standards, etc.)</li> </ol>		
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>NBEA STANDARD</b>	<b>DOK</b>
1. Define Web page design principles and elements	IT.VII.1-2.3	1
2. Evaluate Web sites based on design elements and principles (e.g., alignment, color, navigation, user feedback)	IT.VII.1-2.3	2
3. Determine the purpose of the Web site	IT.VII.3.1	3
4. Identify the target audience	IT.VII.3.1	1
5. Select and develop content for site (e.g., research techniques, interview of client)	IT.VII.1-2.3	3
6. Plan an organized layout	IT.VII.1-2.4	4
7. Select an appropriate navigational structure	IT.VII.1-2.6	3
8. Use Web-safe colors and fonts	IT.V.3.5	1
9. Employ proofreading and editing techniques	COMM.I.D.3.6	1
10. Apply Web accessibility standards	IT.VII.3.2	4
<b>ASSESSMENT DESCRIPTIONS</b>		
n/a		

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<b>OBJ. #</b>	<b>INSTRUCTIONAL STRATEGIES</b>
1	1. Integrate the terms design principles and elements throughout the unit.
2	2. BasicSiteEvaluationAndRubricCreation_Overview.docx
2	3. SurveyingThePossibilities_Instructor.docx
2	4. DevelopingAWebsiteEvaluationTool_Instructor.docx
3	5. Class Discussion – Use the article “What is the Purpose of a Web Site?” (WhatIsThePurposeOfAWebSite.docx) as prompt
4	6. Class Discussion – Use the article “Target Audience” (TargetAudience.docx)
5	7. Hands-On Activity
6, 7	8. OrganizingAWebsite_Instructor.doc
8	9. ColorTheory_Instructor.docx
10	10. Invite a guest speaker to present on Web accessibility - the <a href="http://adata.org/">http://adata.org/</a> might be able to hook you up with a local or regional resource.
10	11. WebStandardsAndAccessibleDesign_Instructor.docx
<b>OBJ. #</b>	<b>INSTRUCTIONAL ACTIVITIES</b>
1	1. Have students create a glossary of terms.
2	2. SurveyingThePossibilities_Student.docx
2	3. DevelopingAWebsiteEvaluationTool_Student.docx
3	4. Class Discussion -
4	5. Class Discussion -
5	6. Working in small groups, have students create a survey to determine the appropriate content for your High School Web site
6, 7	7. OrganizingAWebsite_Student.docx
6, 7	8. InformationArchitecture.pdf
6, 7	9. PrePrintedIndexCards.pdf
8	10. ColorTheory_Student.docx
10	11. WebStandardsAndAccessibleDesign_Students.docx
10	12. ABriefHistoryOfHTML.docx
<b>UNIT RESOURCES</b>	
<a href="http://adata.org/">http://adata.org/</a>	