

Intro to Web Design

Prepared by:

Danielle Vandenberghe

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on ,

July 19, 2022

Born on Date July 18, 2022

Intro to Web Design

Course Description: Intro to Web Design is a beginning web design course that covers the basic information that web designers need. Topics that will be covered include HTML, Cascading Style Sheets, and JavaScript. Students will learn the basics of creating web pages and page layout as well as configuring text, color, and images. Best web design practices and user accessibility will also be covered. Lastly, students will learn how to obtain a domain name, web host, and how to publish a web site.

Course Sequence:

- Unit 1: Internet and Web Basics - about 1 ½ weeks
- Unit 2: HTML Basics - about 1 ½ weeks
- Unit 3: Web Design Basics - about 1 ½ weeks
- Unit 4: Cascading Style Sheets Basics - about 1 ½ weeks
- Unit 5: Graphics & Text Styling Basics - about 1 ½ weeks
- Unit 6: More CSS Basics - about 1 ½ weeks
- Unit 7: Page Layout Basics - about 1 ½ weeks
- Unit 8: More on Links, Layout, and Mobile - about 1 ½ weeks
- Unit 9: Table Basics - about 1 week
- Unit 10: Form Basics - about 2 weeks
- Unit 11: Media and Interactivity Basics - about 2 weeks
- Unit 12: Web Publishing Basics - about 2 weeks

Pre-requisite: None

Unit 1 - Overview



Core Ideas: This unit provides an introduction to the internet and the web. It also is a foundation for the information that web developers need to know. This unit also gets students started with their first web page. Students will be introduced to Hypertext Markup Language (HTML), the language used to create web pages.

Unit 1 - Standards



8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

LGBTQ and Disabilities NJSA 18A:35- 4.35

Amistad Law NJSA 18A:35- 4.43

Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.

Students will learn about bias in media (LGBTQ, gender,

race) and how to not include it in their websites.

Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

Holocaust Law	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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NJSA 18A:35-28

AAPAI Law NJSA 18A:25- 4.44

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

Science
HS-ETS1-4 History
6.1.12.SE.14.a



Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society



NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.




RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.





Self-Awareness  Examining prejudices and biases
 Having a growth mindset

Self
Management Social
Awareness Relationship Skills



organizations/systems on behavior 
Communicating effectively
 Practicing teamwork and collaborative problem-solving



Responsible Decision
Making

 Showing leadership in groups
 Demonstrating curiosity and open-mindedness
 Recognizing how critical thinking skills are useful both inside & outside of school

 Exhibiting self-discipline and self-motivation
 Using planning and organizational skills
 Taking others' perspectives
 Understanding the influences of

Unit Essential Question(s):

 How did the internet and the web begin?  How do you create a basic web page?

 Understand the evolution of the internet and the web.  Know how to create a basic web page.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments
- Labs

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- Final Project

Alternative Assessments:

- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

📖 TextBook: Basics of Web Design HTML5 & CSS3 by Terry Felke-Morris

📖 http://wps.pearsoned.com/ecs_felke_bwdHTML5_CSS3_3/?key=237711749512943134362016

📖 <https://www.pearsonhighered.com/program/Felke/Morris-Basics-of-Web-Design-HTML-5-CSS-3-3rd-Edition/PGM301539.html>

📖 Dreamweaver

Key Vocabulary:

Internet, World Wide Web, Hypertext Transfer Protocol (HTTP), Hypertext Markup Language (HTML), World Wide Web Consortium (W3C), Accessible, Americans with Disabilities Act (ADA), Federal Rehabilitation Act,

Universal Design, Network, Client/Server, Multi-Purpose Internet Mail Extensions (MIME), Simple Mail Transfer Protocol (SMTP), Post Office Protocol, Internet Message Access Protocol (IMAP), File Transfer Protocol (FTP), Transmission Control Protocol / Internet Protocol (TCP/IP), Packets, IP Address, Domain Name System (DNS), Uniform Resource Locator (URL), Domain Name, Host, Subdomain, Fully Qualified Domain Name (FQDN), Top-Level Domain (TLD), Generic Top-Level Domain (gTLD), World Intellectual Property Organization (WIPO), Extensible Markup Language (XML), Extensible HyperText Markup Language (XHTML), HTML5, Document Type Definition (DTD), Head Element, Title Element, Meta Element, Body Element

Lesson	Name/Topic Student Learning Objective(s) Suggested Pacing Guide	Suggested Tasks/Activities: Day(s) to Complete
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<p>Internet and Web Basics</p>	<ul style="list-style-type: none"> 📖 Describe the evolution of the Internet and the Web 📖 Explain the need for web standards 📖 Describe universal design 📖 Identify benefits of accessible web design <ul style="list-style-type: none"> 📖 Identify reliable resources of information on the Web 📖 Identify ethical use of the Web 📖 Describe the purpose of web browsers and web servers <ul style="list-style-type: none"> 📖 Identify Internet protocols 	<ul style="list-style-type: none"> 📖 Website Scavenger hunt – Students look through various sights to find information <ul style="list-style-type: none"> 📖 Website critiques – Students compare and contrast different websites to see what they like and dislike about them. 📖 Analyze websites for bias and see what can be changed to rectify 📖 Research internet / web rules in different countries and compare 📖 Lecture & Demonstration – Students will learn about <ul style="list-style-type: none"> 📖 The internet and the web <ul style="list-style-type: none"> 📖 Web standards and accessibility 📖 Web browsers and web servers 📖 Internet Protocols 📖 Uniform Resource Identifiers and domain names 📖 Information on the Web 📖 Under the Hood of a Web page 	<p>This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students and 4-5 days will be used for practice programs and end of unit lab.</p>
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- Define URIs and domain names
- Describe HTML
- Review and Apply page
- Use the body, head, title and meta elements
- Practice Programs
- End of Unit Lab
- Your First Web Page
- Demonstrate knowledge learned throughout the unit
- Name, save, and test a web page
- Create a basic web page following specific parameters
- Create your first web

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
<https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities Learners Gifted and Talented Students at Risk 504Students

<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • Assign a buddy, same language or English speaking
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Unit 2 - Overview

[Redacted]

Core Ideas: In this unit students will continue to study HTML. They will also learn how to configure the structure and formatting of text on a web page using HTML elements and hyperlinks will be explored. Lastly, students will configure the anchor element to connect web pages to each other with hyperlinks.

Unit 2 - Standards

[Redacted]

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

[Redacted]

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

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9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

[Redacted]

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

[Redacted] 9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for

accomplishing a specified task (e.g., W.11-12.6.).

LGBTQ and Disabilities NJSA 18A:35- 4.35

race) and how to not include it in their websites. ■

Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

Amistad Law NJSA 18A:35- 4.43

■ Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.

Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

■ Students will learn about bias in media (LGBTQ, gender,

Holocaust Law	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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NJSA 18A:35-28

AAPI Law NJSA 18A:25- 4.44

companies, including but not limited to Neon Rain

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[Redacted]

Science

HS-ETS1-4 History

6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

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Self-Awareness ■ Examining prejudices and biases

■ Having a growth mindset

Self

Management Social

Awareness Relationship Skills

organizations/systems on behavior ■

Communicating effectively

■ Practicing teamwork and collaborative problem-solving

■ Showing leadership in groups

■ Demonstrating curiosity and open-mindedness

■ Recognizing how critical thinking skills are useful both inside & outside of school

Responsible Decision

Making

■ Exhibiting self-discipline and self-motivation

■ Using planning and organizational skills

■ Taking others' perspectives

■ Understanding the influences of

■ Students will know how to properly configure the body of a web page.

Unit Essential Question(s):

■ How do you configure the body of a web page? ■ How do you validate a web page?

■ Students will understand how to validate a web page.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
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Summative/Benchmark Assessment(s):

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📖 Dreamweaver

Key Vocabulary:

Heading elements, Paragraph elements, Left

HTML
Basics

alignment, Obsolete, Line break element, Horizontal rule, Blockquote element, Phrase element, Ordered list, Start attribute, Reversed attribute,, Description list, HTML validation, Div element, Header element, Nav element, Footer element, Anchor element, Hyperlink, Href attribute, Target attribute, Absolute hyperlink, Relative hyperlink, Site map,

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested

Tasks/Activities: Day(s) to Complete

- Format the body of a web page with block-level elements including headings, paragraphs, lists, and blockquotes
- Configure the text on a web page with inline elements
- Configure text with phrase elements
- Configure special entity characters, line breaks, and horizontal rules
- Configure a web page using header, nav, main, and footer elements
- Use the section, aside, and article elements
- Use the anchor element to link from page to page
- Configure absolute, relative, and e mail hyperlinks
- Test a web page for valid HTML syntax
- Demonstrate knowledge learned throughout the unit
- Lecture & Demonstration – Students will learn about
- Heading Element
- Paragraph Element
- Line Break and Horizontal Rule
- Blockquote Element
- Phrase Element
- Ordered List
- Unordered List
- Description List
- Special Entity Characters
- HTML Syntax Validation
- Structural Elements
- Anchor Element
- Hyperlinks
- Practice Lists
- Hyperlinks
- Practice Programs
- End of Unit Lab

This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students 4-5 days will be used for practice programs and end of unit lab.

Review & Apply

- Describe the anatomy of
- Use the anchor element

Lab Create a practice website Students will have the option to create a company website between two case study companies. (This is an ongoing assignment that builds each unit)

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop <https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Unit 3 - Overview

[Redacted]

Core Ideas: In this unit students will learn recommended website design practices. The topics that will be covered include site organization, site navigation, page design, choosing a color scheme, text design, graphic design, and accessibility considerations.

Unit 3 - Standards

[Redacted]

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

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8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

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9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

[REDACTED]

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9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

[REDACTED] 9.4.12.IML.9

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9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

[REDACTED]

LGBTQ and Disabilities NJSA 18A:35- 4.35 race) and how to not include it in their websites. Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

Amistad Law NJSA 18A:35- 4.43 Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

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NJSA 18A:35-28

AAPI Law NJSA 18A:25- 4.44 companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

[REDACTED]

Science numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

HS-ETS1-4 History Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

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RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

[REDACTED]

Self-Awareness Examining prejudices and biases

■ Having a growth mindset

Self
Management Social
Awareness Relationship Skills

Responsible Decision
Making
■ Exhibiting self-discipline and self-motivation
■ Using planning and organizational skills
■ Taking others' perspectives
■ Understanding the influences of

organizations/systems on behavior ■
Communicating effectively
■ Practicing teamwork and collaborative
problem-solving
■ Showing leadership in groups
■ Demonstrating curiosity and
open-mindedness
■ Recognizing how critical thinking skills are
useful both inside & outside of school

Unit Essential Question(s): ■ How do you organize a website? ■ How do you design a website? ■ Students will understand how to pick color, layouts and graphics for websites.

Unit Enduring Understandings:

■ Students will understand the best way to organize different websites. **Evidence of Learning**

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes

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- Chapter Assignments
- Labs
- Final Project

Alternative Assessments:

- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

■ TextBook: Basics of Web Design HTML5 & CSS3
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■ http://wps.pearsoned.com/ecs_felke_bwdHTML5_CSS3_3/?key=237711749512943134362016

■ <https://www.pearsonhighered.com/program/Fel>

[ke](#)

[Morris-Basics-of-Web-Design-HTML-5-CSS-3-3rd Edition/PGM301539.html](#)

■ Dreamweaver

Key Vocabulary:

Target audience, Hierarchical organization, Linear organization, Random organization, Chunking, Repetition, Contrast, Proximity, Universal design

Perceivable, Operable, Understandable, Robust, RGB color, Color wheel, Shade, Tint, Tone, Monochromatic color scheme, Complementary color scheme, Complement, Split complementary color scheme, Triadic color scheme, Tetradic color scheme, Antialiasing, Image optimization, Perceived load time, Above the fold, White space, Navigation bars, Breadcrumb trail, Wireframe, Fixed layout,

Fluid layout, One web, Responsive Web design, Media queries

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

<p>Web Design Basics</p>	<ul style="list-style-type: none"> ■ Describe the most common types of website organization ■ Describe principles of visual design ■ Design for your target audience ■ Create clear, easy-to-use navigation ■ Improve the readability of the text on your web pages ■ Use graphics appropriately on web pages ■ Choose a color scheme for your website ■ Apply the concept of universal design to web pages ■ Describe web page layout design techniques ■ Describe the concept of responsive web design ■ Apply best practices of web design 	<ul style="list-style-type: none"> ■ Critique different Websites to see their accessibility for all users and platforms ■ Lecture & Discussion – Students will learn about <ul style="list-style-type: none"> ☞ Your Target Audience ☞ Website Organization ☞ Principles of Visual Design ☞ Design to Provide for Accessibility ☞ Use of Text ☞ Web Color Palette ☞ Design for Your Target Audience ☞ Choosing a Color Scheme ☞ Use of Graphics and Multimedia ☞ More Design Considerations ☞ Navigation Design ☞ Wireframes and Page Layout ☞ Fixed and Fluid Layouts ☞ Design for the Mobile Web ☞ Responsive Web Design ☞ Web Design Best Practices Checklist 	<p>This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students 4-5 days will be used for practice programs and end of unit lab.</p>
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■ Practice

☞ Picking Colors

☞ Adding Accessibility

Review & Apply

■ Demonstrate

knowledge learned

throughout the unit

■ Practice Programs ■

End of Unit Lab

Lab ■ Create a practice website ■ Work on Section 2 of ongoing Lab

Project ■ Create a website from Scratch ■ Students will pick a topic for their final as the final project

website and have it approved

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop <https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities
English Language Learners

Gifted and Talented

Students
Students at Risk

504Students

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Midland Park Public Schools

Unit 4 - Overview

Core Ideas: In this unit students will learn about Cascading Style Sheets (CSS). Web designers use CSS to separate the presentation style of a web page from the information on the web page. CSS is used to configure, text, color, and page layout. This unit introduces students to CSS on the Web as they learn how to configure color for web pages. **Unit 4 - Standards**

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

[Redacted]

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

[Redacted]

[Redacted]

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

[Redacted]

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

[Redacted]

9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

[Redacted]

<p>LGBTQ and Disabilities NJSA 18A:35- 4.35</p> <p>Amistad Law NJSA 18A:35- 4.43</p> <p>☞ Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.</p> <p>☞ Students will learn about bias in media (LGBTQ, gender,</p>	<p>race) and how to not include it in their websites. ☞</p> <p>Throughout the course students will learn how to make websites accessibly for all, including those with <u>disabilities</u>.</p> <p>Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.</p>
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Holocaust Law	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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NJSA 18A:35-28

AAPL Law NJSA 18A:25- 4.44 Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

[Redacted]

Science
HS-ETS1-4 History
6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Self-Awareness ■ Examining prejudices and biases
■ Having a growth mindset

Self
Management Social
Awareness Relationship Skills

organizations/systems on behavior ■
Communicating effectively
■ Practicing teamwork and collaborative problem-solving
■ Showing leadership in groups
■ Demonstrating curiosity and open-mindedness
■ Recognizing how critical thinking skills are useful both inside & outside of school

Responsible Decision
Making
■ Exhibiting self-discipline and self-motivation
■ Using planning and organizational skills
■ Taking others' perspectives
■ Understanding the influences of

Unit Essential Question(s):

■ What are Cascading Style Sheets? ■ How do you configure color on web pages?

Unit Enduring Understandings:

■ Students will understand what Cascading Style

Sheets are and they will start using them.

■ Students will understand how to configure color on web pages.

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments

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- Labs
- Final Project

Alternative Assessments:

- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

▣ TextBook: Basics of Web Design HTML5 & CSS3 by Terry Felke-Morris

▣ http://wps.pearsoned.com/ecs_felke_bwdHTML5_CSS_3_3/?key=237711749512943134362016

▣ <https://www.pearsonhighered.com/program/Felke-Morris-Basics-of-Web-Design-HTML-5-CSS-3-3rd-Edition/PGM301539.html>

▣ Dreamweaver

Key Vocabulary:

Cascading Style Sheets, Inline styles, Embedded using

Cascading Style Sheets Basics

Cascading Style Sheets

▣ Configure color on web pages with

Cascading Style Sheets

▣ Configure inline styles

▣ Configure embedded style sheets

▣ Configure external style sheets

▣ Configure web page areas with element

name, class, id, and descendant selectors

▣ Test your CSS for valid syntax

Review & Apply

▣ Describe the purpose of Cascading Style Sheets

▣ List advantages of

▣ Demonstrate knowledge learned throughout the unit

▣ Lecture &

styles, External styles, Imported styles, Order of precedence, Rules, Selector, Declaration, Style attribute, Style element, Link element, Class selector, Id selector, Descendant selector, Span element, Inheritance

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

Demonstration – Students will learn about

▣ Cascading Style Sheets Overview

▣ CSS Selectors and Declarations

▣ CSS Syntax for Color Values

▣ Configure Inline CSS

▣ Configure Embedded CSS

▣ Configure External CSS

▣ CSS Selectors: Class, Id and Descendant

▣ Span Element

▣ Practice with CSS

▣ The Cascade

▣ Practice with the Cascade

▣ CSS Syntax Validation

▣ Practice

▣ CSS

▣ Class Elements

▣ Practice Programs

▣ End of Unit Lab

This unit will take about 7 days.

days.

Lab  Create a practice website  Work on Section 3 of ongoing Lab

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
<https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Unit 5 - Overview

Core Ideas: This unit introduces configuring text with CSS while working with visual elements. This unit focuses on adding graphics to a web page and how to modify for visitors who may have vision problems or not be able to access certain graphics.

Unit 5 - Standards

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

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9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

LGBTQ and Disabilities NJSA 18A:35- 4.35

Amistad Law NJSA 18A:35- 4.43

Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and

Concentric Design.

Students will learn about bias in media (LGBTQ, gender, race) and how to not include it in their websites.

Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers

Creative, and The Refined Brand.

Holocaust Law	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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Midland Park Public Schools

NJSA 18A:35-28

AAPI Law NJSA 18A:25- 4.44

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.



Science
HS-ETS1-4 History
6.1.12.SE.14.a
Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

- NJLSLA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Self-Awareness Examining prejudices and biases
 Having a growth mindset

Self Management Social Awareness Relationship Skills

- organizations/systems on behavior
- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- Showing leadership in groups
- Demonstrating curiosity and open-mindedness
- Recognizing how critical thinking skills are useful both inside & outside of school

- Responsible Decision Making
- Exhibiting self-discipline and self-motivation
- Using planning and organizational skills
- Taking others' perspectives
- Understanding the influences of

Unit Essential Question(s):
 How do you use graphics in web design properly? How do you configure text using CSS?

- Students will understand how to use graphics properly and in different ways.
- Students will understand how to configure text using CSS.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments

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- Labs
- Final Project

Alternative Assessments:

- Portfolio
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📖 Dreamweaver

Key Vocabulary:

GIF, JPEG, PNG, Lossless compression, Animated

GIF, Transparency, Optimization, Lossy compression, Pixelation, Thumbnail image, Image element, SRC attribute, ALT attribute, Image link, Background attachment property, Progressive enhancement, Favorites icon, Favicon, Image map, Element,

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested
Tasks/Activities: Day(s) to Complete

Graphics & Text Styling

Basics

Web

- Apply the img, figure, and figcaption elements to add graphics to web pages
- Configure images as backgrounds on web pages
- Configure images as hyperlinks
- Configure multiple background images with CSS3
- Configure text typeface, size, weight, and style with CSS
- Align and indent text with CSS
- Configure list markers with CSS
- Configure an image map

Review & Apply

- Describe types of graphics used on the

Images

- CSS Multiple Background Images
 - Fonts with CSS
 - CSS Text Properties
 - Practice with Graphics and Text
 - Configure List Markers with CSS
 - The Favorites Icon
 - Image Maps
 - Figure and Figcaption Elements
 - Practice Graphics
 - Image Hyperlinks
 - Practice Programs
 - End of Unit Lab
- This unit will take about 7 days.
2-3 days will be used to share and discuss the information in the unit with students
4-5 days will be used for practice programs and end of unit lab

Lab ■ Create a practice website ■ Work on Section 4 of ongoing Lab

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
<https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Learners
Midland Park Public Schools Gifted and Talented

Students with Disabilities
English Language

Students

Students at Risk
504Students

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Unit 6 - Overview



Core Ideas: This unit will allow students to learn more about Cascading Style Sheets. Students will begin to work with the CSS box model and configure margin, border, and padding. Students will also explore new CSS3 properties. **Unit 6 - Standards**

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

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9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

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Science
HS-ETS1-4 History
6.1.12.SE.14.a

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Self-Awareness ■ Examining prejudices and biases
■ Having a growth mindset

Self Management Social Awareness Relationship Skills

organizations/systems on behavior ■
Communicating effectively
■ Practicing teamwork and collaborative problem-solving

Responsible Decision Making

■ Showing leadership in groups
■ Demonstrating curiosity and open-mindedness
■ Recognizing how critical thinking skills are useful both inside & outside of school

Making

■ Exhibiting self-discipline and self-motivation
■ Using planning and organizational skills
■ Taking others' perspectives
■ Understanding the influences of

Unit Essential Question(s):

■ How do you use more complicated CSS elements?
Unit Enduring Understandings:

■ Students will understand how to use the CSS box model and configure margin, border, and padding

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments
- Labs
- Final Project

Alternative Assessments:

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- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

■ TextBook: Basics of Web Design HTML5 & CSS3
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📖 **Dreamweaver**

Key Vocabulary:

Width property, Height property, Content, Padding, Border, Margin, Box model, Box-shadow, Text-shadow, Opacity property, Linear gradient, Radial gradient

More CSS Basics

images with CSS3
 📖 Configure opacity, RGBA color, HSLA color and gradients with CSS3

Review & Apply

📖 Describe and apply the CSS Box Model
 📖 Configure width and height with CSS
 📖 Configure margin, border, and padding with CSS
 📖 Center web page content with CSS
 📖 Apply shadows with CSS3
 📖 Configure rounded corners with CSS3
 📖 Configure background

📖 Demonstrate knowledge learned throughout the unit
 📖 Lecture & Demonstration – Students will learn about
 📖 Width and Height with CSS
 📖 The Box Model
 📖 Margin and Padding with CSS
 📖 Borders with CSS
 📖 CSS Rounded Corners
 📖 Center Page Content with CSS
 📖 CSS Box Shadow and Text Shadow
 📖 CSS Background Clip and Origin
 📖 CSS Background Resize and Scale
 📖 Practice with CSS Properties
 📖 CSS Opacity
 📖 CSS RGBA Color
 📖 CSS HSLA Color
 📖 CSS Gradients

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

📖 Practice
 📖 CSS formatting
 📖 CSS Colors
 📖 Practice Programs
 📖 End of Unit Lab
 This unit will take about 7 days.
 2-3 days will be used to share and discuss the information in the unit with students
 4-5 days will be used for practice programs and end of unit lab

Lab ■ Create a practice website ■ Work on Section 5 of ongoing Lab Project ■ Create a website from Scratch ■ Students will complete their Planning as the final project Analysis Sheet

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop <https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Midland Park Public Schools

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Unit 7 - Overview

Core Ideas: In this unit students will expand on the page layout information that they have already learned. Students will explore floating and positioning elements with CSS. They will be introduced to a technique for configuring images called CSS sprites. Lastly, students will learn to use CSS to add interactivity to hyperlinks with pseudo-classes. Unit 7 - Standards

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

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9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6).

LGBTQ and Disabilities NJSA 18A:35- 4.35

Amistad Law NJSA 18A:35- 4.43

- Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.
- Students will learn about bias in media (LGBTQ, gender,

race) and how to not include it in their websites. Throughout the course students will learn how to make websites accessibly for all, including those with disabilities. Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

Holocaust Law	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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Midland Park Public Schools

NJSA 18A:35-28

AAPI Law NJSA 18A:25- 4.44

Explore Asian-American and Pacific Islander owned website

companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

Science HS-ETS1-4 History 6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Self-Awareness Examining prejudices and biases Having a growth mindset

Self Management Social Awareness Relationship Skills

Responsible Decision Making Exhibiting self-discipline and self-motivation Using planning and organizational skills Taking others' perspectives Understanding the influences of

- organizations/systems on behavior Communicating effectively Practicing teamwork and collaborative problem-solving Showing leadership in groups Demonstrating curiosity and open-mindedness Recognizing how critical thinking skills are useful both inside & outside of school

Unit Essential Question(s):

- How do you use floating and positioning elements with CSS?
- What are CSS sprites?

Unit Enduring Understandings:

- Students will understand how to use floating and positioning elements with CSS.
- Students will understand what CSS sprites are.

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments
- Labs

Midland Park Public Schools

- Final Project

Alternative Assessments:

- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

- ☞ TextBook: Basics of Web Design HTML5 & CSS3 by Terry Felke-Morris

☞ http://wps.pearsoned.com/ecs_felke_bwdHTML5_CSS_3_3/?key=237711749512943134362016

☞ <https://www.pearsonhighered.com/program/Felke-Morris-Basics-of-Web-Design-HTML-5-CSS-3-3rd-Edition/PGM301539.html>

- ☞ Dreamweaver

Key Vocabulary:

Normal flow, Float property, Clear property,

Overflow property, Two-column layout, Display property, Pseudo class, Static positioning, Fixed positioning, Relative positioning, Absolute positioning, Sprite, CSS sprites

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

Page Layout Basics

- Configure float
- Clear a float
- Create two-column page layouts
- Configure vertical navigation in an unordered list
- Configure horizontal navigation in an unordered list.
- Add interactivity to hyperlinks with CSS pseudo-classes
- Configure CSS sprites
- Configure CSS for print
- Configure fixed, relative, absolute, and sticky positioning
- Configure stacking order with z-index
- Configure a hyperlink to a named fragment internal to a web page
- Configure a single page website
- Demonstrate knowledge learned throughout the unit
- Lecture & Demonstration – Students will learn about
 - ☞ Normal Flow
 - ☞ Float
 - ☞ Clear a Float
 - ☞ Overflow
 - ☞ CSS Box Sizing
 - ☞ Basic Two-Column Layout
 - ☞ Vertical Navigation with an Unordered List
 - ☞ Horizontal Navigation with an Unordered List
- ☞ CSS Interactivity with Pseudo-Classes
- ☞ Practice with CSS Two Column Layout
- ☞ CSS for Print
- ☞ CSS Sprites
- ☞ Positioning with CSS
- ☞ Fixed Position
- ☞ Navigation Bar
- ☞ Fragment Identifiers
- ☞ Single Page Website
- Practice
 - ☞ Page layout
 - ☞ Practice Programs
 - ☞ End of Unit Lab

This unit will take about 7 days.
 2-3 days will be used to share and discuss the information in the unit with students
 4-5 days will be used for practice programs and end of unit lab

Review & Apply

Lab ■ Create a practice website ■ Work on Section 6 of ongoing Lab
 Project ■ Create a website from Scratch as ■ Students will complete their Site Map the final project

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
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Differentiation/Modification Strategies

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Unit 8 - Overview

[Redacted]

Core Ideas: In this unit students will continue to expand on the page layout information that they have already learned. Students will explore flexible box layout. They will be introduced to grid columns, media queries and picture elements. **Unit 8 - Standards**

[Redacted]

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

[Redacted]

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

[Redacted] 8.2.12.ED.1 Use

research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

[Redacted]

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

[Redacted]

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

[Redacted]

9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

[Redacted]

LGBTQ and Disabilities NJSA 18A:35- 4.35

race) and how to not include it in their websites. Throughout the course students will learn how to make websites accessibly for all, including those with disabilities. Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

Amistad Law NJSA 18A:35- 4.43

- Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.
- Students will learn about bias in media (LGBTQ, gender,

Holocaust Law NJSA 18A:35- 28	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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AAPI Law NJSA 18A:25- 4.44
Midland Park Public Schools

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

[Redacted]

Science

HS-ETS1-4 History

6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

[Redacted]

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to

address a question or solve a problem.

Self-Awareness ■ Examining prejudices and biases

■ Having a growth mindset

Self

Management Social

Awareness Relationship Skills

Responsible Decision

Making

■ Exhibiting self-discipline and self-motivation

■ Using planning and organizational skills

■ Taking others' perspectives

■ Understanding the influences of

organizations/systems on behavior ■

Communicating effectively

■ Practicing teamwork and collaborative problem-solving

■ Showing leadership in groups

■ Demonstrating curiosity and open-mindedness

■ Recognizing how critical thinking skills are useful both inside & outside of school

Unit Essential Question(s):

■ How can I configure webpages with different layouts? ■ How can I make webpages mobile compatibly?

■ Students will understand how to flexbox and grid layouts

■ Students will understand how to make their websites work on mobile devices.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments
- Labs

Midland Park Public Schools

- Final Project

Alternative Assessments:

- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

■ TextBook: Basics of Web Design HTML5 & CSS3 by Terry Felke-Morris

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[https://www.pearsonhighered.com/program/Felke](https://www.pearsonhighered.com/program/Felke-Morris-Basics-of-Web-Design-HTML-5-CSS-3-3-3/)

[Morris-Basics-of-Web-Design-HTML-5-CSS-3-](https://www.pearsonhighered.com/program/Felke-Morris-Basics-of-Web-Design-HTML-5-CSS-3-3-3/)

☛ Dreamweaver

Key Vocabulary:

Fragment identifier, Named fragment, Figure element, Figcaption element, Section element, Article element, Aside element, Time element, Media attribute, Viewport meta tag, Directives, Responsive web design, Media query, Flexible image,

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

Responsive Layout Basics	mobile display using the viewport meta tag ☛ Apply responsive web design techniques with CSS media queries ☛ Apply responsive image techniques using the picture element ☛ Apply responsive image techniques with the img element's loading attribute ☛ Lecture & Demonstration – Students will learn about CSS Flexible Box Layout ☛ More About Flex Containers	☞ Flexbox Image Gallery ☞ Configure Flex Items ☞ Practice with Flexbox ☞ CSS Grid Layout ☞ Grid Columns, Rows, and Gap ☞ Two-Column Grid Page Layout ☞ Layout with Grid Areas ☞ Progressive Enhancement with Grid ☞ Centering with Flexbox and Grid ☞ Viewport Meta Tag ☞ CSS Media Queries ☞ Responsive Layout with Media Queries ☞ Responsive Grid Layout	with Media Queries ☞ Flexible Images with CSS ☞ Picture Element ☞ Responsive Img Element Attributes ☞ Testing Mobile Display ☞ Practice ☞ Grid Page layout ☞ Flexible Images
☛ Describe the purpose of CSS Flexible Box Layout			
☛ Configure a web page that applies CSS Flexible Box Layout			
☛ Describe the purpose of CSS Grid Layout			
☛ Configure a grid container			
☛ Configure grid rows, grid columns, grid gaps, and grid areas			
☛ Create responsive page layouts with CSS Grid Layout			
☛ Configure web pages for			

This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students 4-5 days will be used for practice programs and end of unit lab

Review & Apply	☛ Demonstrate knowledge learned throughout the unit	☛ Practice Programs ☛ End of Unit Lab	
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Lab ☛ Create a practice website ☛ Work on Section 7 of ongoing Lab Project ☛ Create a website ☛ Students will complete their 1 Day from Scratch as the final project Wireframe

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop <https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities Learners Students 504Students
English Language Gifted and Talented Students at Risk

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Midland Park Public Schools

Unit 9 - Overview

[Redacted text]

Unit 9 - Standards

[Redacted text]

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

[Redacted text]

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

[Redacted text] 8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had

on its design, including its design constraints.

[Redacted]

[Redacted]

[Redacted]

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

[Redacted]

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

[Redacted]

9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).

9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

[Redacted]

LGBTQ and Disabilities NJSA 18A:35- 4.35

race) and how to not include it in their websites. 🗨️

Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

Amistad Law NJSA 18A:35- 4.43

🗨️ Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.

Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

🗨️ Students will learn about bias in media (LGBTQ, gender,

Holocaust Law NJSA 18A:35- 28	Explore Jewish owned website companies, including but not limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media
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AAPI Law NJSA 18A:25- 4.44
Midland Park Public Schools

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

[Redacted]

Science
HS-ETS1-4 History
6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

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[Redacted]

Self-Awareness 🗨️ Examining prejudices and biases

■ Having a growth mindset

Self
Management Social
Awareness Relationship Skills

Responsible Decision

Making

- Exhibiting self-discipline and self-motivation
- Using planning and organizational skills
- Taking others' perspectives
- Understanding the influences of

Unit Essential Question(s):

- How do you use tables to help in the design and organization of web pages?

organizations/systems on behavior ■
Communicating effectively
■ Practicing teamwork and collaborative
problem-solving

- Showing leadership in groups
- Demonstrating curiosity and open-mindedness
- Recognizing how critical thinking skills are useful both inside & outside of school

Unit Enduring Understandings:

- Students will understand how to use tables to help organize web pages.

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

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- Final Project

Alternative Assessments:

- Portfolio

Midland Park Public Schools

- Projects
- Online tests / assignments

Resources/Materials:

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■ Dreamweaver

Key Vocabulary:

Table elements, Caption element, Table header element, Colspan attribute, Rowspan attribute, Headers attribute, Border-spacing property, Structural pseudo-class selectors

Lesson

Table Basics 📖 Describe the recommended use of a table on a web page
 📖 Configure a basic table with the table, table row, table header, and table cell elements.
 📖 Configure table sections with the thead, tbody, and tfoot elements.
 📖 Configure a table to provide for accessibility

📖 Use CSS to style an HTML table classes
 📖 Describe the purpose of CSS3 structural pseudo-classes
 📖 Lecture & Demonstration – Students will learn about
 📖 Table Overview
 📖 Table Rows, Cells, and Headers
 📖 Span Rows and Columns
 📖 Configure an Accessible Table
 📖 Style a Table with CSS
 📖 CSS Structural Pseudo

📖 Configure Table Sections
 📖 Practice
 📖 Using a Table on a webpage
 This unit will take about 5 days. 1-2 days will be used to share and discuss the information in the unit with students 3-4 days will be used for practice programs and end of unit lab

📖 Demonstrate knowledge learned throughout the unit
 📖 Practice Programs 📖
 End of Unit Lab

Review & Apply

Lab 📖 Create a practice website 📖 Work on Section 8 of ongoing Lab

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
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Students with Disabilities Learners Students 504Students
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Midland Park Public Schools

Unit 10 - Overview

Core Ideas: In this unit students will learn about forms and the many uses that they have. Students will learn how to configure forms that accept information from web page visitors.

Unit 10 - Standards

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

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8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

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[Redacted]

LGBTQ and Disabilities NJSA 18A:35- 4.35

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Amistad Law NJSA 18A:35- 4.43

Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.

■ Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.

Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.

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Science
HS-ETS1-4 History
6.1.12.SE.14.a

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[Redacted]

NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

[Redacted]

Self-Awareness ■ Examining prejudices and biases
■ Having a growth mindset

Self Management Social Awareness Relationship Skills

■ Understanding the influences of organizations/systems on behavior ■
Communicating effectively
■ Practicing teamwork and collaborative problem-solving

Responsible Decision Making

■ Exhibiting self-discipline and self-motivation
■ Using planning and organizational skills
■ Taking others' perspectives

■ Showing leadership in groups
■ Demonstrating curiosity and open-mindedness
■ Recognizing how critical thinking skills are

useful both inside & outside of school

Unit Essential Question(s):

How are forms used in web design? How do you create a form?

Unit Enduring Understandings:

Students will understand what forms are used for.

Students will understand how to create a form for use in a web site.

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments
- Labs
- Final Project

Alternative Assessments:

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- Portfolio
- Projects
- Online tests / assignments

Resources/Materials:

TextBook: Basics of Web Design HTML5 & CSS3 by Terry Felke-Morris

http://wps.pearsoned.com/ecs_felke_bwdHTML5_CSS3_3/?key=237711749512943134362016

<https://www.pearsonhighered.com/program/Felke-Morris-Basics-of-Web-Design-HTML-5-CSS-3-3rd-Edition/PGM301539.html>

Dreamweaver

Key Vocabulary:

Form, Form controls, Form element, Input element, Submit button, Reset button, Radio button, Check

Form Basics Describe common uses of forms on web pages

Create forms on web pages using elements the form, input, textarea, and select

Associate form controls and groups

box, Hidden field, Scrolling text box, Select list, Select element, Option element, Label element, Fieldset element, Legend element, Attribute selector, Common Gateway Interface, Privacy policy, Direct execution, Server-side scripting, E mail address, URL, Telephone number, Search, Datalist, Slider, Spinner, Color-well

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

using label, fieldset, and legend elements

📖 Use CSS to style a form

📖 Use Grid Layout to style a form

📖 Use CSS Flexbox to style a form

📖 Describe the features and common

uses of server-side processing

📖 Invoke server-side processing to handle form data

📖 Configure new HTML5 form controls and attributes

📖 Lecture & Demonstration -

Students will learn about

📖 Form Overview

📖 Input Element and Text Box

📖 Demonstrate knowledge learned throughout the unit

📖 Practice Programs 📖

End of Unit Lab

📖 Submit Button and Reset Button

📖 Check Box and Radio Button

📖 Textarea Element

📖 Select Element and Option Element

📖 Label Element

📖 Fieldset Element and Legend Element

📖 Style a Form with CSS 📖 Form Layout with CSS Grid

📖 Server-Side Processing 📖

Practice with a From

📖 Password, Hidden, and File

Upload Controls

📖 More Text Form

Controls

📖 Datalist Element

📖 Slider and Spinner Controls

📖 Data and Color-Well Controls

📖 Practice

📖 Using a Form on a webpage

📖 Form Controls

This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students 4-5 days will be used for practice programs and end of unit lab

Review & Apply

Lab	📖 Create a practice website	📖 Work on Section 9 of ongoing Lab	
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from Scratch as the final project project

Project 📖 Create a website

📖 Students will update their 3 days

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
<https://login.cengage.com/cb/login.htm>

Differentiation/Modification Strategies

Students with Disabilities Learners
English Language

Gifted and Talented

Students
Students at Risk

504Students

<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivation • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with other members of the 7th grade team for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions and permit drawing as an explanation • Accept participation on any level, even one word • Consult with Case Managers and follow IEP accommodations/modifications • Assign a buddy, same language or English speaking
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Unit 11 - Overview



Core Ideas: This unit introduces students to working with multimedia and interactive elements on web pages. Methods to add audio, video, and Flash to your web pages are introduced. Sources of these media types, the HTML code needed to place the media on a web page, and suggested uses of the media are discussed. Students will also create an interactive image gallery with CSS, a drop down menu with CSS, and explore new CSS3 properties.

Unit 11 - Standards



8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.


8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.
 8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.
 8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
 9.2.12.CAP.8 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, and drug tests) used by employers in various industry sectors.

9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
 9.4.12.DC.4 Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3)

9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).
 9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

LGBTQ and Disabilities NJSA 18A:35- 4.35 (race) and how to not include it in their websites. 
 Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design. Throughout the course students will learn how to make websites accessibly for all, including those with disabilities.
 Students will learn about bias in media (LGBTQ, gender,

Amistad Law NJSA 18A:35- 4.43	Explore African-American owned website companies, including but not limited to Beautiful Digital, Cheers Creative, and The Refined Brand.
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Holocaust Law NJSA 18A:35- 28
 AAPI Law NJSA 18A:25- 4.44
 Midland Park Public Schools

limited to Lform Design, RustyBrick, Inc, SquaredUnion, and Baal Teshuva Media

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

Explore Jewish owned website companies, including but not

[Redacted text]

6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within

and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Self-Awareness ■ Examining prejudices and biases
■ Having a growth mindset

Self Management Social Awareness Relationship Skills

organizations/systems on behavior ■ Communicating effectively
■ Practicing teamwork and collaborative problem-solving

Responsible Decision Making

■ Exhibiting self-discipline and self-motivation
■ Using planning and organizational skills
■ Taking others' perspectives
■ Understanding the influences of

■ Showing leadership in groups
■ Demonstrating curiosity and open-mindedness
■ Recognizing how critical thinking skills are useful both inside & outside of school

Unit Essential Question(s):

■ How do you add audio or video to a website? ■ How should media be used properly?

- Students will understand how to add audio and video to a web page.
- Students will understand how to use media properly in their designs.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

- Projects
- Tests
- Chapter Review / Quizzes
- Chapter Assignments

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- Labs
- Final Project

Alternative Assessments:

- Portfolio
- Projects
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Resources/Materials:

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📖 Dreamweaver

Key Vocabulary:

Plug-in, Helper application, Adobe flash, Embed

Media and Interactivity Basics

- 📖 Configure hyperlinks to multimedia files
- 📖 Configure audio and video on a web page with HTML5 elements
- 📖 Describe features and common uses of JavaScript and jQuery
- 📖 Use the CSS transform and transition properties
- 📖 Configure a drop-down interactive menu with CSS
- 📖 Configure an interactive widget with the HTML5 details and summary elements
- 📖 Describe the purpose of geolocation, web storage, offline web applications, and canvas HTML5 APIs

Review & Apply

📖 Describe types of multimedia files used on the Web

📖 Demonstrate knowledge 📖 Practice Programs

element, Audio element, Source element, Video element, iframe element, Inline element, Transform property, Transition property, JavaScript, Object-based, Script element, Client side scripting, jQuery, Application programming interface, Web storage, Offline web application

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

learned throughout the unit 📖 End of Unit Lab
 📖 Lecture & Demonstration – Students will learn about
 📖 Getting Started with Audio and Video
 📖 Audio Element and Source Element
 📖 Video Element and Source Element
 📖 Iframe Element
 📖 CSS Transform Property
 📖 CSS Transition Property
 📖 CSS Drop-Down Menu
 📖 Details Element and Summary Element
 📖 JavaScript & jQuery
 📖 HTML5 APIs
 📖 Practice
 📖 Practice with Video
 📖 Practice with Interactivity
 📖 Practice Programs

This unit will take about 7 days. 2-3 days will be used to share and discuss the information in the unit with students 4-5 days will be used for practice programs and end of unit lab

Project Create a website Students will update their 3 days
 from Scratch as the final project

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
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Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504Students
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Unit 12 - Overview



Core Ideas: In this unit students will learn how to obtain a domain name, select a web host, and publish their website to the web.

Unit 12 - Standards

8.1.12.IC.2 Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.DA.1 Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

8.1.12.AP.3 Select and combine control structures for a specific application based upon performance and readability, and identify trade-offs to justify the choice.

8.1.12.AP.4 Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

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8.2.12.ITH.1 Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

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LGBTQ and Disabilities NJSA 18A:35- 4.35

Amistad Law NJSA 18A:35- 4.43

Explore LGBTQ owned website companies, including but not limited to Interactive Strategies, Social Driver, and Concentric Design.

Students will learn about bias in media (LGBTQ, gender,

race) and how to not include it in their websites.

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AAPI Law NJSA 18A:25- 4.44
Midland Park Public Schools

Explore Asian-American and Pacific Islander owned website companies, including but not limited to Neon Rain Interactive, 1o8 ES Advertising Inc and Vector Strategies.

Science

HS-ETS1-4 History

6.1.12.SE.14.a

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with

numerous criteria and constraints on interactions within and between systems relevant to the problem. Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society

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■ Showing leadership in groups
■ Demonstrating curiosity and open-mindedness
■ Recognizing how critical thinking skills are useful both inside & outside of school

Unit Essential Question(s):

■ How do I publish my designed website?

■ Students will learn how to publish their website.

Unit Enduring Understandings:

Evidence of Learning

Formative Assessments:

- Do Now
- Teacher observations
- Questioning
- Quizzes
- Practice Programs
- Entry tickets
- Exit tickets
- Online games
- Discussions
- Homework

Summative/Benchmark Assessment(s):

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- Chapter Review / Quizzes
- Chapter Assignments
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- Final Project

Alternative Assessments:

- Portfolio
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☞ Dreamweaver

Key Vocabulary:

Domain name, Private registration, Web host

Web Publishing Basics

- consider when selecting a web host
- ☞ Obtain a domain name for your website
- ☞ Publish a website using FTP
- ☞ Design web pages that are friendly to search engines
- ☞ Submit a website for inclusion in a search engine
- ☞ Describe SSL
- ☞ Determine if a website meets accessibility requirements
- ☞ Evaluate the usability of a website

Review & Apply

- ☞ Code relative hyperlinks to web pages in folders within a website
- ☞ Describe criteria to

☞ Demonstrate knowledge learned throughout the unit

provider, Virtual hosting, Dedicated hosting, Co-Located hosting, File transfer protocol, Robot, Database, Search form, Search engine optimization, Keywords, Accessible, Automated accessibility testing, Manual accessibility testing, Usability

Lesson

Name/Topic

Suggested Pacing Guide

Student Learning Objective(s) Suggested Tasks/Activities: Day(s) to Complete

- ☞ Lecture & Demonstration - Students will learn about
 - ☞ File Organization
 - ☞ Register a Domain Name
 - ☞ Choose a Web Host
 - ☞ Secure Sockets Layer (SSL)
 - ☞ Publish with File Transfer Protocol
 - ☞ Search Engine Submission
 - ☞ Search Engine Optimization
 - ☞ Accessibility Testing
 - ☞ Usability Testing
 - ☞ Research different Web Hosting platforms
 - ☞ Research different Search Engines and see how they work
 - ☞ Practice Programs
 - ☞ End of Unit Lab

This unit will take about 5 days. 1-2 days will be used to share and discuss the information in the unit with students 3-4 days will be used for practice programs and end of unit lab

Lab 📌 Create a practice website 📌 Work on Section 11 of ongoing Lab
 Project 📌 Create a website from Scratch as the final project 📌 Finish Project 5 days

Additional Resources: Click links below to access additional resources used to design this unit: TextBook: Adobe Dreamweaver Revealed by Sherry Bishop
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Differentiation/Modification Strategies

Students with Disabilities Learners Students 504Students
 English Language Gifted and Talented Students at Risk

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				language or English speaking
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