

# **Southern Regional High School District Course of Study**

Department \_\_\_ Business

Course Number-6610

**Course Title: Web Design  
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## **Essential Questions of the Course:**

- 1. What is the Net?**
- 2. What is HTML?**
- 3. What is Microsoft Front Page?**

## **Assessments:**

- 1. Daily Assignments**
- 2. Tests and Quizzes**
- 3. Projects**
- 4. Performance Evaluations**

## **Unit of Study 1**

### **Unit 1: What is the Net?**

#### **Essential Questions of the Unit:**

- 1. How did the internet begin?**
- 2. What is the history of the internet?**
- 3. How does the internet work?**
- 4. How can I do simple and advanced searches?**

#### **Assessments:**

- 1. Daily assignments incorporating knowledge and skills**
- 2. Projects**
- 3. Tests**
- 4. Performance Evaluations**

**Content:**

- 1. Students will learn how the internet began.**
- 2. Students will learn how the internet has evolved.**
- 3. Students will learn the necessary components that make up the World Wide Web.**
- 4. Students will learn the purpose of search engines and how they work.**
- 5. Students will learn how to use Google for simple and advanced searches.**

**Skills:**

- 1. Basic computer skills.**
- 2. Research skills**
- 3. Organizational skills.**
- 4. PowerPoint presentations with music**
- 5. Internet searching skills.**
- 6. Use of Microsoft Publisher to create a brochure.**

**Purpose / Rational of the Unit:**

**The purpose of this unit is to learn how the internet began and how the internet works and to teach students the basic principles of searching.**

## **New Jersey Core Curriculum Content Standards:**

**8.1 (Computer and information literacy)** All students will use computer applications to gather and organize information and to solve problems.

### **8.1.12 A-Basic Computer Skills and Tools**

- A.5. Produce a multimedia project using text, graphics, moving images, and sound.
- A.6 Produce and edit page layouts in different formats using desktop publishing and graphics software
- A.7 Develop a document or file for inclusion into a website or webpage.
- A.8 Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
- A.9 Merge information from one document to another.

### **B-Application of Productivity Tools**

#### **Social Aspects**

- B.1 Describe the potential and implications of contemporary and emerging computer applications for personal social, lifelong learning, and workplace needs.
- B.2 Exhibit legal and ethical behaviors when using formation and technology, and discuss consequences of misuse.
- B.3 Make informed choices among technology systems, resources, and services in a variety of contexts.
- B.4 Use appropriate language when communicating with diverse audiences using computer and information literacy.

#### **Information Access and Research**

- B.5 Select and use specialized databases for advanced research to solve real world problems.
- B.6 Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
- B.7 Evaluate information sources for accuracy, relevance, and appropriateness.

#### **Problem-solving and Decision making**

- B.9 Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
- B.12 Integrate new information into an existing knowledge base and communicate the results in a project or presentation

**9.1 (Consumer Family, and Life Skills)** All students will demonstrate critical life skills in order to be functional members of society.

### **A-Critical Thinking**

- A.1 Communicate, analyze data, apply technology, and problem solve.
- A.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

### **B. Self-Management**

- B.2 Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:**

**Nine Weeks**

**Instructional Activities:**

**Daily assignments for students to complete demonstrating their ability to show their understanding of all concepts learned.**

**Materials and Resources:**

**Teacher-created projects**

**Internet access**

**Microsoft Publisher**

**Microsoft PowerPoint**

**Notepad**

## **Unit of Study 2**

### **Unit 2: What is HTML?**

#### **Essential Questions of the Unit:**

- 1. What are basic HTML tags?**
- 2. How do we add color and backgrounds?**
- 3. How do we create a link?**
- 4. How do we add an image?**
- 5. How do we create a list?**
- 6. How do we create a table?**

#### **Assessments:**

- 1. Daily assignments incorporating knowledge and skills**
- 2. Projects**
- 3. Tests**
- 4. Performance Evaluations**

**Content:**

- 1. Students will learn how to create simple HTML tags.**
- 2. Students will learn how to add color and backgrounds.**
- 3. Students will learn how to create hyperlinks.**
- 4. Students will learn how to add and size images.**
- 5. Students will learn how to create bulleted lists.**
- 6. Students will learn how to create tables of different sizes.**
- 7. Students will learn to use frames to create a web page.**

**Skills:**

- 1. Basic computer skills.**
- 2. Research and organizational skills.**
- 3. Internet searching skills.**
- 4. Using a browser.**
- 5. Development of a web page.**

**Purpose / Rational of the Unit:**

**The purpose of this unit is to introduce students to HTML for the purpose of creating a simple web page.**

## **New Jersey Core Curriculum Content Standards:**

**8.1 (Computer and information literacy)** All students will use computer applications to gather and organize information and to solve problems.

### **8.1.12 A-Basic Computer Skills and Tools**

- A.5. Produce a multimedia project using text, graphics, moving images, and sound.
- A.6 Produce and edit page layouts in different formats using desktop publishing and graphics software
- A.7 Develop a document or file for inclusion into a website or webpage.
- A.8 Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
- A.9 Merge information from one document to another.

### **B-Application of Productivity Tools**

#### **Social Aspects**

- B.1 Describe the potential and implications of contemporary and emerging computer applications for personal social, lifelong learning, and workplace needs.
- B.2 Exhibit legal and ethical behaviors when using formation and technology, and discuss consequences of misuse.
- B.3 Make informed choices among technology systems, resources, and services in a variety of contexts.
- B.4 Use appropriate language when communicating with diverse audiences using computer and information literacy.

#### **Information Access and Research**

- B.5 Select and use specialized databases for advanced research to solve real world problems.
- B.6 Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
- B.7 Evaluate information sources for accuracy, relevance, and appropriateness.

#### **Problem-solving and Decision making**

- B.9 Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
- B.12 Integrate new information into an existing knowledge base and communicate the results in a project or presentation

**9.1 (Consumer Family, and Life Skills)** All students will demonstrate critical life skills in order to be functional members of society.

### **A-Critical Thinking**

- A.1 Communicate, analyze data, apply technology, and problem solve.
- A.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

### **B. Self-Management**

- B.2 Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:           Eighteen Weeks**

**Instructional Activities:**

**Completion of daily assignments**

**Demonstrations of skills and knowledge related to the topic**

**Integration of skills and knowledge in completing tasks and projects**

**Materials and Resources:**

**1. Notepad**

**2. Browser**

**3. Internet access**

**4. Teacher-created projects**

## **Unit of Study 3**

### **Unit 3—Microsoft Front Page**

#### **Essential Questions of the Unit:**

- 1. How do we create a new web page?**
- 2. How do we insert and size a picture?**
- 3. How do we create a hyperlink—internal and bookmark?**
- 4. How do we create a list?**
- 5. How do we create a table?**
- 6. How do we create a form?**

#### **Assessments:**

- 1. Daily assignments incorporating knowledge and skills**
- 2. Projects**
- 3. Tests**
- 4. Performance Evaluations**

**Content:**

- 1. Students will learn how to create simple web pages using Microsoft Front Page.**
- 2. Students will learn how to add and size images.**
- 3. Students will learn how to create hyperlinks.**
- 4. Students will learn how to create bulleted lists.**
- 5. Students will learn how to create tables of different sizes.**
- 6. Students will learn to use forms to create a web page.**

**Skills:**

- 1. Basic computer skills.**
- 2. Microsoft Front Page**
- 3. Research and organizational skills.**
- 4. Using a browser.**
- 5. Development of a web page.**

**Purpose / Rational of the Unit:**

**The purpose of this unit is to introduce students to Microsoft Front Page and have them understand the basic principles required to create a web page.**

## **New Jersey Core Curriculum Content Standards:**

**8.1 (Computer and information literacy)** All students will use computer applications to gather and organize information and to solve problems.

### **8.1.12 A-Basic Computer Skills and Tools**

**A.5.** Produce a multimedia project using text, graphics, moving images, and sound.

**A.6** Produce and edit page layouts in different formats using desktop publishing and graphics software

**A.7** Develop a document or file for inclusion into a website or webpage.

**A.8** Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.

**A.9** Merge information from one document to another.

### **B-Application of Productivity Tools**

#### **Social Aspects**

**B.1** Describe the potential and implications of contemporary and emerging computer applications for personal social, lifelong learning, and workplace needs.

**B.2** Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

**B.3** Make informed choices among technology systems, resources, and services in a variety of contexts.

**B.4** Use appropriate language when communicating with diverse audiences using computer and information literacy.

#### **Information Access and Research**

**B.5** Select and use specialized databases for advanced research to solve real world problems.

**B.6** Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

**B.7** Evaluate information sources for accuracy, relevance, and appropriateness.

#### **Problem-solving and Decision making**

**B.9** Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

**B.12** Integrate new information into an existing knowledge base and communicate the results in a project or presentation

**9.1 (Consumer Family, and Life Skills)** All students will demonstrate critical life skills in order to be functional members of society.

### **A-Critical Thinking**

**A.1** Communicate, analyze data, apply technology, and problem solve.

**A.3** Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

### **B. Self-Management**

**B.2** Apply project planning and management skills in academic and/or occupational settings.

**Time Frame of Unit:            Nine Weeks**

**Instructional Activities:**

**Teacher created projects**

**Materials and Resources:**

- 1. Microsoft Front Page**
- 2. Browser**
- 3. Internet access**
- 4. Teacher-created projects**