Challenger High School 2021-2022
Web Design
CEDARS CODE: 10201, 11/15/21
Course Overview and Syllabus
CTT 151

Instructor: Georgi Blocker   **Phone**: (253) 800-6**801**   **Email: gblocker@bethelsd.org**

Grade Level: 9. 10, 11, 12   **Credit:** Careers, CTE, or Elective   **NCAA Approved**

Course Number: CTT151.   **Prerequisite Courses:** Digitools (Preferred)   **Credits:** .5

Course Description

- In today's world, web pages are the most common medium for sharing ideas and information. Learning to design websites is an incredibly useful skill for any career path. This a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

Course Objectives

You will meet the following goals by taking this course:

- Evaluate the business cycle and determine its effect on employment
- List components of a job application and explain how to complete an application properly
- Describe rules and procedures for maintaining a safe work environment and explain how to respond effectively to workplace emergencies
- Explain the importance of good communication in a workplace and identify methods for improving communication skills
- Summarize how technology is transforming the workplace
- Describe how copyright laws affect the use of technology

Outline of Topics:

Unit 1: Getting Started - What is the Web?	Unit 2: HTML - Structuring Websites	Unit 3: CSS - Styling Websites
Unit 4: Project - Create Your Homepage	Unit 5: Advanced HTML and CSS	Unit 6: Project: Tell a Story

How to Navigate the Course: This course will use Modules to break down units. I would like students to complete one Module a week. All assignments will be labeled and placed in sequential order starting from the top of the module. We will be using CodeHS.com to complete the course, in lieu of a book.

Student Expectations:

This course requires a commitment from you in a traditional classroom course. You are expected to spend approximately five to seven hours per week on homework:

- Interactive lessons that include a mixture of instructional videos and tasks.
- Assignments in which you apply and extend learning in each lesson.
- Assessments, including quizzes, tests, and cumulative exams.
- Completion of class at a minimum of 60%

Grading Weights:

Summative 70%	Formative 20%	Participation 10%

Grading Percentages:

A 90-100%	B 80-89%	C 70-79%	D 60-69%	F 0-59%

Summative Quizzes: Retakes of quizzes are recommended and encouraged during the course.

Final Exam: All assignments fitness days are cognitive rehearsal opportunities to prepare for the final exam. **There are no retakes for the final exam**.

Leadership: Leadership development is an integral component of Career and Technical Education. All students will be expected to practice and demonstrate leadership qualities throughout the quarter in terms of time management, professionalism, organization, group coordination, punctuality, efficiency and dependability. Leadership skill building opportunities will be implemented by being punctual at attending zoom meetings, turning in assignments on time, being proactive in asking for help, and participating in discussions.

What Will You Need to Be Successful?

- **Technical Skills Needed -** Google drive, docs, slides, zoom, canvas.

Communication

Your teacher will communicate with you regularly through discussions, e-mails, chats, and system announcements. You will also communicate with classmates, either via online tools or face to face, as you collaborate on projects, ask and answer questions in your peer group, and develop your speaking and listening skills.

Standards:

21ˢᵗ Century Skills

1.B.1   Act responsibly with the interests of the larger community in mind
1.A.1   Use a wide range of idea creation techniques (such as brainstorming
1.A.3   Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative
           efforts
1.B.4   View failure as an opportunity to learn; understand that creativity and innovation is a long-term,
cyclical process of small successes and frequent mistakes
2.B.1   Analyze how parts of a whole interact with each other to produce overall outcomes in complex
           systems
3.A.1   Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in
           a variety of forms and contexts
3.A.3   Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
3.B.3   Assume shared responsibility for collaborative work, and value the individual contributions made
           by each team member
3.A.3   Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
3.B.3   Assume shared responsibility for collaborative work, and value the individual contributions made
           by each team member
4.A.2   Evaluate information critically and competently evaluate the District/School webpage and provide
feedback on how to create a more effective website.
4.A.2   Evaluate information critically and competently
4.B.3   Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of
           information
6.A.1   Use technology as a tool to research, organize, evaluate and communicate information
8.B.1   Monitor, define, prioritize and complete tasks without direct oversight

PS 1: Identify and demonstrate knowledge of safe computer use, copyright and fair use and File
Management.
PS 2: Identify and design a basic and effective website
PS 3: Develop, administer and maintain web applications by making them functional, easy to navigate
and aesthetically pleasing.
PS 4: Apply the design and development process to create a website that applies color and flow
theories.
PS 5: Apply the design and development process to create websites using CSS principles.
PS 6: Design, create and publish a digital communication product.

Competencies
1.1   Collaborate with classmates in researching or reviewing an Acceptable Use Policy
1.2   Conduct research on the Internet
1.3   Demonstrate ability to effectively manage files
1.4   Discuss legal issues associated with locating and retrieving information from the internet
1.5   Responsibilities of Internet use
1.6   Students consider the development of the internet and assess advantages and disadvantages
1.7   Understand Acceptable Use Policy, copyright and Fair Use Laws
1.8   Utilize information from electronic communication sources

3.1   Identify and compare effective and ineffective websites
3.1   Identify the target audience for a particular site
3.1   Identify the historical significance of the internet and how it influences current websites
               a.   Apply Basic HTML, including HTML Syntax, Essential Tags, Common Tags
               b.   Create Lists and Navigation Menus
3.3   Organize a website using tables for page layout and tabular data
4.1   Create absolute links by linking to an external site on the internet

4.2   Create relative hypertext links by linking to a page within your own website
4.3   Create special types of links using basic html
5.1   Identifying and applying Design Principles including Color Theory and Flow of Design
5.2   Survey possibilities for layout
5.3   Employ aesthetic/design theory for page layout
6.1   Apply basic CSS debugging techniques
6.2   Define CSS in accordance with W3C standards
6.3   Explain the use of selectors, declarations, properties and values
6.4   Demonstrate CSS syntax
6.5   Differentiate between in-line, internal, and external style sheets
6.6   Explain the importance of class, id, div, span attributes
6.7   Use CSS to apply page formatting rules
6.8   Understand and Apply the CSS Box Model
6.9   Differentiate between static, relative, inherited, absolute, and fixed positioning
6.10   Use a variety of CSS Techniques to Create Page Layouts
6.11   Identify trends in Layout and research implementation strategies

COMMON CORE
Speaking and Listening Standards
SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and
     teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others'
     ideas and expressing their own clearly and persuasively.
          a. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and
              evidence made on all sides of an issue; resolve contradictions when possible; and
              determine what additional information or research is required to deepen the investigation
              or complete the task.
          c. Propel conversations by posing and responding to questions that probe reasoning and
              evidence; ensure a hearing for a full range
              of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and
     promote divergent and creative perspectives.

Reading
RST4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as
        they are used in a specific scientific or technical context relevant to grades 11–12 texts and
        topics.
RST5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating
        understanding of the information or ideas.
RST7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g.,
quantitative data, video, multimedia) in order to address a question or solve a problem.

Educational Technology

1c. Students use technology to seek feedback that informs and improves their practice and to
       demonstrate their learning in a variety of ways.
2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence
       of their actions in the digital world.
2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social
       interactions online or when using networked devices.
3a. Students plan and employ effective research strategies to locate information and other resources for
       their intellectual or creative pursuits.
3a. Students plan and employ effective research strategies to locate information and other resources for
       their intellectual or creative pursuits.
3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or
       other resources.
3c. Students curate information from digital resources using a variety of tools and methods or create
       collections of artifacts that demonstrate meaningful connections or conclusions.

4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

4c. Students develop, test and refine prototypes as part of a cyclical design process.

4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

Art

(MA:Cr1.1.II) a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

(MA:Cr1.1.II) a. Strategically utilize generative methods to formulate multiple ideas, refine artistic goals, and increase the originality of approaches in media arts creation processes.

(MA:Pr5.1.II) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

(MA:Pr5.1.II) a. Demonstrate effective command of artistic, design, technical and soft skills in managing and producing media artworks.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below:

Grading Category	Weight
Assignments	10%
Formative Assessments	20%
Summative Assessments	50%

Progress:

1. Grading will be completed every Monday. I will attempt to get it sooner, but I will make sure it is completed on Mondays.
2. Student progress is monitored weekly. Students are required to complete all work on the week assigned by Friday. A percent grade will be given on Fridays. The grade will remain that percentage unless a student contacts the teacher with a substantial reason for the delay or prior arrangements are made. It is the teacher's discretion whether that grade will be changed.
3. Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the students' ability to complete the required learning benchmarks for that month.
4. If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
5. In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
6. These established progress benchmarks will allow teachers and students to assess the students' educational progress in meeting the course learning standards.
7. At a minimum, students must turn in at least 70% of assignments assigned per week to maintain a status of "making monthly progress," but will need to complete all the instructor is asking for each week in order to complete the course on time.
8. Most Assignments are completed in Canvas.
9. You must be able to access your Portal.bethelsd.org/Canvas account to succeed in the class.
10. Please notify the instructor immediately if you have a problem accessing your account.

Industry Standards: