

BA Web Design 11 (YWD 11)

District Name: Kamloops Thompson

District Number: School District #73

Developed by: Jeremy Ellis (Mission) and adapted by Gillian Emery

Date Developed: March 24, 2009

School Name: Beattie School of the Arts – Pineridge Campus

Principal's Name: Mike Safek

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Web Design 11

Grade Level of Course: Grade 11

Number of Course Credits: 2 credits

Number of Hours of Instruction: 60 hours

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Class set of computers, digital camera(s), editing software (suggest flash), web browser software (suggest IE 6 or greater). Teacher will need experience in using digital cameras, web page design using HTML, web page programming using JavaScript and CGI style programming such as: CGI, PERL, PHP or asp (suggest PHP) and experience with editing software.

Course Synopsis:

This course focuses on scripting, programming, developing search strategies for new technology, publishing skills, and serving information on a web server. In addition, the topic of Web ethics will be covered. Students will act as Webmasters for themselves, the class, school, or district, participating in a global community of learners and collaborators. Students enrolled in this course will be computer literate and acquire basic electronic productivity tools.

Rationale:

This course has been developed to support and encourage students to explore the richness and diversity of various cultures through the medium of web page design. Students will learn to use digital cameras as recording tools, and computers as editing tools. They will explore curricula themes, develop project proposals, and research topics of community value or personal interest. They will write advanced web pages and edit data to produce finished web pages or a working Internet site. Finally, students will reflect on their work and plan an event to present their web pages to the class or school and community. The approach supports student skill development and encourages meaningful methods of collecting, interpreting, and presenting a variety of perspectives on significant issues.

Organizational Structure

Grade 11

Unit	Title	Time
Unit 1	Basic Web Page Design	15 hours
Unit 2	Advanced Scripting-JavaScript, dHTML, VML	20 hours
Unit 3	Serving Information –PHP	10 hours
Unit 4	Collaboration and the Final Project	15 hours
	Total	60 hours

Unit 1: Basic Web Page Design

Curriculum Organizer

It is expected that students will:

- Design a web page that functionally uses: links, images and basic formatting
- Design a web page that functionally uses:
 - unordered lists
 - ordered lists
 - nested lists (one of the above lists inside the other)
- Design a web page that functionally uses: tables
- Design a web page that functionally uses: forms
- Design a web page that functionally uses: frames
- Design a web page that functionally uses: Cascading Style Sheets (CSS)
- Design a web page that functionally uses: animated graphics and or sounds

Unit 2: Advanced Scripting-javascript, dHTML, VML

Curriculum Organizer

It is expected that students will:

- use a structured problem-solving process for solving simple problems
- demonstrate an understanding of the following programming language concepts:
 - reduced vocabulary
 - translation to programming language
 - syntax and grammar
- apply a high-level programming language to implement the logical structures of sequence, repetition, and selection
- use a structured computer programming language to design and implement programs on a computer to solve problems
- demonstrate a commitment to clear and effective programming by using correct style and providing appropriate internal and external documentation
- apply suitable programming terminology
- identify the career opportunities for and roles of persons employed in environments that use programming

Unit 3: Serving Information –php

Curriculum Organizer

It is expected that students will:

- identify and describe a variety of electronic communications environments and software tools available for accessing electronic information
- evaluate a variety of electronic communications environments
- use a variety of electronic communications tools to solve problems
- design a format for presenting information received from electronic sources
- develop a bank of information received from electronic sources to solve a problem
- analyze information from electronic sources for bias
- create an interactive document that provides hypertext links to other documents
- demonstrate a commitment to the ethical and legal use of electronic communications tools
- analyze the social impact of electronic communications

Unit 4: Collaboration and the Final Project

Curriculum Organizer

It is expected that students will:

- identify a variety of tools and resources for creating and manipulating web

- page documents
- demonstrate an understanding of the characteristics of various media elements used in web page documents
- use a variety of existing media elements to create a web page presentation that has a defined structure
- design and create media elements and use them to generate a unique presentation
- demonstrate an understanding of web design terminology
- design a web site solution to a problem
- analyze the effectiveness of media elements used in a presentation
- analyze the effectiveness of a web page document used in a specific presentation
- identify the career opportunities for and roles of persons employed in environments that use web page design

Instructional Components:

The classroom teacher may use (but is not limited to):

- Direct instruction
- Indirect instruction
- Interactive Instruction (computer tutorial sites)
- Independent study
- Modelling
- Use of various examples
- Brainstorming
- Group Work
- Analysis of own and others web pages

Assessment Components

Assessment will include both formative and summative assessments. Criteria for all assignments and activities will be clearly explained in both verbal and written form. Students will receive feedback continuously and formal evaluation as expediently as possible. Assessment procedures will incorporate varied aspects of the following:

- Project completion based on specified criteria (functionality and formatting)
- Project completion demonstrating progression
- Student prepared web applications
- Teacher observations
- Alternative assessments
- Student self-evaluation
- Practical Applications
- Small daily projects
- Final Web Site Project

- Reflection and Presentation