

BA Web Design 12 (YWD 12)

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 12

Grade Level of Course: Grade 12

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 12**

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:

- apply a structured process for solving complex problems
- use an industry-standard language to design and implement programs to solve complex problems
- evaluate and alter the logic and features of an existing program
- evaluate programs for productivity, utility, and social impact

Unit 3: Serving Information –php

Curriculum Organizer

It is expected that students will:

- evaluate the effectiveness of software used for sending and receiving information
- practise using a variety of electronic communications software to solve problems
- evaluate a variety of electronic communications environments
- design a format for presenting information from electronic sources
- use electronic sources to develop a bank of information for solving a problem
- analyze information from electronic sources for biases
- create a complex World Wide Web document
- describe the advantages and disadvantages of various service providers

Unit 4: Collaboration and the Final Project

Curriculum Organizer

It is expected that students will:

- evaluate the effectiveness of presentations delivered through web pages
- construct a complex document that requires a variety of web page processes
- analyze the effectiveness of media elements used in a presentation
- analyze the effectiveness of a web page document used in a presentation
- analyze a digital web site for its impact on the intended audience in terms of productivity, utility, and social consequences
- demonstrate an understanding of project management and effective teamwork
- identify available career opportunities, and describe the roles of people employed in environments that use or create web pages

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