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| Web Design  Course Syllabus**Lovejoy High School**  **Web & Digital Design Pathway** | Ms. Walton |

### Course Description

Web Design is the third course in the Web & Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.

Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

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### Course Curriculum Content

**Course Standards**

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| **IT-FWD-1:** Demonstrate employability skills required by business and industry.  **IT-FWD-2:** Plan, develop, implement, and resolve ethical issues involved in creating and  publishing a web site  **IT-FWD-3:** Create documents using a variety of tags following coding practices commonly used to create web pages.  **IT-FWD-4:** Create and use graphics to enhance web pages using a variety of tools.  **IT-FWD-5:** Define and apply essential aspects of the Cascading Style Sheets to format elements within a web site. | **IT-FWD-6:** Use (Graphic User-Interface) GUI-based HTML editing software to create web sites.  **IT-FWD-7:** Develop an understanding of e-commerce practices and related technologies necessary to create a secure, useful interface to conduct business online.  **IT-FWD-8**: Test, analyze, and identify performance issues related to publishing and maintaining web sites.  **IT-FWD-9:** Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. |

### Tentative Course Schedule (order of units subject to change)

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| **Semester 1:**   1. FBLA – leadership development, community service, and employability skills 2. Introduction to Basic Web Design Principles 3. HTML5 Coding 4. CSS & Graphic Elements 5. Hyperlinks | **Semester 2:**   1. HTML Tables 2. Web Forms 3. Advanced Techniques (Video, Audio & Images) 4. GUI HTML Editors & Mobile Web Sites |

### Instructional Materials and Supplies

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| **Published Materials** | **Instructional Supplies** |
| List your text books here | 3-ring binder, paper, pen or pencil, headphones, USB flash drive |

**Evaluation and Grading**

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| **Assignments** | **Grade Weights** | **Grading Scale** |
| Classwork & Homework  Projects  Unit Tests  Quizzes  Final Exam | Class (Daily Work) 20%  Final Exams 25%  Homework/Business Ethics 15%  Projects 20%  Quizzes 10%  Test 20% | A: 90 and above  B: 80 – 89  C: 70 – 79  F: 69 or below |

**Other Information**

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| **Expectations for Academic Success** | **Additional Requirements/Resources** |
| 1. Complete daily classwork assignments 2. Participate in class discussions and ask questions 3. Participate constructively as a team member 4. Problem solve and accept challenges 5. Challenge yourself to continuously improve |  |
| **TARDIES:**  The tardy policy stated in the hand book will be strictly adhered to. If it is an excused tardy, you will need to have a note from the office or teacher stating the reason you are late to class.  **BYOT:** Due to the technology already provided in this course, students will not be allowed to access their personal media devices UNLESS DIRECTED BY INSTRUCTOR. There will be several units we will use our personal media devices. Otherwise, these devices are not to be brought out in class. Devices brought out in class will be confiscated and turned in to administration. | **MAKE-UP WORK**:  You will need to make arrangements with me to come in before or after school to complete missing assignments. Due to the nature of this course, there is very little work that I can send home. Therefore, you will need to arrange with me to come in and complete your missing assignments. I will be available to stay after school and work with you on Mondays, Tuesdays and Thursdays until 4:15 p.m. (unless I have a pre-arranged conflict). I am here for you, but you have to come in and do the work! Make sure to read the Student Handbook concerning the deadlines for completing all make-up work assignments. |
| **Student Google Accounts:** This year all students enrolled in Interactive Media courses will be using their own Google Email Accounts to submit work. You must have a Network/Internet User Agreement on file with the school. You will also be responsible for maintaining this account following the district guidelines and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ classroom policies. | **Remind 101:**  Students and parents are encouraged to sign up for the Remind101 text messaging service to receive text updates regarding project deadlines, quizzes, and tests. |
| Cheating/Plagiarism:  Students are expected to create their own work. All print and online sources should be cited. Students should not copy or edit other students’ files. Cheating/Plagiarism will not be tolerated. Students who violate this policy will receive a zero, parents will be contacted, and no final exam exemption will be allowed. | |

**Pathway Career Opportunities**

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| •    Web Designer •    Game Artist •    Character Animator •    Lighting Artist •    Effects Designer | •    Character Modeler •    Multimedia Web Designer •    Creative Director •    Interface Designer |

**End of Pathway Assessment: w3schools HTML Certification** [**www.w3schools.com**](http://www.w3schools.com)

**Georgia Professional Standards**

**Support of CTAE Foundation Course Standards and Common Core GPS and Georgia**

**Performance Standards**

**L9-10RST 1-10** and **L9-10WHST 1-10:** Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core GPS for Speaking and Listening are listed in the foundational standards below.

**ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**ELACC9-10SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**ELACC9-10SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Projects**

**Semester 1:**

* **Luxury Cars Website**
* **Favorite Artist Fan Club Website**
* **Client Website 1 using Notepad**
* **Client Website 2 using Weebly**
* **Career Portfolio**

**Semester 2:**

* **Client Website 3 using Adobe Dreamweaver**
* **Pampered Pups**
* **Client Website w/ Audio**
* **Digital Portfolio**

**FBLA Integration**

**September Website Evaluation**

**October FBLA T-Shirt Competition**

**November FBLA Activity Website**

**December FBLA Events**

**January Why Join FBLA**

**February FBLA Home Page**

**March FBLA Bulletin Board**