

Board Approval Date: 08/22/2016

THE NORTHAMPTON AREA SCHOOL DISTRICT
PLANNED COURSE FORMAT: UBD UNIT PLAN FORM

Name of Course: Fun with Photoshop	Grade Level: 9-12
Name of Unit: Using Frames in a Web Site, Creating a Form on a Web page, and Creating Style Sheets	Unit Duration: 6 weeks

National Business Education Standards (NBEA)

NBEA Career Development Standard

Lifelong Learning

Achievement Standard: Relate the importance of lifelong learning to career success.

- Identify the knowledge, skills, and attitudes required to succeed in the current job/career, the next most likely job/career, and the ideal job/career.
- Identify future job and career trends associated with businesses in a chosen career cluster

NBEA Communication Standard

Foundations of Communication

Achievement Standard: Communicate in a clear, courteous and correct manner on personal and professional levels

- Participate in group discussions for problem resolution
- Organize and lead discussions
- Answer questions in formal and informal situations
- Read and follow simple directions

Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

- Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.

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NBEA Information Technology Standard**Impact on Society****Achievement Standard: Assess the impact of information technology on society.**

- Describe how new developments in information technology affect the supply/demand characteristics of the job market.

Application Software**Achievement Standard: Identify, evaluate, select install, use, upgrade, and customize application software; diagnose and solve computer problems resulting from an application software's installation and use.**

- Prepare documents that use a variety of media (e.g., images, text and sounds)
- Explore emerging application software
- Use application software reference materials (e.g., online help, vendor Web sites, tutorials, and manuals)
- Use the collaborative features of application software to complete simulated or real organization tasks
- Use advanced features of common application software
- Evaluate the effectiveness of software to solve problems

Information Technology Careers**Achievement Standard: Describe positions and career paths in information technology.**

- Identify positions and career paths in the field of information technology

Pennsylvania Academic Standards**Pennsylvania Academic Standards—Science and Technology and Environment and Ecology—Subject Area 3****PA 3.6 Technological Education****3.6.12.B:** Analyze knowledge of information technologies of processes encoding, transmitting, receiving, storing, retrieving and decoding.**PA 3.7 Technological Devices****3.7.10.C:** Apply basic computer operations and concepts.**3.7.10.D:** Utilize computer software to solve specific problems.**3.7.12.C:** Evaluate computer operations and concepts as to their effectiveness to solve specific problems.**3.7.12.D:** Evaluate the effectiveness of computer software to solve specific problems.**3.7.12E:** Assess the effectiveness of computer communications systems.

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PA 3.8 Science, Technology and Human Endeavors

3.8.12: Evaluate the consequences and impacts of scientific and technological solutions.

Pennsylvania Academic Standards—English—Reading, Writing, Speaking, and Listening—Subject Area 1

PA 1.1: Reading Independently

1.1.12.A: Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.

PA 1.5: Quality of Writing

1.5.12.A: Write with a clear **focus**, identifying topic, task, and audience.

1.5.12.B: Develop content appropriate for the topic.

1.5.12.D: Write with an understanding of **style** using a variety of sentence structures and descriptive word choices. Create **tone** and **voice** through the use of precise language.

1.5.12.E: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and **genre** have addressed.

1.5.12.F: Use grade appropriate **conventions of language** when writing and editing.

PA 1.6: Speaking and Listening

1.6.12.A: Listen critically and respond to others in small and large group situations.

1.6.12.B: Demonstrate awareness of audience using appropriate volume and clarity in formal presentations.

Overview of the Unit (description):

This unit will focus on getting started with the basics using HTML code to create websites. After this unit, students will have an understanding of HTML and will have learned the basics to using code to create and edit web pages. Students will also have gained knowledge in how to create web pages with links, images and formatted text. They will be able to create and customize tables and image maps. By the conclusion of this unit, students will know how to use frames in a web site, create a form on a web page, and create style sheets.

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Enduring Understandings	Assessments Used to Show the Student's Enduring Understanding	Essential Content & Skills
<p><i>Specifically, what developed insight(s) and/or developed skills(s) must a student acquire to truly understand the topic? What one, two or three developed ideas should students remember years from now after forgetting the small details?</i></p> <p>Students will understand how to plan and lay out a frameset, create a frame definition file that defines two frames, use the FRAMESET, and FRAME tag.. They will understand how to change frame scrolling options, name a frame content target, and set frame rows and columns.</p> <p>Following this unit, students will understand how to create forms with several input controls, create submit and reset buttons on forms, and add interest and organization to the form using fieldset tags.</p> <p>Students will also be able to plan a CSS structure, create external CSS files, use the STYLE tag in an embedded style sheet, use the STYLE attribute in an inline style shet and distinguish between the three different types of syle sheets.</p>	<p><i>What assessments will be used to show acceptable evidence of the students' acquisition of the PDE/NBEA Standard and the enduring understanding(s)? Attach the summative assessment(s) and rubric(s) that assess(es) the students' different levels of understanding.</i></p> <p>Summative Assessment(s): Students will apply skills learned in chapters 6, 7 & 8 in class discussions to create basic web sites using a notepad editor and HTML code.</p> <p>Formative Assessments: Projects:</p> <ul style="list-style-type: none"> • Chapter 6, 7 & 8 Guided Practice • Chapter 6, 7 & 8 Apply Your Knowledge • Chapter 6, 7 & 8 Extend Your Knowledge • Chapter 6, 7 & 8 Make it Right • Chapter 6, 7 & 8 In the Lab 1 • Chapter 6, 7 & 8 In the Lab 2 • Chapter 6, 7 & 8 In the Lab 3 • Chapter 6, 7 & 8 Cases and Places: Options 1-4 (students select one per chapter) 	<p><i>What specific concepts, information and skills are necessary for students to achieve true understanding and complete the summative unit assessment(s)? What materials must be meaningfully incorporated into the instruction?</i></p> <p>Concepts and Information:</p> <p>I. Using Frames in a Web Site</p> <ul style="list-style-type: none"> • Using Frames • Creating a frame definition file • Defining columns and rows in a frameset • Defining frame attributes • Planning and laying out frames • Specifying attributes of the menu and main frame • End the frameset • Creating the navigation menu page <p>II. Creating a Form on a Web Page</p> <ul style="list-style-type: none"> • Web page forms • Input controls • HTML Tags to create forms • Attributes of HTML tags used to create forms • Creating a form and identifying the process • Change the text message

	<p>Forums→Ongoing</p> <ul style="list-style-type: none">• Technology• Current/best coding practices with HTML and CSS• Web Design• Web Design and it's place in the Business World• Graphic Design• Graphic Design and it's place in the Business World• Current/best coding practices with ActionScript• Animation based web site design• Flash and its role in mobile applications• Flash and its role in the gaming industry• Animation based design and advertisement and its role in the business world	<ul style="list-style-type: none">• Add text boxes• Adding check boxes• Adding selection menus• Adding more advanced selection menus and to add additional text boxes• Adding radio buttons• Adding a textarea• Adding submit and reset buttons• Organizing a form using form groupings• Add fieldset controls to create form groupings <p>III. Creating Style Sheets</p> <ul style="list-style-type: none">• Using style sheets• Style sheet precedence• Style statement format• Inline style sheets• Embedded style sheets• External style sheets• Adding and embedded style sheet• Adding an external style sheet• Setting the body, link, paragraph and table styles• Linking to an external stylesheet• Link remaining HTML files to an external style sheet• Working with classes in style sheets
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		<ul style="list-style-type: none">• Adding an inline style sheet <p>Materials:</p> <ul style="list-style-type: none">• Microsoft Notepad• Computers• Projector• Textbook: HML; Comprehensive Concepts and Techniques• Data files to accompany textbook• Schoology• Project Rubrics
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