Wilson Area School District
Planned Course Guide

Title of planned course: Communications Technology (DTP and Web Design)

Subject Area: Tech Ed   Grade Level: 9-12

Course Description: Students will understand the elements of good design and apply using Microsoft Publisher. Students will also understand and be able to design and maintain a webpage using Microsoft FrontPage.

Time/Credit for this Course: 1 year – 1 credit

Curriculum Writing Committee: Brian Meckley, Joan Hughes

Wilson Area School District
Planned Course Materials

Course Title: Communications Technology; DTP and Basic Web Design

Textbook: ____Microsoft FrontPage 2002_____   (title)

                   ____Thompson_____   (publisher)

                   ____2002_____   (copyright date)

                   ____222.course.com_____   (web address)

Supplemental Books:
        The Non-Designers Design Book
        The Non-Designers Web Book
        Weaving a Website
        Learning Microsoft FrontPage (DDC)
        Microsoft Office Publisher (Thompson)

Teacher Resources:
        Companion websites for all books
        Included CD Roms with data files
        Other various related websites
        Microsoft Tutorial Websites
        Etc.

Curriculum Map

August: Principles of Good Design

September: Principles of Good Design

October: Principles of Good Design
                    Creating, Formatting, and Editing Unit 1

November: Creating, Formatting, Editing Unit 2
                    Creating, Formatting, Editing Unit 3

December: Creating, Formatting, Editing Unit 3
                    Creating, Formatting, Editing Unit 4

January: Designing and Maintaining Web Pages Unit 1

February: Designing and Maintaining Web Pages Unit 1
                    Designing and Maintaining Web Pages Unit 2

March: Designing and Maintaining Web Pages Unit 2
                    Designing and Maintaining Web Pages Unit 3

April: Designing and Maintaining Web Pages Unit 3
                    Designing and Maintaining Web Pages Unit 4

May: Designing and Maintaining Web Pages Unit 4

June: Finals

Scope & Sequence

Planned Course: DTP and Web Design

Unit: Principles of Good Design

Time frame: 6-8 weeks

State Standards Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1, 1.2, 2.1; Career Ed and Work 13.1A.E, 13.3A-B-C; Science Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Create and evaluate publications based on criteria of proper and effective design

Core Activities: Students will complete/participate in the following: In class evaluation and discussion of design in existing publications, assessment of design concepts through assignments. Research 'C.R.A.P.' Contrast, Repetition, Alignment, Proximity. Also use of web space, type families, proportion, balance, contrast, rhythm. Create/edit several documents highlighting each element of design in sequence, paper folding project, tracing contrasting type styles, type family definitions and examples, edit/redesign a newspaper advertisement

Extensions: Edit or redesign documents for school organizations, research toe 'rule of thirds' or rule of golden proportion; peer tutor

Remediation: Flash cards, practice test, program based assessment, wheel of terms, crossword puzzles, expanding your horizons

Instructional Methods: Project based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio visual, computer assisted instruction, online video clips, writer rep arts, oral rep arts, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, project based assessment

Scope & Sequence

Planned Course: DTP and Web Design

Unit: 1 – Creating, Formatting, and Editing Using Publisher

Time frame: 3 weeks (minimum)

State Standards Arts an Humanities – 9.3, 9.4; reading, Writing, Speaking, Listening 1.1A B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,B; Career Ed and Work 13.1A,E, 13.3A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Starting and customizing documents, creating a document, entering text, saving a publication, using graphics, moving and resizing objects, printing publications, modifying a publication, editing a template, imparting files, editing a design set, word or page numbering and master page, spelling and design errors, printing a two-sided page

Core Activities: Students will complete/participate in the following:
- Design flyers
- Create job work flyers
- Create newsletters

Extensions: Use companion web site to reinforce skills and methods, edit and redesign existing documents

Remediation: Flash cards, practice test, project reinforcement test, wheel of terms, crossword puzzles, Expanding your Horizons

Instructional Methods: Lecture, classroom discussion, peer demo, audio-visual demo, computer-assisted instruction, video clips, written reports, oral reports, journal entry, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, homework, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, portfolio of projects, project based assessment, peer evaluation, lab maintenance, class participation

Scope & Sequence

Planned Course: DTP and Web Design

Unit: 2 Creating, Formatting, and Editing Using Publisher

Time frame: 3 weeks

State Standards Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,B; Career Ed and Work 13.1A,E, 13.3A,B,C; Science and Technology 3.1A-C; 3.2D, 3.6B, 3.7C, 3.8A-C

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Customize color schemes, replace text, font schemes styles, formatting fonts and paragraphs, using photos and images, creating logo from scratch, using email templates, creating a hyperlink, email logos and graphics, sending an email letter, sending printing publications as email messages

Core Activities: Students will complete/participate in the following:
- Publish tri-fold brochures
- Create emails using Publisher

Extensions: Use companion web site to reinforce skills and methods, edit and/or redesign existing documents or use more advanced assignments

Remediation: Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

Instructional Methods: Project-based assessment, lecture, classroom discussion, peer demo, teacher demo, audio, visual, computer assisted instruction, journal entries, online video clips, written reports, oral reports, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, project-based assessment

Scope & Sequence

Planned Course: DTP and Web Design

Unit: 3 Creating, Formatting, and Editing Using Publisher

Time frame: 2-3 weeks

State Standards Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F; 1.2A,B, 1.5A,V,C, 1.6A,C, 1.8A,B

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Personalizing and customizing publications with information sets, creation of business forms and tables, business cards, envelopes and letterheads using mail merge, creating invoices, coupons and calendar web pages

Core Activities: Students will complete/participate in the following: Creating letterhead from scratch using layout and ruler guides, editing personal information sets, creating a company letterhead, search for editing photos, using an automatic date, using mail merge creating business forms and tables, creating styles using a drop cap, custom sizing publications and using tables.

Extensions: Use companion web site to reinforce skills, edit and redesign existing documents for school organizations

Remediation: Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

Instructional Methods: Project-based assessment, lecture, classroom discussions, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, project-based assessment

Scope & Sequence

<u>Planned Course:</u> DTP and Web Design

<u>Unit:</u> 4 Creating, Formatting, and Editing Using Publisher

<u>Time frame:</u> 2-3 weeks

<u>State Standards</u> Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.8A,B; Career Ed and Work 13.1A,E, 13.3 A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

<u>Anchor(s) or adopted anchor:</u> S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

<u>Essential content/objectives:</u> At end of the unit, students will be able to: Create a website and link a published publication to an excel worksheet

<u>Core Activities:</u> Students will complete/participate in the following: Create a web page from scratch using Publisher, use form controls HTML code fragments, visual basic, set security levels, linking an excel sheet to a published publication, editing a linked worksheet, embedding an excel worksheet in a published publication, editing an embedded worksheet

<u>Extensions:</u> Use companion web site, extra HTML work, peer tutoring

<u>Remediation:</u> Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

<u>Instructional Methods:</u> Project-based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

<u>Materials & Resources:</u> Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

<u>Assessments:</u> Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, projected-based assessment

Scope & Sequence

Planned Course: DTP and Web Design

Unit: 1 Designing and maintaining web pages using Microsoft FrontPage, HTML and Java Script

Time frame: 2-3 weeks

State Standards Arts and Humanities 9.3, 9.4; Reading Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,B; Career Ed and Work 13.1 A,E, 13.3A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Web basics, elements of a web page, use a front page template, open and modify a page in web view, save a web page, preview their pages, modify components on the page, manage hyperlinks, understand basic design criteria, add a new page to an existing web, insert a table, insert an image, use tables to control alignment, insert a heading, add clipart, insert link bars, save the page and embedded images

Core Activities: Students will complete/participate in the following: Create a personal web page, create a page using a template, add and rename a page to personal webs

Extensions: Use the companion website; 'in the lab' projects from book

Remediation: Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

Instructional Methods: Project-based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, project-based assessment

Scope & Sequence

Planned Course: DTP and Web Design

Unit: 3 Designing and maintaining web pages using Microsoft FrontPage, HTML and Java Script

Time frame: 3-4 weeks

State Standards Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,B; Career Ed and Work 13.1A,C, 13.3A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

Anchor(s) or adopted anchor: S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

Essential content/objectives: At end of the unit, students will be able to: Identify and use different HTML tags to create and edit web pages, color, images, and cascading style sheets, tables, and frames

Core Activities: Students will complete/participate in the following: The weather forecast page, headings, page, grand sauces page, horizontal rule page, tree form page, chamber of commerce page, classified ad page, the tree conservation page, online business page, business card page, spring schedule page, the dinette menu page, the grocery special page, the kite company page (60 other practice pages)

Extensions: More advanced work for students who show aptitude, editing HTML on existing pages, peer tutoring, companion web site for cashman book

Remediation: Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

Instructional Methods: Project-based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

Materials & Resources: Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

Assessments: Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance, written and oral class participation, peer evaluation, reports, project-based assessment

Scope & Sequence

<u>Planned Course:</u> DTP and Web Design

<u>Unit:</u> 2 Designing and maintaining web pages using Microsoft FrontPage, HTML and Java Script

<u>Time frame:</u> 2-3 weeks

<u>State Standards</u> Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,C; Career Ed and Work 13.1A,E, 13.3A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

<u>Anchor(s) or adopted anchor:</u> S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

<u>Essential content/objectives:</u> At end of the unit, students will be able to: Understand different image file formats, apply custom themes to pages, copy and past from a word document, modify navigation structure, add bookmarks, create a transparent image, add a shared border, insert auto shapes, define 'hot spot' as it pertains to images, use reporting on websites, create interactive forms, use C61 scripts, copying from other pages, inserting form fields, checkboxes, dropdown menus, nested tables, choosing a form handler, limited internal exposure

<u>Core Activities:</u> Students will complete/participate in the following: Create/edit several interactive forms on web pages, create/edit several image types GOF, JPEG, TIFF, etc., research the differences between these types of images, create site report and identify hot spots

<u>Extensions:</u>

<u>Remediation:</u> Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

<u>Instructional Methods:</u> Project-based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

<u>Materials & Resources:</u> Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

<u>Assessments:</u> Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance,

written and oral class participation, peer evaluation, reports, project-based assessment

Scope & Sequence

<u>Planned Course:</u> DTP and Web Design

<u>Unit:</u> 4 Designing and maintaining web pages using Microsoft FrontPage, HTML and Java Script

<u>Time frame:</u> 2-3 weeks

<u>State Standards</u> Arts and Humanities 9.3, 9.4; Reading, Writing, Speaking, Listening 1.1A,B,F, 1.2A,B, 1.5A,B,C, 1.6A,C, 1.8A,B; Career Ed and Work 13.1A,E, 13.3A,B,C; Science and Technology 3.1A-C, 3.2D, 3.6B, 3.7C, 3.8A-C

<u>Anchor(s) or adopted anchor:</u> S11.A.1.1, S11.A.3.1, R11.A.1.1, R11.A.1.4, R11.A.2.1, R11.B.3.3

<u>Essential content/objectives:</u> At end of the unit, students will be able to: Use frames to display database results, set a page to display in a frame, modify frames and gram properties, hyper linking targets in frames, use the sub-web and database wizard, convert folders to sub webs, work in sub webs, create database editor pages, use and report on source control

<u>Core Activities:</u> Students will complete/participate in the following: Create/edit several pages and frames to display database results, create/edit hyperlinks in frames, create/edit folders to convert for sub webs, create/edit pages for database interface, create navigation structure

<u>Extensions:</u> Peer tutoring, apply your knowledge activities, cases and places activities, advanced work for students who show aptitude

<u>Remediation:</u> Flash cards, practice test, project-based assessment, wheel of terms, crossword puzzles, Expanding Your Horizons

<u>Instructional Methods:</u> Project-based assessment, lecture, classroom discussion, peer demo, journal entries, teacher demo, audio, visual, computer assisted instruction, online video clips, written reports, oral reports, online tutorials

<u>Materials & Resources:</u> Computers, printers, scanners any other necessary hardware, digital camera, various texts as needed, publisher software, Photoshop or equivalent software, paint shop software, M.S. Word software, paper, printer ink, online tutorials, web resources for clip art and design, companion web pages for tests, web tutorials from M.S. or other software publishers, overhead projector/screen, PowerPoint

<u>Assessments:</u> Classroom behavior, rubric oriented grading, chapter checkpoints, screen checks, written and oral tests and quizzes, project portfolio, lab maintenance,

written and oral class participation, peer evaluation, reports, project-based assessment