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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Web Technologies |
| **Lesson/Unit Title** | Design a Web Page Layout Using a Bitmap & Vector Graphic Editor – Part II |
| **TEKS Student Expectations** | **130.308. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (A) The student is expected to identify and demonstrate work behaviors and qualities that enhance employability and job advancement such as regular attendance, attention to proper attire, maintenance of a clean and safe work environment, pride in work, flexibility, and initiative  (D) The student is expected to solve problems and think critically  (6) The student creates and modifies web and digital media designs.  (A) The student is expected to implement functional design elements such as proximity, repetition, contrast, alignment, color theory, consistency, image file size, and typography  (B) The student is expected to identify, create, modify, and use common file formats such as text, image, video analog and digital, and audio files  (D) The student is expected to create web pages using current web standards and web development skills such as version control, documentation, web application security, validation, accessibility, and compatibility across multiple browsers and devices  (E) The student is expected to demonstrate proper use of folder structure hierarchy  (7) The student demonstrates and employs knowledge of Internet programming strategies to develop and maintain web applications.  (C) The student is expected to use standard applications to develop web applications such as text-based editing programs, word processors, and web authoring software |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to design and export a web page layout.  **Specific Objectives:**   * Design a web page layout using appropriate design principles * Create four pages using the layout and add appropriate information   and text placeholders for each page   * Identify the appropriate areas to slice on the page * Label various slices as appropriate * Connect the navigation slices to the correct page * Preview the web layout to verify it is working properly * Export the individual pages as CSS, HTML, and Images |
| **Rationale** | It is critical that students can design and export a web page layout. |
| **Duration of Lesson** | Teacher Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Create a Website – Handout * Design a Web Layout – Assignment Instructions * Design a Web Layout – Grading Rubric   **Materials Needed:**   * A professional bitmap & vector graphic editing suite * Instructional aids   **Equipment Needed:**   * Computer lab * Electronic area to turn in files for grading purposes. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | |  | | --- | | **ASK, “**We have used html coding to create web pages. As you have created these pages, think of how you went about designing the page.”  Ask the students to share some of their thoughts. |   **SAY,** “Today, we are going to design a web page layout. We will design the layout and then export it to a professional web development application where we can later add the content.” |
| **Direct Instruction \*** | I. Review   * 1. Page panel   2. Slice tool   3. Properties Inspector  1. Design the base layout    1. Consider design principles as you create the layout (color contrast, readability).    2. Import an image for the background    3. Use Kuler to obtain a color swatch panel    4. Import an image to use on the layout and modify it in the Properties Inspector    5. Create some enhanced text 2. Create website pages    1. Set the base layout as the master page    2. Create four more pages based on the master page and name them appropriately    3. Add appropriate content to each page   IV. Create slices and link pages   * 1. Draw slices on the master page   2. Name all the slices   3. Navigation slices also provide an alt tag and a link   V. Preview web pages in browser   * 1. Preview in browser command (F12)   VI. Export the layout   1. Export as CSS and Images (.htm) 2. Put images in a subfolder 3. Open your professional web development application and set background slice as background   VII. Explain independent practice activity   1. Students will create their own web page layout   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | The teacher will demonstrate the pages panel and the slice tool. The teacher will point out the necessary information needed in the properties inspector to include on slices that are used for navigation (i.e. link, alt tag, or name).  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will design their own web layout. * Assignment description/rubric should be distributed before students begin assignment.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | **Q& A Session**  **Q:** Why is using a bitmap & vector graphic editor to design a web page layout advantageous to creating and designing a page in a professional web development application?  **A**: A bitmap & vector graphic editor allows for more creativity and allows you to not get bogged down in the content while you are designing. |
| **Summative/End of Lesson Assessment \*** | The teacher will grade students’ independent practices as per rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Using your favorite internet browser, have the students perform a web search for “bitmap and vector graphic editor tutorials” |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)