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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Virtual Business |
| **Lesson/Unit Title** | Designing Your Site |
| **TEKS Student Expectations** | **130.141. (c) Knowledge and Skills**  (3) The student demonstrates online and off-line marketing, including establishing a web presence:  (A) The student is expected to create and design a website for a virtual business office;  (C) The student is expected to determine appropriate marketing of a virtual business office; and  (D) The student is expected to describe steps to successfully market a virtual business office. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Upon completion of this lesson, the student will learn the techniques of designing an effective business web site. * Students will be able to effectively apply design principles to a web site. * Students will understand the importance of functionality elements in a web site. * Students will understand the significance of different web site extensions. |
| **Rationale** | This lesson is an introduction to designing appealing websites for businesses. Focus is placed upon choosing the correct domain name, design style, and common mistakes made. |
| **Duration of Lesson** | When taught as written, this lesson should take five to six days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Web-Hosting Service – A private business that maintains the web sites of individuals and organizations on its computers for a fee. * Domain Name – A web site owner’s unique Internet address * Electronic Shopping Carts – specialized programs that keep track of shoppers’ selections as they shop, provide an order form for them to complete, and submit the form to the company through the Internet. * WYSIWYG – Means “what you see is what you get” which is basically when content for a web site is designed it looks the same on the Internet as it would if it were printed. * FTP – “File Transfer Protocol” which lets you move files from your computer to another one via an Internet connection, needed to publish a web page |
| **Materials/Specialized Equipment Needed** | 1. “Top Internet Retailer Presentation” Assignment #1 2. “Top Internet Retailer Presentation” Assignment #1 Rubric 3. “Design Principles Analysis Document” Assignment #2 4. “Design Principles Analysis Document” Assignment #2 Rubric 5. “Create a Business Web Site” Assignment #3 6. “Create a Business Web Site” Assignment #3 Rubric 7. Computers for students to complete projects 8. Projector for presentation |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students if they buy items because they have seen it advertised. Ask them also if, when they are searching for sites for different reasons, the appearance of the site makes a difference to them on whether or not they stay on the site a while or if it makes them continue searching. 2. Show students a letter from a business that you have received in the mail (junk mail) to see whether it has your information or is addressed to “Resident”. Ask them the impression that gives them about the company or its products/services. If it is properly formatted and attractive it may elicit a positive impression. If not, it could give an unfavorable impression. The same can be true of web sites. Research some sites to show students what you feel are very poor examples and discuss the impression and consequences for having such a site. Then show a very effective example or two so students can see the difference. |
| **Direct Instruction \*** | 1. Web Site Design Mistakes (**NOTE:** Ask students to name companies that are strictly dotcom in nature. Record the names where students can view them. Ask them to go to those companies’ web sites and see if they notice anything different about the sites than in websites of companies that also have brick- and-mortar locations. For web sites to generate sales for your business, it is important that they look attractive and function properly. Research the Internet with the students to locate sites that are unattractive and compare them to sites that are appealing.)    1. Ambiguous contact information    2. Broken links    3. Slow server    4. Too many font styles and colors    5. Ineffective navigation structure    6. Obsolete information    7. Pages without links    8. Disabling the “back” button    9. Too many “bells and whistles” 2. Design Principles (**NOTE**: If given a choice, regardless of whether it is a printed document, a presentation, or a web site, there are design principles that, if followed, create something attractive for people to look at. First impressions of your business are important. Ask students what the consequences of an unattractive web site can be. Have students suggest a web site for the class to examine together. Review the principles to the left for that web site.)    1. Structure       1. consider the number of pages in your site       2. consider the location of the navigation bar       3. formatting of buttons and links    2. Color       1. color scheme of the site       2. color as a background, to highlight text, or as borders    3. Font       1. choose fonts to enhance readability       2. maximum of three sizes and styles    4. Images       1. only appropriate photos and images       2. consider placement    5. Media       1. video or sound clips       2. can detract from site’s usability    6. Text       1. use phrases, not long sentences       2. keep your wording simple       3. use “white space” around text 3. Web Site Functionality (**NOTE:** Ask students what they like most about their favorite social networking site. The may like the social interaction features. Potential customers also enjoy these personalized features when they make purchases as well. All too often business owners are in a hurry to start earning revenues and do not always think of the details of their site. Even if the site does look amazing, it must function properly. The navigation buttons should take you to the correct pages. The links should work. No one wants to see error messages on a web site. A way to contact the business should always be included and be up to date. Assign a web site to student pairs an also assign either Basic, Interactive, or Enhanced functionality elements for the pairs to research for their assigned site. They can prepare a document on the computer or on flipchart paper.)    1. Basic       1. quick-loading pages       2. ease of navigation          1. obvious buttons          2. returns to Home page       3. working links – don’t want to see “Page Not Found” message       4. viewable images – load quickly and completely       5. shopping carts – use a cart instead of print-and-mail order forms       6. email contact – contains email link and all other contact information    2. Interactive       1. site search – make it easy to search within the site       2. downloadable documents such as:          1. .pdf documents          2. product reviews       3. forums          1. message boards          2. chat rooms       4. blogs – online journals       5. member registration so customers can receive:          1. emails          2. newsletters          3. other benefits       6. newsfeeds and RSS          1. news stories          2. press releases          3. used for frequently updated information    3. Enhanced       1. online demonstrations and tutorials       2. customer support – 24/7 or live       3. geographic locators          1. maps and directions          2. store locators       4. viewing options – for customers who prefer another language          1. new media          2. podcasts 4. Technical Details (**NOTE:** Even if your site is attractive and functions properly, there are a few more concerns that have to be addressed. Will you have enough bandwidth for large documents to be transmitted? Will you be charged for data transfers above a specified limit? You must also back up your site frequently either yourself or through a service as data that is stored on your site may be lost if not backed up.)    1. Have enough disk space    2. Bandwidth – amount of data that can be sent or received    3. Data transfers – can be charged fees for heavy traffic    4. Technical support from the host    5. Backup site often    6. Database access – need space for inventories 5. Ad Formats (**NOTE:** You will also need to decide on what your advertising will look like on your site in addition to any other sites on which you plan to advertise. Check prices for different types and sizes. Research some of these on the Internet with students so they get an idea of costs of operating online.)    1. Leaderboard – largest, horizontal    2. Full banner    3. Skyscraper    4. Square    5. Button 6. Domain Names and URLs (**NOTE**: Before you launch a site it has to have a name. You want a simple URL and hopefully one that is easily located. Depending upon how you register your site, you will also need to check into pricing. Distribute different web site extensions to students and have them research what the extension means and list two web site names with that extension.)    1. What is a domain name?       1. a part of the URL       2. different levels, middle level most common    2. What is a URL?       1. Uniform Resource Locator       2. same as web address    3. Tips       1. keep name simple       2. easy to spell       3. short       4. important keywords       5. make it say who you are       6. be creative and specific    4. Things to consider       1. search for a site that registers names       2. check the pricing       3. enter your name       4. choose your extension – examples:          1. a. .com (default, general business)          2. b. .net (Internet business)          3. c. .org (non-profit or trade          4. association)          5. d. .biz (small business)          6. e. .edu (post-secondary institutions) |
| **Guided Practice \*** | * Direct students to the Webby Awards web site. Explain that awards are presented in many categories such as Best Home Page or Best Navigation Structure. Select one to view together and examine the different aspects of the site and how they were effective in the category that they won. Have students, in pairs, select another site in a different category and have them create a short presentation displaying the home page of the site, as well as slides detailing the positive aspects of the site that contributed to its winning the award. They should then present to the class. This activity shows that there is more to a website than merely its appearance. * Discuss advertising on the Internet with students. Have them go to a web site of their choosing and locate any ads that are on that site. Have them either print out the ads or copy and paste them to a word processing document and print, identifying the web site URL. Show them to the class either on a document camera or display them on the walls. Then discuss with them the sizes of the ads, whether or not they are banner ads, animated, and whether or not they add to or detract from the site itself. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * **Top Internet Retailer Presentation Assignment #1** – In pairs, students will createa presentation using either presentation management software or a web-based presentation displaying information about any one of the top ten Internet retailers. They are to identify specific aspects of the site itself including overall user-friendliness, use of design principles, internal links, and amount of useful information on the site. An evaluation of advertising on the site should also be included. * **Design Principles Analysis Document Assignment #2** – Have students drawthree web sites from a hat (or box). They are to go to each site and evaluate each based on the design principles from this lesson. Students will create a table with the name and URL of each site at the top of their table, the specific design element down the left column, and the comparison of each element in the remaining cells of the table. Then they will identify which web site does the best job at meeting the most design elements. * **Create a Business Web Site Assignment #3** – In small groups, number ofstudents dependent upon class size, students will create a web site for a business they create. They will follow design principles in creating the site. The following items must be included, preferably on separate pages of the site with appropriate navigation structure:   + name and logo for your company   + your business philosophy – why did you start this business?   + the purpose of your business – what are you selling?   + pricing information   + contact information   + shipping information   + pictures of your product or service   + policies such as privacy, confidentiality, customer service satisfaction * The site can be created using a free site for educators online that provides templates or even in desktop publishing or word processing software. The pages can be saved as a web page. In most software the site can be previewed as a web page by pressing the f12 key. |
| **Lesson Closure** | Name three of the common web site design mistakes.  A: Answers can include ambiguous contact information, broken links, slow server, too many font styles and colors, ineffective navigation structure, obsolete information, pages without links, disabling the “back” button, and too many bells and whistles.  Q: What are two of the design principles that should be considered?   1. Answers can include two of the following: structure, color, font, image, media, and text length.   Q: Why are working links important?   1. They are important because site visitors need to be able to get to the page they select and it makes an impression of the business.   Q: What are the levels of functionality of web sites?   1. The levels of functionality are basic, interactive, and enhanced. 2. What is the difference between a domain name and a URL?   A: A domain name is part of the URL, which is the web address for a site. |
| **Summative / End of Lesson Assessment \*** | Informal Assessment:  1. Instructor will observe students during Independent Practice.  2. Instructor will assist students as needed.  Formal Assessment (LSI Quadrants III and IV):   1. Use the assigned rubrics to evaluate the two Independent Practice Assignments |
| **References/Resources/**  **Teacher Preparation** | 1. Business Principles and Management, Everard Burrow, South-Western Thompson Learning 2. Learning E-Commerce: Business Analysis and Design, Nancy Stevenson, DDC Publishing 3. Start Your Own E-Business, *Entrepreneur Magazine*, Entrepreneur Press   Accommodations for Learning Differences:  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files  found on the Special Populations page of this website. |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English:**  **110.33(b)(1)(A) – Reading/Vocabulary Development**  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  **110.33(b)(1)(C) – Reading/Vocabulary Development**  …infer word meanings through the identification and analysis of analogies and other word relationships.  **110.33(b)(12)(B) – Reading/Media Literacy**  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  **110.33(b)(12)(C) – Reading/Media Literacy**  …evaluate the objectivity of coverage of the same event in various types of media.  **110.33(b)(12)(D) – Reading/Media Literacy**  …evaluate changes in formality and tone across various media for different audiences and purposes. |
| **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) | 1. Locate a local business owner that also uses a web site for his/her business. Interview the owner regarding the decision to take the business online as well as the advantages and disadvantages that he/she has discovered. Ask what advice he/she would give to someone desiring to start an online business and what he/she would have done differently. 2. Using the web site that students created above in the Independent Practice assignments, the student groups can purchase items from each other by either creating email accounts to order products or services, or by uploading their web pages and adding a shopping cart to their site. The teams can also record sales data and inventory levels. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **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)