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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** | Website Planning and Design |
| **TEKS Student Expectations** | **130.308. (c) Knowledge and Skills**  (9) The student evaluates a problem and creates a project management plan for meeting client requirements.  (A) The student is expected to communicate with clients to analyze requirements to meet the needs of the client and target audience  (B) The student is expected to document design properties, necessary tools, and resources and identify and address risks  (C) The student is expected to develop and use a timeline task list such as critical milestones, potential challenges, and interdependencies  (D) The student is expected to use various methods to evaluate the progress of the plan and modify as necessary  (10) The student evaluates a problem and creates a project management plan for meeting client requirements.  (A) The student is expected to create and simulate the publication of a multipage web product using client required content and web design concepts  (B) The student is expected to develop a test plan for a multipage web product for testing usability, effectiveness, reliability, and customer acceptance  (C) The student is expected to explain the quality assurance process  (D) The student is expected to develop and implement a quality assurance plan |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * Students will understand the importance of proper planning before beginning a project for website development. * Students will understand the four parts to developing a Quality Assurance Plan. * Students will know how to determine client needs. * Students will be able to plan a website’s design. * Students will know how to determine if a website meets its goals and objectives. * Students will know design characteristics such as balance, layout, alignment, and consistency. |
| **Rationale** | It is critical that students know how to develop a website that meets the needs of clients. |
| **Duration of Lesson** | 3 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Webpage layout plan for each student * Guidelines for creating the Quality Assurance Plan * Quiz printed for each student * Computers with Internet and a word processor for each student |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask students to consider a retail business and ask them to think about the website that the business would need.   * Have the students write down how the business might benefit from having a website. * Next, have them list specific goals that the website should achieve. * Ask students to consider a service business and to again think about the website the business would need. * Have the students write down how they think the service business would benefit from having a website.   Have students list specific goals that a website for a service business should achieve. Discuss with the students how the overall mission for a website is different for each type of business, and why it is important–before any website project is started–to clearly define the purpose and objectives of that website.  Explain that the job of the website designer is to create a site that achieves each of the goals the business sets for its website. |
| **Direct Instruction \*** | |  |  |  |  | | --- | --- | --- | --- | |  |  | I. Introduction to the lesson |  |   II. Determining the client’s needs   1. Developing the Quality Assurance Plan    1. Creating the Needs Assessment    2. Establishing the Development Plan    3. Establishing the Testing & Revision Plan    4. Determining the Final Review Procedures   IV. Content aesthetics components   * 1. Content Layout   2. Content Proximity   3. Text Alignment   4. Contrast   5. Balance   6. Font Selection   7. Consistency  1. Students will design the layout for a commercial website. The instructor should walk through the class and determine how to arrange the content.   VI. Students should work in teams to develop a Quality Assurance Plan following the guidelines provided.  VII. Lesson Quiz  *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 \*** | |  | | --- | | Hand out the Webpage Layout Plan. Through class discussion, design a layout | | determining where things should be placed and why. Have the students consider the | | balance of the page and other design concepts discussed. |   *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 \*** | 1. Have students complete the Webpage Layout exercise again on their own with a distinctive design. 2. Have students work independently or in groups to create a template for a Quality Assurance Plan following the guidelines provided.   *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** | 1. Have students show the webpage layouts they designed on their own, and have them explain why they chose to place certain things where they did. 2. Go through the Quality Assurance Plans. Ask for important components of each sections of the plan. |
| **Summative/End of Lesson Assessment \*** | Check the webpage layouts and Quality Assurance Plans the students developed to assure that they understand the concepts.  Following the lesson and activities, have the students complete the lesson quiz to assure that they understand the terminology.  *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** | For further reference material, use your favorite web browser and search for web style guides and easy web tutorials. |
| **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) | |  | | --- | | Students should contact various organization sponsors and meet with them to plan their organization website. The students should complete the Quality Assurance Plan while meeting with the sponsors. Upon completion of the HTML lessons, students should design the sites planned while following the Quality Assurance Plan. | |  | |  | |  | |
| **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)