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Web Design



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"GOOD TO GREAT"

Revised: 8/17/21

Web Design Grade 10-11

Course Description: This course is an introduction to the design, creation, and maintenance of web pages and websites. Students learn how to critically evaluate website quality, learn how to create and maintain quality web pages, learn about web design standards and why they're important, and learn to create and manipulate images. Students in this course will complete a culminating project in which they design and develop their own website.

Scope and Sequence

Timeline	Concepts
Marking Period 1 7 - 8 Weeks (35 - 40 Class Periods - 41 mins Per Class Period) 3 Weeks (15 Class Periods – 41 mins Per Class Period)	Unit 1: HTML Code HTML Tags, HTML Structure and Syntax, Coding Independently, Saving and Generating Web Pages from Code, Launching and Testing Web Pages, Correcting and Improving HTML Code, Coding Functional Web Pages Including Links, Images, Scrolling Elements, Animation, Coding and Collaborating with Partners Unit 2: Logos Creating Original Logos for Branding and Marketing, Representing Concepts Visually, Logo Design Versatility, Functional File Formats for Multiple Media
Marking Period 2 4 - 5 Weeks (20 - 25 Class Periods – 41 min Per Class Period) 2-3 Weeks (10 - 15 Class Periods – 41mins Per Class Period) 3 Weeks (15 Class Periods – 41 mins Per Class Period)	Unit 3: WYSIWYG Editors Designing Functional Web Pages in WYSIWYG Editors, Designing Coherent Visual Themes, Designing Homepages and Supporting Pages, Navigation Structure and Links, Images and Typography Design. Creating a Full Website in a WYSIWYG Editor Unit 4: UX UI Design and Website Architecture User Experience (UX) and User Interface (UI) Design, UX UI Processes in Development of Functional and Successful Websites, Designing Websites with Organized Information, Hierarchy and User Needs Unit 5: Animated GIFs Creating Short Animated GIFs, Creating GIFs to Deliver Messages, Fundamentals of Motion Graphics, Sequencing, Timing, File Management, Problem-Solving Skills

Unit 1	HTML Code	Grade(s)	10-11
Overview/Rationale			
Students will learn to analyze and write HTML code independently. Students will acquire the skills to code functional web pages with features such as color, images, and links.			
New Jersey Student Learning Standards			
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.			
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.			
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.			
9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.			
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.			
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.			
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.			
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.			
9.3.IT-WD.5 Develop, administer and maintain Web applications.			
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.			
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.			
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.			

9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12acc.Cr2b: Demonstrate awareness of ethical implications of making and distributing creative work.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions	7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).	

21st Century Skills: Check all that apply

	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration

X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> How are the building blocks of web pages and websites managed? How do designers become proficient in HTML Code? How do coders create webpages using only HTML Code? 			
Enduring Understandings			
<ul style="list-style-type: none"> Precision is crucial when writing HTML code. The slightest typing error will cause a webpage to malfunction. HTML coding skills can be acquired with sustained practice. 			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> Identify and analyze HTML code on any web page online. Comprehend the intricacies of coding with HTML. Create a functional web page utilizing HTML, and write code for the background color, title, heading, font size, paragraph text color, and an image. 			
Assessments			
<ul style="list-style-type: none"> Formative: Write HTML tags with proper syntax and structure. Formative: Write HTML code correctly and test in a browser. Formative: Assess the code and performance of other teams by analyzing their HTML code. Summative: Create a functional web page by correctly writing HTML code. Authentic: Create a web page containing a photo, link, and background color by correctly coding HTML. Authentic: Collaborate to create HTML functional code from scratch. 			

Teaching and Learning Actions	
<i>Instructional Strategies</i>	<p><u>Anticipatory Sets</u>: Do Now's/research on HTML code.</p> <p><u>Task and Performance Modeling</u>: HTML code writing, saving and launching a page.</p> <p><u>Conferencing with Students</u>: Determine personal needs, offer individual guidance and support.</p> <p><u>Cooperative Learning</u>: Collaborate to create HTML functional code from scratch; assess the performance of other teams.</p> <p><u>Utilizing Technology in the Classroom</u></p> <p><u>Inquiry-Based Instruction</u></p> <p><u>Reflection</u></p> <p><u>Exit Tickets</u></p>

	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
<i>Activities: Including G/T, SE, and ELL Differentiation</i>	<p>Identify the basic syntax structure for HTML (opening and closing tags). Practice writing HTML code in an accurate manner.</p> <p>Create a web page by writing HTML code from scratch. Analyze complex HTML code in web pages online.</p> <p>Identify key tags for links, graphics, and other functions within dense HTML code.</p> <p>Research and select W3Schools tutorials according to personal goals (ie., animated GIFs, marquees, multiple colors).</p> <p>Write code for animated GIFs and other advanced functions. Set personal challenges and research advanced code to fulfill challenges. Share newly discovered code techniques with classmates.</p> <p>Assess work of peers according to rubric and discuss positive/unique aspects of their coding.</p> <p>Collaborate in pairs/teams for an HTML Competition (quiz) where criteria must be met to create a functional web page from scratch. Students write code from scratch and help each other with corrections and research.</p> <p>Assess each team's coding performance.</p> <p>High: Research advanced code and implement it into existing code.</p> <p>Mid: Target</p> <p>Low: Write a functional HTML page with a title, color, and heading.</p> <p><u>Special education students:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in each IEP. • Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. • Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level. • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer • English Language Learners (ELL) students:

	<ul style="list-style-type: none"> • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and Read Google extension addition. Will read to the student in the language selected. • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment <p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit. • Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study • Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments. • Academic Contracts <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. • Student led classroom instruction also Project Based Learning. • Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in 504 plan. • Assess the academics of the student to implement the necessary modifications as described in this document.
Experiences (virtual and live field trips)	Live/Online Coding: Experiment with online HTML Code Generators, ie. www.W3Schools.com
Resources	
	<ul style="list-style-type: none"> • HTML Code Database www.W3Schools.com • W3Schools Tutorials for advanced HTML work. • Instructor demonstrations on HTML Code. • Internet, Desktop
Pacing/ Time Frame	7-8 Weeks: (35-40 Class Periods - 41mins Per Class Period)

Unit 2	Logos	Grade(s)	10-11
Overview/Rationale			
Students will learn to create original logos for branding and marketing purposes. The unit will focus on developing skills in clear visual communication and representation of concepts through distilled visual art forms. Design versatility and functional file formats for multiple media use will be emphasized.			
New Jersey Student Learning Standards			
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.			
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.			
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.			
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.			
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.			
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.			
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.			
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.			
Career Readiness, Life Literacies, and Key Skills			
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas			
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).			
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).			
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards	

<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</p> <p>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p>	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G-CO.D.12 Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line</p>
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21st Century Skills

	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How can logos represent information about brands, services, or groups?
- How do graphic designers create memorable logos?
- How do designers develop logos which effectively communicate the essence of a brand?

Enduring Understandings

- The qualities of a logo can be visually matched to a typeface.
- Creating a well-designed logo and web banner depends on the relationship between the logo and typography.
- Effective logos are created through multiple iterations.

Student Learning Targets/Objectives

- Create an original vector graphic logo utilizing Adobe Illustrator or Photoshop.

- Produce an original logo in GIF or PNG format.
- Design a website banner containing a logo with typography design.

Assessments

- Formative: Create 2 or more shapes and combine the layers.
- Authentic: Create an original logo in Adobe Illustrator/Photoshop by drawing and stacking various shapes of different colors and sizes.
- Authentic: Design an original logo with typography.
- Summative: Design an original logo and save with proper file format for website publishing.

Teaching and Learning Actions

Instructional Strategies	<p><u>Anticipatory Sets</u>: Do Now's/research on logos and typography design.</p> <p><u>Connecting Prior Knowledge</u>: Discussion of popular brand logos and web banners.</p> <p><u>Concept Mapping</u>: Cardinal rules of logo design.</p> <p><u>Task and Performance Modeling</u>: Adobe Illustrator tools and functions.</p> <p><u>Perspective-Based Assignment</u>: Approach project from perspective of a real-world professional creating a logo.</p> <p><u>Conferencing with students</u>: Determine personal needs and offer individual guidance and support.</p> <p><u>SE & ELL– Modifications according to individual student learning needs and aptitude</u>: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.</p>
Activities: Including G/T, SE, and ELL Differentiation	<p>Discuss fundamentals of good logo design.</p> <p>Read and research articles on logo design principles.</p> <p>Read an article online and discuss the difference between vector graphics and raster graphics.</p> <p>Observe a demonstration on Adobe Illustrator or Photoshop tools and functions.</p> <p>Create an original logo graphic in Adobe Illustrator by drawing and stacking various shapes of different colors and sizes.</p> <p>Research online examples of logos and website banners.</p> <p>Create a new rectangular file in Illustrator and import and resize the logo.</p> <p>Design a banner containing colors, forms, and typography corresponding to the logo.</p> <p>Save the artwork in GIF format.</p>

Critique individual work as a group.

High: Create a second logo and web banner.

Mid: Target

Low: Create a logo with fewer shapes and one color.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer
- English Language Learners (ELL) students:
- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study
- Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts

Gifted and talented students:

- Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies.
- Student led classroom instruction also Project Based Learning.

	<ul style="list-style-type: none"> Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> Adhere to all modifications and health concerns stated in 504 plan. Assess the academics of the student to implement the necessary modifications as described in this document.
Experiences (virtual and live field trips)	EdPuzzle.com videos on logo design and industry professionals.
Resources	
<ul style="list-style-type: none"> "Raster vs Vector" http://vector-conversions.com/vectorizing/raster_vs_vector.html Infographic "The 10 Commandments of Logo Design" by Designmantic, www.designmantic.com Graphic Design community site www.LogoMoose.com for visual guidance and inspiration. Google Images Search of Web Banners Instructor demonstrations on Adobe Illustrator/Photoshop Adobe Illustrator/Photoshop, Internet, Desktop 	
Pacing/ Time Frame:	3 Weeks: (15 Class Periods – 41mins Per Class Period)

Unit 3	WYSIWYG Editors	Grade(s)	10-11
Overview/Rationale			
The unit will focus on creating a full website in WYSIWYG Editors. Students will learn to design functional websites with coherent themes which include supporting pages, navigation structure and links, as well as images and typography design.			
New Jersey Student Learning Standards			
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.			
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.			
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.			
9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.			
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.			
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.			
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.			
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.			
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.			
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.			
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.			
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.			

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task

Technology/Computer Science and Design Thinking

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

8.2.12.NT.2: Redesign an existing product to improve form or function.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).

Interdisciplinary Standards

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

8.G.CO.D.12 Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

21st Century Skills

	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration

	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:
Essential Questions			
<ul style="list-style-type: none"> How has technology facilitated HTML coding for designers? How do WYSIWYG editors make the work of web designers more efficient? How do designers create functional websites on WYSIWYG editors? 			
Enduring Understandings			
<ul style="list-style-type: none"> WYSIWYG editors help people design web pages quickly-- as opposed to writing HTML code. You do not need to be an expert in HTML code to learn to use a WYSIWYG editor. WYSIWYG editors can be utilized to publish full websites. 			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> Create a web page by utilizing a WYSIWYG Editor. Produce an original web page with a GIF file web banner and logo. Design a web page containing an original web banner, a background color and matching typography/formatted text. 			
Assessments			
Formative: Launch a WYSIWYG editor and design the heading for a homepage.			
Formative: Design a consistent typography scheme for two or more website pages.			
Authentic: Design a webpage in a WYSIWYG editor containing an original web banner, a background color and matching typography/formatted text.			
Summative: Design a website containing 3 or more pages with consistent colors and typography design.			
Teaching and Learning Actions			
Instructional Strategies	<u>Anticipatory Sets</u> : Do Now's/research on WYSIWYG editor tutorials and typography. <u>Interdisciplinary Writing</u> : Writing and editing of appropriate content and themes in the photography-based design. <u>Task and Performance Modeling</u> : WYSIWYG editor tools & functions. <u>Conferencing with Students</u> : Determine personal needs, offer individual guidance and support. <u>Utilizing Technology in the Classroom</u> . <u>Inquiry-Based Instruction</u> <u>Reflection</u> <u>Exit Tickets</u>		

	SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.
Activities: Including G/T, SE, and ELL Differentiation	<p>Observe a demonstration on WYSIWYG editor tools and functions.</p> <p>Discuss how WYSIWYG editors function and generate HTML code.</p> <p>View online tutorials on creating, managing and saving an HTML page in WYSIWYG editor.</p> <p>View online tutorials on formatting text, background colors, and inserting images.</p> <p>Read articles on typography design and identify two particular styles of preference to be utilized as inspiration.</p> <p>Create a homepage for a business in a WYSIWYG editor.</p> <p>Insert logo or banner file into WYSIWYG editor page.</p> <p>Select the appropriate background color.</p> <p>Design typography by formatting text with consistent typeface for headings and paragraphs.</p> <p>HIGH: Design two webpages for a business including a logo and original descriptive text.</p> <p>Mid: Target.</p> <p>Low: Design a homepage webpage and write 1 short paragraph of informational text.</p> <p><u>Special education students:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in each IEP. • Give students a MENU options, allowing students to pick assignments from different levels based on difficulty. • Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level. • Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines • Utilize Snap-n-Read and Co-Writer • English Language Learners (ELL) students: • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and Read Google extension addition. Will read to the student in the language selected.

	<ul style="list-style-type: none"> • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment <p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit. • Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study • Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments. • Academic Contracts <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. • Student led classroom instruction also Project Based Learning. • Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in 504 plan. • Assess the academics of the student to implement the necessary modifications as described in this document.
Experiences (virtual and live field trips)	"A Journey Through Beautiful Typography in Web Design," Haack, Shavaughn, <i>Smashing Magazine</i> , http://www.smashingmagazine.com/2013/08/beautiful-typography-web-design/

Resources	
	<ul style="list-style-type: none"> • "A Journey Through Beautiful Typography in Web Design," Haack, Shavaughn, <i>Smashing Magazine</i>, http://www.smashingmagazine.com/2013/08/beautiful-typography-web-design/ • Instructor demonstrations on WYSIWYG editors. • Internet, WYSIWYG editor, Desktop
Pacing/ Time Frame	4-5 Weeks: (20-25 Class Periods – 41 min Per Class Period)

Unit 4	UX UI Design and Website Architecture	Grade(s)	10-11
Overview/Rationale			
User Experience (UX) and User Interface (UI) Design will be explored as specific processes in the development of successful websites. Students will learn to design websites with organized information according to hierarchy and user needs.			
New Jersey Student Learning Standards			
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.			
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.			
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.			
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.			
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.			
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.			
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.			
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.			
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.			
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.			
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.			

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas .

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

Technology/Computer Science and Design Thinking

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.3: Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.

Interdisciplinary Standards

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

8.G.CO.D.12 Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line

21st Century Skills

X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions	
<ul style="list-style-type: none"> How do designers organize the array of contents of a client business in order to create a cohesive website? How does website architecture provide an organized experience for viewers? How do UX and UI design processes differ? 	
Enduring Understandings	
<ul style="list-style-type: none"> Good UX UI and web architecture planning leads to a good website experience. Revisions must be made to web architecture plans to eliminate redundancies and address omissions. Designers must skillfully apply UX UI processes to create effective and well-organized websites for consumers. 	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Identify website architecture for business sites online. Create website architecture for a business. Design a restaurant website with original website architecture UX UI planning that includes wireframing (organized content on every page), site mapping (4 pages minimum). 	
Assessments	
<ul style="list-style-type: none"> Formative: Sketch two wireframing plans, where one improves upon the first. Authentic: Design a restaurant website with original website architecture UX UI planning that includes wireframing (organized content on every page), site mapping (4 pages minimum). Summative: Discuss the differences between the UX and UI design process citing a case study or previous project. 	
Teaching and Learning Actions	
Instructional Strategies	<p><u>Anticipatory Sets</u>: Do Now's/research on website architecture and wireframing.</p> <p><u>Interdisciplinary Writing</u>: Writing and editing of content and themes.</p> <p><u>Task and Performance Modeling</u>: UX UI planning and wireframe sketching methods.</p> <p><u>Conferencing with Students</u>: Determine personal needs, offer individual guidance and support.</p> <p><u>Utilizing Technology in the Classroom</u>.</p> <p><u>Inquiry-Based Instruction</u></p> <p><u>Reflection</u></p> <p><u>Exit Tickets</u></p> <p><u>SE & ELL– Modifications according to individual student learning needs and aptitude</u>: Tiered Activities, Adjusted Questions, Flexible Grouping, Choice Activities, Free Study Time, Target Different Senses.</p>
Activities: Including G/T, SE, and ELL Differentiation	<p>Discuss website architecture and view examples of website architecture for businesses.</p> <p>Research and discuss UX UI resources provided (videos, articles, etc. listed below).</p>

Engage in discussions outlining differences between UX and UI. Discuss why both processes are necessary.

Create original wireframing for a restaurant site homepage.

Write a list of business services and turn the list into an original UX UI plan and wireframe.

Revise a wireframe, creating a second improved version.

Evaluate why the UI UX and wireframing process is a sound way to plan website architecture.

Plan and organize content for 4 web pages including a home page, cuisine, menu, and a contact page.

Create wireframing for an entire website and a layout style for each webpage (mobile and tablet).

Design site mapping and navigation by creating appropriate links.

HIGH: Create two to three additional web pages for the site.

Mid: Target.

Low: Create a two-page website.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer
- English Language Learners (ELL) students:
- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

	<p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit. • Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study • Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments. • Academic Contracts <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. • Student led classroom instruction also Project Based Learning. • Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in 504 plan. <p>Assess the academics of the student to implement the necessary modifications as described in this document.</p>
Experiences (virtual and live field trips)	<p>“UX Design vs UI Design-What’s the Difference?” https://youtu.be/5CxXhyhT6Fc</p> <p>The Difference Between UX & UI Design - A Beginner's Guide (2021 Guide) (careerfoundry.com)</p>
Resources	
<p>“Wireframing for UX: What is it and how to get better at it” https://youtu.be/8-vTd7GRk-w</p> <p>“Designing a Website: Episode 1 Planning” https://youtu.be/-Dwo-UOjDuw</p> <p>“How to Wireframe a Website or App” https://youtu.be/e2Oynq-mOLk</p> <p>A Full Guide on the Differences Between UI and UX Design (mockplus.com)</p> <p>Master the Golden Rules of Incredible UI Design Creative Blog</p> <p>“UX Design vs UI Design-What’s the Difference?” https://youtu.be/5CxXhyhT6Fc</p> <p>The Difference Between UX & UI Design - A Beginner's Guide (2021 Guide) (careerfoundry.com)</p> <ul style="list-style-type: none"> • "Four Steps to the Perfect Website Design" Cianforne, Jason, http://www.creativeblog.com/web-design/workflow-3132223 • Instructor demonstrations on WYWIWYG Editor. 	

- Internet, WYWIWYG Editor, Google Classroom, Desktop.

Pacing/ Time Frame

2 - 3 Weeks: (10 - 15 Class Periods – 41 mins Per Class Periods)

Unit 5	Animated GIFS	Grade(s)	10-11
Overview/Rationale			
Students will learn to create short, animated GIFs to enhance the overall message and design of a website. Students will learn the fundamentals of motion graphics and file management. Problem-solving skills will be developed.			
New Jersey Student Learning Standards			
9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.			
9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.			
9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.			
9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.			
9.3.12.AR-TEL.3 Demonstrate decision making, problem-solving techniques and communication skills when providing services for customers.			
9.3.IT-WD.1 Analyze customer requirements to design and develop a Web or digital communication product.			
9.3.IT-WD.2 Apply the design and development process to produce user-focused Web and digital communications solutions.			
9.3.IT-WD.4 Demonstrate the effective use of tools for digital communication production, development and project management.			
9.3.IT-WD.6 Design, create and publish a digital communication product based on customer needs.			
9.3.IT-WD.7 Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.			
9.3.IT-WD.8 Implement quality assurance processes to deliver quality digital communication products and services.			
9.3.IT-WD.10 Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.			
Career Readiness, Life Literacies, and Key Skills			
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.			
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.			

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</p> <p>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <p>8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).</p> <p>8.2.12.NT.2: Redesign an existing product to improve form or function.</p>	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>G-CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>8.G.CO.D.12 Make geometric constructions 12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line</p>

21st Century Skills

	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy		Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Questions

- How do GIFs communicate captivating and concise visual messages?
- How do web designers create animated GIFs?
- How do designers utilize animation techniques to create short GIFs with visual impact?

Enduring Understandings

- Animated GIFs can be created with photographs edited in online apps or Photoshop.
- Animated GIFs can serve as a medium for highly creative ideas.
- Animated GIFs can be utilized to quickly communicate visual messages.

Student Learning Targets/Objectives

- Compile and manage photography files for original animation sequences.
- Plan the sequence and timing of an animated GIF.
- Create an animated GIF by editing 3 or more jpeg photos, storing them correctly, merging them in a timeline, managing their frame rates, and following correct steps to save the file correctly in GIF format.

Assessments

Formative: Source public domain photos and save in a document.

Formative: Demonstrate frames in a timeline containing edited images.

Authentic: Create an animated GIF by editing 3 or more jpeg photos, storing them correctly, merging them in a timeline, managing their frame rates, and following correct steps to save the file correctly in GIF format.

Teaching and Learning Actions**Instructional Strategies**

Anticipatory Sets: Do Now's/research on animated GIFs and tutorials.

Task and Performance Modeling: Animated GIF tools & functions.

Conferencing with Students: Determine personal needs, offer individual guidance and support.

Utilizing Technology in the Classroom

Inquiry-Based Instruction

Reflection

Exit Tickets

Special education students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines

	<ul style="list-style-type: none"> • Utilize Snap-n-Read and Co-Writer • English Language Learners (ELL) students: • Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles. • Snap and Read Google extension addition. Will read to the student in the language selected. • Vocabulary Spelling City word banks • Use visuals whenever possible to support classroom instruction and classroom activities. • Teacher modeling and written instructions for every assignment <p><u>At risk of failure students:</u></p> <ul style="list-style-type: none"> • Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit. • Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study • Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments. • Academic Contracts <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. • Student led classroom instruction also Project Based Learning. • Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in 504 plan. <p>Assess the academics of the student to implement the necessary modifications as described in this document.</p>
<p>Activities: Including G/T, SE, and ELL Differentiation</p>	<p>Research and discuss animated GIFs.</p> <p>Select a photo of an animal or object from a public domain archive or photograph subject matter of choice.</p> <p>Demonstrate file management protocols by determining and creating proper folder and file structures.</p> <p>Create a Pop Art effect on the selected photo and save it as a JPEG.</p>

Make 3 color edits and save three times.

In Photoshop, load files into a stack, import them into a timeline, create frame animation rates, and make frames from layers.

Apply warping effects to move specific parts of each frame.

Once the desired timing is set and the file is not too large (under 1mb), save the file for web and other devices ensuring that GIF is selected.

Students research favorite GIFs and present them to the class. Discuss stylistic decisions and intended message.

HIGH: Create an animated meme by inserting humorous or inspirational text. MID: Target.

LOW: Create an animated GIF, changing only the color scheme, and save a GIF file.

Special education students:

- Adhere to all modifications and health concerns stated in each IEP.
- Give students a MENU options, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSELA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating Instructional Strategies Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer
- English Language Learners (ELL) students:
- Use the Britannica launch pack software; give students the option to change the language of the article to the student's native language for most articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU options allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study

	<ul style="list-style-type: none"> • Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction • Constant parental contact along with mandatory tutoring appointments. • Academic Contracts <p><u>Gifted and talented students:</u></p> <ul style="list-style-type: none"> • Modified instructional strategies Socratic Seminar, Group Discussion, Think-Pair-Share, Individual Assignments graded on a more rigorous rubric, Multimedia Projects, working with more primary source documents and completing Case Studies. • Student led classroom instruction also Project Based Learning. • Write HTML code to create a functional website consisting of 3 or more webpages. <p><u>Students with a 504:</u></p> <ul style="list-style-type: none"> • Adhere to all modifications and health concerns stated in 504 plan. <p>Assess the academics of the student to implement the necessary modifications as described in this document.</p>
Experiences (virtual and live field trips)	Edpuzzle.com videos on animated GIFs and industry professionals.
Resources	
<ul style="list-style-type: none"> • Instructor demonstrations on GIF apps and Adobe Photoshop • Edpuzzle.com videos and tutorials. • Adobe Photoshop, Internet, Desktop 	
Pacing/ Time Frame	3 Weeks: (15 Class Periods – 41mins Per Class Period)