Department of Career and Technical Education

Web Design with Dreamweaver
Curriculum

5.0 Credits

Unit Two
Web Design – 5.0 credits

Course Description

This is a 2.5 credit course that will introduce students to Web Design. It provides a hands-on introduction to designing, building, and launching websites. First students learn how the World Wide Web works, and they examine successful websites. Then they learn the basics of HTML coding and create their own web pages. Next, students explore various web development tools, and they get practice creating websites using Adobe Dreamweaver. They learn how to make their websites more effective by applying the principles of design as well as usability and accessibility criteria. In the final unit, students explore a variety of web design careers that they might want to pursue.
# Web Design – 5.0 credits

## Pacing Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>HTML</td>
<td>approx. 6 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Basic Dreamweaver</td>
<td>approx. 12 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Advanced Dreamweaver (Templates – placeholders – graphics)</td>
<td>Approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Business Side of Web Design (clients, careers, certifications)</td>
<td>approx. 7 weeks</td>
</tr>
</tbody>
</table>
### Educational Technology Standards

|---------------------------------------------------------------|

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
## Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

### CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

### CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
## Career Ready Practices

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or
<table>
<thead>
<tr>
<th><strong>Career Ready Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.</td>
</tr>
</tbody>
</table>

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
### Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

<table>
<thead>
<tr>
<th>Suggested Formative/Summative Classroom Assessments</th>
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</thead>
<tbody>
<tr>
<td>• Timelines, Maps, Charts, Graphic Organizers</td>
</tr>
<tr>
<td>• Teacher-created Unit Assessments, Chapter Assessments, Quizzes</td>
</tr>
<tr>
<td>• Teacher-created DBQs, Essays, Short Answer</td>
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<tr>
<td>• Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share</td>
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<tr>
<td>• Projects, Portfolio, Presentations, Prezi, Gallery Walks</td>
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<tr>
<td>• Homework</td>
</tr>
<tr>
<td>• Concept Mapping</td>
</tr>
<tr>
<td>• Primary and Secondary Source analysis</td>
</tr>
<tr>
<td>• Photo, Video, Political Cartoon, Radio, Song Analysis</td>
</tr>
<tr>
<td>• Create an Original Song, Film, or Poem</td>
</tr>
<tr>
<td>• Glogster to make Electronic Posters</td>
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<td>• Tumblr to create a Blog</td>
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</tbody>
</table>
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

9.3– Career and Technical Education

Web & Digital Communications Career Pathway (IT-WD)

- 9.3.IT.WD.4 – Demonstrate the effective use of tools for digital communication production, development and project management.

8.1 – Educational Technology

8.1.12.A.2 – Produce and edit a multi page digital document for a commercial or professional audience and present to peers and/or professionals in that area to review.

Common Career Technical Core (CCTC) Standards

Web & Digital Communications Career Pathway (IT-WD)

- IT.WD.4 – Demonstrate the effective use of tools for digital communication production, development and project management.

Common Core State Standards (CCSS)

CCSS - English-Language Arts
Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leave matters uncertain.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
## Course: Web Design 5.0
### Unit: 2
### Basic Dreamweaver
### Grade Level: 9-12

### Unit Overview:
This unit will introduce students to the basic features within Dreamweaver CS3. It is important that students understand these features to assist them in designing a website. This unit will go over the principles of web design. Also features within Dreamweaver such as the property inspector and CSS panel. Students will learn to set up a website and the benefits of designing a website within Dreamweaver CS3.

### New Jersey Student Learning Standards (NJSLS):
- 9.3.IT.WD.4
- 8.1.12.A.2

### Common Career Technical Core (CCTC):
- IT.WD4

### Common Core State Standards (CCSS):
- W.11-12.7
- RL.11-12.1
- W.11-12.10
- W.11-12.4
- HSS.IC.B.6

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Examine the fundamentals of web design | • What underlying principles govern a website’s design?  
• What components are found in Dreamweaver?  
• What can be found on Dreamweaver’s workspace and how can it be customized? | • Examine the basic concepts of web designing.  
• Explore the components of the Dreamweaver environment.  
• Customize the workspace. | **Parts of a Website:**  
Students learn about:  
• Webpages  
• Websites  
• URL  
• Protocol  
• IP Address  
• Domain  
• HTML  
• HTML Tags | **Parts of a Website**  
http://www.teach-ict.com/gcse_new/software/web_design/miniweb/pg5.htm  

**Principles of Web Design**  
https://www.cleverism.com/web-design-principles-successful-websites/ |
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<tr>
<td>Design</td>
<td>Design</td>
<td>• Learn how to develop a user-friendly website.</td>
<td>Dreamweaver CS3 Workspace <a href="https://www.youtube.com/watch?v=nn7eVcOO4uE">Link</a></td>
<td>Dreamweaver CS3 Workspace <a href="https://www.youtube.com/watch?v=nn7eVcOO4uE">Link</a></td>
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<tr>
<td></td>
<td></td>
<td>• Identify who your audience is</td>
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<td>• Organize the content for the website.</td>
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<td>• Create a layout, outline or site diagram that will help you navigate easier.</td>
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<td>• Standardize the text format for the web page.</td>
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<td>• Provide support for better user interactivity.</td>
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<tr>
<td>Explore the Dreamweaver Environment</td>
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<tr>
<td>Define and manage site and folders for web page in Dreamweaver.</td>
<td>• What is a local root folder? • How do I define a site? • What is a path structure? • How do I create a site map? • How do I create a site from scratch?</td>
<td>• Create a root folder. • Define a site. • Understand relative and absolute URLs. • Manage files and folders. • Understand path structure. • Create site root and document relative links. • Create a site map. • Create a site from</td>
<td>Go over the Guides feature which are used to position and align objects in the document. The lock guides option allows you to lock a guide so that it cannot be moved accidentally. You will also be customizing your workspace as you become familiar with the interface of CS3.</td>
<td>Root Folder and Defining a Site A user must establish a root folder. This is a folder that will contain all other folders (images, HTML) so that Dreamweaver can find things. This is done before any web site is created. Dreamweaver will walk you through the steps of establishing a</td>
</tr>
</tbody>
</table>

**NJSLS:** 9.3.IT.WD.4  
**CCTC:** IT.WD.4  
**CCSS:** W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4
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<tr>
<td>scratch.</td>
<td>root folder. This is done when you define your site. (Do this on a flash drive in case you are not at that computer).</td>
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<tr>
<td><strong>Links and Relative Absolute URLs</strong></td>
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<tr>
<td>Show the students the link in the property inspector. An absolute URL is a complete URL specifying the exact location of a file on the web. The relative URL points to a page inside your website.</td>
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<tr>
<td><strong>Managing Files/Folders</strong></td>
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<tr>
<td>Learn to create new and manage folders in the files panel of Dreamweaver workspace. Now as you move/create files, Dreamweaver establishes a path</td>
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<tr>
<td><strong>Relative and Absolute Links</strong></td>
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<tr>
<td><a href="https://helpx.adobe.com/dreamweaver/using/lin">https://helpx.adobe.com/dreamweaver/using/lin</a></td>
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</tbody>
</table>
| Creating a Site Map               |                    | structure thus organizing your files. | **Creating a Site Map**  
Creating a site map will allow your viewers to see the structure of the website. | Site Map in Dreamweaver CS3  
https://www.youtube.com/watch?v=Z9mOoZV1rX0 |
| Creating a site from scratch      |                    |                     | **Creating a site from scratch**  
This will walk the steps through opening Dreamweaver and go to manage sites. Click new and fill out the site definition form. All this is completed before you even start the design process. | Creating a site from Scratch  
https://www.youtube.com/watch?v=dtHqID7w1P |
| Creating and formatting a webpage in Dreamweaver | • How do you create and save new documents?  
• How can I insert text and images where I | • Create and save a new document.  
• Understand the significance of default documents. | **Creating and Saving a New Document**  
This is the start of creating a new webpage. You will do | Creating New Document  
https://www.youtube.com/watch?v=7gc3SsYPus8 |
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</table>
| 8.1.12.A.2                        | Want onto a webpage?  
• How can I create links with images in CS3?  
• What are meta tags and how do they work in Dreamweaver? | • Setting Page Titles  
• Inserting Images  
• Inserting Text  
• Aligning Text and Images  
• Creating Links with Images and Text  
• Inserting <meta> tags | this from the welcome screen. At this point, you will have a choice of XHTML, HTML or to use new templates. Dreamweaver will walk you through the process and this will create your first page which is the Index.html. |           |
| CCTC: IT.WD.4                      |                     |                     |                   |           |
| CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4 |                     |                     |                   |           |

**Page Titles**  
**Inserting Images**  
**Inserting Text**

The page title appears at the top of your browsers and is used for search engine listing and bookmark titles. In the Document toolbar you can change the title field. This will then change the title of your document. Images can be inserted by using the Assets panel. All images for Dreamweaver must be saved in the image...

**Inserting Text Images in Dreamweaver**
[https://www.youtube.com/watch?v=WFc4Bhzqznq](https://www.youtube.com/watch?v=WFc4Bhzqznq)

**Aligning Text in Dreamweaver CS3**

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<tr>
<td>folder under the Root site.</td>
<td></td>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=YRN3gOi_aS0">https://www.youtube.com/watch?v=YRN3gOi_aS0</a></td>
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</table>

**Links with Images/Text and Meta Tags**

This is set up using your property inspector. Links embedded into a website will bring us to a part within the website (anchors) or to bring us to an entirely different page. You can link email addresses and to other files. This is an important feature in website navigation.
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</table>
| **Create and format Cascade Style Sheets**  
NJSLS: 9.3.IT.WD.4  
CCTC: IT.WD.4  
CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4 | • What are the parts of a style sheet?  
• What is CSS?  
• Does the page properties box work the same in CSS as in Dreamweaver?  
• What kind of style sheets are there? | • Exploring the Anatomy of a Style Sheet.  
• Understanding CSS and Page Properties  
• Using Page Properties Dialog Box  
• Understanding the Different Types of Style Sheets. |  | **Links**  
https://www.youtube.com/watch?v=5yaNrky0VMw  
**Meta Tags**  
https://www.youtube.com/watch?v=gXn7IPk5s8Q  
**CSS Rule – Anatomy of CSS**  
https://www.youtube.com/watch?v=YwsStQCKu7s  
**CSS and Page Properties**  
https://www.youtube.com/watch?v=nAyrTlitrZw |
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<tr>
<td></td>
<td></td>
<td></td>
<td>CSS and Page Properties</td>
<td>element.</td>
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<td></td>
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<td></td>
<td>CSS almost transparently controls the basic formatting of a webpage. It sets the various page properties, and automatically creates an embedded style sheet to handle formatting tasks, such as setting page background colors, font types and sizes and page margins. The page property box will contain information such as page font, size text color, background color, background image, repeat, left margin, top margin, right margin and bottom margin. Also there are others. CSS sheets contain design elements.</td>
<td></td>
</tr>
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<td></td>
<td><strong>Type of Style Sheets</strong></td>
<td><strong>Types of Style Sheets</strong></td>
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<td></td>
<td></td>
<td></td>
<td>There are 3 different types of style sheets.</td>
<td><a href="https://www.youtube.com/watch?v=g3brTMhg6H0">https://www.youtube.com/watch?v=g3brTMhg6H0</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Embedded</td>
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<td></td>
<td></td>
<td></td>
<td>• External</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Inline</td>
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<tr>
<td></td>
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<td></td>
<td>Embedded style sheets are useful if you are applying style to a single page only.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>External pages are important because you can use a single style sheet to format hundreds of pages.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Inline are useful when you want to override some other style definition applied by an embedded or external style sheet.</td>
<td></td>
</tr>
</tbody>
</table>

**Navigating the CSS panel and managing**
- What are CSS
- Understanding the CSS selectors

**CSS Selectors**
The selector defines

**CSS Selectors**
[https://www.youtube.com](https://www.youtube.com)
<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| functions to format a webpage in Dreamweaver. | - Selectors?  
  • How are they important in the CSS?  
  • How are ID, class selectors created?  
  • What is a Rollover with Pseudo classes? | - Creating Type Selectors  
  - Creating ID Selectors  
  - Creating Class Selectors  
  - Creating CSS Rollovers with Pseudo Classes. | what particular declaration block should be applied.  
  The type of selector refers to another CSS rule. | m/watch?v=iKdeqW_kxZM  
  https://www.youtube.com/watch?v=AZjntbzRTWl |
| NJSLS: 9.3.IT.WD.4  
CCTC: IT.WD.4  
CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4 | | | CSS Rules/Selector Types  
https://www.youtube.com/watch?v=AZjntbzRTWl | |
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<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS rule dialog box. This is another design feature of the CSS that should be reviewed with students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Using topography and formatting features in Dreamweaver.  
NJSLS: 9.3.IT.WD.4  
CCTC: IT.WD.4  
CCSS: W.11-12.7, RL.11-12.1, W.11-12.10, W.11-12.4

- How can I format text in Property Inspector?  
- What does white space and padding have to do with in web design?  
- What are ordered and unordered list?  
- Formatting Text with Property Inspector.  
- Learn to manage white space with margins and padding.  
- Using ordered, unordered list  

Formatting Text  
Property Inspector will allow you to change font size and type as well as formatting.  

Padding, white Space, Margins, Line Height  
All these features can be found in the CSS panel under the new CSS rule. Instructing our students on these features strengthens their knowledge of web design.  

Ordered and unordered list  
Again the property inspector allows you to create bulleted list and numbered list. Have

Property Inspector  
https://www.youtube.com/watch?v=jqHYRzc3k0s

Padding, White Space, Margins, Line Height  
https://www.youtube.com/watch?v=sdBQinaxnUc

Ordered and Unordered List  
https://www.youtube.com/watch?v=-6kMNVo0eMf4
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<td></td>
<td>students highlight text and then go into property inspector and choose ordered list and what you will see if the numbered list. Good for something such as a set of instructions. Then do unordered list to see the bullets</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 2 Vocabulary

<table>
<thead>
<tr>
<th>Property Inspector</th>
<th>New CSS Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Code, Split Views</td>
<td>Style Sheets</td>
</tr>
<tr>
<td>Root Folder</td>
<td>Embedded, External, Inline</td>
</tr>
<tr>
<td>Site Map</td>
<td>ID Selectors</td>
</tr>
<tr>
<td>XHTML</td>
<td>Padding, Margins, White Space</td>
</tr>
<tr>
<td>HTML</td>
<td>Unordered and Ordered List</td>
</tr>
<tr>
<td>Links</td>
<td></td>
</tr>
<tr>
<td>CSS</td>
<td></td>
</tr>
<tr>
<td>Page Properties</td>
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</tr>
</tbody>
</table>

### Suggested Unit Projects

**Choose At Least One**

To help students further understand source code, ask them to visit a web page of their choosing and look at its source code (in Internet Explorer, select View > Source; in Google Chrome, press Ctrl+U). Have students compare the source code to the content of the page and find three examples of HTML or other code that was not covered in this lesson. Ask them to list the commands and what they display on the web page.

Social Science/Economics: To give students an understanding of the history of web development, ask them to research and prepare a report (it can be written, in PowerPoint, or even on a web page) that summarizes the history of HTML. Specifically, they should cover when and how HTML was created, why XHTML was developed, and what improvements HTML5 brings to web development.
### Suggested Structured Learning Experiences

<table>
<thead>
<tr>
<th>Corporate office for UPS in Mahwah, NJ. Students should spend the day with Management team of various departments to learn about their jobs and infrastructure of UPS. They have a marketing team with people who maintain the website which contains a database.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomfield College has a large technology program and there is information about Web Design. It would be nice for students to see the Digital Media program at the college.</td>
</tr>
</tbody>
</table>