|  |  |
| --- | --- |
| **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** | Planning and Designing Client Websites |
| **TEKS Student Expectations** | **130.308.(c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (B) The student is expected to employ effective verbal and nonverbal communication skills  (E) The student is expected to demonstrate leadership skills and function effectively as a team member  (2) The student identifies employment opportunities in the IT field with a focus in the area of interactive media.  (C) The student is expected to demonstrate an understanding of the functions of resumes and portfolios  (D) The student is expected to create a portfolio  (5) The student evaluates electronic information.  (B) The student is expected to demonstrate skill in testing the accuracy and validity of information acquired |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student as part of a team will be able to plan, design, and test a website for a 3rd party client, working within the client's parameters and timelines.  **Specific Objectives:**  The students will:   * work as a team to complete a web design project * work with a client to conduct a needs assessment * work with a client to create a development plan * work with the client in the testing and revision of information and design * start assembling their portfolio |
| **Rationale** | In a world of emerging technology, students need to be prepared to design websites and use interactive media. Students also need to demonstrate how to prepare a portfolio for applying for employment opportunities. |
| **Duration of Lesson** | 5 class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Computers with Internet access for each student   **Materials Needed:**   * Pre-Assessment Form (1 per team) * Needs Assessment Guide (1 per team) * Website Design Plan Guide (1 per team) * Sponsor Evaluation Form to be provided to the club sponsors (1 per team) * Design Rubric (1 per team) * Wrap-Up activity (1 per student) * Lesson Quiz (1 per student)   **Equipment Needed:**   * Each student will need access to a computer with web authoring, graphic editing, and word processing software. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | To introduce this lesson, the instructor should review with the students their preferred web coding language and style sheet design techniques.  The teacher should give the students an overview of the project and have the class look at some of the club and student organization websites that currently exist at the school. |
| **Direct Instruction \*** | 1. Lesson preparation (teacher only) 2. Locate a video on designing websites to demonstrate during instruction. 3. Establish a list of clubs and organizations at the school. Sponsors from these should be aware and willing to participate in the project. (**NOTE:** The participating clubs and organizations must be established before starting the lesson.) 4. Group students into teams of 2 or 3. 5. Lesson presentation    1. Completing a needs assessment    2. Creating a development plan    3. Testing and revision 6. Assign students to their teams and to their clubs (**NOTE:** Carefully monitor the students while they are completing the pre-assessment of their club. Some teams may need guidance in gathering the necessary information)    1. Students should conduct a pre-assessment of their assigned club’s site.       1. The team should look at any existing website their club has.       2. The team should look at other websites that similar clubs have at other schools.       3. The students need to learn about the club, its mission statement, club colors (if any), logos, state or national meetings, and any other special information about the club or organization. 7. Teams should meet with the sponsor of their assigned clubs to complete a needs assessment (**NOTE**: Students should be prepared to make suggestions based on what they learned in their pre-assessments.) 8. Design the website (**NOTE**: Allow plenty of time for this phase. Closely monitor student progress.)    1. Students should build the websites for their assigned clubs.    2. The needs assessment and design plan should be carefully followed 9. Testing and revision meeting (**NOTE**: When the website is complete, the team should meet with the sponsor again to review the site. When complete, the team should provide the sponsor with the evaluation form.)    1. Students should meet with the sponsor for final approval of the site.    2. Students should note any changes requested by the client.    3. Changes should be made and re-presented to the sponsor. 10. Wrap-up activity (**NOTE**: Students will start working on their resume and portfolio.)     1. After completing the client website, students should work on their employability by creating a resume and portfolio. |
| **Guided Practice \*** | Convey to the students the importance of being prepared before any meeting with a potential client or sponsor. Let them know that it is very likely that their client/sponsor may not know what his/her site should have on it or how it should be designed, especially if they don't currently have a website. It will be the students’ responsibility to guide him/her and make recommendations. After being assigned teams and clubs, students should conduct a pre-assessment of their assigned clubs. The instructor should carefully monitor each team to assure that they are on task and gathering accurate information. The teams should complete a pre-assessment form, and the instructor should take time to visit with each team individually to go over their pre-assessment form. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will be working directly with the club sponsors. They should meet with them at least twice: first to complete the needs assessment and design plan, the second for the testing and review phase. |
| **Lesson Closure** | Following the completion of the websites, discuss with students the challenges they faced: which were expected and which were unexpected?  It is important for the student to understand the client needs to be happy with the website. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  Have students present their club's websites to the class. The class should discuss and provide feedback on the design of the sites that were created.  **Formal Assessment**  1. *Customer Satisfaction*: After completing the website, the students should provide the club sponsor with the evaluation form. The form should be completed by the sponsor and returned directly to the teacher.  2. *Website Design*: The teacher should complete the design rubric on each site to assign a grade for the design concepts used in the site.  3. Students should complete the short quiz following the lesson. |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | After completing the project, students should start working on their portfolio. A wrap up activity has been provided to start guiding them through the process. Students can also start working on posting the website online and researching domain names for their site. |
| **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)