

# *A Novel Approach to Web Design*

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## **Organizer:**

How can I, instead of my teacher, influence what my class reads?

## **Academic Expectations:**

- 1.2 – Students make sense of the variety of materials they read
  - Construct meaning and evaluate print materials read in and out of school
  - Select and read print materials for personal interest both in and out of school
- 1.11 – Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes
  - Write for a variety of purposes and forms to a variety of audiences
- 2.22 – Students create works of art and make presentations to convey a point of view
  - Analyze the creative expression and technical quality of own and/or others artwork using appropriate terminology and concepts
  - Plan, produce, present, and/or perform original and existing individual and group works of art using appropriate elements, concepts, and principles of visual arts, music, dance, and drama
- 5.3 – Students organize information to develop or change their understanding of a concept
  - Organize information into categories
  - Gather information from multiple sources to derive meaning
- 1.10 – Students organize information through development and use of classification rules and systems
  - Develop and classification system based upon multiple criteria to show relationships among objects, information, and ideas
  - Apply a classification system based upon multiple criteria to organize objects, information, and/or ideas

## **Essential Questions:**

1. What makes a good book?
2. How can I convince someone else to read my favorite book?
3. What information do I need to provide to help others choose my book?
4. How can I manage and share this information with other students using technology?

## **Culminating Performance:**

You will design a webpage based upon the novel of your choice. The purpose of this webpage is to convince your audience (other students) that your book should or should not be read. To help influence your classmates, you will provide a short summary, a review, author information, and other information about the book. Your webpage will be published on the Team Site. You will also enter information into a database which will be used to generate reports and to perform statistical analysis.

## Scoring Guide:

		CRITERIA				
		Summary	Review	Author Info	Book Info	Web Page Design
<b>LEVELS</b>	<b>4</b>	<ul style="list-style-type: none"> <li>1 or 2 paragraphs</li> <li>well-written</li> <li>provides overview of plot and theme</li> <li>does not give away ending</li> </ul>	<ul style="list-style-type: none"> <li>1 or 2 paragraphs</li> <li>well-written</li> <li>provides reader's opinion well supported with evidence from novel</li> <li>persuasive language appropriate to audience</li> <li>provides a 1-5 rating</li> </ul>	<ul style="list-style-type: none"> <li>1 paragraph</li> <li>well-written</li> <li>includes at least 4 biographical details (1 may be photo)</li> <li>includes at least 2 details on author's craft</li> </ul>	<ul style="list-style-type: none"> <li>bibliographic citation in correct format</li> <li>a note that includes: genre, # of pages, reading level, AR points</li> </ul>	<ul style="list-style-type: none"> <li>well organized</li> <li>text, font, color and size is easy to read</li> <li>no large empty spaces</li> <li>design is attractive and eye catching</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>1 or 2 paragraphs</li> <li>well-written</li> <li>provides overview of plot or theme</li> <li>does not give away ending</li> </ul>	<ul style="list-style-type: none"> <li>1 or 2 paragraphs</li> <li>well-written</li> <li>provides reader's opinion supported with some evidence</li> <li>some persuasive language</li> <li>provides a 1-5 rating</li> </ul>	<ul style="list-style-type: none"> <li>1 paragraph</li> <li>well-written</li> <li>includes at least 3 biographical details (1 may be photo)</li> <li>includes at least 1 detail on author's craft</li> </ul>	<ul style="list-style-type: none"> <li>bibliographic citation with 1 or 2 errors</li> <li>a note that includes: genre, # of pages, reading level, AR points</li> </ul>	<ul style="list-style-type: none"> <li>well organized</li> <li>text, font, color and size is easy to read</li> <li>some large empty spaces</li> <li>design is somewhat attractive and eye catching</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>written in complete sentences, but lacks good paragraph structure</li> <li>provides overview of plot or theme</li> <li>does not give away ending</li> </ul>	<ul style="list-style-type: none"> <li>written in complete sentences; lacks good paragraph structure</li> <li>provides reader's opinion supported with some evidence</li> <li>little or no persuasive language</li> <li>provides a 1-5 rating</li> </ul>	<ul style="list-style-type: none"> <li>written in complete sentences but lacks good paragraph structure</li> <li>includes at least 3 biographical details (1 may be photo)</li> <li>includes 1 detail on the author's craft</li> </ul>	<ul style="list-style-type: none"> <li>bibliographic citation with 3 or more errors</li> <li>a note that includes : genre, # of pages, reading level, AR points</li> </ul>	<ul style="list-style-type: none"> <li>some organizational lapses</li> <li>text, font, color and size is easy to read</li> <li>some large empty spaces</li> <li>design is somewhat plain</li> </ul>

	1	<ul style="list-style-type: none"> <li>written in complete sentences</li> <li>focuses on events in novel, but does not provide overview</li> <li>does not give away ending</li> </ul>	<ul style="list-style-type: none"> <li>written in complete sentences</li> <li>provides reader's opinion with little or no support</li> <li>little or no persuasive language</li> <li>provides a 1-5 rating</li> </ul>	<ul style="list-style-type: none"> <li>written in complete sentences</li> <li>includes at least 3 biographical details</li> </ul>	<ul style="list-style-type: none"> <li>bibliographic citation with 3 or more errors</li> <li>a note that includes 3 of the following: genre, # of pages, reading level, AR points</li> </ul>	<ul style="list-style-type: none"> <li>several organizational lapses</li> <li>some problems reading text</li> <li>several large empty space</li> <li>design is very plain</li> </ul>
	0	<ul style="list-style-type: none"> <li>not written in complete sentences</li> <li>focused on novel</li> <li>gives away ending</li> </ul>	<ul style="list-style-type: none"> <li>not written in complete sentences</li> <li>provides opinion only</li> <li>provides a 1-5 rating</li> </ul>	<ul style="list-style-type: none"> <li>not written in complete sentences</li> <li>includes 2 or fewer biographical details</li> </ul>	<ul style="list-style-type: none"> <li>bibliographic citation does not follow format</li> <li>a note that includes 2 or fewer of the following: genre, # of pages, reading level, AR points</li> </ul>	<ul style="list-style-type: none"> <li>little or no organization</li> <li>text is difficult to read</li> <li>several large empty spaces</li> <li>design is very plain</li> </ul>

## **Knowledge:**

Students must know:

- techniques of persuasive writing
- elements of effective web design & copyright
- characteristics of summary and critique
- supporting with evidence
- bibliographic citation
- genre
- spreadsheet functions
  - averaging
  - formulas
  - charting and graphing
- parts of a database
  - tables
  - forms
  - reports

## **Skills/Abilities:**

- webpage design
  - hyperlinks
  - graphics
  - backgrounds
  - formatting
- persuasive writing skills
- analyzing
- writing process skills
- using formulas in spreadsheets

## Instructional Activities:

Week	Subject	Title	Objective	Description
Jan 2-5	LA	Project Introduction	to understand culminating performance and begin book choice	Students will begin the reading and writing processes needed to complete the project
Jan 8-26	LA	Independent work	To complete the reading of book and summary	Students will independently read their chosen novel and submit summary paragraphs
Jan 22-26	LA	Persuasive Writing	to understand concepts of influential writing	Students will apply persuasive writing techniques to their reviews
Jan 24-26	Math (Projector)	Intro to Spreadsheet and Database	Understand how a spreadsheet and a database work and what they can do	Students will learn basic concepts of spreadsheets – cells, formulas, charting & graphing. They will also observe how the parts of a database interact with each other.
Jan 29-Feb 2	LA (Projector) * Paragraphs are due	Intro to Web Design Elements	To understand and apply the elements of web design	Students will utilize the concepts of font formatting, hyperlinks, graphics selection and placement, and backgrounds to create a web page.
Jan 29-Feb 2	Math (Comp. Lab)	Database & Spreadsheet Development	Develop a spreadsheet and input into a database	Students will create a spreadsheet involving formulas and charts. Students will input and work with database tables, reports, and forms.
Feb 5-9	LA	Web Page Layout	To learn the basics of web design	Students will put the elements of their webpage into storyboard form.
Feb 12-23	LA (Comp. Lab)	Web Page Design	To put written info into web page format	Students will have one week to transfer ideas to webpage
Feb 26-Mar 2	Full Team	Adjusting Instructional Goals	Insure that sharing goes smoothly	Teachers will double-check websites
March 5-6	LA (Comp. Lab)	Sharing & Exploring	Share websites	Students will go to lab and explore other students' websites using a study guide
March 7	LA	Book Choice	Choose new book	Students will choose a new book to read based upon information found on other students' websites. Later will rate book.

## **Critical Resources:**

- FrontPage
- Access
- Excel
- Word
- Internet Explorer
- Multimedia Projector
- Computer Lab
- SmartBoard\*
- Art supplies
- Book review database
- Website
- Server space/student folders
- Copyright/web citation information