

Practicum II – St. Mary’s Web Design “2-Day” Lesson Plan – Website Designs

Grade: 9 th -12 th	Subject: Web Design
Materials: Website Front Page Rubric, Ineffective Website examples, PowerPoint, Website examples	Technology Needed: Projector, Student Computers, Wix, Internet for Research
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain: Large group activity: Student’s will analyze website designs in a group through learning centers. Pairing/Collaboration: Students collaborate in groups during learning center, home page design, and turn and talks. Technology Integration: Student’s be using Wix to create a home page of a local/non-profit organization with a group of 2-3.
Standard(s): ND CTE Business Education Web Design (7.9.1.2) Identify and apply appropriate design concepts. (7.9.1.4) Design and create websites incorporating digital media.	Differentiation Below Proficiency: <ul style="list-style-type: none"> - Students will be front loaded with information through the collaboration of examining home page designs - Students will be grouped by their own preference Above Proficiency: <ul style="list-style-type: none"> - Students are able to do as much research and incorporate the lesson information into their home page as deeply as they would like - Offer students further websites such as Weebly or Canva if they are interested in design Approaching/Emerging Proficiency: <ul style="list-style-type: none"> - Front loaded information heavily, but also offer room for student exploration - Students will be encouraged to speak as one of the leaders of their group during discussions Modalities/Learning Preferences: Verbal: Students will verbally communicate with their team regarding the home page activity and also will participate in at least one turn and talk. Lots of communicating and evaluating ideas with others. Visual: Students will visually examine home pages during the learning center activity, and also will research and view other organization’s home pages. All information will be posted on a rubric or PowerPoint. Bodily/Kinesthetic: Students will be rotating every two minutes in the learning center activity. Intrapersonal: Students will bounce ideas off one another and work in groups for all major activities.
Objective(s): Students will... 1. Identify appropriate design concepts for a website. 2. Explain how a businesses’ brand should be incorporated into a website. 3. Analyze different website designs. 4. Design a new home page for a local business. Bloom’s Taxonomy Cognitive Level: Knowledge/Remembering, Comprehension/Understanding, Analyzing/Analysis, Synthesis/Evaluating	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students will be asked to participate in some questioning during direct instruction - Students will be asked to continue to write or offer ideas until the two minutes are up in each learning center (talk productively & be open to sharing)
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - Students will be seated at their desks for all direct instruction - Students will go into groups of three or four and move every two minutes through the five learning centers - Students will then go back to their desks and group into twos to turn and talk about brand in businesses 	

Practicum II – St. Mary’s Web Design “2-Day” Lesson Plan – Website Designs

<ul style="list-style-type: none"> - Students will choose a group of 2-3 and discuss/brainstorm an organization they would like to update/create a home page for - Students will have time to create home page in those same groups 	<ul style="list-style-type: none"> - Strategy to continue the communication before a little more direct instruction (turn and talk about branding) - Students will be in groups of 2-3 for the home page design so all members are participating and voices are being heard 		
Minutes	Procedures		
2 hours	Set-up/Prep: <ul style="list-style-type: none"> - Create PowerPoint - Find ineffective/effective website examples (print them out) - Create activity rubric <ul style="list-style-type: none"> o Find examples for activity for students to sign up for - Create lesson plan 		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) (Day One) <ul style="list-style-type: none"> - History of Web Design Video <ul style="list-style-type: none"> o Inquiry Question - <i>What stuck out to you or surprised you as you watched this video?</i> (Day Two) <ul style="list-style-type: none"> - Deeper connection to branding Gatorade “Forget Me” Advertisement 		
25-30 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - History of Web Design - Qualities of ineffective web designs - Qualities of effective web designs - Branding 		
55-60 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> - Learning center website reflections with groups (5 home pages to review) <ul style="list-style-type: none"> o Ask the student groups who started at each specific home page to explain their findings - Home page website design activity (rubric attached) 		
	Review (wrap up and transition to next activity): (Day One) <ul style="list-style-type: none"> - Hand out website rubric & explain Friday’s plan - Let groups discuss their ideas (Day Two) <ul style="list-style-type: none"> - Have students share some of their ideas from their websites - Formative assessment <ul style="list-style-type: none"> o What business did your group chose? o How did you represent the businesses brand on the homepage you created? o On a scale of 1-5, how much do you have left on the project? (5 = done; 1 = not started) 		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. <ul style="list-style-type: none"> - Paper turned in of student’s reflection of the learning center home page designs - Walk and question students while they are examining home page designs/creating home page designs - After day two, check-in formative assessment Consideration for Back-up Plan: <ul style="list-style-type: none"> - If students are unable to look up website designs due to school restrictions, then I will have students’ brain-storm ideas and create – or use their cellphones if they have data available </td> <td style="width: 50%; vertical-align: top;"> Summative Assessment (linked back to objectives) End of lesson: <ul style="list-style-type: none"> - Group design of home page If applicable- overall unit, chapter, concept, etc.: <ul style="list-style-type: none"> - Design an entire website for group’s organization (just an idea – open to further suggestions) </td> </tr> </table>	Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. <ul style="list-style-type: none"> - Paper turned in of student’s reflection of the learning center home page designs - Walk and question students while they are examining home page designs/creating home page designs - After day two, check-in formative assessment Consideration for Back-up Plan: <ul style="list-style-type: none"> - If students are unable to look up website designs due to school restrictions, then I will have students’ brain-storm ideas and create – or use their cellphones if they have data available 	Summative Assessment (linked back to objectives) End of lesson: <ul style="list-style-type: none"> - Group design of home page If applicable- overall unit, chapter, concept, etc.: <ul style="list-style-type: none"> - Design an entire website for group’s organization (just an idea – open to further suggestions)
Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. <ul style="list-style-type: none"> - Paper turned in of student’s reflection of the learning center home page designs - Walk and question students while they are examining home page designs/creating home page designs - After day two, check-in formative assessment Consideration for Back-up Plan: <ul style="list-style-type: none"> - If students are unable to look up website designs due to school restrictions, then I will have students’ brain-storm ideas and create – or use their cellphones if they have data available 	Summative Assessment (linked back to objectives) End of lesson: <ul style="list-style-type: none"> - Group design of home page If applicable- overall unit, chapter, concept, etc.: <ul style="list-style-type: none"> - Design an entire website for group’s organization (just an idea – open to further suggestions) 		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			