



2023-2024 COURSE SYLLABUS

Web Design

Teacher: Marc R. Dastous

Room Number: A403

Semester: Fall 2023 | Spring 2024

Textbook: CodeHS

Website: <http://CTAEMrD.Dastous.us>

Phone Number: 404.802.3001

Email: marc.dastous@apsk12.org

Tutorial Days: Monday

Tutorial Hours: 3:45-4:45PM

Tutorial Location: A403

Course Description:

Can you think of any company that does not have a web presence? Taking this course will equip students with the ability to plan, design, and create a website. Students will move past learning how to write code and progress to designing a professional looking website using graphical authoring tools that contain multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking website.

Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Web Design is the third course in the Web & Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Prerequisite: Introduction to Digital/Software Technology & Digital Design

Pathway SAMPLE OCCUPATIONS:

| Occupation Specialties | Entry Level of Education Needed | 2012-2013 Annual Wage | Annual Openings 2012-2020 |
|----------------------------------|---------------------------------|-----------------------|---------------------------|
| Web Developers | Bachelor's Degree | \$68,200 | 190 |
| *Computer System Analysts | Bachelor's Degree | \$73,800 | 810 |
| Computer Programmers | Bachelor's Degree | \$75,400 | 230 |

Source: Georgia Department of Labor/ONET. *Georgia's HOT Careers to 2020 for more information on high-skilled, high-wage & high-demand occupations.



Web Design Course Standards

| | |
|-----------|--|
| IT-WD – 1 | Demonstrate employability skills required by business and industry. |
| IT-WD – 2 | Plan, develop, implement, and resolve ethical issues involved in creating and publishing a web site. |
| IT-WD – 3 | Create documents using a variety of tags following coding practices commonly used to create web pages. |
| IT-WD – 4 | Create and use graphics to enhance web pages using a variety of tools. |
| IT-WD – 5 | Define and apply essential aspects of Cascading Style Sheets to format elements within a web site. |
| IT-WD – 6 | Use (Graphic User-Interface) GUI-based HTML editing software to create web sites. |
| IT-WD – 7 | Develop an understanding of e-commerce practices and related technologies necessary to create a secure, useful interface to conduct business online. |
| IT-WD – 8 | Test, analyze, and identify performance issues related to publishing and maintaining web sites. |
| IT-WD – 9 | Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events. |

Course Units/ Topics:

| | |
|---------|---|
| Unit 1: | HTML Bootcamp (10 Weeks) |
| Unit 2: | Javascript in HTML (3 Weeks) |
| Unit 3: | Using JavaScript Libraries (2 Weeks) |
| Unit 4: | Build and Interactive Resume / Portfolio (1 Week) |
| Unit 5: | Collecting and Storing Data (5 weeks) |
| Unit 6: | How to build and maintain a website (1 week) |
| Unit 7: | Create Data Visualizations (2 weeks) |
| Unit 8: | Bootstrap (5 Weeks) |
| Unit 9: | Final Project (3 Weeks) |
| | Soft Skills will be taught throughout the course the topics will include: <ul style="list-style-type: none">➤ FBLA➤ Employability Skills➤ Productivity & Organization➤ Workplace Ethics & Character➤ Teamwork |

★ *Web & Digital Design Careers will be taught throughout the course*

This course is project based. Students will be expected to complete a variety of projects in order to demonstrate mastery of the lesson.



Evaluation and Grading:

| Course Components | Weights | Grading Scale |
|---------------------------------|-------------|-----------------------|
| Classwork (grading floor of 50) | 40% | 100-90 A |
| Summative | 60% | 89-80 B |
| | | 79-70 C |
| | | 69-0 F |
| TOTAL | 100% | Not Evaluated NE |

*NE (not evaluated): Tasks may be entered into the “Classwork” category as not evaluated/not graded/unweighted in order to record formative tasks included in instruction.

CLASSWORK CATEGORY:

- Grading floor of 50
- “Missing” calculated as 50
 - Graded tasks with earned scores of 50 or below are entered as 50.

SUMMATIVE CATEGORY:

- Students’ grades are entered as earned.
- Reassessment opportunities are Mandatory for all students on summative tasks (including tests and quizzes) when they score 69% or below. This reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score if higher. Students have one opportunity for reassessment.

The reassessment opportunity does not apply to final exams.

- **For classes with content on Edgenuity:** If the student has not demonstrated mastery of the content during the reassessment opportunities, the student may be assigned Edgenuity. If assigned Edgenuity, students must take the assessments in a teacher-proctored environment. Courses aligned with Edgenuity:
 - Social Studies: World History, US History, Economics, American Government
 - Language Arts: American Literature, Ninth Grade Literature, World Literature, British Literature
 - Math: Algebra, Geometry, Advanced Algebra, Pre-Calculus
 - Science: Biology, Environmental Science, Chemistry, Physics

LATE ASSIGNMENTS: A late assignment is defined as work submitted after the teacher collected the assignment.

- Tasks in the formative classwork category must be submitted by the date of the summative assessment (or reassessment) for that unit.
- For tasks in the summative grading category, late work deadlines are outlined below.
- Teachers should enter an "M" into IC if a formative classwork task is missing. If the student turns the task in prior to the deadline (see first bullet above), the assignment will be scored based on mastery of the standard(s) and entered into the grade book.



Summative Task Deadlines: 2023-2024 School Year

| | | |
|---|----------------|---|
| First semester August 1-December 15, 2023 | Midpoint: 10/6 | Deadline 9/25 for tasks and reassessments in the summative category that were due 8/1-9/22 |
| | | Deadline 12/4 for tasks and reassessments in the summative category that were due 9/25-12/1 |
| Second semester January 3-May 24, 2024 | Midpoint: 3/15 | Deadline 3/4 for tasks and reassessments in the summative category that were due 1/3-3/1 |
| | | Deadline 5/13 for tasks and reassessments in the summative category that were due 3/4-5/10 |

For AP Classes: All late formative classwork in AP classes will be assessed a 20% penalty. Deadlines noted above also apply to AP classes.

CAMPUS PORTAL FOR PARENTS AND GUARDIANS: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

SCHOOLOGY is a K-12 educational learning management system and an all-in-one platform for teaching, learning, assessing, and reporting grades and data. The goal for an LMS is to allow a school to have a central piece of technology to be the platform for communicating with students, teachers, families, and administration. Students access Schoology through MyBackpack.

REQUIRED MATERIALS:

- pen/pencil
- flash drive
- Headphone or Earbuds

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS: Be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

CLASSROOM EXPECTATIONS:

- All virtual and hybrid classes will be held on zoom.us.
- Arrive ON time (If you are early = on time, On time = late, Late = unemployed)
- ACTIVELY participate
- Remain on task
- Embrace the use of the 5Cs (communication, collaboration, creativity, critical thinking, & citizenship)
- Cellphones must be locked up during class, a secure lockbox is located at the front of the room.
- No Eating & Drinking during class



ACADEMIC DISHONESTY: It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work always to support a positive learning environment in the school. Cheating, plagiarism, and other acts of academic dishonesty are strictly prohibited. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. Examples of violations of this rule include but are not limited to: copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected.

ACADEMIC DISHONESTY WITH A DEVICE: Use of a cellular phone without the consent of a school administrator or school staff during a test, quiz, or completion of a graded assignment is considered cheating and is strictly prohibited.

SCHOOL-WIDE EXPECTATIONS:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

For additional help, Tutor ATL info: <https://tutoratl.org>

PROGRESS REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under "Students in danger of not meeting academic expectations" for further information. Teachers will:

- Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an assistant principal of serious problems that are affecting classroom performance.
- Set up parent conferences as necessary.



ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

Our Vision: A high-performing school where educators inspire, families engage and students love to learn.

Our Mission: Every student will graduate college and career ready with a dedication to community involvement and service.

Midtown Graduate Profile (5 Cs): Creative, collaborative, critical thinker, communicative, and a good citizen.

For Mental Health Crisis you may call the Georgia Crisis & Access Line at 1-800-715-4225.
Resources:

<https://suicidepreventionlifeline.org/>
<https://namiga.org/georgia-crisis-and-access-line/>
<https://www.crisistextline.org>

See Something Say Something Anonymous Line: 1-844-5-SAYNOW

School Counseling Site for Resources/Documents:
<https://www.atlantapublicschools.us/Page/46013>





Receipt of Syllabus

Course Name: *Web Design*

Teacher Name: Mr. Marc R. Dastous

Student Signature

Parent/Guardian Signature

Date

Date