

Deer Valley Unified School District



Deer Valley
Unified School District

Boulder Creek High School
CTE & Academic Integration



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CTE Course: Information Technology**Academic Course(s): Language Arts****Unit Name: Creating a Simple Website**

Lesson Name: Preparing Web Content

Lesson Synopsis: During this lesson, students will go through each of the steps of the writing process as they compose a personal narrative to be presented as the content of a simple website. The topic of their personal narratives in this lesson is their internet experiences.

Time Frame:

CTE course – 5 days

Academic Course(s) - Ongoing

Objectives:

CTE course -

Students will compose a personal narrative that demonstrated effective writing by utilizing the writing process and publishing the written work on a simple website.

Academic Course(s) –

Students will develop into proficient, reflective writers

Standards:

CTE course -

9.4 Use industry-standard software applications for word processing, database, spreadsheet and presentation documents

18.1 Conduct formal and informal research to collect appropriate topical information

18.2 Organize information and develop an outline

18.3 Write business communication using appropriate format for the situation

18.4 Using appropriate technology, prepare draft documents using established rules for grammar, spelling and sentence construction

18.5 Create written and presentation documents in electronic format

25.3 Explain how the development of computers has impacted modern life

33.5d Demonstrate knowledge of page layout principles in the design of pages

Academic Course(s) –

Writing Standards

Strand 1: Writing Process – C1: Prewriting, C2: Drafting, C3: Revising, C4: Editing, C5 – Publishing

Strand 2: Writing Elements – C1: Ideas & Content, C2: Organization, C3: Voice, C4: Word Choice, C5: Sentence Fluency, C6: Conventions

Strand 3: Writing Applications – C1: Expressive

Bloom's Taxonomy

Knowledge
 Comprehension

Application
 Analysis

Synthesis
 Evaluation

Resources & Materials:

CTE course -

Computers for student use, webbing software (can be done in Microsoft Word), word processing software (i.e. Microsoft Word, Google Docs, etcetera), text editor or Google Sites for creating basic web pages, writing process information, six-trait rubrics, and proofreader's marks reference sheets

Academic Course(s) -

Writing process information, six-trait rubrics, and proofreader's marks reference sheets

Prerequisite Learning:

CTE course -

Use of the internet and understanding of what types of activities can be done using the internet.

Academic Course(s) -

Writing skills developmentally at high-school level.

Learning Structures/Strategies**CTE Course****Set for Interest**

What are your experiences with the internet?

Pose this question to the students. Guide the students through the think/pair/share process with their responses.

Input/Modeling

On the overhead projection screen demonstrate to students the use of a webbing program (Inspiration) for creating a web diagram of their internet experiences. Put "My Internet Experiences" in the center circle. Then, branch off from that with some uses mentioned by students. Add details next to the uses (if they mentioned communication as a use, details could include Facebook, MySpace, Instant Messaging, Email, Chat Rooms, etcetera...).

Check for Understanding

Ask the students what the main idea is for their web diagrams. Monitor students as they add their experiences during guided practice to ensure they are capable of using the software and are progressing on the activity.

Guided Practice

Have students finish their webs and consolidate their uses to 5 main uses of the internet with details for each of the five selected uses. Once students have completed this step, have students open a word processing software (Microsoft Word or Google Docs) and begin writing a separate paragraph about each of their five uses of the internet.

Independent Practice

Students should continue writing and will need to add an introduction paragraph to include on the homepage of their website.

After students have completed typing their six paragraphs (one for each use, plus one for the introduction/homepage), have students print them without their names (use some other identifier such as birth month and date).

Students will be provided with information about proofreader's marks and the six traits and will conduct peer revisions on the papers of at least three classmates.

Closure

Have students review the recommended revisions from their classmates proofreading marks and six trait scores. From these recommendations, have students revise their papers and prepare them for publication on their websites.

Assessment

Students will put finalized content on their simple websites. The introduction paragraph will be placed on the homepage. Each of the five uses will have a subpage with the paragraph, pictures, and internet links to related sites.