

Grade : 9

I. Discipline

Arts*

A. Standard

PreK–12 STANDARD 2: Elements and Principles of Design

Students will demonstrate knowledge of the elements and principles of design.

1. Strand(s)

2.13 Use color, line, texture, shape, and form in 2D and 3D work and identify the use of these elements in the compositions of others

Aligned to Standard

The lesson requires students to evaluate 2D works of art in the medium of web sites and identify the use of elements and principles of design.

B. Standard

PreK–12 STANDARD 5: Critical Response

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

1. Strand(s)

5.8 Demonstrate the ability to compare and contrast two or more works of art, orally and in writing, using appropriate vocabulary

5.10 Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work

5.11 Analyze a body of work, or the work of one artist, explaining its meaning and impact on society, symbolism, and visual metaphor

5.12 Demonstrate an understanding how societal influences and prejudices may affect viewers' ways of perceiving works of art

Aligned to Standard

The lesson requires students to analyze web sites done by others using a rubric. Students are required to critique the works and demonstrate an understanding of the context, purpose, target audience, impact, theme, accuracy, functionality, and layout in the form of oral discussion and in writing, using appropriate vocabulary.

II. Discipline

Instructional Technology*

A. Standard

Standard 3. *Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.*

1. Strand(s)

3.7 Use search engines effectively to find relevant, unbiased, and current information on a subject. (Standard 2 performance indicators apply—i.e.,

- evaluate Web sites and write correct citations for sources.)
- 3.8 Organize information that is collected using a variety of tools (e.g., spreadsheet, database, saved files).
- 3.9 Communicate results of research and learning with others using the most appropriate tools (e.g., desktop-published or word-processed report, multimedia presentation).
- 3.13 Integrate (with correct citations) electronic research results into a research project.
- 3.14 Routinely evaluate Web sites for authenticity when using them.
- 3.15 Present information, ideas, and results of work using any of a variety of communications technologies (e.g., multimedia presentations, Web pages, videotapes, desktop-published documents).
- 3.16 Collect, organize, analyze, and graphically present data using the most appropriate tools (e.g., spreadsheet, database, graphing, and conceptmapping tools).
- 3.17 Import graphics, photos, and other media into report or presentation, citing sources appropriately.

Aligned to Standard

The lesson requires students to use search engines to look for web sites appropriate for the homework assignment. Students are required to evaluate the web site using a rubric. Students are required to take screenshots of web sites and import the image into a Word document. Students must communicate the results of their research by answering the questions in a Word document.

B. Standard

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.

1. Strand(s)

- 1.25 Identify and use navigation features of browser (e.g., “go,” “back,” “forward”).
- 1.27 Identify basic elements of a Web site (e.g., URL, hyperlinks, site map, etc.).
- 1.28 Copy an image from a Web site into a file on the desktop; write a correct citation caption in keeping with copyright law.
- 1.31 Use correct terminology in speaking about electronic communications (e.g., browser, search engine, online).
- 1.36 Run multiple applications simultaneously, alternating among them.
- 1.38 Identify and use methods for transferring, downloading, and converting graphic, sound, and video files. Use different graphic file formats where appropriate (e.g., PICT, TIFF, JPEG).
- 1.41 Perform efficient keyboarding technique.
- 1.42 Import/export and link data between word-processed document and other applications.

Aligned to Standard

The lesson requires students to use a browser to browse through web sites. Students are required to take screenshots of web sites and import the image into a Word document, having both applications open simultaneously. Students must communicate the results of their research by typing their answers in a Word document. Students record the URL of the web site they find.

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Objective Statement

Students will understand how to evaluate the content, functionality, look and feel, and layout of a web site. Students will learn visual arts vocabulary appropriate for evaluating web sites. Students will understand the importance of using images and color that relate to the purpose and target audience of the web site. Students will understand that web site

evaluation is subjective and dependent on the target audience and purpose as well as the designer - what looks good to teenagers may not be appropriate for senior citizens. Students will be able to recognize the layout of a web site and understand the value of repetition and consistency. Students will understand the importance of accurate spelling and grammar and the use of contrasting colors to ease the reading of text. Students will understand the importance of citing sources and giving credit to the content in a web site. Students will submit an evaluation exercise and be scored on the thoughtfulness and completeness of the assignment.

Instructional Strategies

The lesson is a continuation of the discussion of what makes a good web site versus a bad one. In a prior lesson, students will have brainstormed what to consider while looking at a web site, and the teacher would have recorded these thoughts in powerpoint slides shared with the class. The teacher begins the follow up lesson with a quick review of these slides, and hands out a rubric derived from the ideas the class discussed in the slides. Students are asked to look at a web site (<http://www.mylegacy.com>) and as a class fill out the rubric. The teacher leads students through each checkbox, explaining the meaning of each category and consideration while prompting students for their opinions and answers. Students score the web site. Students are then asked to score a second web site (http://ligon.wcpss.net/em/es/robin/robins_eaglepalooza.htm) as a class, while discussing each checkbox. It is important that the teacher addresses the objectives stated above with the students as each category is discussed. After the scoring and discussion, the teacher hands out the “cheers and challenges” homework and assigns students the task of searching the net for 2 web sites of their choosing, scoring them using the rubric, and writing 2 cheers and 2 challenges for each site. Students are shown where the electronic copies of the assignment and handouts are located, and are given class time to get started. Students may work in pairs. Students are instructed to pass an electronic copy into the DROPBOX by the next class. The class rubrics are collected.

Assessment Strategies

All students will complete 2 web site rubrics as a class. For homework, students will partner up and find 1 good and 1 bad web site of their choice, evaluate each, and submit a completed “cheers and challenges” sheet into the DROPBOX.

Performance Indicators

Students will be evaluated by the completion of the “cheers and challenges” homework, and the completion of the 2 web site rubrics done in class.

Textbook References, Resources, and Materials

References:

<http://www.mylegacy.com> = GOOD web site example

http://ligon.wcpss.net/em/es/robin/robins_eaglepalooza.htm = BAD web site example

Resources :

- 1) Powerpoint of brainstormed ideas on good and bad web sites done as a class in a prior lesson (beforeandafter_brainstorm.ppt).
- 2) Rubric on how to evaluate a web site (website_rubric.doc).

Materials :

- 1) Cheers and challenges homework assignment (cheersandchallenges.doc).
- 2) 1 laptop per student or shared with internet access
- 3) Projector
- 4) Digital SMARTboard
- 5) text to speech reader as need for internet browsing

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Date: April 19, 2005

*<http://www.doe.mass.edu/frameworks/current.html>