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## **A Web Design Curriculum for At-Risk Students**

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## ABSTRACT

### A WEB DESIGN CURRICULUM FOR AT-RISK STUDENTS

by

Aurelio Garcia Jr.

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Students today deal emotionally, physically and socially with many negative influences in their lives. Too frequently they are besieged by violent images, the propagation of illegal drug usage among friends and family as well as other negative environmental influences. These influences create barriers that inhibit student learning and cause students to pull away from friends, teachers and school. The implementation of a web design curriculum will help provide struggling students an opportunity to reconnect with school through the use of technology. The web design curriculum lessons also provide activities that address bullying, harassment, drug and alcohol abuse, tobacco usage, suicide and sexual harassment. These thought provoking activities can assist students make good life decisions.

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## CHAPTER I

### INTRODUCTION

Students in schools today deal with serious issues that affect their ability to learn. These issues can create barriers and separate them from what school has to offer in the way of education and a potentially good future. In a recent report on school violence it was found that 44 to 49% of all schools in America report physical attacks, theft, larceny and vandalism (U.S. Department of Education [USDOE] , 2000) and students ages 12-18 were victims of more than 2.7 million total crimes at school (Security World, 2000). These crimes deteriorate the learning environment and directly affect student learning. In a recent research journal article it was stated that, "If our goal is to turn-around low-performing schools, part of the solution must be addressing young people's well-being and reducing health risks that are barriers to learning" (R&D Alert, 2003). A student's ability to learn is directly related to their learning environment, their attitudes toward learning and their individual choices (Search, 2002). The goal of the Web Design Curriculum for At-Risk Students (WDC) is to make students aware of the issues that create barriers to learning and help them overcome those barriers while learning new and interesting technology skills.

In addition to the students' needs described above, there is also a need for teachers to receive professional development in the area of technology integration. Teachers need training in the appropriate use of technology in their curriculum and instruction. Technology integration happens when teachers effectively utilize technology as they teach and provide opportunities for students

to use it as they learn and explore its uses. The WDC provides teachers with a standards-based curriculum and student activities that can be integrated with most other content area subjects.

### PURPOSE

The purpose of this project was to create a WDC that teachers can use to motivate at-risk students to re-establish a connection to fellow students, school and their community through the use of technology. The curriculum makes use of web based tools, student activities as well as teacher lesson plans that are aligned to the Washington State Essential Academic Learning Requirements. Student activities address issues students deal with on a daily basis such as bullying, harassment, drug and alcohol abuse, tobacco usage, suicide, and sexual harassment are integrated throughout the curriculum. Students are provided the opportunity to investigate and reflect on issues that cause at-risk behaviors.

### SCOPE OF THE PROJECT

Web design is targeted as the basis of the curriculum so that teachers can take advantage of the intrinsic motivation students have to using technology (Solvberg, 2003), the Internet and web design. It is through the use of technology that students will learn to build and design web pages as well as gain an awareness of harmful and unhealthy choices. The unhealthy choices will be addressed throughout the curriculum via the 40 developmental assets (Search, 2002) in an effort to help students re-establish an interest in school. Students will participate in web based scavenger hunt activities on selected topics that will

provide content for the web pages they develop. This project develops student knowledge on Hypertext Markup Language (HTML) coding, color theory, page layout and aspects of design. The curriculum also provides students the opportunity to learn facts and develop their own feelings about school safety issues. Students will find it rewarding to design an individual web page that provides information for fellow students, teachers and members of the community. The student web pages will be posted on a web site located at <http://studentscene.us>.

#### DEFINITION OF TERMS

At-risk – One regards as at-risk the combined characteristics of educational environments taken as a whole in which a significant proportion of students are consistently unsuccessful (Regent, 2003).

Curriculum - A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place (NCREL, 2004).

HTML - HTML is the language for publishing hypertext on the World Wide Web. It is a non-proprietary format based upon SGML, and can be created and processed by a wide range of tools, from simple plain text editors - you type it in from scratch- to sophisticated authoring tools (W3 Consortium, 2004).

Web design - is the art and process of creating a single Web page or entire Web sites and may involve both the aesthetics and the mechanics of a Web site's operation (About, 2004).

## CHAPTER II

The development of the Web Design Curriculum (WDC) is based on a thorough understanding of technology integration and educational research that pertains to student learning with technology. Much research has been conducted in the area of technology and its uses in classrooms and will be discussed in this chapter. It is important in designing any new curriculum to first review current research that will help shape the development of the curriculum. This chapter provides a look at research that has influenced the creation of the WDC and also provides a look at the impact safe and healthy school environments have on student learning.

With our nation's emphasis on education instilled through the No Child Left Behind legislation, we see much of the funding targeting student academic success without always considering the effects of risk factors in a student's life that impede learning. Since the Elementary and Secondary Education Act first passed Congress in 1965, the federal government has spent more than \$321 billion dollars to help educate disadvantaged children. Yet nearly 40 years later, only 32% of fourth-graders can read skillfully at grade level. Most of the 68% who can't read well are minority children and those who live in poverty (USDOE, 2000).

Investment in technology by our schools over the last decade has been astronomical. Over the last 10 years, the United States government has invested over \$38 billion to bring technology and Internet connectivity to U.S. schools (America Connects, 2003). In the currently proposed U.S budget of 2004,

technology is slated to receive millions from the federal government. Along with the investment by the government there has also been substantial sums provided by private institutions such as the Gates Foundation, funded by Bill and Melinda Gates of Microsoft. Spending in technology is creating greater access to computers and the Internet in school by students and teachers.

The rate of growth of Internet use in the United States is currently two million new Internet users per month (NTIA, 2002). Computer usage is at 90% for children between the ages of 5-17 (NTIA, 2002). As spending in the area of technology continues by both public and private entities, we need to consider all factors that contribute to student learning. Although the figures on computer access are encouraging, there still exists an inequitable distribution of technological resources for students across the country, that is, a digital divide. One of the greatest disparities is in student access to the Internet. In the fall of 2000, 86.3% of households earning \$75,000 and above had Internet access while only 12.7% of households earning \$15,000 or less had Internet access (DDN, 2002).

In addition to socioeconomic status, there is also a disparity based on race. Statistics show that 51% of White households have Internet access while only 23.6% of Hispanic households have access (DDN, 2002). This gap is ever closing as technology hardware and Internet access become more affordable. With this in mind we need to be aware of cultural issues when it comes to instruction and technology integration which will be addressed further in this chapter.



## Defining At-Risk

There are a variety of definitions of at-risk students that range from having a low socioeconomic standing to those that demonstrate aggressive behaviors and deviant attitudes. Another definition that deserves mention describes at-risk as the following:

Students are placed at-risk by adults when they experience a significant mismatch between their circumstances and need, and the capacity or willingness of the school to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional and intellectual growth and development. (NCREL, 1993).

This statement implies that schools are not responding to meet the needs of all children as they should. Students deal with many issues in their lives that impact learning. It is difficult to expect schools to meet every social, emotional and intellectual needs children bring to school. An issue that this definition fails to address is the impact of situations at student homes has on their ability to achieve at school. Issues at home can create risk factors that students bring to school with them every day and may lead to at-risk behaviors.

Attempts at prevention of at-risk behaviors for students should include the enhancement of protective factors, addressing a wide variety of at-risk behaviors, and increase social and academic competence (National Institute on Drug Abuse, 1997). While the WDC is not a prevention program, it does attempt to address these prevention factors in a variety of methods.

## 40 Developmental Assets

The 40 Developmental Assets are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible. They were developed in an attempt to address the wide spectrum of issues students deal with as they go through different life stages. The assets are divided into external and internal influences in children's lives. A complete listing of the assets can be found at <http://www.search-institute.org/assets/assetlists.html>.

The Search Institute has assessed the assets of 99,462 youth in 213 cities around the United States and continues to update and conduct research. The study reviewed the presence and effect of the assets in 6-12th grade students (Roehlkepartain, 1997). According to the Search Institute (2003), there is a direct correlation between the number of developmental assets a student has and his or her success in school. Out of 40 assets, the average young person surveyed in the United States experience only 18 (Search, 2003). The following description and tables describe some of the research results.

Protecting Youth from At-risk Behaviors - Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate this power, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, based on surveys of over 217,000 6th- to 12th-grade youth in 318 communities and 33 states during the 1999-2000 school year. (Search, 2003)

Table 1

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem Alcohol Use	49%	27%	11%	3%
Violence	61%	38%	19%	7%
Illicit Drug Use	39%	18%	6%	1%
Sexual Activity	32%	21%	11%	3%

The assets also promote positive attitudes and behaviors, "In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show" (Search, 2003).

Table 2

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Exhibits Leadership	50%	65%	77%	85%
Maintains Good Health	26%	47%	69%	89%
Values Diversity	36%	57%	74%	88%
Succeeds in School	8%	17%	30%	47%

(Search, 2003)

These tables support the development of and identify the need for the 40 Developmental Assets. The Search Institute provides many resources for the development of assets in students of all ages. The WDC has integrated the asset's eight main categories by addressing specific questions to these in the student activity assessments. While the Search Institute provides manuals with specific lessons for increasing student assets, the WDCs objectives support the assets but does not directly instruct to them.

## Latino Students

The development of the WDC is being used within central Washington State. With this in mind, it is important to review the racial demographic implications of its usage. Some school districts in central Washington have up to a 93% minority school population (OSPI, 2003), most of which are Latino students. In 2001, 21% of Latinos were below the poverty line. Latino children represented 18% of all children in the United States but comprised 30% of all children in poverty. (U.S. Department of Commerce [USDOC], 2003). It has been shown that there is a direct correlation between poverty and cognitive function (Brooks-Dunn, Duncan, 1997). Within Washington state, Hispanics have had the lowest percentage of students passing the Washington Assessment of Student Learning (WASL) assessment across most grade levels and content areas (OSPI, 2003). Additionally, the results of a study by IBM (2003) describes the impact poverty has on Latino students access to technology.

The achievement gap can be addressed, although not entirely, by providing students instructional lessons that are aligned to standards (Pellino, 2003). Pellino also provides some items of consideration when making adaptations in curriculum for students of poverty.

- Provide all students with a rigorous curriculum.
- Have high expectations for all students.
- Make students responsible for their own learning.
- Provide support to students and their families. Involve parents. Early intervention is critical.

- Help children to succeed.
- Create an environment and use activities that foster mutual respect, resilience, self-esteem, self-regulation and self-efficacy.
- Develop relationships with students to identify their needs (emotional and intellectual) and identify their individual learning style.
- Emphasize that each student is unique with value, talents and abilities.
- Promote awareness and acceptance of diversity. Encourage students to recognize similarities as well as differences.
- Use principles of constructivism to make learning interesting, valuable and relevant to students. Teach for meaning.
- Provide developmentally appropriate, meaningful learning activities and use thematic or integrated instruction, cooperative learning, inquiry and authentic learning.

(Pellino, 2003)

The WDC addresses many of these adaptations in an attempt to provide meaningful and relevant curriculum for students of poverty. These adaptations will also provide a more conducive learning environment for Latino students with language development concerns.

Latino students who are English Language Learners (ELL) need to develop a level of resiliency. Resiliency is the ability of students who are in an at-risk environment to overcome obstacles and be successful. Resilient students succeed whereas non resilient students, given the same situation, succumb to their environment and struggle to learn and often fail in school. Resilient students

perceive a more positive instructional learning environment, have higher self concepts, enjoy reading and have a positive relationship with their teachers (Padron, 2000). It is possible to foster these skills in non-resilient ELL students by providing appropriate culturally relevant lesson design and classroom interactions. To address this issue, teachers can use the following list of recommendations in their classrooms.

1. Offer opportunities to develop close relationships with students
  2. Increase students sense of mastery in their lives
  3. Build social competencies as well as academic skills
  4. Reduce stress in student's lives
  5. Generate school and community resources to support student needs
- (Padron, 2000)

Being culturally aware in the implementation of the WDC will support a large percentage of Latino students in central Washington State. Further development will provide the WDC student activities in Spanish.

#### Students with Disabilities

Since the introduction of computers into education in the early 1980's there have been concerted efforts to integrate technology into the educational curriculum. Schools have been slow to fully integrate computers and software applications because of a lack of teacher training and budget allocations for purchasing and maintaining computers. An area that has seen legislated support in technology is in the area of assistive technology (AT) for people with disabilities. Assistive technology is legally defined in the Individual with

Disabilities Act of 1998 (PL 100-407) and is divided into the areas of devices and services. Devices are defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities." An AT service is described as "any service that directly assists an individual with a disability in selection, acquisition or use of an assistive technology service" (FAPE, 1999). It is important to provide accommodations to students who need additional support as legislated in our country.

This information is important to students developing web pages because disabled persons accessing web pages may be using assistive technologies as a means to read the contents of a student designed web page. The WDC addresses accessibility for those using text readers to read pages as well as providing students with the opportunity to view the activity expectations using Macromedia Flash tutorials. This is supported by the philosophy of Universal Design for Learning (UDL). UDL shifts old assumptions about teaching and learning in four fundamental ways:

- Students with disabilities fall along a continuum of learner differences rather than constituting a separate category
- Teacher adjustments for learner differences should occur for all students, not just those with disabilities
- Curriculum materials should be varied and diverse including digital and online resources, rather than centering on a single textbook

- Instead of remediating students so that they can learn from a set curriculum, curriculum should be made flexible to accommodate learner differences

(CAST, 2003)

Educators with an understanding of their student needs will be open to adjust lessons to best meet those needs. A good description of UDL is presented in the following.

The central practical premise of UDL is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The “universal” in universal design does not imply one optimal solution for everyone. Rather, it reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. (CAST, 2003)

Being aware of students with disabilities is very important in web design. A good checklist for web designers is found at the World Wide Web Consortium (W3C) web site located at <http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/full-checklist>. Also available at the W3C site is information on how disabled students use the web located at <http://www.w3.org/WAI/EO/Drafts/PWD-Use-Web/Overview.html>.



## Defining Technology Integration

Technology integration has been defined many different ways and takes on many different forms in schools today. With the continual changes in technology, educators need a way to easily and effectively integrate the relevant technologies into their classrooms. This is done by understanding what technology integration really is. A good definition of technology integration is described here.

1. Integration happens when technology is used in a seamless manner to support and extend the current curriculum.
2. Integration happens when students are engaged in meaningful activities.
3. Technology Integration enriches activities and enables students to demonstrate what they know in new and creative ways.
4. Technology Integration happens in a learner-centered environment that is:  
Active, Constructive, Collaborative, Intentional, Conversational,  
Contextualized and Reflective.

(Dias, 1999)

Dias' definition provides a description of technology integration that encompasses both curriculum and instruction. Effective integration happens when both are addressed. Technology integration is the goal of many educators today as we look to the future and the development of emerging technologies. The student to computer ratio has equalized so there are more computers in classrooms than ever before and students have better access to the Internet than they have in the past. In a 2001 U.S. Census Bureau press release available at

<http://www.census.gov/Press-Release/www/2001/cb01-147.html>, it was reported that 9 out of 10 school age children have access to a computer with 4 out of 5 using a computer at school and 2 out of 3 with one at home. As mentioned earlier, these statistics vary as a student's socioeconomic standing and race are considered. With computers becoming more prevalent in schools and at home, the issue of technology integration becomes a matter of appropriate usage within a classroom, strategies used to integrate and professional development opportunities for the classroom teacher. Technology usage by teachers in the K-12 classroom is impacted by their opportunity to receive professional development training, poverty level of students in a school and teacher age (ESQ, 2000). These factors need to be taken into consideration when creating technology related curriculum.

Technology integration has been described as happening in stages that include: entry, adoption, adaptation, appropriation and invention (Sandholtz, Ringstaff, and Dwyer, 1997). Teachers move sequentially from one stage to the next if they have opportunity to learn about technology integration. The better teachers understand the stages, the better they understand their need for further growth and development. Three factors that affect teacher decision-making in choosing whether to integrate technology or not are as follows:

1. Believing that technology can more effectively meet a higher-level goal than what has been used.

2. Believing that using technology will not cause disturbances to other higher-level goals that he/she thinks are more important than the one being maintained.
  3. Believing that he/she has or will have sufficient ability and resources to use technology.
- 

(Zhao, Cziko, 2001)

Technology integration will not fully happen until teachers see the benefit of its use in the classroom and have the opportunity to implement it easily. Student attitudes toward technology are greatly influenced by teacher attitudes toward technology and their usage of it (Christensen, 2002). Teachers need positive experiences with technology to promote positive student behaviors and learning. The WDC attempts to make web development easy for teachers of varying skill and integration stage level.

### Technology Integration Strategies

Technology integration strategies provide an easy way for teachers to use technology in a structured format. Integration strategies vary greatly depending on student grade level and content area. Some of the more common integration strategies are listed here.

Web Quests are an integration strategy developed by Bernie Dodge and Tom March as an inquiry-oriented activity in which all information is obtained from the web (ISTE, 2002). This strategy is widely used with most information available at <http://www.webquest.org>. This site provides hundreds of ready to use

examples categorized by grade level and content area. The site also provides additional resources for teachers and students.

Another technology integration strategy is the use of multimedia presentations. Multimedia presentations are anchored in core curriculum, multidisciplinary, demonstrate sustained effort over time, promote student decision making, support collaborative group work, exhibit real-world connection, utilize systematic assessment and employ multimedia as a communication tool (ISTE, 2002). Multimedia presentations allow for the use of multimedia software, digital cameras, video production, scanners and Internet research. One software application often used in multimedia presentations is Microsoft PowerPoint.

Scavenger hunts, also called virtual field trips, are an inquiry based strategy that is incorporated into the web design lessons. An online example of a virtual field trip is the Tramline site (2003). This site is organized for students to view a variety of web pages on a specific topic. Students answer a variety of questions about the sites they visit. The WDC provides students with activities that utilize scavenger hunts to locate information on specific topics. The information retrieved from a scavenger hunt is then placed on the student's developed web page. Teachers also have the opportunity to publish student information to the Internet.

Additional technology integration strategies include online discussion boards, blogging and media literacy.

## Effectiveness of Technology Integration

Technology integration has much research that demonstrates increased student achievement, at the same time, there is also concern for the use of technology at certain age levels. This section will outline some of the research findings that support student learning as well as address the concerns that it produces.

In an attempt to quantify effective technology integration, Moersch (2002) developed a six level implementation framework. His goal was to address the effectiveness of technology integration by independently looking at instructional, operational and experimental curricula. His concern is that the effectiveness of technology integration can not be measured by simply monitoring the student to computer ratio in schools, computer usage or time spent evaluating packaged software applications. Moersch concludes that

“ . . . the majority of teachers in our nation’s schools are not yet implementing those classroom practices associated with improved student achievement in a computer environment, e.g. constructivist teaching, discovery learning and self regulated learning” (Moersch, 2002).

Additional research supports educational technology integration. The Rand Report found that “... appropriately implemented, computer and network based technology can contribute significantly to improved educational outcomes” (Rand, 1996). More recently, in a study conducted by Harold Wenglinsky (1998) on fourth and eighth grade math students, it was concluded that technology does affect academic achievement and its impact depends on how the technology is

used. Both of these studies support the proper implementation of technology in the classroom. Proper implementation hinges either on professional development to train teachers or developing curriculum that is academically aligned to standards, student friendly and inherently provides an inquiry based structure for technology integration. In a study on technology integration in an urban school setting, it was found that technology integration produced significantly higher scores in at-risk students while addressing behavior concerns (Laffey, et al, 2003). The student activities within the WDC are created to allow students to work independently with minimal teacher intervention or knowledge of HTML web development.

There continues to be concerns about technology with younger children. A report released by the Alliance for Childhood organization discusses the drawbacks of technology on young students' learning and their health issues including obesity, social isolation or even intellectual developmental damage for students of a young age (Alliance, 1999). These concerns do not relate to the WDC that has been designed for middle and high school students.

#### Why Web Design?

Cross curricular integration of web design is founded on inquiry and project-based learning strategies. Students will develop and respond to an essential question on any topic as directed by their teacher. The question will drive the development of a web site in which students demonstrate their HTML knowledge, original research, content learning and answers the essential question. Additional student knowledge will be demonstrated in the development

of online resources and daily activity assessments provided online as part of the WDC. An example of an essential question might be, "What would happen to our society if we did not pursue hydrogen based fuel?". Students would research the topic and design a site with an appropriate navigation structure to present and post their findings.

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Research supporting web design components can be found at <http://www.usask.ca/education/coursework/skaalid/> (Skaalid, 1999). Skaalid provides a good overview of research that supports individual web design components of design theory, site design, page design and multimedia. The WDC lessons are based on the research detailed by Skaalid.

Current research on how students learn concludes that interactive technologies create environments in which students can learn by doing, receiving feedback, and continually offered the opportunity to refine their understanding and build new knowledge (National Research Council, 1999). An example of a student doing real life work is found in a February 22, 2002 PRWeb Wire Service press release in which a student organization called Students Teaching Against Tobacco in Connecticut, hired a 15 year old web developer to design their anti-tobacco web site. The 15 year old owns a web site development firm.

#### Negative Internet Influences

Web design was also selected because of the influence the Internet has on students today. According to a recent report, 40% of Latinos have access to the Internet and 61.1 percent of non-Latino Whites (IBM, 2003). With the increased popularity of the Internet among youth, there is also an increasing

concern over the negative content and influence. Students enjoy participating in interactive web sites. A recent report found that 700,000 in-depth visits to 55 alcohol web sites during the last six months of 2003 were initiated by underage persons (CAMY, 2003). Many of these alcohol sites provide features such as games, downloads, interactivity and graphics to attract a younger audience. Of the alcohol sites reviewed by CAMY (2003), 67% of beer sites featured games, 53% featured screensavers, 87% featured some sort of interactive high-tech experience, and 60% featured computer generated graphics and cartoon figures. The use of web design provides a vehicle by which students can negate some of the negative influences on the Internet today by creating positive influences as described in the next section.

#### Creating a Positive Influence

In an effort to combat negative sites, the WDC will give students the ability to create web pages that provide information to students, parents and their community against using alcohol, drugs, and tobacco. These sites will also provide information on bullying, sexual harassment and suicide. The Internet is a medium increasingly accessible to all with a great deal of influence. In a recent BBC News article (2004) titled "Teens Want Alcohol Advice on Web", researchers found that young people who want information on their drinking habits would rather seek help and information on the web. Some of the reasons for this found in the research was the curiosity of teens to compare their drinking behaviors to others, fear of speaking to a health practitioner and fear of being judged for their drinking. Providing information for students on the Internet, which



is the purpose of the WDC, can help students find useful information on a variety of topics.

### Technology Standards

In an effort to create uniformity in the implementation of technology in classrooms around the country, the International Society for Technology in Education (ISTE) has created a set of standards called the National Educational Technology Standards (NETS) for teachers and students. Also available are NETS for administrators. According to ISTE,

The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. The NETS project will work to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use. (ISTE, 2000)

Student NETS provide national technology standards for us to strive for in the work we do as educators. All of the lessons and student activities developed in the WDC are aligned to both the Washington State Essential Academic Learning Requirements and the ISTE NETS. An attempt has been made to provide the opportunity for teachers to use the lessons as a tool for cross curricular integration of other content areas. Each of the WDC lessons have been aligned to the ISTE NETS to address the appropriate level of technology usage.

## Curriculum Design of the WDC

An effort has been made to provide the best possible content for at-risk students within the WDC. Also considered was the Universal Design for Learning model which attempts to provide student activity availability to all students as described in the students with disabilities section of this chapter. It has been shown that a critical factor for effectiveness of learning computer applications is to provide students with small sequential steps, varying levels of difficulty and the opportunity for students to work independently (Bos & Vaughn, 1994). By creating lessons that are at an easy reading level with incremental learning components, students are more apt to stay on task and learn the stated objectives. The WDC lessons are sequential and build upon prior knowledge. Another aspect of addressing student learning in the WDC is the inclusion of video tutorials which enhance learning by providing audio and visual reinforcement of the content. The video tutorials are created in Macromedia Flash which provides a player that most web browsers have and is easy to install. As a result, at-risk students, developmentally delayed and second language learners can better develop vocabulary and skills related to the content. This is supported by a study of 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students with learning disabilities (Xin & Rieth, 2001) in which video technology was used. It was concluded that students who received the video instruction had statistically higher word acquisition scores than those who did not. Integrated within the WDC are online video clips that support educational goals. Additional findings show that the use of technology and video in the classroom help promote higher

level thinking skills and are particularly effective when used within a constructivist environment (Reeves, 1998). It is the constructivist philosophy that has driven the creation of the WDC which is designed to build knowledge from one activity to the next. Reeves (1998) also finds that cognitive tools which he defines as technology applications, help promote the development of reflective thinking in students.

The WDC is designed as a project based learning curriculum. A key characteristic of project based learning is that students focus on doing something instead of learning about something (Moursund, 2003).

In project-based learning, students investigate rich and challenging issues, topics, often in the context of real-world problems, integrating subjects such as science, mathematics, history, and the arts. Students typically work in teams, using technology to access current information and, in some cases, consult with experts. They coordinate time and work schedules, develop real work products such as multimedia reports, and present them to their teachers and the larger community, often in a culminating presentation. Concrete, hands-on experiences come together with more abstract, intellectual tasks to explore complex issues.

(Edutopia, 2002)

It is with project based learning and utilizing the constructivist philosophy that provides the WDC a multiple method of instruction to best support student achievement.

Further consideration in the development of the WDC is the integration of the nine characteristics of high performing schools components. The nine characteristics of high performing schools were the result of a review of more than 20 studies that identified nine characteristics that high achieving schools demonstrated (OSPI, 2003). Of the nine characteristics, the WDC fits within the characteristics of aligned curriculum to standards, focused professional development, supportive learning environment and high levels of family and community involvement. The WDC provides lesson plans that are aligned to the Washington State Essential Academic Learning Requirements, provides teachers with the opportunity to learn web design as they complete the lessons with their students, supports safe learning environment via the scavenger hunt activities, and identifying local service agencies that aid student families.

### Constructivism

This project is founded in the use of the constructivist philosophy on learning.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. (Funderstanding, 2001)

Within the WDC is this basic understanding. After being provided with the basic skill required to build and design web pages, students can then design and develop a page that reflects their own understanding, personality and culture. It is

important to be aware that culturally, all students bring something to the classroom and their learning. Culturally responsive pedagogy is viewing students coming to the classroom with cultural assets instead of cultural deficits. Understanding this will help us build on student learning through a constructivist approach. The WDC builds on prior knowledge and provides students the opportunity to express themselves in a meaningful way.

#### Addressing Student Achievement

One of the major reasons for the development of the WDC was the desire to re-establish a connection to school for students, both socially and academically. According to the Secretary's Committee on Achieving Necessary Skills (SCANS) Report, it was found that the personal computer has reconfigured the world of work as has perhaps no other invention since electricity or the assembly line and also points out that students need the enabling skills computers offer (NCREL, 2000). In terms of cognitive function, it has been found that a computer enriched classroom contributes to the development of higher order thinking skills (Hopson, Simms, Knezek, 2002). The computer enriched classroom is also more student centered. Students in our society need to demonstrate achievement in the area of technology. Gains in student achievement have also been demonstrated in computer based hypermedia instruction versus traditional classroom instruction (Liao, 1998). Current research has also identified a relationship between safe and healthy students and academic achievement.

Schools made greater progress in raising test scores when they had higher percentages of students who are less engaged in risky behaviors such as substance use and violence, who are more likely to eat nutritiously and exercise, and who report caring relationships and high expectations at school. (Hanson & Austin, 2003)

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These results show the importance of addressing students basic needs to foster academic growth and student well being. An achievement gap currently exists that perpetuates the failure amongst non-white students, many of whom are at-risk. While many white students are classified as at-risk, the research reviewed in this section will address achievement for minority students versus white students.

Research shows that the two major factors that contribute to the achievement gap in Washington State are factors that occur outside the school and inside the school. Examples of factors that occur outside the school are settings such as economic, family, and personal characteristics. Factors that occur inside the school are represented as less opportunity, lower expectations and school climate (OSPI, 2002). According to the Office of Superintendent of Public Instruction (OSPI), minority students (not including Asian students) in Washington State are more likely to live in families that have low socio-economic status. Also, the national poverty rate for minorities is triple that of whites, minorities have a dropout rate twice that of whites, and score significantly lower on test scores. This is of great concern in central Washington with districts having up to 93% minority student population (OSPI, 2003) and schools averaging at times well below 50% of their students passing the Washington

Assessment of Student Learning (WASL) at seventh and tenth grades.

Addressing the needs of at-risk students in our communities is imperative. Listed here are instructional strategies that help close the academic gap for at-risk students.

1. Emphasize reading skills
2. Teach higher level thinking skills
3. Routinely re-teach
4. Make at-risk students participate
5. Require students to speak and write in complete sentences
6. Get students emotionally involved
7. Have patience and caring

(Bell, 2003)

These strategies can easily be utilized while implementing the WDC.

#### Motivating Students with Technology

Students are motivated by technology. In a recent report by Apple (2003) it is stated that, "Computers motivate students, providing realistic simulations and productive tasks that match workplace requirements" (Apple, 2003). In a recent research article, it was reported that students have a high level of intrinsic motivation concerning computer usage and maintain the high level of interest in the usage over time (Solvberg, 2003). This was credited in part to the use of project based instruction within the participating classrooms. As mentioned earlier, the WDC supports the project based instructional strategy.

## Existing HTML Tutorials and Curriculum

There currently exists a wide variety of online tutorials and web page tools to assist teachers and students in the creation of web pages. There are companies like myschoolonline.com and teachers.net that will provide online web building tools and content for a small subscription price to teachers. Existing HTML tutorials such as Writing HTML (Maricopa, 2000) provides basic information but is not designed to be interactive or make use of online tools. This tutorial is not written with the intent to integrate educationally into the classroom. The focus is to present the information in text form with no supporting resources. Most online tutorials of HTML are geared towards adults and usually require payment of a fee to enroll in the online courses. One of the better HTML tutorial sites is the W3 Schools site that includes interactive online tools (<http://www.w3schools.com>). W3 schools have online tools but the tutorials are not geared to anything beyond the use of HTML. The WDC is designed with educators and students in mind. Teachers may want to post student work on the web for others to view. Web page hosting options for teachers to publish student work are Teacher Web at <http://www.teacherweb.com/>, SHARE at <http://share.esd105.wednet.edu>, Alfy's Cool@Class Site Builder at <http://www.alfy.com/teachers/SiteBuilder/intro.asp>, Quia Web at <http://www.quia.com/activityManager>, Teacher.Net at <http://teachers.net/sampler/> and Doteasy.com who provides free hosting but is best suited for a teacher who has html or web development skills.



There are a wide variety of online resources available for teachers and student when it comes to web design and publishing student work. The WDC makes use of appropriate tools in the development of student generated web pages.

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## Chapter III

### Procedures

In this project, students will learn to create web pages based on HTML code on which they provide information about at-risk behaviors and express their opinions and solutions to the problems. The target audience of this curriculum is middle and high school students in central Washington State.

Development began in the Fall of 2003 with a general concept of reconnecting students to schools by providing a technology model that would both motivate students to participate in some form of educational activity and provide them the opportunity to gain a better understanding of at-risk behaviors. Web design was selected because of the wide spectrum of integration it provides and the cross curricular potential it has for teachers of most subject areas. Students complete the project by developing a web design electronic portfolio in which students place all of their web pages and online assessments. Also during this time began the review of similar projects and supporting research for the project.

Throughout the Fall of 2003, the main emphasis was on the development of lesson plans for teacher use and the identification of online sites that would serve as resources for the curriculum. Along with this work was the review of HTML print media and publications for use in support of the curriculum design. This effort resulted in the creation of seven lesson plans for teachers that are aligned to the Washington State Essential Academic Learning Requirements and the ISTE NETS.

Early Winter of 2004 saw the development of seven student activities that serve as an online supplement to the seven teacher lesson plans. The student activities provide interactive web pages that walk students through the process of learning HTML. Student assessments to check for understanding were created for the student activities. The assessments are also available online for students to complete and save to their web portfolio.

By late winter of 2004, development of the WDC included the development of web-based student demonstrations. The demonstrations were created in Macromedia Flash format to help student see the procedures for web development as well as using the online resources.

Also at this time was the inclusion of web based scavenger hunts that address the issues of bullying, harassment, tobacco usage, drug and alcohol abuse, suicide, and sexual harassment. Scavenger hunts are integrated into the end of the individual student activities and provide content for the web sites the students are developing. Students respond to questions and enter content into their HTML web pages.

The completed student web projects are published to a web site called Student Scene located at <http://studentscene.us>. This site is continually updated and provides links to the participating school district web pages, student activity pages, teacher lesson plans and individual student work.

Finally, an important requirement for the development of the WDC was the inclusion of student input throughout the entire process. By the time the WDC was completed, high school students from five school districts in central

Washington had participated in the curriculum implementation and design. This work continues as more schools in Central Washington take advantage of the opportunity to receive training on the curriculum.

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## CHAPTER IV

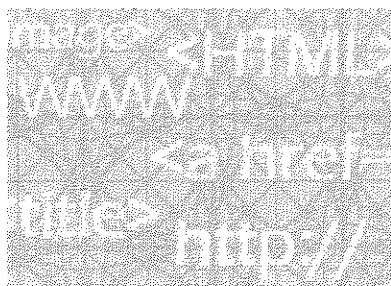
### Web Design Lesson Plans

The purpose of these lesson plans, student activities and assessments is to provide instruction in web design using hypertext markup language (html) and Notepad (PC) or Simpletext (Mac). Students will gain a working knowledge of html and be able to create project based web sites around any subject area or topic. Students will be instructed through a series of lesson plans on web design and online resources while collecting information on a content related project. The goal of this project is to harness the intrinsic motivation technology has for students and direct it towards web design that integrates content specific curriculum.

# Web Design Curriculum

A Teacher's Guide to HTML for  
At-Risk Students

by Aurelio Garcia



## Lesson 1 - Introduction to HTML

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**Objective:** Students will explain how web browsers work, define html and demonstrate the skills to complete the homework assignments.

**Materials:** Computers with Internet access and the WDC site at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>

**Keywords:**

**Browser** - A browser is a software program that allows you to view and interact with various kinds of Internet resources available on the World Wide Web. A browser is commonly called a web browser.

**web server** – a remote server running web software on which web pages are stored.

**HTML** - an acronym for Hypertext Markup Language, HTML is the computer language used to create hypertext documents. HTML uses a finite list of tags that describe the general structure of various kinds of documents linked together on the World Wide Web.

**Images** – pictures on web pages

**Tags** – tags are formatting codes used in HTML documents that instruct a web browser how to display text and graphics on a web page. For example, to make text bold, the tag <B> is used at the beginning and end of the text.

**Attributes** – used to modify tag properties.

**HTML tags:** <html> for web page, <head> for head items, <title> for page name, <body> for page content, <p> for paragraph, <br> for single space return.

**Procedures:**

1. Activity 1 - Introduce lesson as a web design unit. To begin this lesson access the WDC site by going to the Student Scene site at <http://studentscene.us> and click on the Web Design Activities link under Students in the left hand column. Bookmark this page. Have students click on Lesson 1 in the left-hand margin. Activity 1 in this lesson provides an overview of web browsers and web servers. Complete Activity 1 together and tell students that there are millions of web servers and billions of web pages being served by the web servers. Web servers send html documents that are read by the web browsers on their computers.

2. Activity 2 – Have students work through Activity 2. The description of activity 2 is described here as follows. Have the students go to the View menu item and select "Source". This should open a new window in Notepad (Windows) or Simpletext (Mac). Introduce html and the function of the browser to read it. Finally in notepad or Simpletext go to the file menu and select "New" to open a new blank page. Student may click on the "Show Me" link to see a Flash animation of what they are expected to do.

3. Have the students enter the basic html to create a web page found in the HTML Guide. They may change the text to their own leaving the html as is. This html example is located near the top of the HTML Guide page.

### HTML Guide

Compiled from [http://www.w3schools.com/html/html\\_quick.asp](http://www.w3schools.com/html/html_quick.asp) and <http://netwired.lycos.com/webmonkey/kids/tools/cheatsheet.html>

#### HTML Basic Document

```
<html>
<head>
<title>Put Your Title Here</title>
</head>
<body>
Visible text goes here. Everything here will be seen on the web page
</body>
</html>
```

4. Saving the web page - Go to the "File" menu item and select "Save". Navigate to where the file will be saved, create a new folder titled "FirstNamewebpage" using the students name and save the file as index.htm in the new folder. Student may click on the "Show Me" link to see a Flash animation of what they are expected to do.

5. To view changes you make to the web page in Notepad, you will need to open the index.htm file in Internet Explorer or Netscape. In a browser, go to "File" to "Open" and locate and open the index.htm file. As you make changes and save them in Notepad, you can click on the "Reload/Refresh" button on the browser to view the saved changes in the web page.

6. Introduce the heading and text elements on the HTML guide page. Have students make changes to the text, save it and view it. Add the <h1>Tag to the title of the page as shown in the html guide, be sure to end the tag </h1>. Save the page and click on Reload/Refresh in the browser window.  
Example - <h1>Visible text or any Heading the student has written</h1>

7. Introduce the < p> paragraph tag for double space and the <br> tag for a single space return.

Example –

```
<h1>Visible text or any Heading the student has written</h1>
<p> Creates a double spaced line between the previous line and this one.
<br> Creates a single spaced line between the previous line and this one.
```

8. Have students complete the Safe Schools Activity near the bottom of the web page. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do.



9. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

10. Have students complete the Safe Schools Scavenger Hunt Activity described below. All of the Safe School Activities are compiled at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/questions.htm> which you can get to by clicking on the All Topic Questions link at the main WDC page.

### Bullying and Harassment

What is important to know about bullying from this site?

[http://stopbullyingnow.net/bullying\\_facts.htm](http://stopbullyingnow.net/bullying_facts.htm)

What facts about bullying to you think are most important?.

[http://www.naspcenter.org/factsheets/bullying\\_fs.html](http://www.naspcenter.org/factsheets/bullying_fs.html)

What can you do if you are being bullied? [http://www.no-](http://www.no-bully.com/high_school.html)

[bully.com/high\\_school.html](http://www.no-bully.com/high_school.html)

Do you feel safe from bullying or harassment at your school? Why?

Who is the person at your school someone could talk to if they are being bullied?

Is there anyone in your community that can help someone being bullied?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

## Essential Academic Learning Requirements

### Applied Learning 3

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### Communication 1

#### 1.1 focus attention

- use attention level appropriate for particular circumstances and contexts
- analyze and reflect on ideas while paying attention and listening in a variety of situations

#### 1.2 listen and observe to gain and interpret information

- explore different perspectives on complex issues through viewing a range of visual texts
- listen for, identify and explain:
  - information vs. persuasion
- use a variety of effective listening strategies

### Communication 2

#### 2.2 develop content and ideas

- create a comprehensive and organized presentation with a clear sequencing of

ideas and transitions

- make a well reasoned, insightful presentation supported by related details

## **Reading 2**

2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition

## **Reading 3**

3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

3.1 read to learn new information

- observe and use signs, labels, and instructions
- organize information from resource materials and communicate findings effectively
- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)

## **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

**ISTE Nets for Students**

- 1 Basic operations and concepts
  - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
  - Students understand the ethical, cultural, and societal issues related to technology.
  - Students practice responsible use of technology systems, information, and software.
  - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
  - Students use technology tools to enhance learning, increase productivity, and promote creativity.
  - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
  - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- 5 Technology research tools
  - Students use technology to locate, evaluate, and collect information from a variety of sources.
  - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
  - Students use technology resources for solving problems and making informed decisions.
  - Students employ technology in the development of strategies for solving problems in the real world.

## Rubric

**Web Site Design : Web Design lesson 1**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Background</b>	Background is exceptionally attractive, consistent across pages, adds to the theme or purpose of the site, and does not detract from readability.	Background is attractive, consistent across pages, adds to the theme or purpose of the site, and does not detract from readability.	Background is consistent across pages and does not detract from readability.	Background detracts from the readability of the site.
<b>HTML Usage</b>	The student has an exceptional understanding of the HTML tags presented.	The student has a good understanding of the HTML tags presented.	The student has a fair understanding of the HTML tags presented.	Student did not appear to learn much from this project. Cannot answer most questions about the HTML tags presented.
<b>Internet Usage</b>	All information provided by the student on basic Internet structure is accurate.	Almost all the information provided by the student on basic Internet structure is accurate.	Almost all of the information provided by the student on basic Internet structure is accurate.	There are several inaccuracies in the content provided by the students.

## Lesson 2 - Font tags, Background color and Links

---

**Objective:** Students will demonstrate html coding for the body, background color, font color tags and links. Students will also summarize the hazards of tobacco.

**Keywords:**

**Background** – the entire background of a web page, **Font** – text style

**Link** – A link generally refers to any highlighted words or phrases in a hypertext document that allow you to jump to another section of the same document or to another document on the World Wide Web. **Visited link** – a link that has already been clicked on and may be a different color. **Active link** – the currently selected link,

**Attribute** - modification to an html tag

**Hexadecimal code** – six digit hexadecimal notation for the combination of Red, Green, and Blue color values (RGB). i.e. #C0C0C0 for gray on a web page.

**Font** – text on a page that can be changed

**HTML tags:** <h#> for headings, <body> for background color, visited and active link, <font> for text color and style, <a href="link">link name on page</a> for a link,

**Procedures:**

1. Students will need to have 3 windows open:

a. **Internet Explorer** - Have students open their existing web pages in Internet Explorer (IE) by locating the file in their web portfolio and double-click on it.

b. **Notepad** - Once the file is open in IE, go to the **View** menu item and down to **Source**. This will open a new window with their html code in Notepad.

c. **Lesson 2** - Finally, have students open a new Internet Explorer window and open the WDC site by going to the Student Scene site and clicking on the Web Design Activities link.

2. Activity 1 – Have students proceed together through activity 1 as described below.

Go to the O'Reilly's or W3 color sample page from the links on the HTML guide page and discuss web color names and hex codes. Explain that either the color names or the hexadecimal codes can be used to set color values in a web page.

3. Introduce the background color attribute within the body tag, < body bgcolor="color name-or-#hexcode">. Refer to the links to O'Reilly's and W3 Schools color samples page. Have students click on the "Show Me" Flash movie to see what they need to do.

4. Introduce the font tag with the color attribute to change the color of the heading of their page. Have students enter a <p> after their page heading and enter some more text.

Example:

```
<body bgcolor="colororhex#">
<font color="colororhex#"><h1>My Great Web Page</h1></font>
<p>Add more text below the colored heading.
```

5. Discuss color combinations that work best together. This will be covered in lesson 5.

6. Have students enter a link to your school web page by entering the link tag <a href="http://www.ourschoolurl.edu">This is a Link</a>. Save changes and refresh their page to test the link. Have them make one more link to one of their favorite sites.

7. Have students complete the Safe Schools Activity near the bottom of the web page. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do. This activity will be used for both lesson 2 and 3.

### **Safe Schools Activity**

List some of the worst substances found in a cigarette?

<http://www.ymn.org/tobacco/cig.content.shtml>

What facts about tobacco do you think are important for someone to know?

[http://www.alaw.org/tobacco\\_control/facts\\_about\\_tobacco/](http://www.alaw.org/tobacco_control/facts_about_tobacco/) or

[http://www.cdc.gov/tobacco/tips\\_4\\_youth/factfict.htm](http://www.cdc.gov/tobacco/tips_4_youth/factfict.htm) or

<http://www.saclung.org/tobacco/tobaccoFacts.htm>

What are some good reasons to quit smoking.

<http://www.cdc.gov/tobacco/quit/canquit.htm>

How much do tobacco companies spend in Washington state to get you to start smoking?

<http://depts.washington.edu/thmedia/view.cgi?section=tobacco&page=fastfacts>

What are some good tips to help someone quit smoking?.

<http://www.cdc.gov/tobacco/quit/quittip.htm>

Spanish - Sugerencias para dejar de fumar.

<http://www.cdc.gov/spanish/tabaco/nodejaque.htm>

What should people know about second hand smoke.

[http://www.alaw.org/tobacco\\_control/secondhand\\_smoke/](http://www.alaw.org/tobacco_control/secondhand_smoke/)

Good Resource - [The Truth](#)

Do many students in your schools smoke? Why?

Who is the person at your school someone could talk to if they need help quitting?

Is there anyone in your community that can help someone quit smoking?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

8. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

## **Essential Academic Learning Requirements**

### **Applied Learning 3**

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### **Communication 1**

1.1 focus attention

- use attention level appropriate for particular circumstances and contexts

1.2 listen and observe to gain and interpret information

- use a variety of effective listening strategies

### **Communication 2**

2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience
- access and use a variety of primary and secondary sources
- create a comprehensive and organized presentation with a clear sequencing of ideas and transitions
- make a well reasoned, insightful presentation supported by related details

### **Reading 2**

2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading

- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
- synthesize ideas from selections to make predictions and inferences about various texts

### **Reading 3**

#### 3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

#### 3.1 read to learn new information

- organize information from resource materials and communicate findings effectively
- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

### **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

### **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.



**ISTE Standards for Students**

1. Basic operations and concepts  
Students are proficient in the use of technology.
2. Social, ethical, and human issues  
Students understand the ethical, cultural, and societal issues related to technology.  
Students practice responsible use of technology systems, information, and software.  
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools  
Students use technology tools to enhance learning, increase productivity, and promote creativity.  
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools  
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
5. Technology research tools  
Students use technology to locate, evaluate, and collect information from a variety of sources.  
Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools  
Students use technology resources for solving problems and making informed decisions.  
Students employ technology in the development of strategies for solving problems in the real world.

## Lesson 3 - Introduction to Tables, Table Colors and images

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**Objective:** Students will demonstrate inserting an image, a table and table color attribute tags on a web page.

**Materials:** Computers with Internet access and the WDC site at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>

**Keywords:** table, row, column, cell, width, height and alt

**HTML:** `<table>` for table, `<tr>` for row, `<td>` for column, table attributes `bgcolor="#"` for color, `width="#"` for column width, `<image="filename.jpg">` and `alt="description"` for images

### Procedure:

1. Students will need to have 3 windows open:
  - a. **Internet Explorer** - Have students open their existing web pages in Internet Explorer (IE) by locating the file in their web portfolio and double-click on it.
  - b. **Notepad** - Once the file is open in IE, go to the **View** menu item and down to **Source**. This will open a new window with their html code in Notepad.
  - c. **Lesson 3** - Finally, have students open a new Internet Explorer window and open the WDC site by going to the Student Scene site and clicking on the Web Design Activities link.
2. Activity 1 – Images, discuss web servers and their basic function in serving web pages and the need for all of their web pages and images to exist in one folder on the web server.
3. Go to the images page at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>. Click on Lesson 3 in the left hand margin and view the images under Activity 1. Download these images by right clicking on the image and selecting "Save image as...". Save image to student folder. These images need to be saved to the same folder in which student web pages are located. If you don't get the right click option on your computer, simply drag the image to the open student folder.
4. Introduce the image tag, `<image="filename.jpg">`. Discuss with students that there are two image file types used on the Internet .gif and .jpg. These will be discussed in detail later. Have the students decide where they would like to place the image on their page and enter the tag with their file name and reload the page. They should see the image on their web page. If students have problems viewing the image on their web page, be sure they have saved the image to the correct folder and that the file name is spelled correctly in the html code.

5. Activity 2 - Tables - explain that a table on a web page has rows and columns and that it's made up of cells. Introduce the table tags and have them enter the following tags on their web page:

```
<table>
<tr>
<td>Contents of column 1< /td>
<td>Contents of column 2< /td>
</tr>
</table>
```

6. Discuss the table width attribute and show examples of pages with % as a width and a set pixel width. Have students enter a width for the table `<table width="80%">`.

Have students enter an image in one of the cells `<td><image="filename.jpg"</td>`

7. Introduce the table cell color attribute and have them change cell color. `<td bgcolor="?">`

8. Have students complete the Safe Schools Activity near the bottom of the web page. See lesson 2 Safe Schools Activity for complete details. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do.

9. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

## **Essential Academic Learning Requirements**

### **Applied Learning 3**

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### **Communication 1**

#### 1.1 focus attention

- use attention level appropriate for particular circumstances and contexts
- analyze and reflect on ideas while paying attention and listening in a variety of situations

#### 1.2 listen and observe to gain and interpret information

- use a variety of effective listening strategies

### **Communication 2**

#### 2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience

- access and use a variety of primary and secondary sources
- make a well reasoned, insightful presentation supported by related details

## **Reading 2**

### 2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading

---

- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding

- synthesize ideas from selections to make predictions and inferences about various texts

### 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- critically compare, contrast, and connect ideas within and among a broad range of texts
- use logical sequence to accurately retell stories; order and/or sequence parts of text

## **Reading 3**

### 3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

### 3.1 read to learn new information

- observe and use signs, labels, and instructions
- organize information from resource materials and communicate findings effectively
- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

## **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

## **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

**Writing 1**

1.2 use style appropriate to the audience and purpose

- recognize voice; strengthen and modify own voice as appropriate
- choose words to convey intended message in a precise, interesting, and natural way
- use specialized vocabulary relevant to a specific content area

1.3 apply writing conventions

- use standard writing conventions in final draft to enhance meaning and clarity:

---

  - grammar/usage
  - capitalization
  - punctuation
  - spelling

**ISTE NETS for Students**

1. Basic operations and concepts  
Students are proficient in the use of technology.
2. Social, ethical, and human issues  
Students practice responsible use of technology systems, information, and software.  
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools  
Students use technology tools to enhance learning, increase productivity, and promote creativity.  
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools  
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.  
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools  
Students use technology to locate, evaluate, and collect information from a variety of sources.  
Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools  
Students use technology resources for solving problems and making informed decisions.  
Students employ technology in the development of strategies for solving problems in the real world.

## Lesson 4 - HTML and Table Review

**Objective:** Students will demonstrate what they have learned so far by successfully completing this lesson and also effectively use a table to organize a web page.

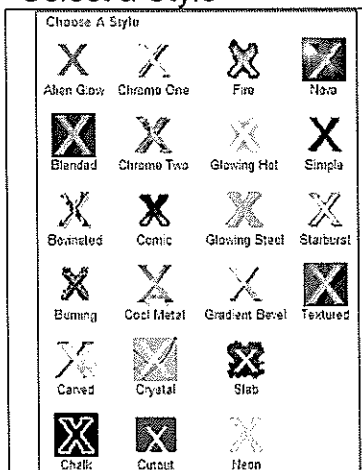
**Keywords:** layout and design.

**HTML** - Review table, image and link tags and the **colspan="#"** and **cellpadding="3"** attributes.

### Procedure:

1. Tell the students that they will be reviewing all they've learned by creating a new web page. The page they create will have a header with their name and a table with a narrow left column and a wider right column, similar to the page layout on many web pages. Have students go to Lesson 4 at the WDC site.
2. Activity 1 - Teachers, review the cooltext.com site before taking students to it. Take the students to the cool text web site at <http://www.cooltext.com>. Have them select "Logo" from the left-hand margin. Have them select a style as shown below. They can alter the text, font and colors as they wish to create the header image. When they have made their changes, have them click on the "Render logo" text to create the logo. They may edit their logo if they don't like it.

### Select a Style



### Make changes by clicking on the Edit links

Logo Text:	Glowing Steel	Edit
Font:	Tekton, 70 pixel	Edit
Glow Color:		Edit
GlowSize Value:	4	Edit
Background Color:		Edit
Background Texture:	None	Edit
File Format:	JPG	Edit

Render Logo

3. Have them right-click on their final image and "Save Image As..." into their web folder. Name the file "header" and notice whether the file is a .gif or .jpeg file type.

4. In Notepad, have students insert the html for a new web page as shown here. This code is also available to students on the lesson 4 page of the WDC page.

```
<html>
<head><title>My new web page</title></head>
<body>
<table width="770" border="0" cellpadding="3">
<tr>
<td colspan="2">
<image src="header.jpg">
</td>
</tr>
<tr valign="top">
<td width="150" bgcolor="#FFFF66">
<p>Resource Links<br>
<a href="http://studentscene.com"> Student Scene</a><br>
</td>
<td width="620">
My Main Page<p>
Put your Safe Schools activity information here<p>
Answers to Safe Schools activity here.
</td>
</tr>
</table>
</body>
</html>
```

6. Have students save this Notepad document as "page.htm" into the same folder as their image is. Have them locate the page.htm file in their folder and double click on it to open it.

They should see a page similar to the following:

Student Cooltext image here	
Resource Links	Safe Schools Information
<u>Student Scene</u>	Answers to Safe Schools activities here.

7. Have the students change the column contents to their own information. Students can also put links in column 1 or use it for navigation. They will provide answers to the Safe Schools activity on this web page.

8. Have students complete the Safe Schools Activity near the bottom of the web page. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do.



## Drug Abuse

What drug facts do you think are important to know? <http://www.narconon-drug-rehab.com/teenage-drug-abuse.htm>

What are some symptoms of drug abuse? <http://www.narconon-drug-rehab.com/drug-abuse-help.htm>

What are club drugs and how do they affect you?  
<http://www.health.org/govpubs/phd852/>

What are some good things teens need to remember about drug and alcohol abuse. <http://www.health.org/govpubs/rpo884/#messages>

Resource for parents. [http://www.theantidrug.com/ei/advice\\_parents.asp](http://www.theantidrug.com/ei/advice_parents.asp)

Can drug abuse make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they need help with drug abuse?

Is there anyone in your community that can help someone with a drug abuse problem?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

9. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

## Essential Academic Learning Requirements

### Applied Learning 3

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### Applied Learning 5

Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment,

including computers and other technologies. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment , including computers and other technologies

### **Communication 1**

#### 1.1 focus attention

- use attention level appropriate for particular circumstances and contexts
- analyze and reflect on ideas while paying attention and listening in a variety of situations

#### 1.2 listen and observe to gain and interpret information

- use a variety of effective listening strategies

### **Communication 2**

#### 2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience
- access and use a variety of primary and secondary sources
- create a comprehensive and organized presentation with a clear sequencing of ideas and transitions
- make a well reasoned, insightful presentation supported by related details

### **Reading 2**

#### 2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading
- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
- synthesize ideas from selections to make predictions and inferences about various texts

#### 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- critically compare, contrast, and connect ideas within and among a broad range of texts
- use logical sequence to accurately retell stories; order and/or sequence parts of text

### **Reading 3**

#### 3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

#### 3.1 read to learn new information

- observe and use signs, labels, and instructions
- organize information from resource materials and communicate findings

effectively

- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

### **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

### **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

### **Writing 1**

1.2 use style appropriate to the audience and purpose

- recognize voice; strengthen and modify own voice as appropriate
- choose words to convey intended message in a precise, interesting, and natural way
- use specialized vocabulary relevant to a specific content area
- use figurative language and sound patterns effectively
- consider connotation and denotation when choosing words
- vary the complexity of sentence structure and cadence for effect

1.3 apply writing conventions

- use standard writing conventions in final draft to enhance meaning and clarity:
  - grammar/usage
  - capitalization
  - punctuation
  - spelling

**ISTE NETS for Students****Basic operations and concepts**

Students are proficient in the use of technology.

**Social, ethical, and human issues**

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

**Technology productivity tools**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

**Technology communications tools**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**Technology research tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

**Technology problem-solving and decision-making tools**

Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

## Lesson 5 - Color Theory

**Objective:** Students will demonstrate an understanding of color theory and accurately select colors that work well together when used on a web page.

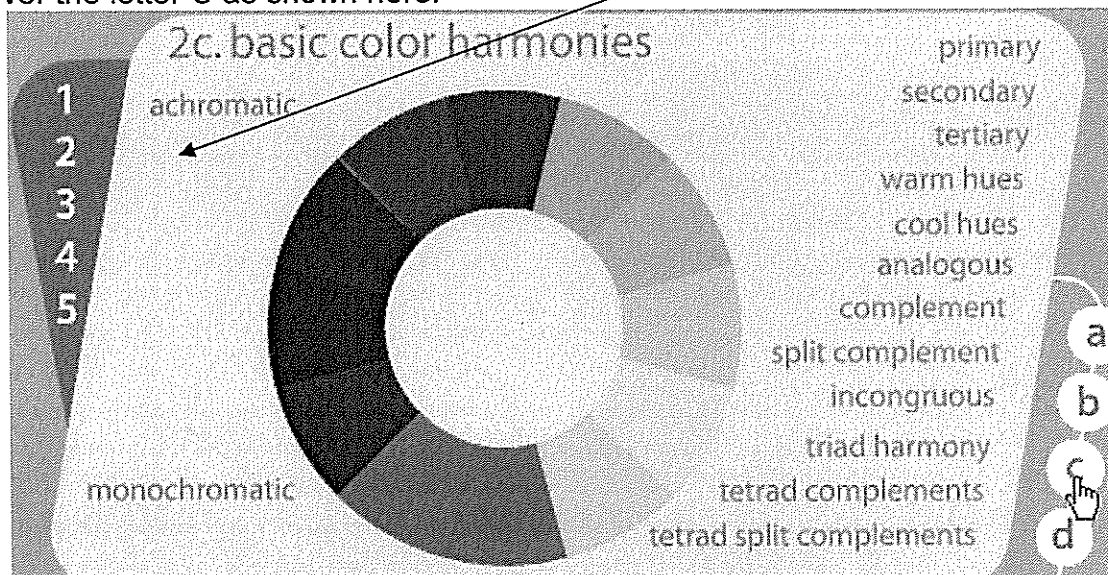
**Materials:** Computers with Internet access and the WDC site at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>

**Keywords:**

color wheel, primary colors, secondary colors, tertiary colors, complimentary, split complimentary and analogous.

**Procedure:**

1. Introduce the keywords to the students and tell them that they'll learn what these mean by the end of the lesson today. Have students go to the WDC site and click on the Lesson 5.
2. Activity 1 – Click on the "Click here" link in the Activity 1 section to open the template window. Go to the View menu item and down to source. While viewing the HTML, go to the file menu item to "Save As...". Have students save the file to their folders as color.htm. This is the page students will be adding different colors schemes. Have students keep their Notepad page open.
3. In your browser, have students go back to the Lesson 5 page. Click on the "Mundi Color Theory" link. Once there, put your cursor over the #2 item and then over the letter C as shown here:



Review and explain the key words primary, secondary, tertiary, analogous, complement and split compliment. You may also address the achromatic colors

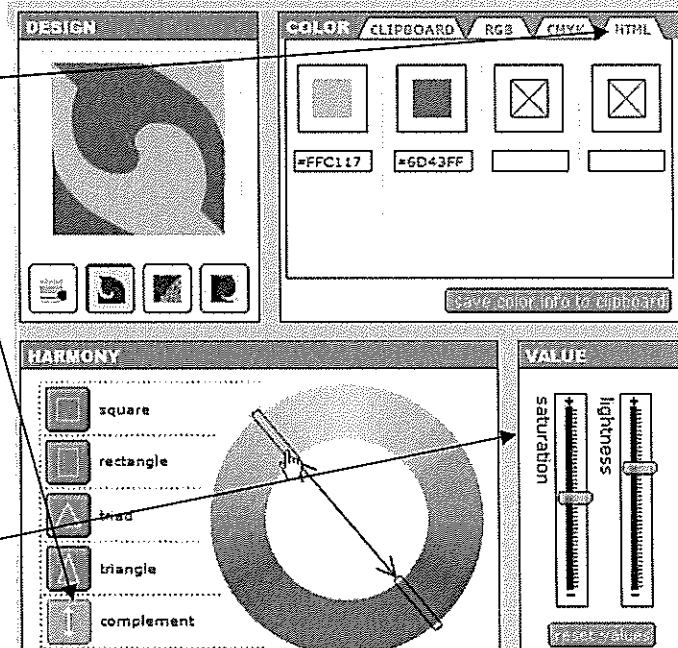
and explain that they go with any color on the color wheel. Have students fill in the text boxes with their answers.

4. After this discussion on Color, return to the WDC site and click on the Sessions.edu link. You will see the Color Calculator as shown here:

Click on the HTML tab to view the hexadecimal codes for the colors you select.

Click on the Complimentary button to view the complimentary colors on the color wheel. Click anywhere on the color wheel to select a color or click and drag the color indicator. Notice the changing hexadecimal numbers.

Finally, change the value of the colors by moving the saturation or lightness sliders up or down.

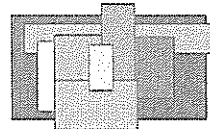


5. In Notepad, use the saved template to select a set of complementary colors to place in the appropriate location in the color.htm web page html. Replace the current hex codes with the new colors students select. See the highlighted yellow hex codes that will be replaced with the new codes. Do this for the complimentary and split complimentary colors.

```

<p>Add a Complimentary color scheme
  <table width="300" border="1" cellspacing="0" cellpadding="0">
  <tr>
    <!-- Add complimentary colors here -->
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
  </tr>
  </table>
  I
  <p>Add a split complimentary (Triangle) color scheme
  <table width="450" border="1" cellspacing="0" cellpadding="0">
  <tr>
    <!-- Add split complimentary colors here -->
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
  </tr>
  </table>
  <p>Add an Analogous color scheme<font size="2"> (Use the Defcon color
  <table width="450" border="1" cellspacing="0" cellpadding="0">
  <tr>
    <!-- Add analogous colors here -->
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
    <td bgcolor="#FFFFFF">&nbsp;&nbsp;&nbsp;</td>
  </tr>
  </table>
  
```

6. To select the analogous colors students will need to use the Defcon Color Calculator link on Mr. Garcia's page. Students will replace the current hex codes in with the analogous colors they select.



Edit these Fields				Percentage		
HUE	VAL	SAT	HEX	R	G	B
264	100	55	#AA71FF	67	45	100
<b>Complement</b>						
84	100	55	#C0FF71	73	100	45
<b>Double-Side Complement</b>						
324	100	55	#FF71C0	100	45	73
84	100	55	#C0FF71	73	100	45
204	100	55	#71C0FF	45	73	100
<b>Split Complement</b>						
84	100	55	#FF071	100	94	45
114	100	55	#7FF71	50	100	45
<b>Analogous Complement</b>						
24	100	55	#FFAA71	100	67	45
84	100	55	#FF071	100	94	45
84	100	55	#C0FF71	73	100	45
<b>Tria</b>						
24	100	55	#FFAA71	100	67	45
144	100	55	#71FFAA	45	100	67

7. Finally, students will select two of the colors from the color schemes they've selected and change the top row color and the tan left-hand margin color of the table.

8. Have students complete the Safe Schools Activity near the bottom of the web page. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do.

What alcohol facts do you feel are important to know? [http://freevibe.com/Drug\\_Facts/alcohol.asp](http://freevibe.com/Drug_Facts/alcohol.asp)

What is the main thing you need to help a friend that's involved with drugs or alcohol? <http://freevibe.com/stepup/index.asp>

Video clip on helping friends. <http://mediacampaign.org/multimedia/coroner.mov>

Can alcohol abuse make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they need help with alcohol abuse?

Is there anyone in your community that can help someone with alcoholism?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

9. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

## **Essential Academic Learning Requirements**

### **Applied Learning 3**

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### **Applied Learning 5**

Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment, including computers and other technologies. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment , including computers and other technologies

### **Communication 1**

1.1 focus attention

- use attention level appropriate for particular circumstances and contexts



- analyze and reflect on ideas while paying attention and listening in a variety of situations

#### 1.2 listen and observe to gain and interpret information

- use a variety of effective listening strategies

### **Communication 2**

#### 2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience
- access and use a variety of primary and secondary sources
- create a comprehensive and organized presentation with a clear sequencing of ideas and transitions
- make a well reasoned, insightful presentation supported by related details

### **Reading 2**

#### 2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading
- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding

#### 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- critically compare, contrast, and connect ideas within and among a broad range of texts
- use logical sequence to accurately retell stories; order and/or sequence parts of text

### **Reading 3**

#### 3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

#### 3.1 read to learn new information

- observe and use signs, labels, and instructions
- organize information from resource materials and communicate findings effectively
- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

### **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

### **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

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### **Writing 1**

1.2 use style appropriate to the audience and purpose

- recognize voice; strengthen and modify own voice as appropriate
- choose words to convey intended message in a precise, interesting, and natural way
- use specialized vocabulary relevant to a specific content area
- use figurative language and sound patterns effectively

1.3 apply writing conventions

- use standard writing conventions in final draft to enhance meaning and clarity:
  - grammar/usage
  - capitalization
  - punctuation
  - spelling

## **ISTE Standards for Students**

1. Basic operations and concepts  
Students are proficient in the use of technology.
2. Social, ethical, and human issues  
Students understand the ethical, cultural, and societal issues related to technology.  
Students practice responsible use of technology systems, information, and software.  
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools  
Students use technology tools to enhance learning, increase productivity, and promote creativity.  
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools  
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.  
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools  
Students use technology to locate, evaluate, and collect information from a variety of sources.  
Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools  
Students use technology resources for solving problems and making informed decisions.  
Students employ technology in the development of strategies for solving problems in the real world.

## Lesson 6 – Design and Page Layout

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**Objective:** Students will demonstrate basic web page design and create a web page layout on grid paper.

**Materials:** Computers with Internet access and the WDC site at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>

**Keywords:** tag line, navigation, passive white space, active white space, alignment (left is best), consistency (uniformity), grid, proximity, repetition (repeating elements)

**Procedures:**

1. Introduce the keywords to the students and tell them that they'll learn what these mean by the end of the lesson today. Have student go to the WDC and click on lesson 6.

2. Activity 1 – Go to the usit.com site and view the Ten Most Violated Homepage Design Guidelines page and view items 1, 2, 3, 4, 5, and 10.

3. Click on the "[niketown.com](#), [US Army](#), [America's Library](#), [Banana Republic](#), [Polar Design](#), [Mama Media](#)," links. At each site review the keywords for and answer the following questions:  
Who is the intended audience for the site and what is the site's purpose?

What characteristics of the site help you determine this?

Is there a consistent navigation menu and theme throughout the site and is it easy to follow?

Are there repeated logo's or images throughout the site?

Is it easy to know where you are on the site?

What are the main colors used on this site?

Is there a good use of white space on the pages of the site?

Are the images on the pages a good size and do they contain alt tags?

3. Have students complete the Safe Schools Activity near the bottom of the web page. Students may click on the "Show Me" link to see a Flash animation of what they are expected to do.  
Sexual Harassment

What facts on sexual harassment do you feel are important to know?.

<http://www.learn-source.com/learn/lc.nsf/rlookup/SXH001?open> or  
<http://www.eeoc.gov/facts/fs-sex.html>

What are the legally recognized types of sexual harassment?

<http://www.de.psu.edu/harassment/legal/default.html>

What statistics about bullying, harassment and sexual harassment do you feel are important?

[http://www.aauw.org/print\\_page.cfm?Path\\_Info=e:\inetpub\auw\web\research\girls\\_education\hostile.cfm](http://www.aauw.org/print_page.cfm?Path_Info=e:\inetpub\auw\web\research\girls_education\hostile.cfm)

What can be done if you or a friend is being sexually harassed?

<http://www.equalrights.org/know/shschool.htm>

Can sexual harassment make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they are being sexually harassed?

Is there anyone in your community that can help someone being sexually harassed?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

4. To complete the lesson students need to complete the assessment. Have students click on the assessment document link to open a Microsoft Word document. Students should fill out the assessment and Save a copy into their web portfolio.

## **Essential Academic Learning Requirements**

### **Applied Learning 3**

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### **Communication 1**

#### 1.1 focus attention

- use attention level appropriate for particular circumstances and contexts
- analyze and reflect on ideas while paying attention and listening in a variety of situations

### 1.2 listen and observe to gain and interpret information

- interpret and draw inferences from verbal and non-verbal communication
- draw inferences based on visual information and/or people's behaviors
- explore different perspectives on complex issues through viewing a range of visual texts
- use a variety of effective listening strategies

## **Communication 2**

### 2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience
- access and use a variety of primary and secondary sources
- create a comprehensive and organized presentation with a clear sequencing of ideas and transitions
- make a well reasoned, insightful presentation supported by related details

## **Reading 2**

### 2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading
- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
- synthesize ideas from selections to make predictions and inferences about various texts

### 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- critically compare, contrast, and connect ideas within and among a broad range of texts
- use logical sequence to accurately retell stories; order and/or sequence parts of text

## **Reading 3**

### 3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

### 3.1 read to learn new information

- observe and use signs, labels, and instructions
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- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news

articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

### **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

### **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

### **Writing 1**

1.2 use style appropriate to the audience and purpose

- recognize voice; strengthen and modify own voice as appropriate
- choose words to convey intended message in a precise, interesting, and natural way
- use specialized vocabulary relevant to a specific content area
- use figurative language and sound patterns effectively

1.3 apply writing conventions

- use standard writing conventions in final draft to enhance meaning and clarity:
  - grammar/usage
  - capitalization
  - punctuation
  - spelling

## **ISET Standards for Students**

1. Basic operations and concepts  
Students demonstrate a sound understanding of the nature and operation of technology systems.  
Students are proficient in the use of technology.
2. Social, ethical, and human issues  
Students understand the ethical, cultural, and societal issues related to technology.  
Students practice responsible use of technology systems, information, and software.  
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools  
Students use technology tools to enhance learning, increase productivity, and promote creativity.  
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools  
Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.  
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools  
Students use technology to locate, evaluate, and collect information from a variety of sources.
6. Technology problem-solving and decision-making tools  
Students use technology resources for solving problems and making informed decisions.  
Students employ technology in the development of strategies for solving problems in the real world.



## Lesson 7 – Final Web Design Project

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### Final Project Overview

If you have Macromedia Dreamweaver Installed on your computers: *Before proceeding with this lesson you may want to move to some of the Dreamweaver lessons in the WDC listed under Other Activities. Dreamweaver activities allow students to design more advanced web pages. Proceed with this lesson if you do not have Dreamweaver.*

This is the final activity students will create a web site from information they find on one of the following topics:

Bullying and Harassment

Drug and Alcohol Abuse

Tobacco Usage

Sexual Harassment

Suicide

Students will select a topic and use online search techniques from lesson 6 to obtain information for their web sites.

**Objective:** As a cooperative group or individually students will create a web site based on their Safe Schools Healthy Student topic of choice.

**Materials:** Web page content handout on the following page, computers with Internet access and the WDC site at <http://share3.esd105.wednet.edu/garciaa/webcurriculum/>

### Procedure:

1. Establish cooperative working groups if you wish and have students work together. As a group, have the students complete each of the following jobs:

**Designer** – The team will design what the site will look like. Have them begin by answering the following questions:

- Who is the audience of the web site?
- What is the web site about?
- What is the purpose of the web site?
- What is a two or three sentence mission statement for the site?
- What are the navigation links the site will need?
- What will the site map of the site look like?

**Coder** – The team will code the site design. Begin with a template and “save as” to create additional pages that are navigation items.

**Researcher** – The team will locate pertinent information for the client. Locate content specific to the topic. Students can use any resource available to them and must create a written document with specific content information. This job can be broken down to where each student researches a navigation link content.

**Editor** – The team will review each others content for the web site.

2. Students will work on this project for a predetermined amount of time. Students should be able to create a web site and locate information on their topic within two sixty minute periods.

3. Use the scoring rubric for lesson 7 to score the student web pages.

---

## Web Page Content Student Handout

*For use with lesson 7*

We want to talk about issues that affect your learning. Your teacher will decide if you will work alone or in a group. Use the answers to the following questions for the content of the web page you are designing for the Student Scene site.

Pick a topic from the following list

*Bullying and Harassment*

*Drug and Alcohol Abuse*

*Tobacco Usage*

*Sexual Harassment*

*Suicide*

Ask your teacher if you have an idea for a different topic you would like to do.

- What is the definition of the topic words?

Also give some examples of the problems they create. What does this topic mean to you? List some examples you have seen at school.

- What affect does this topic have on you and your school?

Have you, your friends or family been affected in any way by the topic you selected?

- What are some facts about the topic you find on the Internet?

Each of your districts has completed a Healthy Youth Survey that has good information from your district. This information is probably available from your principal. You may also contact local agencies that have specific information about your district or community.

- What is your district doing to address this issue?

Give examples of assemblies or programs that are in place and who can be contacted for more information. Who could you go to to answer this question? Be as specific as possible and even include handouts and presenter information.

- What are some things you can do to get out of a negative situation related to your topic?

Provide examples of what someone could do if they are involved or know someone involved with the topic, i.e. recovery programs, etc. Where should they go in your school or community to get help?

- What resources are there in your building, community and on the Internet to help students that are involved in this? Create a resource list in each of the categories (building, community and Internet). Provide phone number, address and web page address.

- Include any additional information you find on your topic.

## **Essential Academic Learning Requirements**

### **Applied Learning 2**

Participates as a Member of a Team - contributes to group effort. Teaches Others New skills.

### **Applied Learning 3**

Acquires and Evaluates Information. Organizes and maintains Information. Interprets and Communicates Information. Uses Computers to Process Information.

### **Applied Learning 5**

Selects Technology - chooses procedures, tools or equipment including computers and related technologies. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment, including computers and other technologies. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment , including computers and other technologies

### **Communication 1**

#### 1.1 focus attention

- use attention level appropriate for particular circumstances and contexts
- analyze and reflect on ideas while paying attention and listening in a variety of situations

#### 1.2 listen and observe to gain and interpret information

- interpret and draw inferences from verbal and non-verbal communication
- draw inferences based on visual information and/or people's behaviors
- explore different perspectives on complex issues through viewing a range of visual texts
- use a variety of effective listening strategies

### **Communication 2**

#### 2.2 develop content and ideas

- use a variety of content to convey messages to a chosen audience
- access and use a variety of primary and secondary sources
- create a comprehensive and organized presentation with a clear sequencing of ideas and transitions
- make a well reasoned, insightful presentation supported by related details

### **Reading 2**

#### 2.1 comprehend important ideas and details

- demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
- summarize the main idea and supporting facts and details with evidence from reading
- use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
- synthesize ideas from selections to make predictions and inferences about

various texts

2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

- use logical sequence to accurately retell stories; order and/or sequence parts of text

### **Reading 3**

3.2 read to perform a task

- understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)

3.1 read to learn new information

- observe and use signs, labels, and instructions
- organize information from resource materials and communicate findings effectively
- locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)

### **Technology 1**

The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information/data using all forms of media, technology and telecommunications.

### **Technology 2**

The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems.

### **Writing 1**

1.2 use style appropriate to the audience and purpose

- recognize voice; strengthen and modify own voice as appropriate
- choose words to convey intended message in a precise, interesting, and natural way
- use specialized vocabulary relevant to a specific content area
- use figurative language and sound patterns effectively
- consider connotation and denotation when choosing words
- vary the complexity of sentence structure and cadence for effect

1.3 apply writing conventions

- use standard writing conventions in final draft to enhance meaning and clarity:
  - grammar/usage
  - capitalization

- punctuation
- spelling
- use paragraphing and stanza division to reinforce text's organizational structure
- write legibly

### **ISTE NETS for Students**

#### **1. Basic operations and concepts**

Students demonstrate a sound understanding of the nature and operation of technology systems.

Students are proficient in the use of technology.

#### **2. Social, ethical, and human issues**

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

#### **3. Technology productivity tools**

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

#### **4. Technology communications tools**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

#### **5. Technology research tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

#### **6. Technology problem-solving and decision-making tools**

Students use technology resources for solving problems and making informed decisions.

Students employ technology in the development of strategies for solving problems in the real world.

## Student Handout for Web Page Content

*For use with lesson 7*

We want to talk about issues that affect your learning. Your teacher will decide if you will work alone or in a group. Use the answers to the following questions for the content of the web page you are designing for the Student Scene site.

Pick a topic from the following list

*Bullying and Harassment*

*Drug and Alcohol Abuse*

*Tobacco Usage*

*Sexual Harassment*

*Suicide*

Ask your teacher if you have an idea for a different topic you would like to do.

- What is the definition of the topic words?

Also give some examples of the problems they create. What does this topic mean to you? List some examples you have seen at school.

- What affect does this topic have on you and your school?

Have you, your friends or family been affected in any way by the topic you selected?

- What are some facts about the topic you find on the Internet?

Each of your districts has completed a Healthy Youth Survey that has good information from your district. This information is probably available from your principal. You may also contact local agencies that have specific information about your district or community.

- What is your district doing to address this issue?

Give examples of assemblies or programs that are in place and who can be contacted for more information. Who could you go to to answer this question? Be as specific as possible and even include handouts and presenter information.

- What are some things you can do to get out of a negative situation related to your topic?

Provide examples of what someone could do if they are involved or know someone involved with the topic, i.e. recovery programs, etc. Where should they go in your school or community to get help?

- What resources are there in your building, community and on the Internet to help students that are involved in this? Create a resource list in each of the categories (building, community and Internet). Provide phone number, address and web page address.

- Include any additional information you find on your topic.

## Lesson 7 Rubric

	Student Designed Web Page Rubric			
	5 points	10 points	15 points	20 points
Layout / Design	The pages are unattractive. Text is difficult to read. The backgrounds are distracting.	The pages appear "busy" or "boring". Text may be difficult to read. The backgrounds are somewhat distracting.	The pages are eye-catching and attractive. Text is easy to read. The backgrounds are subtle and appropriate.	The pages are well organized with tables. Text spacing and alignment make reading easy. The backgrounds enhance the page.
Graphics	There are no photos, icons or clip art or they are inappropriate or of low quality.	Photos are blurry or fuzzy; icons and clip art do not "fit" with the topic. Too many pictures make the download time slow.	Photos, icons, and clip art are appropriate, of high quality, and download fairly quickly.	Photos, icons, and clip art are used creatively and may follow a theme.
Information	Information is poorly written, inaccurate, or incomplete or appears to be copied and pasted from source.	Information is poorly written, mostly accurate, but incomplete and appears to be plagiarized.	Information written well but content could have been better organized.	Information is well written and interesting to read and is presented in short sections and well organized.
Navigation / Links	The user may become lost or links may be missing or not working.	The user may become confused when navigating between pages. Some links may not work.	Links are consistent and easy to find so that the user can easily navigate back and forth through pages.	Links are created with images and icons to enhance the text links.
Working Together	Partners argue or fight much of the time and do not share responsibilities.	Partners have trouble solving disagreements; one partner does most of work.	Partners get along well and share equally in responsibilities.	Partners show respect for one another, get along especially well and work together on all aspects of the project.
Following Classroom Guidelines	Students are often out of area without permission and cause disruptions in the lab and other classrooms.	Students occasionally leave area without permission and are louder than necessary in the lab and in other classrooms.	Students stay in their area, talk quietly to their own partner only, and cause minimum disruptions while visiting other classrooms.	Students are always on task, stay in their own area, and cause no disruptions when visiting other classrooms.

Rubric adapted from - <http://www.essdack.org/tips/webpagerubric.html>



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Student Activities

## Lesson 1 Student Activities -Introduction to HTML

*This lesson intended to be used online at  
<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective** - Today you will learn how the Internet works and create your first html based web page.

**Keywords** - browser, URL, web server, HTML, tags, container tags, start tag, end tag, attributes

---

**HTML tags:** <html> for web page, <head> for head items, <title> for page name, <body> for page content, <p> for paragraph, <br> for single space return.

### Activity 1

Go to the following link and use the arrows on the diagram to move to the next slide. Read the information next to the arrow before you continue. Learn about how the web works. Click this link - [Learn the net animated introduction](#). Close the window to return to this page.

### Activity 2

1. At the top of this page, go to the View menu item and down to Source. What you see is HyperText Markup Language (HTML) and your viewing it in the program called Notepad on your PC computer.
2. In Notepad, go to the File menu item and click on New.
3. [Click here to open the HTML Guide](#)
4. In the HTML Guide, find where it says Basic HTML Web Page and enter the html you find there in Notepad beginning with the <html> tag and ending with the </html>.
5. In Notepad go to the File menu item and down to Save As. Go to My Documents and create a new folder called MyNameWebPage - use your name where it says MyName.
6. Name the file index.htm and click on save.
7. Go to My Documents and double click on the index.htm file. Your web page will open up in the Internet Explorer browser. Make changes to your html index.htm file in Notepad, save the changes and click on Refresh in Internet Explorer to see your changes.

## Safe Schools Activity for lesson 1

What is important to know about bullying from this site?

[http://stopbullyingnow.net/bullying\\_facts.htm](http://stopbullyingnow.net/bullying_facts.htm)

What facts about bullying to you think are most important?.

[http://www.naspcenter.org/factsheets/bullying\\_fs.html](http://www.naspcenter.org/factsheets/bullying_fs.html)

What can you do if you are being bullied? [http://www.no-bully.com/high\\_school.html](http://www.no-bully.com/high_school.html)

Do you feel safe from bullying or harassment at your school? Why?

Who is the person at your school someone could talk to if they are being bullied?

Is there anyone in your community that can help someone being bullied?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

## Lesson 2 - Font tags, Background color and Links

*This lesson intended to be used online at*

*<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective:** You will learn how to use html coding for the body, background color, font color tags and links.

### Keywords:

background color, attributes, hexadecimal code, font, link, visited link, active link

**HTML tags:** <h#> for headings, <body> for background color, visited and active link, <font> for text color and style, <a href="link">link name on page</a> for a link,

### Activity 1:

1. How do web pages read colors? Click on either of these links(O'Reilly or W3 Schools) to see hexadecimal color codes used to display colors on web pages. Either the color names or the hexadecimal codes can be used to set color values in a web page.

2. How do I use the hexcodes? Open the W3Schools Practice page or open your page from lesson 1. Find the <body> tag and add the bgcolor="color" attribute by changing it to <body bgcolor="color name-or-#hexcode"> to change the background color of your web page. Use the links to O'Reilly's and W3 Schools color samples page.

3. How can I change the way my text looks? First by adding the heading tags around the text like this:

```
<h1> My heading words</h1>
```

Next by putting the starting <font> tag before the words and the ending</font> tag after the text. It will look like this:

```
<font> These are my words</font>.
```

To change the color of the text you will add the color (color="hexcode") attribute to the font tag. It will look something like this:

```
<font color="colororhex#">My Great Web Page</font>.
```

Do your background and text colors look good together?

4. How do I put a link on my page? By using the link tag. Enter the following on your page:

```
<a href="http://studentscene.us">Student Scene</a>
```

Make a link to your school.

### Safe Schools Activity for Lessons 2 and 3

List some of the worst substances found in a cigarette?

<http://www.ymn.org/tobacco/cig.content.shtml>

What facts about tobacco do you think are important for someone to know?

[http://www.alaw.org/tobacco\\_control/facts\\_about\\_tobacco/](http://www.alaw.org/tobacco_control/facts_about_tobacco/) or

[http://www.cdc.gov/tobacco/tips\\_4\\_youth/factfict.htm](http://www.cdc.gov/tobacco/tips_4_youth/factfict.htm) or

<http://www.saclung.org/tobacco/tobaccoFacts.htm>

What are some good reasons to quit smoking.

<http://www.cdc.gov/tobacco/quit/canquit.htm>

How much do tobacco companies spend in Washington state to get you to start smoking?

<http://depts.washington.edu/thmedia/view.cgi?section=tobacco&page=fastfacts>

What are some good tips to help someone quit smoking?.

<http://www.cdc.gov/tobacco/quit/quittip.htm>

Spanish - Sugerencias para dejar de fumar.

<http://www.cdc.gov/spanish/tabaco/nodejaque.htm>

What should people know about second hand smoke.

[http://www.alaw.org/tobacco\\_control/secondhand\\_smoke/](http://www.alaw.org/tobacco_control/secondhand_smoke/)

Good Resource - [The Truth](#)

Do many students in your schools smoke? Why?

Who is the person at your school someone could talk to if they need help quitting?

Is there anyone in your community that can help someone quit smoking?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

### Lesson 3 -Tables, Table Colors and Images

*This lesson intended to be used online at*

*<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective:** You will know how to insert an image, a table and table color attribute tags to a web page.

**Keywords:** table, row, column, cell, width, height and alt

**HTML:** <table> for table, <tr> for row, <td> for column, table attributes bgcolor="#" for color, width="#" for column width, <image="filename.jpg"> and alt="description" for images

#### Activity 1

1. How do I put a picture on my web page? First you need to find a picture that's OK to use. Download these images by right clicking on the image and selecting "Save image as..." and save image to your web page folder. It needs to be in the same folder that your web page is located. If you don't get the right click option on your computer, simply drag the image to your web folder. See web site for images.

2. Open your index.htm file in your web folder by opening Notepad > File > Open > index.htm

3. To add a picture you will use the image tag, <image="filename.jpg">. Images on the Internet are either .gif and .jpg files, .jpeg's are better. Decide where you want to place the image on your page and enter the image tag with the file name. Save and reload the page in Internet Explorer. Do you see the image on the page?

#### Activity 2

1. How do I put tables on my web page? A table on a web page has rows and columns and that it is made up of cells. Put the following tags on your web page:

```
<table>
<tr>
<td>Contents of column 1</td>
<td>Contents of column 2</td>
</tr>
</table>
```

2. Lets add the table attributes of width (width="pixelsor%") and background color (bgcolor="hex#") from (O'Reilly or W3 Schools):

```
<table width="700 or 80%" bgcolor="hex#">
Put an image in a cell<td>This picture is in my table <image="filename.jpg"</td>
The width and bgcolor attributes also work work for columns like this,
<td width="pixelsor%" bgcolor="hex#">
```

Your table code should now look like this:

```
<table border="#" width="700 or 80%" bgcolor="hex#">
<tr>
<td width="150" bgcolor="hex#">This picture is in my table
<image="filename.jpg">
</td>
<td>Contents of column 2</td>
</tr>
</table>
```

### Safe Schools Activity for Lesson 2 and 3

1. Find more good information for the web page. Put the information in the table like this:

```
<table width="700 or 80%" bgcolor="hex#">
<tr>
<td width="150" bgcolor="hex#">This picture is in my table
<image="filename.jpg">
</td>
<td>Enter the item you selected here<p>
```

Write why you think that item you picked can help your school be safer.  
Do you feel safe in your school building?

```
</td>
</tr>
</table>
```

2. See Safe Schools activity for lesson 2.

## Lesson 4 - HTML Review and Table Layout

*This lesson intended to be used online at  
<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective** - Today you will review what you have learned so far and also demonstrate how to use a table to organize a web page.

**Keywords** - layout, design

---

**HTML** - Review table, image and link tags and the colspan="#" and cellpadding="3" attributes.

### Activity 1

1. What is the layout design for most web pages? Most web pages look like the following table with a header, left hand margin and a larger table cell for the main content.

My Web Site - Header Image - width="770"  
 Resource Links  
 Links here  
 width="150"

My Main Page  
 Most of the web content here  
 width="620"

2. We will begin by making the header. Go to the Cool Text site. Select Logo from the left-hand margin and select a style. You can change the text, font and colors by clicking on the Edit links. After you make your changes, click on the Render logo text to create the logo. You can edit your logo if you don't like it.

3. Save the image by right-clicking on their final image and "Save Image As..." into your web folder. Name the file "header" and notice whether the file is a .gif or .jpeg file type. (if your right-click button doesn't work try dragging the picture to your folder)

4. What next? Let's make a new web page in Notepad. Start Notepad and copy this html code into it:

```
<table width="770" border="0" cellpadding="3">
<tr>
<td colspan="2">

</td>
</tr>
<tr valign="top">
<td width="150" bgcolor="#FFFF66">
```



```

<p>Resource Links<br>
<a href="http://studentscene.com"> Student Scene</a><br>
</td>
<td width="620">
My Main Page<p>
Put your Safe Schools activity information here<br>
</td>
</tr>
</table>
</body>
</html>

```

5. Save your web page as "page.htm" into the same folder as your image is and open your page in Internet Explorer. Did it work?

### Safe Schools Activity

What drug facts do you think are important to know? <http://www.narconon-drug-rehab.com/teenage-drug-abuse.htm>

What are some symptoms of drug abuse? <http://www.narconon-drug-rehab.com/drug-abuse-help.htm>

What are club drugs and how do they affect you? <http://www.health.org/govpubs/phd852/>

What are some good things teens need to remember about drug and alcohol abuse. <http://www.health.org/govpubs/rpo884/#messages>

Resource for parents. [http://www.theantidrug.com/ei/advice\\_parents.asp](http://www.theantidrug.com/ei/advice_parents.asp)

Can drug abuse make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they need help with drug abuse?

Is there anyone in your community that can help someone with a drug abuse problem?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

## Lesson 5 - Color Theory

*This lesson intended to be used online at  
<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective** - Today you will learn how basic color theory works.

**Keywords** - color wheel, primary colors, secondary colors, tertiary colors, complimentary, split complimentary and analogous.

---

### Activity 1

Click here to open the template window, view the source and save as color.htm in your web folder. Leave color.htm open in Notepad and we'll come back to it soon.

Click on the following links and answer the questions below.

Mundi Color Theory

Put your mouse over the number 2 then over the letter C. Put your cursor over the keywords above to understand how they relate to the color wheel.

Sessions.edu Color Calculator

Select some html color schemes to add to the template page using the complimentary and triange (split-complimentary) colors. Enter the colors you select into the color.htm tables.

Defcon Color Calculator

You will need to use the Defcon color calculator to get the analogouse color scheme.

These links are just for review

Color Theory Basics

Metatoggle color wheel

Complete the color scheme assignment on the color.htm page.

### Safe Schools Activity

What alcohol facts do you feel are important to know?  
[http://freevibe.com/Drug\\_Facts/alcohol.asp](http://freevibe.com/Drug_Facts/alcohol.asp)

What is the main thing you need to help a friend that's involved with drugs or alcohol?  
<http://freevibe.com/stepup/index.asp>

Video clip on helping friends. <http://mediacampaign.org/multimedia/coroner.mov>

Can alcohol abuse make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they need help with alcohol abuse?

Is there anyone in your community that can help someone with alcoholism?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

## Lesson 6 - Layout and Design

*This lesson intended to be used online at*

*<http://share3.esd105.wednet.edu/garciaa/webcurriculum>*

**Objective** - Today you will learn about web design and layout.

**Keywords** - tag line, navigation, passive white space, active white space, alignment (left is best), consistency (uniformity), grid, proximity, repetition (repeating elements)

### Activity 1

1. What do I need to know about design to build a web page? First let's look at the what not to include at the usit.com site

2. What are some examples of sites I can look at? Open the Questions window and then look at the web pages here and answer the questions about each.

Design links

niketown.com, US Army, America's Library, American Eagle, Polar Design, Mama Media,

### Safe Schools Activity

What facts on sexual harassment do you feel are important to know?.

<http://www.learn-source.com/learn/lis.nsf/rlookup/SXH001?open> or

<http://www.eeoc.gov/facts/fs-sex.html>

What are the legally recognized types of sexual harassment?

<http://www.de.psu.edu/harassment/legal/default.html>

What statistics about bullying, harassment and sexual harassment do you feel are important?

[http://www.aauw.org/print\\_page.cfm?Path\\_Info=e:\inetpub\aaaw\web\research\girls\\_education\hostile.cfm](http://www.aauw.org/print_page.cfm?Path_Info=e:\inetpub\aaaw\web\research\girls_education\hostile.cfm)

What can be done if you or a friend is being sexually harassed?

<http://www.equalrights.org/know/shschool.htm>

Can sexual harassment make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they are being sexually harassed?

Is there anyone in your community that can help someone being sexually harassed?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

**Or Select Suicide Prevention as a**

List some important facts on youth suicide.

<http://www.211bigbend.org/hotlines/suicide/youthfacts.htm>

What are some warning signs of suicide?

<http://www.y spp.org/warningSigns/warningSigns.htm>

What can you do if you see the warning signs?

<http://www.y spp.org/warningSigns/whatToDo.htm>

Can someone who is depressed make you feel unsafe in your school? Why?

Who is the person at your school someone could talk to if they are being thinking about suicide?

Is there anyone in your community that can help someone thinking about suicide?

Can you find some other links (Google Search) on the Internet that would be helpful to others?

Express your feelings on this topic by writing a poem, rap, drawing a picture or some other creative way.

## Lesson 7 - Final Project

**Objective** - You will learn how to create a web site that provides information on a specific topic. You will work individually or as a team, your teacher will decide.

**Keywords** - site map, layout

### Activity 1

1. What's my topic? Pick a topic from the following list

Bullying and Harassment

Drug and Alcohol Abuse

Tobacco Usage

Sexual Harassment

Ask your teacher if you have an idea for a different topic you would like to do.

You will answer the questions found on the Homework page.

2. Click here to view and print the Rubric for this lesson. Click on Homework to view and print the questions you will answer to get content for your page.

3. Create a folder labeled with the name of the business. You will save all of your images and pages to this folder.

4. If you are working as a group you will need to fill the following jobs:

Designer – The team will design what the site will look like. Have them begin by answering the following questions:

- Who is the audience of the web site?
- What is the web site about?
- What is the purpose of the web site?
- What is a two or three sentence mission statement for the site?
- What are the navigation links the site will need?
- What will the site map of the site look like?

Coder – The team will code the site design. Begin with a template and “save as” to create additional pages that are navigation items. See the Dreamweaver “Site in an Hour” activity for examples.

Researcher – The team will locate pertinent information for the client. Locate content specific to the topic. Students can use any resource available to them and must create a written document with specific content information. This job can be broken down to where each student researches a navigation link content.

Editor – The team will review each others content for the web site.

5. Once you have each completed your jobs the web site will be ready for review. Review the rubric to see how you think you did.

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Lesson Assessments

Safe Schools/Healthy Students

**Web Portfolio Lesson 1 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List three html tags described in the lesson and give a brief description of each.

- 1.
- 2.
- 3.

What is the most important thing you learn about bullying?

Support: It is important to feel safe at school and have an adult you can trust and talk to. Is there an adult at home or at school you trust enough to talk to about problems you might be facing?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I understand how to build a web page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what a web server does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I enjoyed making my first web page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I understand what bullying is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I understand how to help someone who is being bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				



Safe Schools/Healthy Students

**Web Portfolio Lesson 2 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List three html tags described in the lesson and give a brief description of each.

- 1.
- 2.
- 3.

What is the most important thing you learn about tobacco usage today?

Empowerment: It is important to be useful to others and help them out whenever you can. Do you feel useful to friends and family?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I know how to change the background color of my webpage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know how to change the font size of words on my webpage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what an attribute is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I know how tobacco can harm me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I know some good reasons for not smoking or quitting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Safe Schools/Healthy Students

**Web Portfolio Lesson 3 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List three html tags described in the lesson and give a brief description of each.

- 1.
- 2.
- 3.

What is the most important thing you learn about tobacco usage today?

Boundaries: It is for everyone to follow rules and laws in our school and community. Do the school rules help you feel safe at school?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I know how to make a table on my page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know how to change the table color.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know how to add an image to my page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I know how much tobacco companies spend on advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
I know that second hand smoke kills many people each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

## Safe Schools/Healthy Students

**Web Portfolio Lesson 4 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List two html tags described in the lesson and give a brief description of each.

- 1.
- 2.

What is the most important thing you learn about drug and alcohol abuse today?

Role Models: It is important for all of us to have positive role models in our lives, someone we look up to. Do you have an adult who models positive and responsible behavior for you?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I understand how to make a web page using a table as the main layout feature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know how to change table column width.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know how to create an image for my header.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know some of the symptoms of drug and alcohol use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know where I can go to help someone involved in drugs or alcohol use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Safe Schools/Healthy Students

**Web Portfolio Lesson 5 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List three keywords described in the lesson and give a brief description of each.

- 1.
- 2.
- 3.

What is the most important thing you learn about sexual harassment today?

Involvement: It is important for you to take time to participate in activities at school and in your community. Do you have activities or hobbies that you enjoy participating in away from school?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I know what the primary colors are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what secondary colors are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what split complimentary colors are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I understand the two types of sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what I can do if someone else or myself is being sexually harassed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

Safe Schools/Healthy Students

**Web Portfolio Lesson 6 Assessment**

Click in the grey boxes to answer the questions

Student Name \_\_\_\_\_

School District \_\_\_\_\_

What was the objective of today's lesson?

List three keywords described in the lesson and give a brief description of each.

- 1.
- 2.
- 3.

What is the most important thing you learn about suicide today?

Commitment to Learning: It is important for you to feel like you want to learn and that you feel like you are a part of the school community. Do you feel it is important to try your best at school?

<b>Self Assessment – check your answer and enter comments</b>				
	Not really	A little	Well	Very Well
I understand what a tag line is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I understand why good site navigation is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I understand why it is important to have consistency on a site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I understand what suicide is and how it can be prevented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
I know what to do for someone if I see the suicide warning signs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

## Chapter V Summary

The development of the WDC began in an effort to provide at-risk students with an opportunity to reconnect to school. There are a myriad of reasons students do not or can not learn in schools. Some of those reasons stem from issues at home with family or friends. While not always the case, these associations can result in students making bad life decisions. Decisions students make can be influenced in a positive manner by introducing and teaching to protective factors in classroom curriculum in an effort to develop student resiliency. Schools are presented with the challenge of teaching all students, many of whom deal with these negative influences as well as keep pace with the ever changing world of technology. Technology, if appropriately utilized can help students become aware of at-risk behaviors and develop life long learners.

The WDC provides teachers a tool they can use to motivate students through meaningful project based instruction while providing current information on at-risk behaviors. Teachers will be able to capitalize on the fact that technology intrinsically motivates students by providing a high level of interest for them. Additionally, WDC provides a means by which students can more than just present facts and figures but also express their feelings on selected topics. This expression can potentially help students learn from the mistakes of others. There are many educational web hosts teachers can post student work and make it available on the Internet for others to see that are free or relatively inexpensive.

The WDC makes use of a web site called Student Scene located at <http://studentscene.us> to make student work available on the Internet.

There are many good prevention programs that assist students in making good decisions at home, at school and also help them function as contributing members of society. Those types of kits were not discussed in this report since they do not focus on technology as a means of student participation.

The WDC provides students with an opportunity to better understand those issues they deal with in life while also making them aware of the negative aspects of bad decisions. A change in behavior for the better is a difficult task to achieve but it begins with understanding how bad choices can influence your future.

### Conclusion

Students will benefit from this curriculum by learning some basic HTML coding skills which will help them with potential career decisions as well as help them develop protective factors. Development of the WDC has provided the opportunity for many teachers to learn a new skill in web design they can use with any class as a presentation tool or Internet publishing. Further development of the WDC will provide Spanish language activities and additional Flash tutorials. The Student Scene (<http://studentscene.us>) will continue to provide a web presence that supports solutions by students for anyone in need.

It is my hope that through these lessons, activities, and assessments that students will make better life choices that will result in a re-connection to school, family, and friends and reach the potential each of those has to offer.

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