

Lesson Plan: Build a Website

Lesson Title: One Hour Website!

Grades: 9-12

Communicative Objective/Standards	<p>Students will learn how to build a website and how to document their projects for the world to see.</p> <p><u>Standards Addressed</u></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>7. Translate quantitative or technical information expressed in words in a text into visual form.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>10. By the end of the respective grade student is currently in, read and comprehend science/technical texts independently and proficiently.</p>
Anticipatory Set	<p>Show short collection of "good" and "bad" web design pages. Ask students to identify the reasons for which they say a site is good or bad. Lead to the need for simple, clean design layout. End show with a <i>Weebly</i> page. Examples can be found at: www.weebly.com</p>
Input/Modeling/Presentation	<ul style="list-style-type: none">➔ As a class, write elements for all to see to be included in small group websites that document each group's work on a project.➔ Once class reaches end of brainstorm session, allow students to access websites for approximately 1 minute to allow them to see other elements or "tabs" they may have forgotten about.➔ Hand out the <i>Weebly</i> step guide.➔ Use the <i>Weebly</i> handout to create a website with all students working through each step on individual computer.
Check for Understanding	<ul style="list-style-type: none">➔ Allow ample time for all students to work through each step. DO NOT PUBLISH! Explain to students that this is simply practice for creating a group site.➔ Walk around room to ensure each student is successful in creating basic page layout.
Guided Practice	<p>Working in groups, students will create project pages based on a project of teachers' choice.</p>

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Independent Practice/Evaluation	Once a group page has been created, students may create individual pages that further support the overall project. Independent pages should contribute to the entire class goal of raising awareness for their projects.
Enhancing Transfer and Retention	Students will gain valuable skills that can be used in other classes, specifically for presentations.
ELL Modification	ELL's will be paired accordingly in groups of strong leadership. Individualized assignment modification will vary. Accommodations will include: Google translate for research component, audio and, or video support in native language for additional support and tutoring on every facet of project.
GT Modification	Students that show a mastery for content and complete the task at an accelerated rate may have the opportunity to dig deeper into the content. Encourage students to research other methods for creating the project being studied, as well as the history and direction of this art form.
SPED Modification	Students struggling to complete the task may have a modified workload, dependent on their IEP. If a GT student shows strong leadership skills, this is a great opportunity to encourage peer to peer teaching.