

Teacher: Susan Boone
November 3-7

Class: Web Mastering

Detailed lessons are linked online:

<http://hs.houstonisd.org/westsiddehs/Curriculum/WebMastering/index.html>

Tutorials: Wednesday during A and B lunch. After school by appointment

QUIZ on Friday, November 7

Monday	<p>Objective: Students will:</p> <ul style="list-style-type: none">▪ Restate communication as the transfer of information from one individual to another.▪ Describe problems encountered in communication.▪ Describe possible solutions to problems encountered during communication.▪ Identify possible scenarios where miscommunication could occur.
	<p>Activities: Discuss the topics for this module:</p> <ul style="list-style-type: none">▪ The basic mechanics of the human eye; How does the eye work and what part does it play during communication?▪ How the human brain processes the information that is received from the eye.▪ The basics of design elements and how they relate to Web design.▪ How design principles are used in a Web design. <p>Guiding Question—Answer ONE of these as a new POST to your BLOG. Have you ever said something that was interpreted incorrectly by another person? Why do people sometimes misunderstand things that we say? (Point out that body language, intonation, and the receiver’s mood all play a part in how the message is received.)</p> <ul style="list-style-type: none">▪ Has someone read an e-mail message from you and gotten the wrong idea from your e-mail message? (Sarcasm is not easily understood in e-mail. A person might read more into the message than what was intended and the message is misunderstood.)▪ What does the color red mean to you and what does it mean to other cultures? (The color red, as well as other colors, can have multiple meanings such as love, evil, or anger. The color red in China symbolizes good luck.)
	<p>Materials: T.3.PP_1: PowerPoint Presentation</p>
	<p>Follow Up/HW: Students will find five Web sites which will demonstrate their understanding of using Web sites to address differing audiences. The five Web sites will fall into two categories, age and locality appropriateness. Through the examination of these sites, students will learn how different designers address these issues in their sites.</p>
Tuesday	<p>Objective: Students will:</p> <ul style="list-style-type: none">▪ List the parts of the eye and describe the function of each part.▪ Describe the visible spectrum.▪ Analyze how color sensitivity can affect Web design.
	<p>Activities: During this lesson, the teacher will lead the class in direct lecture utilizing the accompanying PowerPoint presentation to deliver the material to the students. Students should take notes on the material as a study guide. The classroom teacher should make copies of the student work sheet “The Parts of the Eye Diagram” for students to label the parts of the eye as they are discussed in the class.</p>

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	<p>Guiding Question--When you look at something, how do you know what you are seeing? What process does your body go through to identify the object?</p> <p>Materials: " File S.3.2.WS_Parts of the Eye</p> <p>Follow Up/HW: The Physics Classroom Tutorials: Color and Vision - http://www.glenbrook.k12.il.us/GBSSCI/PHYS/CLASS/light/u12l2a.html NASA: The Electromagnetic Spectrum - http://science.hq.nasa.gov/kids/imagers/ems/visible.html Build an Eye - http://dsc.discovery.com/tv/human-body/explorer/explorer.html Simulations and Illustrations Cow's Eye Dissection - http://www.exploratorium.edu/learning_studio/cow_eye/index.html Simulation of a Rainbow - http://mathdemos.gcsu.edu/mathdemos/MCRain/MCRain.html Catch the Waves - http://amazing-space.stsci.edu/resources/explorations/light/CatchWaves_activation-frames.html</p>
<p>Wednesday/Thursday (block schedule)</p>	<p>Objective: Students will:</p> <ul style="list-style-type: none"> ▪ Explain the function of pigment. ▪ Describe the function performed by the optic nerve. ▪ Explain what happens in the four main types of color blindness. ▪ Explain what happens to information as it is processed in the brain. ▪ List strategies to help with memory retention. ▪ Apply information about memory to Web design. <p>Activities: PowerPoint – notes</p> <p>Place a straw in a clear glass that is $\frac{3}{4}$ full of water to demonstrate refraction. Make sure that the students can identify that the water is reducing the speed of the light waves as they travel through the water. This is similar to what happens to light as it travels through the fluid in the eye. Use a concave lens and a convex lens to demonstrate how light is focused through them. If lenses aren't available, a magnifying glass can be used. Finally, a computer-based experiment was provided, in case the other two options are impossible. This activity will simulate how light is focused through the lens in the eye.</p> <p>Use the provided Web sites to test for color blindness in the classroom. Use the provided sites to demonstrate what a color blind person would see and finally, use the provided Web site to get the students to start thinking about color choices for their own Web design and how the Web site might look to a color blind person.</p> <p>Notes: PowerPoint T.3.PP_4</p>
	<p>Materials: T.3.PP_3: PowerPoint Presentation & T.3.PP_4: PowerPoint Presentation</p> <p>Follow Up/HW: Cow Eye Dissection site (for magnifying lens demo) - http://www.exploratorium.edu/learning_studio/cow_eye/experimenting.html Simulated Optics Experiments - http://www.school-for-</p>

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	<p>champions.com/science/experiments/simopticslens.htm The Blind Spot (experiment to find your blind spot) - http://faculty.washington.edu/chudler/chvision.html Color Vision (Color Deficiency and Web design) - http://www.iamcal.com/toys/colors Color Blindness Tests - http://colorvisiontesting.com/ishihara.htm and http://colorvisiontesting.com/online%20test.htm What do color deficient people see? - http://colorvisiontesting.com/what%20colorblind%20people%20see.htm Web Design and Color Deficiency - http://www.iamcal.com/toys/colors</p>
	<p>Objective: Students will:</p> <ul style="list-style-type: none">▪ Complete an assessment over the material previously completed in this section of the course.▪ Explain how to use complementary colors to create contrast.▪ Describe the use of RGB and HEX in Web design.
	<p>Activities: BLOG entry – How do you choose the clothes you wear each day?</p> <p>During the first part of this meeting, the classroom teacher should have students complete the quiz (File T.3.TB_Q1) covering the material from the first part of this chapter. In preparation for this quiz, the teacher should read over the questions included in the quiz and make adjustments as needed. The second half of the class will involve students exploring the use of color in Web site design. Begin the class with the Guiding Question, allowing students time to respond to the question in their journals. Discuss student answers to the question after ample time has been allowed.</p>
	<p>Materials: T.3.PP_5: PowerPoint Presentation</p>
Friday	<p>Follow Up/HW: Color Families Color Jack - http://www.colorjack.com/ Color Codes Color Schemer Blog - http://www.colorschemer.com/blog/ VisiBone - http://html-color-codes.com/ Computer Hope - http://www.computerhope.com/htmcolor.htm Color Names Supported in HTML - http://www.cryer.co.uk/resources/javascript/html2.htm Use Color Codes to find the Color Family Meyer Web - http://meyerweb.com/eric/tools/color-blend/ ColorBlender - http://colorblender.com/ Nick Herman - http://www.nickherman.com/colormatch/ Color Schemer - http://www.colorschemer.com/online.html</p>