

IDAHO STATE DEPARTMENT OF EDUCATION

**Professional Technical Education**

Program Area(s):   **PTE - Information Technology**  

Course Title(s):   **Web Design and Development**  

Title of Material:   **KidCoder: Web Design**  

Author:   **CompuScholar, Inc.**  

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Reviewers: \_\_\_\_\_

NOTE: This form is provided per Kathy Guaby in order to evaluate the **KidCoder: Web Design** course for alignment with middle school (6<sup>th</sup>-8<sup>th</sup>) classrooms. The remainder of the “Web Design and Development” evaluation sections can be found in the “**Curr Mat Eval PTE Engineering and Technology Web Design and Dev.docx**” document, which also holds the 9<sup>th</sup>-12<sup>th</sup> grade Literacy Standards.

**Standards Alignment Evaluation Rubric**

**0 = No Alignment– Not Evident:** ELA/Literacy content as described in the Standards is **not evident**.

**.5 = Partial Alignment- Partially Evident:** ELA/Literacy content as described in the Standards is **partially evident** and there are few gaps.

**1 = High Alignment – Clearly Evident:** ELA/Literacy content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

**N/A** = Not applicable for standard.

**ELA/Literacy in Science & Technical Subjects Grade 6-8**

ANCHOR STANDARD: Key Ideas and Details Grade 6-8	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.</p>	<p><b>Chapter 13, Lesson 2</b> (Reading a Technical Standard)  <b>Chapter 16, Lesson 3</b> (Analysis of HTML5 Specification)  <b>Chapter 17, Activity 1</b> (Analyze Websites for HTML5)</p>	
<p><b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><b>Chapter 13, Lesson 2</b> (Reading a Technical Standard)  <b>Chapter 16, Lesson 3</b> (Analysis of HTML5 Specification)  <b>Chapter 17, Activity 1</b> (Analyze Websites for HTML5)</p>	
<p><b>CCRA.R.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>Most chapters contain hands-on technical labs with multi-step instructions. Results are compared to activity requirements within the text. Examples include <b>Chapter 6 Activity</b> (External Raptors CSS) and <b>Chapter 24 Activity</b> (Lionfish).</p>	
ANCHOR STANDARD: Craft and Structure Grade 6-8	Objectives	Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)

<p><b>CCRA.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning or tone.</p>	<p><b>RST.6-8.4</b> 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 relevant to grades 6–8 texts and topics.</p>	<p>Every chapter defines new keywords and HTML symbols to be used in context of technical web design tasks. Examples include <b>Chapter 2, Lesson 3</b> (Essential HTML Symbols), <b>Chapter 10, Lesson 1</b> (Design Principles), and <b>Chapter 15, Lesson 4</b> (Networking Topology)</p>	
<p><b>CCRA.R.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><b>RST.6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>	<p><b>Chapter 13, Lesson 2</b> (Analysis of WCAG 2.0 accessibility standards in 4 main categories)</p> <p><b>Chapter 17, Lesson 2</b> (Analysis of sections within HTML mark-up to clearly define related elements within a visual layout)</p>	
<p><b>CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>RST.6-8.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p><b>Chapter 13, Lesson 2</b> (Analyze the purpose of WCAG 2.0 accessibility guidelines);</p> <p><b>Chapter 17, Lesson 1</b> (Discuss the purpose of testing web browsers for HTML5 compliance)</p>	
<p><b>ANCHOR STANDARD: Integration of Knowledge and Ideas Grade 6-8</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p><b>Point Value 0/.5/1 (Reviewer)</b></p>
<p><b>CCRA.R.7</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p><b>Chapter 12, Lesson 1</b> (Use HTML tables to display data grids)</p> <p><b>Chapters 14 and 28</b> (Team projects involve research and integration of data from multiple sources and formats into a website that contains student-generated text and multi-media content)</p> <p>All lessons provide integrated multi-media presentations (video + text) explaining how to address a question or solve a problem. Students use videos and text together to understand technical concepts in both text and visual forms.</p>	

<b>CCRA.R.8</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	<b>Chapter 13, Lesson 2</b> (Analyze the WCAG 2.0 accessibility guidelines to confirm the lesson text concepts)  <b>Chapters 14 and 28</b> (Team projects allow students to gather and compare data from multiple sources, including addition of their own creative material that may align with or oppose the gathered data)	
<b>CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<b>RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	<b>Chapters 14 and 28</b> (Team projects allow students to gather and present data from multiple sources, presenting it as a cohesive website about a particular topic, including possibly contradictory or conflicting viewpoints)	
<b>ANCHOR STANDARD: Range of Reading and Level of Text Grade 6-8</b>	<b>Objectives</b>	<b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>CCRA.R.10</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>RST.6-8.10</b> By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<b>Chapter 13, Lesson 2</b> (Reading the WCAG 2.0 Technical Standard)  <b>Chapter 16, Lesson 3</b> (Analysis of HTML5 Specification)  <b>Chapter 17, Activity 1</b> (Analyze Websites for HTML5)	
<b>*#3 Note:</b> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *			
<b>ANCHOR STANDARD: Text Types and Purposes Grade 6-8</b>	<b>Objectives</b>	<b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	<b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.  a. Introduce claim(s) about a topic or issue, acknowledge	a) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)	

	<p>and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>b) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p> <p>c) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p> <p>d) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p> <p>e) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p>	
<p><b>CCRA.W.2</b> Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>a) <b>Chapter 12, Lessons 1 and 2</b> (Display data as formatted HTML tables)</p> <p><b>Chapters 14 and 28</b> (Team projects allow students to gather and present data across multiple web pages using a combination of formatting, graphics, and multimedia elements)</p> <p>b) <b>Chapters 14 and 28</b> (Team projects allow students to gather and present data deemed most relevant about a topic using citations and other information considered relevant for the target audience)</p> <p>c) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p> <p>d) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p>	

	<p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>e) Many chapter activities involve writing or formatting of data within a formal website using a specific set of coding and visual styles. Examples include <b>Chapter 4, Lesson 2</b> (Keeping it Neat) and <b>Chapter 10 Activity</b> (Branding Raptors).</p> <p>f) <b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p>	
<p><b>CCRA.W.3</b> Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details and well-structured event sequences.</p>	<p><b>WHST.6-8.3</b> (See note; not applicable as a separate requirement)</p>	<p><b>Supplemental Lesson 7 / Activity 7</b> (Technical writing lesson and exercise)</p>	
<p><b>ANCHOR STANDARD: Production and Distribution of Writing Grade 6-8</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p><b>Point Value 0/.5/1 (Reviewer)</b></p>
<p><b>CCRA.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Most chapter activities involve writing HTML code using specific organization and style appropriate to display information on a web page. Examples include <b>Chapter 2, Lesson 4</b> (HTML File Layout) and <b>Chapter 17, Lesson 2</b> (Defining Areas with Sections)</p>	

<p><b>CCRA.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>Chapters 14 and 28</b> (Team projects allow students to plan, design, create, and edit original work. Feedback gathered from peers and professionals is incorporated to improve the original results)</p>	
<p><b>CCRA.W.6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p><b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p><b>Chapters 14 and 28</b> (Team projects allow students to plan, design, create, and edit original work using a variety of online resources and technical tools. Feedback gathered from peers and professionals is incorporated to improve the original results.)</p>	
<p><b>ANCHOR STANDARD: Research to Build and Present Knowledge Grade 6-8</b></p>	<p><b>Objectives</b></p>	<p><b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b></p>	<p><b>Point Value 0/.5/1 (Reviewer)</b></p>
<p><b>CCRA.W.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>Chapters 14 and 28</b> (Team projects allow students to perform online research about a chosen topic, gather and cite multiple sources of data, and clearly communicate topic concepts to an audience.)</p>	
<p><b>CCRA.W.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>Chapters 14 and 28</b> (Team projects allow students to gather data from multiple sources, integrate relevant information, and cite sources to avoid plagiarism.)</p> <p><b>Supplemental Lesson 3 / Activity 3</b> (Using Search Engines)</p>	
<p><b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis reflection, and research.</p>	<p><b>Chapters 14 and 28</b> (Team projects allow students gather data from multiple sources, analyze, and synthesize summary information about</p>	

		the research topic.)	
<b>ANCHOR STANDARD: Range of Writing Grade 6-8</b>	<b>Objectives</b>	<b>Provider: List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.</b>	<b>Point Value 0/.5/1 (Reviewer)</b>
<b>CCRA.W.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>WHST.6-8.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students engage in short, hands-on labs in every lesson and chapter to write a cohesive website over an extended timeframe, demonstrating a variety of skills and adding incremental improvements.	