



Web Developers

What Do Web Developers Do?

Web developers design, maintain and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity. Performance and capacity are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site.

Work Environment

About 1 in 7 of web developers were self employed in 2014. The other web developers work primarily in the computer systems design and related services industry.

How to Become a Web Developer

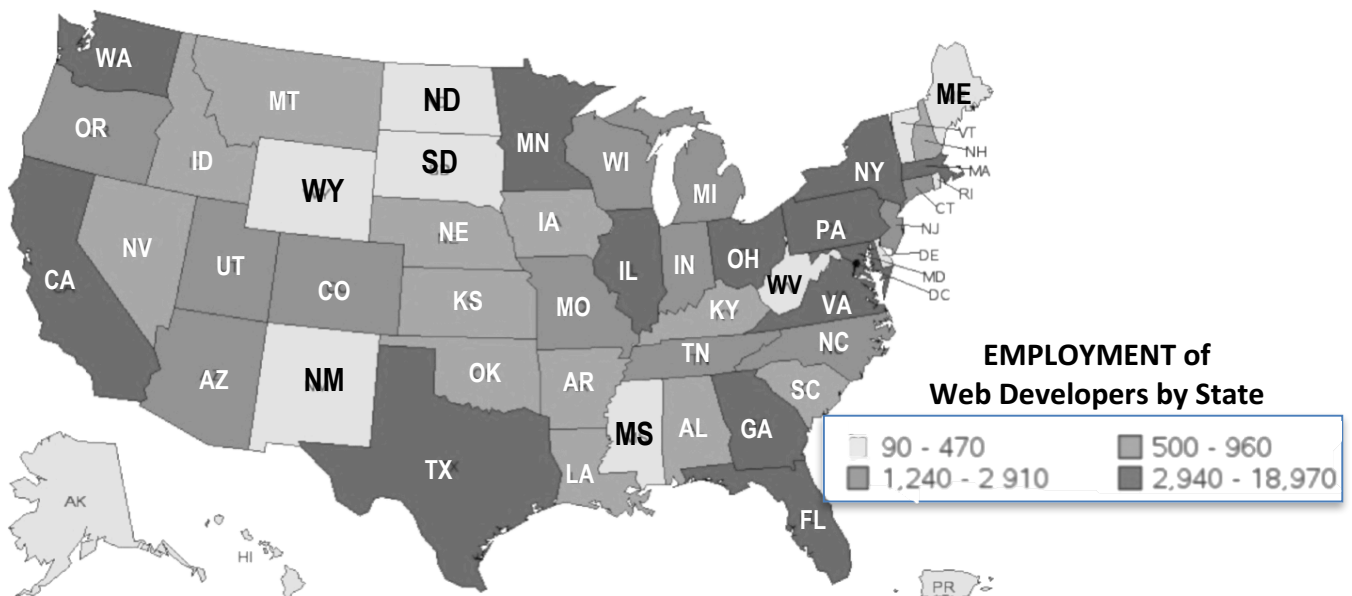
Web developers typically require an associates degree (AA) in web design or a related field. They need knowledge of both programming and graphic design.

Pay

The **median** wage for web developers was \$63,490 in May 2014. The hourly salary was \$30.52.

Job Outlook

Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. The growing popularity of mobile devices and ecommerce is responsible for the expected job growth.



SOURCE: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Web Developers, on the Internet at <http://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>. Retrieved on March 23, 2016).

QUESTIONS

1. What information in this text would persuade a job seeker to consider this job? Explain.
2. According to the text, what are the key reasons there will be more web developer jobs in the future?
3. How does the organization of text help you learn about the job?
4. How does the author help you understand the meaning of capacity?
5. Find the state you live in on the chart. What are the opportunities for web developers in your state?

LEVEL: Advanced		TOPIC: Exploring High-Growth Careers		
OBJECTIVE: <i>By the end of the lesson, learners will be able to demonstrate understanding of the central idea(s) of an excerpt from the Occupational Outlook career descriptions by summarizing and discussing its main points and expressing why they would or would not want to pursue it.</i>				
Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				8
What elements of the level descriptor(s) are addressed for each anchor standard?				<ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases in written texts about a variety of topics.
What CCR Standards are the ELP Standards supporting? <i>Reading 1& 2, Writing 7, Speaking/listening 1, Language 4,</i>				
What vocabulary will you teach? *explain, but not a target word **highlight as academic word but don't need to teach	High frequency: <i>Web, website, content, degree, develop/developer, job outlook, ecommerce, field, graphic, average * median* associates degree* typically</i> Academic vocabulary: <i>aspects, capacity, job**, create, design, maintain, computer**, devices, environment, occupations**, percent**, primarily, projected, require, site, technical</i>			
What language strategies will you emphasize?	<i>Find textual evidence to support claims</i> <i>Summarize</i> <i>Identify main idea/central idea/theme</i> <i>Negotiate meaning, adjust register and clarify by restating or rephrasing</i>			
How will you prompt critical thinking?	<input checked="" type="checkbox"/> Higher-level thinking questions <input checked="" type="checkbox"/> Graphic organizers <input type="checkbox"/> Pose problems	<input checked="" type="checkbox"/> Categorizing, ranking, or rating <input checked="" type="checkbox"/> Strategic thinking in tasks <input type="checkbox"/> Other:		
How will you promote academic discourse?	<input checked="" type="checkbox"/> Language prompts for team and pair discussions <input checked="" type="checkbox"/> Sentence frames and starters for oral and written report-back	<input checked="" type="checkbox"/> Paragraph frames for summarizing <input checked="" type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:		
Lesson Outline				
<ul style="list-style-type: none"> Warm Up/Introduction: <i>Think-pair-share – What/how/why/where questions about possible career. State objective, show YouTube video about Web Developers https://www.youtube.com/watch?v=GEfuOMzRqXo</i> Presentation: <i>Introduce adapted Occupational article on Web Develops. Point out text features, Learners read article and highlight academic words and target vocabulary. Small groups define unknown words and share definitions with whole class</i> Guided Practice: <i>Learners complete individual vocabulary logs and work in small groups to answer comprehension questions.</i> Free Practice/Application: <i>Learners do mixer and ask multiple classmates if they would like to pursue the Web Developer career and reasons based on evidence in text and personal preferences.</i> Evaluation: <i>Learners work in teams to research a career in Occupational Handbook from teacher-selected list of careers to prepare a summary of the text information and indicate why they would like to pursue the career based on evidence and personal preferences.</i> 				