***ICT E-PORTFOLIO***

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***2024-2025***

## ***~~A LOT~~ A little about me...***

 <https://myintroduction-cai.carrd.co>

**~~~Fun Facts!~~~**

* I am allergic to a lot of things and that includes sunlight and scratches/irritation
* My dream is to have a free schedule for as long as I want
* One of my childish desires is to be able to ride bike freely without nothing in my way
* Two of my goals are to be able to play as much instruments and sports I can
* My favorite songs are:
  + La plus que lente, L. 121  
    [Spotify Link](https://open.spotify.com/track/4fCgUwtcBQJycmvgeDU4tn?si=FpVhIGMaQyWms1lTe1irOA)
  + Someday My Prince Will Come  
    [Spotify Link](https://open.spotify.com/track/1eJtn8NErRIgbMt8T6yKcc?si=5Aq_zp05Sv-VRO9AOPsczw)
  + Passing Through  
    [Spotify Link](https://open.spotify.com/track/2lXqwlG8za1sWKgHRwEiEC?si=GK6DT-WvQ1uKSpbs3JtjLw)

**X  ~~Rare~~**

**✓ Common Footage of a Wild Cai reading on her infamous Kindle**

(Credits to my "Not Jacks partner")

# **1st Quarter~~~~~~~~~~~~~~~~**

## **~ Activities ~**

| **Activity** | **Picture** | **Video** |
| --- | --- | --- |
| MAPEH 9 Activity - Religious Glass Painting |  | N/A |
| MAPEH 9 Activity - Mosaic Vase Painting |  | N/A |
| Talent Show |  | N/A |
| English Performance Task - Composing a Parody | N/A |  |
| MAPEH Music Video (Editing) | N/A |  |

## **~ Notepad and Browser Outputs ~**

| **Outputs** | **Descriptions** | **Browser** | **Code** |
| --- | --- | --- | --- |
| Pairwork | We were able to test our knowledge through this pairwork. I was paired with Kurt Mykel Recio and we were able to work through our comprehension together to clear some misunderstandings.  We were instructed to accurately recreate the simple code of a browser that was presented on screen and we were able do so with only a few minor inconveniences. |  |  |
| Group Work | We were grouped by the members of our choosing with the exception of one of our classmates who was only acquainted with us but we all worked perfectly fine. On the plus side, we got along well and in a fun matter.  Though we were able to work together nicely, we still bickered a bit due to the time pinch and we were pressured into passing the unfinished material. THough if I do say so myself, I'm still glad to have been able to learn more that day. |  |  |
| Individual Work | I had quite the fun working on this. It was all about writing about my first day in LPSCI which as mentioned in my output, a pleasant day. I was able to include my favorite song as we were instructed to include an audio file, and include a pciture of the very tree that was one of the things that pushed me to go to LPSCI. Which is a story for another time. |  |  |

## **~ Lessons Summaries ~**

| **Lesson No.** | **Descriptions** |
| --- | --- |
| Lesson 1 | eXtensible HyperText Markup Language. The ”x” came from XML or eXtensible Mark-up Language. Though different from HTML, XHTML also uses the filename extension .html The content of the actual coding might change because of XHTML conventions but it still holds the same filename extension. stricter and cleaner version of HTML Aimed to replace HTML All new Web browsers support XHTML  Differences of XHTML from HTML:   * XHTML requires proper nesting * XHTML requires proper tag closing * Elements should be written in lowercase. * One Root Element * Attributes in lowercase characters * Quoted Values * Forbidden Attribute minimization * Image Alternate Texts * Ampersands in URL * Content within block-level elements |
| Lesson 2 | HTML Lists are used to specify lists of information. All lists may contain one or more list elements. 3 types of HTML lists:   1. Unordered list    * Types:      + Disc      + Circle      + Square 2. Ordered list    * Types:      + I      + i      + a      + A      + 1    * Start + Any Value 3. Description list    * < dt >   < dd >   1. < li > - Specification |
| Lesson 3 | TABLES:   * allow you to organize and arrange data into columns and rows. * allows you to divide your page into sections where you can place headers, footers and navigation links. * made up of rows and columns * by default has no borders, so you need to have a value of at least 1 for the border attribute.   CREATING A TABLE:   * < table >< /table > * < tr >< /tr > = table row * < td >< /td > = table data |
| Lesson 4 | ~ MERGING CELLS HORIZONTALLY: Cells in the same row can be merged using the colspan attribute of < td >< /td > and < th>< /th >  ~ MERGING CELLS VERTICALLY: Cells in the adjacent row can also be merged using the rowspan attribute of < td >< /td > and < th >< /th >  ~ Merging Cells Horizontally and Vertically  ~ Merged cells on the same row can also be merged with cells on the adjacent rows by combining the rowspan and colspan attributes  ~ NESTING TABLES: Just like lists, tables can be nested. Web page developers use this technique to enhance even more the layout and structure.  ~ Adding an Image to a Table: You can add image to a cell by using the tag pair |  |
| Lesson 5 | A reference link that allows you to navigate to another page of the same document or to another document. THREE TYPES OF HYPERLINKS:   * Absolute URL – links to a page on a different Web server * Relative URL – links to a page on the same Web server * Named Anchor – links to a different location on the same Web page   Target Attribute: The target attribute indicates what the Web browser will do when the hyperlink is clicked.   * blank – opened in a new window. * \_self – opened within the same frame. * \_parent – opened in the parent frameset. * \_top – opened in the full body of the window.   Creating an Email Link:  Email hyperlink opens the Create New Email Message of the MS Outlook Express (or the default mail client) and sets the message to be sent to the specified email address. |
| Lesson 6 | FORM:   * Allows you to gather feedback to provide better service * Purposely designed for gathering information on the Internet. These HTML documents are sent back to the server once the user submits them. * The areas on the form are called fields, text fields or text boxes < form >< /form >   FORM ATTRIBUTES:   * Action attribute responsible for indicating where the information will be passed whether it is to another Web page or to a script. * Value = URL Method attribute responsible for indicating the way for sending the information   + Get: retrieving data   + Post: update or stores data   FORM CONTENT:   * Should be both visually appealing and functional * Use the container tag “ * ” Start organizing the form by placing the input empty tag inside the * set of tags and have its attribute type specify the kind of input you are going to have. * Another attribute name, distinguishes one input field to another.   INPUT ELEMENT: used for making text boxes, password boxes, check boxes, radio buttons, submit buttons and reset buttons depending on the value of the type attribute. |
| Lesson 7 | TEXTBOX: Textboxes   * are single line text input boxes. * Textboxes are used for username input and other single line texts. * Can be made by keying in text as the value of the type attribute of the < input * You can use the value attribute to set an initial text input. * The size attribute then indicates the length of the textbox.   LARGE TEXT AREA:   * You can create an input field that can span several rows and columns * Text areas are made via the container tag < textarea >< /textarea >. * The content of this tag will be displayed in the text area by default. |
| Lesson 8 | WRAPPING:   * Soft word wrapping – wraps the text only in the text area and not when it is submitted. * Hard word wrapping - wraps the text only in the text area and also when it is submitted * Word wrapping can be removed by keying in off as the value for the wrap attribute.   RADIO BUTTONS:   * Provide the users a variety of choices where only one can be selected. * Can be made by keying in radio as the value of the type attribute of < input > * In a set of radio buttons, only one can be chosen * Radio buttons of the same group have similar value for their name attributes * The checked attribute is applicable for radio buttons to indicate a default selected option. Usually used when the choices are few. |

## **REFLECTION**

I would say that this quarter was very successful. I was able to do a lot of activities that was able to contribute greatly to my learning. I'm convinced that my skils have greatly improved after learning from the lessons this uarter since we started this school year as grade 9.

I'm absolutely convinced that It will help in immensely to continue stuying this subject with great perseverance and a much greater will. I will aim to do better on the next quarter.

I look forward to the upcoming quarters and I swear to dedicate myself to studies more that I did this quarter. I will try to give more effort as I assess myself now with the idea of my effort not being my best.