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| Theme | Unit: Layout | | |
| Duration | 1 week / 5 days | | |
| Essential Question/s | 1. How does the style of a form allow a developer to take finer control over specific parts of their page? | | |
| Daily  Aims | Day1: How do we style lists?  Day2: How do we adjust our box so it does not overflow ?  Day3: How do we adjust the border, margin, and padding?  Day4: How do we style the border of a box?  Day5: Weekly summative assessment  Day6: How do we change the centering of content?  Day7: How do we change an inline element into a block element?  Day8: How do we change the border shadow of a box?  Day9: How do we round the borders of our boxes?  Day 10: Weekly summative assessment | | |
| Vocabulary | Domain  Specific | | * Box dimensions * limiting * margin * border * padding * white space * shorthand * visibility * elliptical |
| General  Academic | | * specify * property * stretch * spread |
| Key Student Learning Objectives  Students will be able to: | Content  Objective | | 1. Understanding pixel to length ratio within browsers. 2. Using various representations for color in CSS. 3. Understanding techniques that enhance text to screen ratio. 4. The concept of boxes : border, margin, and padding. 5. Manipulating border properties. 6. Facilitating CSS writing by using shorthand. 7. Understanding the mathematical connection between radius and border design. |
| Language  Objective | | 1. Differentiation between syntax and code. 2. Understand how to use domain specific vocabulary in various situations. |
| Sequence of Key Learning Activities | 1. Mini-lesson 2. Conceptual lecture 3. Student-centered activity 4. Code sharing | | |
| Rigor  (from ‘Checking for Rigor’) | * Students will be asked to write code in their own interpretation. * note book checks * checking for text annotations * Ask students to highlight syntax and code. | | |
| Unit flow: |  | | |
| Assessments | Formative Assessment  (Check for understanding) | * Oral Questioning * Misconception check * Exit Ticket | |
| Summative Assessment | * Weekly Assessment | |