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|  | **Unit 1** |

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| Unit Title/Driving (Hook) Question | ***Unit 1- Career Exploration, Employability / Intro to Web Design*** |
| Duration (dates and length): | **TBD - Dates (16A - 15B) Total instructional days 31.** |
| Unit description | Unit 1: Career Exploration and Employability  Students will expand their knowledge base and interest in careers and entrepreneurship opportunities in the field of Information Technology. Students will explore and discuss employment opportunities and industry certifications and requirements in small groups and as a class as they develop individualized career preparation plans. Students will discover and use the resources available through CTSO or other extracurricular organization(s) to further develop leadership and employability skills. Students will discuss and demonstrate appropriate and proper etiquette and behavior as well as effective listening and speaking skills in this and in all units as they further develop their personal and career goals and increase their interpersonal and employability skills. |

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| ***INQUIRY: establishing the purpose of the unit*** |
| **Big Ideas, Enduring Understandings,Transfer goals**  List here overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer”, or apply their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher. |
| The goal of this unit is for students to make real-life connections to the job market, potential income, while identifying any skill deficits that they might have, in order for them to develop those skills throughout the course. This unit introduces the fundamentals of HTML and CSS so that students are able to create websites that will serve as their portfolio pages and/or virtual resume’s for the academic school year. |
| **Core Values**  List here the core values to be explicitly taught and assessed (T+A) or that will be encouraged (E), but not taught and assessed. |
| ***Scholarship:*** *This unit will stimulate learning that promotes academic achievement, intellectual confidence coupled with innovation and exploration, by allowing students to analyze, plan, create and develop a personal profile that will be the basis of their EOY portfolio.* |

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| **Action**  *Teaching and learning through inquiry* | | |
| **Essential Questions** | **Understandings**  Students will understand that… | |
| 1. What’s the purpose of a search engine and directory? 2. What’s a website, and how is it different than a webpage. 3. What skills do we need to have in order to become employable in the tech sector (Web Development roles)? 4. Why is planning and design essential to web development? 5. Why is feedback important? |
| **Concepts: Students will know…** | **Skills: Students will be able to** |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) identify and demonstrate work behaviors and qualities that enhance employability and job advancement such as regular attendance, attention to proper attire, maintenance of a clean and safe work environment, pride in work, flexibility, and initiative;  (B) employ effective verbal and nonverbal communication skills;  (C) examine the role of certifications, resumes, and portfolios in the web technology profession;  (D) solve problems and think critically;  (E) demonstrate leadership skills and function effectively as a team member; and  (F) demonstrate planning and time-management skills such as storyboarding and project management, including initiating, planning, executing, monitoring and controlling, and closing a project.  (2) The student identifies employment opportunities in the IT field with a focus in the area of web development. The student is expected to:  (A) identify job opportunities and accompanying job duties and tasks;  (B) research careers of personal interest along with the education, job skills, and experience required to achieve personal career goals;  (C) demonstrate an understanding of the functions of resumes and portfolios; and  (D) create a portfolio. | |
| **Assessment**  *List and link here the formative and summative and/or performance task assessments for the unit.* | |
| **Formative** | **Summative** |
| **Daily Exit Tickets**   * Google Survey   **Whole Group Discussions**  **Exit Tickets**   * Frequence TBD | **Student Portfolio Page**  **(Working on Rubric) -**   * Students will submit a basic portfolio webpage which will include comments, headings, paragraphs and lists. * Website must be structurally organized according to basic HTML design principles. (indentations) |

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| **Weekly Pacing Calendar**  *List and link daily and/or weekly learning plans and resources used in the unit.* | | |
| **Date** | **Lesson Title** | **Objective(s) - Students Will Be Able To** |
| **8/27**  **Wk.1** | **U1.L1 -** [Using Online Search Tools to Locate & Evaluate Information Pt. 1](https://docs.google.com/document/d/1YGwr7MdIlsK8kxFjsO7NFtV22hCaYFyiIsu94DUN590/edit?usp=sharing) | * **understand the difference between a search engine and a search directory.** * **understand the various search techniques such as keyword, Boolean, and phrases.** * **explain the importance of computer ethics and proper netiquette, both in the workplace and socially.** |
| **8/29**  **Wk.1**  **✅** | **U2.L2 -** [Using Online Search Tools to Locate & Evaluate Information Pt.2](https://docs.google.com/document/d/1YQ7lEa-xfqRV6qB20pa7xesrvxv0JTN1ndJn1kCPcQM/edit?usp=sharing) | * **describe various job opportunities, and the role information technology plays in these fields.** * **show knowledge of the education level, certification, and skills related to careers they are interested in.** |
| **9/3**  **Wk.2**  **✅** | **U2.L3 -** [Introduction to the Web Development Environment and foundational web design.](https://docs.google.com/document/d/1omhAi9_VUXEvPidT-Y8NYsq28B_0heheIqhBBhWjVy0/edit) | * **explore IDE’s (Independent Development Environments) by creating a developer account using codepen.io** * **Understand basic web design principles, including UX (user experience) and UI (User interface, by reviewing popular website layouts and designs.** |
| **9/5**  **Wk.2** | **U2.L4 -** [Analyzing websites and design](https://docs.google.com/document/d/1hdYrK6qyLAjHe243RusvnA1w2kwJ-Ep86mn9xJIcz98/edit?usp=sharing) | * **analyze popular websites to determine similarities and differences in design, UX and UI.** |
| **9/9**  **Wk.3** | **U2.L5 -** [Introduction to foundational HTML structures, terms and acronyms](https://docs.google.com/document/d/12AskuLE0OYR1Fik4gOgLcdgPZVHHKGgsgoSHi0v40OY/edit)[IDE] | * **Create a basic website using codepen.io using HTML structures, tags and information.** * **Understand the history of HTML, HTML as a computer language, and the many terms commonly used by developers.** |
| **9/11**  **Wk.3**  **✅** | **U2.L6 -** [Academic Resume & profile page design](https://docs.google.com/document/d/1BbdjcKmMPwkk5h7gI1rCaZyJkNIP07b-srHc8tLz67c/edit) | * **Design and create an academic resume by analyzing prior experience and online template designs, using google docs.** |
| **9/13**  **Wk.3**  **✅** | **U2.L7 -** [Our profiles as HTML - Headings, Lists, Paragraphs](https://docs.google.com/document/d/1FvfW2A402HyB9UL5W1My5_ZmzUsaQOWzq6-xFvnSR1Q/edit) | * **Incorporate their resume design and information in to an HTML document using codepen.io, while using proper tags, attributes and structure, to create a portfolio webpage.** |
| **9/17** | Our Profiles as HTML - How Many Pages? | * **Analyze how information can be separated into pages, to create dynamic websites.** * **Links, and Navigation - How to go “back & forth”** |
| **9/19** | Intro to HTML - Tags, Attributes and Structure Review & Work-Time | * **Review their portfolio webpage by gathering input/feedback from peers.** * **WORK TIME** |
| **9/23** | Pages, Links and Navigation | * **Implement navigation by creating links to other pages and/or sources.** * **Divide their web pages into sections using DIV’s (Divider tags)** |
| **9/25** | Intro to HTML & CSS | * **Add style to their web-pages using CSS (Cascading Style Sheets)** * **Understand how to link CSS documents to HTML in order to style their sites.** |
| **9/27** | Intro to CSS - Colors, fonts, images! | * **Add color to text, backgrounds, and borders.** * **Add fonts using google fonts.** * **Add images using the IMG tag and SRC attribute** * **Work Time** |
| **10/2** | My First Website - Portfolio Check-In | * **Work Time** * **Feedback** * **Portfolio Submission** |
| **10/4** | My First Website - Portfolio Update | * **Feedback Implementation** * **Portfolio Work Time & Reflection** * **Learning Preview - CSS Libraries (Bootstrap)** |
| **10/8** | A Day - Technology in the Media | * **Reflect on how technology has impacted them personally, and how it continues to impact, inform, and perhaps dictate our lives.**   + **Topics to discuss**     - **Media: Television, News & Music**       * **Black Mirror**       * **CGI & Animations**       * **Etc.**     - **Education**     - **Community & Industrial Impact**       * **Air BNB**       * **Uber**       * **Lyft**       * **etc.** |

Curriculum Planning Calendar: Trimester 1 Unit 1

Unit 1 Dates: August 26th - October 11th

Instructional Days (A): 16, Instructional Days (B): 15

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| Deadlines | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1  U1W2 | Aug 26 Day A  First day of instruction | 27 Day B | 28 Day A | 29 Day B | 30 Day A |
| **Week 2**  U1W3 | Sep 2  Labor Day- No School | 3 Day B | 4 Day A | 5 Day B | 6 Day A |
| **Week 3**  U1W4 | 9 Day B | 10 Day A  Family Association Meeting: 6:30pm | 11 Day B | 12 Day A | 13 Day B |
| **Week 4**  U1W5 | 16 Day A | 17 Day B  Curriculum Night: 6:30pm | 18 Day A | 19 Day B | 20 Day A |
| **Week 5**  U1W6  *Unit 2 Due* | 23 Day B | 24 Day A | 25 Day B  Unit 2 Due | 26 Day A | 27 Day B |
| **Week 6**  U1W7 | 30  BELA Wellness Day (no School) | Oct 1 A | 2 Day B | 3 Day A | 4 Day B |
| **Week 7**  U2W1 | 7 Day A | 8 Day B | 9 Day A | 10 -Interim Assessments | 11 - Interim Assessments |