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|  | **Unit 2** |

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| Unit Title/Driving (Hook) Question | ***Unit 2- Designing and Planning Web Pages*** |
| Duration (dates and length): | **12 days (B Days) - 36 Hours** |
| Unit description | **Unit 2: Designing and Planning Web Pages**  This unit will give students a basic understanding of core design principles that apply to web design and development. |

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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. | |
| This unit is the sequel to the proceeding unit, in which you learned the basics of HTML code, but focused solely on the content and structure of web documents. In this unit, you will learn how to control the visual presentation of web documents using Cascading Style Sheets (CSS). This unit can be done entirely with a web browser and simple text editor. (codepen, or Prepl- for non-installation devices)  In this unit, students will use what they already know, and their previous experiences, to create a company they will be designing and building a website for. This website will have all of the basic functions of a company site, including a homepage, about me, contact, and any other relevant details they may choose to include. The site must have all of the components learned within Unit1 and this unit. | |
| **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 continue to build off of the Unit 1, and will continue to empower our young women of color with 21st century skills, while allowing them the opportunity to explore industry knowledge that are often not available to them, by working on a group project in which students create a company, and design a website for that company.* | |

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| **Action**  *Teaching and learning through inquiry* | | |
| **Essential Questions** | | |
| 1. *What are the differences between the web development languages of CSS and HTML?* 2. *What is the basic structure of an HTML document?* 3. *Why is accessibility an important part of designing a webpage?* 4. *What are the major criteria that experts use to evaluate web-sites?* | | |
| **Concepts: Students will know…** | | **Skills: Students will be able to** |
| * **How to critically examine the quality of a web site by developing a web site evaluation tool.** * **The syntax differences between HTML and CSS.** * **Some basic differences between the earliest and latest versions of HTML.** * **The principles of information architecture including the five basic steps to organizing information on a web page and the three essential structures for organizing websites** * **How to organize web content by creating a navigation system that appropriately chunk web content and allows users to quickly, easily access important content.** | | * **critically evaluate websites based on purpose, design and usability.** * **identify the major criteria that experts use to evaluate web sites and apply those criteria to your own evaluations.** * **communicate to others their ideas about what makes a high quality web site and explain how they would evaluate a site.** * **be able to explain the basic concepts related to using color and the web.** * **be able to identify and make use of color related resources online** * **be able to identify accessibility concerns related to color and implement key strategies to make sites accessible to people who are color blind** |
| **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 by teacher and pacing of this unit | | **Portfolio Resubmissions (updates)** |
| **Group Project (see Rubric)**   * Students will submit a website for a company they create, and incorporate all previous and current HTML & CSS skills. |

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| **Weekly Pacing Calendar**  *List and link daily and/or weekly learning plans and resources used in the unit.* | |
| **Date** | **Objective(s) - Students Will Be Able To** |
| **10/17**  [**U2.L1 - Creating a Data Table Pt.1**](https://docs.google.com/document/d/1dLg7O3WKQ6nbZCDWeY8oJ-bWzL9WCtlVs55Otiylp9E/edit?usp=sharing)  **Wk 1** | * **create a simple data table that includes <table> <caption>, <thead>, <tbody>, <tr>, <th> and <td> elements as well as scope attributes..** |
| **10/22**  [**U2.L2 - Creating a Data Table Pt.2**](https://docs.google.com/document/d/1lHiIeKuLSuI9BliToOYmTyqv6gnfg7IfDifFNCKXwDA/edit)  **Wk 2** | * **create a simple data table that includes <table> <caption>, <thead>, <tbody>, <tr>, <th> and <td> elements as well as scope attributes.** |
| **10/24**  [**U2.L3 - Summing up Basic HTML with CSS Pt. 1**](https://docs.google.com/document/d/1MCnlDSBAv5WnIT1dpjUgSCcJRw6sIXgDxs2lfUE3jLY/edit)  **Wk 2**  **✅** | * **Work on a single activity that gives you an opportunity to reflect upon and summarize what you learned in Unit 1, while practicing your HTML skills. Pt. 1** |
| **10/29**  [**U2.L4 - Typography and Styles with CSS**](https://docs.google.com/document/d/1ITeYl7bZMIj30a6C0YK3H06jBTB28lomGm84Ow8kjuY/edit)  **Wk 3**  **✅** | * **Understand Typography in CSS** * **How to Apply Topography using Google Fonts** * **Bold, Italics, and more** |
| **10/31**  [**U2.L5 - Text formatting with CSS**](https://docs.google.com/document/d/1K3uMtlBIvuGcHtkuPIvJaiAscnYvP41ulnBRCHtfv6w/edit)  **Wk 3**  **✅** | * **CSS to format text and data via on a webpage** |
| **11/4**  [**U2.L6 -Summing up Basic HTML with CSS Pt. 2**](https://docs.google.com/document/d/1jrJfQh9Y397qVB5gtrSwRjlW9jjehmzgQ0St5C9TUdI/edit)  **Wk 4**  **✅** | * **Work on a single activity that gives you an opportunity to reflect upon and summarize what you learned in Unit 1, while practicing your HTML skills. Pt. 2** |
| **11/6**  [**U2.L7- Assign a Class, or ID’s for styling. Pt1**](https://docs.google.com/document/d/1ZILFr-wAkjn_XOIb1OhvCoLduLfI-XHdO1VXxtsgu-Y/edit)  **Wk 4**  **✅** | * **identify how ID attributes are used in CSS to enable styling of individual elements.** * **stylize an individual HTML element using its ID.** |
| **11/8**  [**U2.L8 -Assign a Class, or ID’s for styling. Pt2**](https://docs.google.com/document/d/1GaoutVmwJyYIJL1pvQG7GKCOfIiVew28QQ1neqf9e3k/edit)  **Wk 4**  **✅** | * **identify how Class attributes are used in CSS to enable styling of groups of elements.** * **stylize a class of elements using CSS.** |
| **11/12**  [**U2.L9 - Identify or Classify That Element**](https://docs.google.com/document/d/1gVkNSMY8nGJP76qQo4sS0kpF22D8J1_YADWZjJ4Hm9E/edit)  **Wk 5**  **✅** | * **add ID and Class attributes to certain elements within a web page.** |
| **11/14**  [**U2.L10 - Hover, Focus and Active**](https://docs.google.com/document/d/1NUwC4_plE7p41bHQ7OxOfX9egSC9hJ4L0e7Mp6LMiAk/edit)  **Wk 5**  **✅** | * **use the :hover, :focus, and :active CSS pseudo-classes to a web page to help the user track their current position on the page.** |
| **11/18**  [**U2.11 - Navigating between pages in a site.**](https://docs.google.com/document/d/13fI7wZV1jjvLxYljJY8L4bR0_C3Gj65sKIQsSjcckKA/edit)  **Wk 6** | * **Use the <div>, <a> & <button> tags and id attribute to create a navigation bar** * **Use the CSS properties, text-shadow, text-align, :hover, height, color, background-color, width and google fonts to style a navigation bar.** |
| **11/20**  [**U2.12 -**](https://docs.google.com/document/d/1JQ2XmQ5oK1L5VjAczcx558m6K0Ntymcsp8-F4VSq29Y/edit)  [**Web Lab & EOU Quiz**](https://docs.google.com/document/d/1JQ2XmQ5oK1L5VjAczcx558m6K0Ntymcsp8-F4VSq29Y/edit)  **Wk 6** | * **Web Lab - Update Portfolio Sites** * **Quiz #2 (Unit 2)** |

Curriculum Planning Calendar: Trimester 1 Unit 2

Unit 2 Dates: October 14th - November 22nd

Instructional Days (A): 12

Instructional Days (B): 12

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| Deadlines | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1  U2W2 | **Oct 14**  **BELA Wellness Day - NO School** | 15  Staff PD Day  No School students | 16 Day A  AM: 11th Grade PSAT  PM: T1 Grades Due @ 5:00pm | **17** Day B | **18**  T1 Family conferences  (No Classes)  9am-8pm |
| **Week 2**  **U2W3** | **21** Day A | 22 Day B | 23 Day A | **24** Day B | **25** Day A  Fall Festival (2:30-5:00 pm) |
| **Week 3**  **U2W4** | **28 Day**  College Field Trip Day | 29 Day B | 30 Day A | 31 Day B | **Nov 1** Day A |
| **Week 4**  **U2W5** | **4** Day B | 5 Day A | 6 Day B | **7** Day A | **8** Day B |
| **Week 5**  **U2W6**  ***Unit 3 Due*** | **11** Day A | 12 Day B  Family Association 6:30pm | 13 Day A  *Unit 3 Due* | 14 Day B | 15 Day A |
| **Week 6**  **U2W7** | **18** Day B | **19** Day A  Family University at 6:30pm | 20 Day B | 21  T1 Final Assessments  Thanksgiving Potluck @ 2:30pm | 22  T1 Final Assessments |
| ThanksGiving Break | **25** ThanksGiving Break | 26 ThanksGiving Break | 27 ThanksGiving Break | 28 ThanksGiving Break | 29 ThanksGiving Break |