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|  | **Unit 3 - Planning, Developing and Coding | Solo Project#1** |

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| Unit Title/Driving (Hook) Question | ***Planning, Developing and Coding | Solo Project#1***  How can web developers help to deliver information on the web for businesses, organizations and clients? |
| Duration (dates and length): | **10 day’s | 13.3 HRS** |
| Unit description | This unit allows students, with the guidance of a teacher, to **create a website that presents information about an issue or a problem.** For example, students can choose to design, build, and maintain a website about climate change.Students will employ knowledge from Units 1 & 2 in order to develop a website that present this information in a visually appealing way, taking UX and UI principles into consideration. The unit ends with the website as the summative assessment, which will be scored in alignment with the rubric for this course unit. Throughout this unit, since this is a short unit in terms of days, It will introduce students to collecting and displaying data. There will be new vocabulary introduced, and reinforced throughout the lessons in this unit that will continue to scaffold students throughout the progression of the course. |

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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. | |
| Students will build a website that either helps highlight a problem, or present information about an issue. They will begin by identifying a problem or issue, and presenting their ideas for peer review, and teacher approval on the first day of the unit. Students will use the knowledge they’ve gained in the previous 2 units to plan, draft, design, and create a website for the problem they wish to solve.  The [**project rubric**](https://docs.google.com/document/d/1lHGsB_zXpQQG939jFRDqTZdJHTuDVa3mAmB_JVsHBlU/edit) includes all of the skills, and itemized HTML and CSS tags, attributes and declarations that students must include, as an itemized checklist with corresponding grade point value for each. Students will have an opportunity to showcase their work via a public classroom website. All work is to be completed by each individual student, with support from peers, teachers and the resources available on the world wide web. Plagiarism will not be tolerated. Students must reference any code copied into their project as to avoid disqualification of work. | |

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| **Action**  *Teaching and learning through inquiry* | |
| **Essential Questions** | |
| * *How can I use the languages of HTML and CSS to help solve a problem?* * *How can I design and create a website that delivers information?* * *What makes a website?* * *How can we represent data in ways that are visual using HTML and CSS?* * *Why is self assessment important?*   + *Why is it used?* | |
| **Understandings**  Students will understand that… | |
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| **Concepts: Students will know…** | **Skills: Students will be able to** |
| * Formatting Text using <b>, <i>, <br>, <hr>, <strong> and <em> tags.   + In the order above:     - Break, italics, line break, horizontal break, strong(bold), emphasized, block quotes, quote, superscript, delete, insert, strikethrough. * How to use forms as a search tool | * Format text on an html document using the appropriate tags when necessary. * Create forms to input data on a website. * Understand how to display information in a grid or a table, by understanding rows and columns on a spreadsheet. * Create a simple search box on a website as a tool to collect data from a user.s * Know how to format file extensions for images * Format images using an online photo editing application. |
| **Assessment**  *List and link here the formative and summative and/or performance task assessments for the unit.* | |
| **Formative** | **Summative** |
| **Students will take a total of 2 quizzes for this unit. One will assess student’s knowledge on forms, and how the properly create a form by having students create a form to collect information on a user. The second quiz will assess students knowledge on how to create a search bar, along with the rest of the form. Both quizzes will be in HTML format and submitted via the google classroom for evaluation, feedback and grading.** | **Students will create, and develop a website for a solution to a problem. The website will incorporate concepts and skills learned throughout all of the units, including this one. The website will be evaluated according to the web development rubric.** |
| **Vocabulary** | * **Render** * **Rendering** * **Implement** * **Grid** * **Columns** * **Rows** * **Edit** * **Route** * **Form** * **Data** |

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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...** |
| **12/4**  [**U3.L1- Problem Solving Website, Planning & Wireframe**](https://docs.google.com/document/d/1U-G1d6-JbsZdEuaVsUOrppLVM9aeZCp6xiqrTP4GytI/edit)  **[Week 1]**  **✅** | * **Identify a problem in their lives, community or the world that they would like to create a website for.** * **Understand how websites can be used to deliver information.** * **Create an outline to plan for project.**   + **Review** [**Rubric**](https://docs.google.com/document/d/1lHGsB_zXpQQG939jFRDqTZdJHTuDVa3mAmB_JVsHBlU/edit) |
| **12/6**  [**U3.L2- Text Formatting with HTML & Image Editing**](https://docs.google.com/document/d/1X9bkWxmX3R5dwFO6XRB5X0lMtwJ7CuiFPDqfvERMMP0/edit)  **[Week 1]**  **✅** | * **Understand how to format displayed text on a website by using the following elements:**   + **Bold <b> , Strong <strong>, Italics <i>, Emphasize <em>, Line Break <br>, Horizontal Break <hr>** * **Understand how to determine a credible website**   + **Locate reliable sources online**   + **Evaluate digital sources for reliability and bias**   + **Identify common reasoning errors when approaching digital information** |
| **12/10**  [**U3.L3- Using the grid for images**](https://docs.google.com/document/d/1iFEY4-1HfJ_R0_kJpKxr6BYeuPTN3yWC-QI1sbXkmX4/edit)  **[Week 2]**  **✅** | * **Understand how to represent images in a grid using the <table> tag** * **Review how to edit the style of tables via CSS to include background colors and sizing instruction elements.** |
| **12/12**  [**U3.L4- Using the grid for videos and images**](https://docs.google.com/document/d/1kBt7kWcqrhaiQmu8ILqCMjM3tlCyMbZBx0fTTp95xvU/edit?usp=drive_fs&ouid=113711570253431288407)  **[Week 2]**  **✅** | * **Understand how to represent Videos and Images in a grid using the <table> tag** * **Use the <iframe> tag to render videos within a table** * **Review how to edit the style of tables via CSS to include background colors and sizing instruction elements.** |
| **12/16**  [**U3.L5- Web Lab #1**](https://docs.google.com/document/d/1ptdf3YLZTg5QrgFdO5PTU13AdEe7G3F9b_0ZBw7mrjM/edit)  **[Week 3]**  **✅** | * **Work on completing their homepages by adding navigation buttons, links, images and title (heading)** |
| **12/18**  [**U3.L6- Web Lab #2**](https://docs.google.com/document/d/1cawqGGXQ2Ta8qFiKmRMlW30OepPCZn5osVAsukUL87w/edit?usp=drive_fs&ouid=113711570253431288407)  **[Week 3]**  **✅** | * **Work on completing their homepages by adding images and any relevant information for other pages and links.** |
| **1/7**  [**U3.L7- Splitting pages with <div> tags & Navigation**](https://docs.google.com/document/d/1__XN14_2sZdZ-nykcAVri1ImSL6ANkx3rC0pkJDz-mI/edit)  **[Week 4]**  **✅** | * **Understand how to create a consistent navigation bar throughout multiple pages using the <div> tag.** * **Create a navigation path between multiple pages/sections.** |
| **1/9**  [**U3.L8 - Web Lab + Project**](https://docs.google.com/document/d/1qHs4gbDhFGEI2npsbwWGsJlfEzBrQ2CWZ2yISxUv6B4/edit) **Grading**  **[Week 4]**  **✅** | * **Project Due Date** |
| **1/13**  [**U3.L9- Project Feedback & Review**](https://docs.google.com/document/d/1yOza4B1KBEpxktQU7BJAdOZyKh3sN8RQY8GgdU8yVxQ/edit)  **[Week 7]**  **✅** | * **Analyze and review projects for feedback and peer review.** |
| **1/15**  [**U3.L10- Project Final Edits & Submission**](https://docs.google.com/document/d/1M9PTHwdCr7OqtcPC3nO5rr2j6CioaL0LOUuEGXPBchU/edit)  **[Week 7]**  **✅** | * **Project self assessment**   + **Students self-assess their websites based on the rubric via google classroom (**[**survey**](https://docs.google.com/forms/d/1fS88v0kMEfxxyfRjEi8Id8EYavirLSERUXaaVAXwEZ8/edit)**).**   [**[Grading Rubric]**](https://docs.google.com/document/d/1lHGsB_zXpQQG939jFRDqTZdJHTuDVa3mAmB_JVsHBlU/edit) |

Curriculum Planning Calendar: Trimester 2 Unit 3

Unit 3 Dates: December 2nd - January 17th

Instructional Days (A): 10

Instructional Days (B): 10

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| Deadlines | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1  U3W2 | Dec 2  Staff PD Day  No School students  T1 Data share | 3 Day A  Trimester 2 Begins  Mid-Year Teacher Evaluations Begins | 4 Day B  Grades Due @ 5:00pm | 5 Day A | 6 Day B |
| **Week 2**  **U3W3** | 9 Day A | 10 Day B | 11 Day A | 12 Day B | 13 Day A  PM: Staff winter celebration |
| **Week 3**  **U3W4** | 16 Day B | 17 Day A | 18 Day B  Winter Showcase | 19 Day A | 20  Sisterhood Sports Day  T2 Data share |
| **Week 4**  **U3W5** | 23  Winter Recess | 24  Winter Recess | 25  Winter Recess | 26  Winter Recess | 27  Winter Recess |
| **Week 5**  **U3W6** | 30  Winter Recess | 31  Winter Recess | Jan 1  Winter Recess | 2  Winter Recess | 3  Winter Recess |
| **Week 6**  **U3W7**  *Unit 4 Due* | 6  Staff PD Students NO School | 7 day B | 8 Day A  Unit 4 Due | 9 Day B | 10 Day A |
| Week 7  U4W1 | 13 Day B | 14 Day A  Family Association Meeting @ 6:30pm | 15 Day B | 16  T2 Interim Assessments | 17  T2 Interim Assessments |