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Unit of Study: Introduction to JavaScript Unit 1	**Lesson 7 - HTML /CSS review**
Topic: P5 Interface- Using HTML	**CSDFS: Algorithms and Programming: 7-8.CT.6 Design, compare and refine algorithms for a specific task or within a program.** **CCLS: RST 6-8:4 - Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.** **Blueprint for the Arts: Digital Media** **CSTA K-12 (2017)** **IC- Impacts of Computing** **2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options**
Skill: Create a web page using html	**Academic Vocabulary:** **TAGS**

Warm Up: Think/Write/Pair/Share: What are some necessary html components of a webpage?

Connection: (Review with Class) - We are covering P5 and are going to add our cultural sketch that we are designing to a web page using P5 HTML and CSS. We are adding text to describe our cultural project and we are reviewing some of the basics that we learned?

Mini Lesson: How do we use HTML to design a basic web page?
**We learned a lot of different tags which are the coding components that tell the text what to do. It could be size, shape, font, whether something is a list, should be centered, and the list goes on. We will be using <h1></h1> through <h6> </h6>with h1 being the largest and h2 being the smallest. We will use <p></p> for paragraph, <ul> - unordered list or ordered list for each list item included in between the begin list tag and end list tag.
 for break in between lines, <img src="image.jpg" or "http://image.jpg"> This can be an uploaded image or a link to a web address for the image. Google link to a web page.**

Quick Check: What two tags introduced do not require a closing tag?

Work period: We will be writing about our Cultural Sketch and include at least three paragraphs about our culture. We will then code our text by either directly writing the paragraphs on the index.html page of our cultural sketch or write in docs and then copy and paste to the index html page where we will code it.	Task One: Write at least two to three paragraphs about your cultural sketch/culture. Then use at least one heading <h1>-<h6>, <p>, <ul or ol> and a link to a web source about your culture and an image of your culture. An image must be either a jpg, jpeg, gif, or png. If you want to use anymore HTML that we haven't covered or if you want to learn more you can use the slide deck I gave you or you can also go to W3Schools.com to learn more.

Assessments/Questions: How did your text turn out? Was there anything that did not work? How did you debug it.

Share/Discuss Have students share their work on the smart board if time.

Closing/Exit Ticket:

Note on grouping:
Students are seated next to a partner with differing ability so the more experienced student can work with the less experienced student. ELL students have similar language partners for additional translation help (if available)

Materials and Scaffolds used: Computer, Internet, web pages: http://classroom.google.com(blended learning site for directions and quick check) https://translate.google.com/ (for ELL students needing translation) Note: Pacing is student centered due to individual variation within the grouping.
http://editor.p5.js.org - P5 Interface
P5 video: https://www.youtube.com/watch?v=feGdJFh02YQ&t=63s
http://code.org
http://w3schools.com

Additional details used for ELL's and SWD students

Modifications -English Language Learners	Modifications-Special Education/Support Group
- Working with partners - Using visuals/gesture - Total physical response - Rep of modeling - Vocabulary dictionary in the program	- Working with partners - Using visuals/gesture - Total physical response - One/one modeling when needed - Vocabulary dictionary in the program