

<b>Unit of Study: Unit One Intro to P5</b>	<b>Lesson 8 - CSS Review</b> <b>Class: 6-8</b>
<b>Topic: CSS</b>	<b>CSDFS: Computational Thinking: Algorithms and Programming:</b> <b>7-8.CT.10 Document the iterative design process of developing a computational artifact that incorporates user feedback and preferences</b> <b>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.</b> <b>Blueprint for the Arts: Digital Media</b> <b>CSTA K-12 (2017)</b> <b>IC- Impacts of Computing</b> <b>2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options</b>
<b>Skill: Using Cascading Style Sheets (CSS)</b>	<b>Academic Vocabulary: CSS</b>
<b>Warm Up: Think/Write/Pair/Share: How do we design and style the HTML part of our web page?</b>	
<b>Connection: (Review with Class) - We have just reviewed HTML and are now going to review CSS so that we can add some style into our Cultural P5 project that we created. We will use the CSS part in P5 to complete our web design in P5.</b>	
<b>Mini Lesson:</b>	
<b>Quick Check:</b>	
<b>Work period:</b>	<b>Task One:</b>

**Assessments/Questions: What do you think is important to include in a web page?**

**Closing/Exit Ticket: Question of the Day: Why do people create web pages?**  
**Journal 3-2-1:**

**3 - What are three topics you might be interested in creating a website about?**

**2 - What are two reasons you think someone might visit a website that you create?**

**1 - What's one thing you're most interested in learning about creating websites?**

**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://code.org>  
<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.**

#### **Additional details used for ELL's and SWD students**

<b>Modifications -English Language Learners</b>	<b>Modifications-Special Education/Support Group</b>
<ul style="list-style-type: none"><li>• Working with partners</li><li>• Using visuals/gesture</li><li>• Total physical response</li><li>• Rep of modeling</li><li>• Vocabulary dictionary in the program</li></ul>	<ul style="list-style-type: none"><li>• Working with partners</li><li>• Using visuals/gesture</li><li>• Total physical response</li><li>• One/one modeling when needed</li><li>• Vocabulary dictionary in the program</li></ul>