Unit of Study: P5 Unit 1 - Introduction to P5	**Lesson 9 - Final Culminating Culture Project**
Topic: Cultural Project	**CSDFS: Computational Thinking: Algorithms and Programming:** **7-8.CT.10 Document the iterative design process of developing a computational artifact that incorporates user feedback and preferences.** **7-8.CT.6 Design, compare and refine algorithms for a specific task or within a program.** **7-8.CT.7 Design or remix a program that uses a variable to maintain the current value of a key piece of information.** **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: **Be able to create a cultural project that depicts something of the student's background using the concepts learned in how to create shapes and color them. Students may use the reference part of the program to help them if they want to try some optional concepts that we have not learned yet.**	**Academic Vocabulary:** **JavaScript** Function parameter argument canvas JavaScript Pixels Hue Saturation Brightness Transparency Alpha RGB

	Vertex/Vertices

Warm Up: Think/Write/Pair/Share: **If you could say something important to the whole world about your background, what would it be? Why is it important to you?**

Connection: (Review with Class) -We've been working on P5 programming and discussing culture. We are putting this together to create a P5 sketch that reveals something about our background culture. We will also include some HTML and CSS in P5 so we can showcase our sketch on a web page.

Mini Lesson: **Why do people create web pages with JavaScript?**

Most of the web pages that we visit are created by large organizations that have a lot of people working on them. But anyone can create their own personal web page and publish it to the Internet. Today, we're going to create our own web page by telling about our background, using an image, and a link to information about our culture and writing about why it's important to us. We will also include a JavaScript sketch of something important to us in our culture. For example, it could be a flag, a religious symbol, food, etc.

Quick Check: What are some of the things you could use to create your project?

Work period:
Students will pre-plan their projects in a packet and will also be provided a rubric.

Task One:
Use the handout that is provided in Google Classroom entitled Cultural Project Planning Packet.

1. **You need to answer the questions on what you are planning.**
2. **You will then find images of three different things that you might be able to create in P5 that represent your culture.**
3. **You will then use pseudocode/comments to describe the steps needed to follow in order to create your drawing.**
4. **Finally, you can use the p5 Graph to help plot your shapes.**
5. **Once your plan is complete you will let me know so that I can approve it.**
6. **Once approved, you may begin to code your sketch.**
7. **You will also need to include HTML/CSS and write at least three paragraphs and include either an ordered or unordered list on your page. You need to use at least two H tags and use p tags for your paragraphs.**
8. **You will use break tags to separate your paragraphs.**
9. **You need to include a link to a resource that tells about your country/culture**
10. **You need to include an image of your country/cultural project.**
11. **You will also code the CSS page with at least 5 different tags coded. You may need to use an HTML/CSS Cheat Sheet that I will incude in Google Classroom for you. You can also use http://w3schools.com for some help by looking for Web development, or you can use http://code.org that we have been using to**

	learn HTML/CSS.

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

Share/Discuss Results of the Questions on the different Web Pages.

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. 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