

## Lesson plan:

**Student's Name:** Raquel Alamán

**Vocational Course:** CFGM Sistemes microinformàtics i xarxes

**Module:** Mòdul professional 8: aplicacions web

**Training Unit:** UF5: fonaments d'HTML i fulls d'estils

**Title of Unit:** Development tools for developing styled webpages

Official Curriculum Learning Outcomes	
Learning Outcomes	Content
<p>8. Coneix i domina eines de programari per desenvolupar documents amb estils.</p> <p> criteris d'avaluació</p> <p>8.1 Coneix i utilitza amb habilitat editors CSS.</p> <p>8.2 Coneix i utilitza amb habilitat gestors i entorns de programació CSS avançats.</p>	<p>Continguts</p> <p>1. Origen i evolució de l'HTML:</p> <p>1.2 Definicions i estàndards SGM.</p> <p>1.3 Versions HTML.</p> <p>2. Estructura d'un document HTML:</p> <p>2.1 Identificació SGML.</p> <p>2.2 Capçalera.</p> <p>2.3 Cos del document.</p> <p>3. Text:</p> <p>3.1 Blocs de text.</p> <p>3.2 Formats i elements.</p> <p>4. Hipervincles:</p> <p>4.1 Relatius i absoluts.</p> <p>4.2 Marques dins d'un document HTML.</p>

	<p>5. Imatges:  5.1 Incorporació d'imatges.  5.2 Ús de mapes sensibles.</p> <p>6. Taules:  6.1 Files, columnes i cel·les.  6.2 Combinació de cel·les.  6.3 Imbricació de taules.</p> <p>7. Llistes:  7.1 Llistes numerades.  7.2 Llistes no numerades.  7.3 Llistes de definició.</p> <p>8. Formularis:  8.1 Propietats dels formularis.  8.2 Elements dels formularis.  8.3 Ús de formularis.</p> <p>9. Marcs:  9.2 Definició de marcs.  9.3 Ús de marcs.</p> <p>10. Editors i gestors d'HTML:  10.1 Editors simples.  10.2 Editors avançats.  10.3 Gestors de llenguatges HTML.</p> <p>11. Origen i evolució dels CSS.</p>
CLASSROOM LEARNING OBJECTIVES	
CONTENT	LANGUAGE
By the end of this lesson students will be able to: - create HTML documents using CSS tools. - develop HTML documents using latests frameworks and file managers.	By the end of the lesson students will be able to: read technical documentation in English about web development (W3C) and summarize it in their own language in order apply it and develop web documents.

**Language of<sup>1</sup>:** Terms about HTML documents, specific content vocabulary of the web developing tools and frameworks

Terms:

settype, gettype, isset, is\_integer, is\_double, is\_string, define, intval

pre/postincrements, pre/postdecrements, .= \*= /=, logical operators

if, case, while, do..while, for each, break, continue

global variables, static, func\_num\_args(), func\_get\_args()

declarations, multidimensionals, associative, while, for each, next, prev, current

strcmp, strcasecmp, strpos, str\_replace, trim, htmlentities

**Language for:** Vocabulary and expressions related to express their knowledge about new developing language; expressions and vocabulary of the text about HTML and CSS documents; expressions for expressing opinions/agree and disagree with others proposals.

**Language through:** Vocabulary and expressions related to web development languages and sharing new resources.

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<sup>1</sup> Si lo deseáis podéis incluir una lista detallada de términos.

<b>Activities</b>	<b>Possible scaffolds</b>	<b>Possible differentiation <sup>2</sup></b>
1 – Warm up – Teacher shows at the screen HTML definitions and students have to say after 5 minutes time to discuss among them, the matching term (flashcards). Groups of four.	The teacher gives some words and expressions that students may have problems with. (Word Bank). Also provides a translation in L1.	
2 – In groups of four, look for last development tools, read the tutorials, install them and try them.	The teacher provides them some keywords to help understand the concepts.	The students in the same group will help those who have difficulties.
3 – Every group shares their findings to the rest of the students and how to use the development tools.	The students fill up a rubric about oral presentations to improve their long-term knowledge.	
4 – Discussion. After the presentations, all the students have to agree the best option for developing webpages.	The teacher suggests some words or expressions that students may have problems with. (Word Bank). Also provides a translation in L1.	
5- Each student has to write on his own the conclusions about the previous discussion.	The teacher walks around the room helping whenever asked to, solving doubts about words and expressions.	Students who have finished their work can start with the next activity. Those who have difficulties, can be helped by the students who have finished the task.
6 – Revision. Each student has to include his conclusion in the padlet.	The teacher checks the conclusions of all the students.	

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<sup>2</sup> Pensar actividades para los estudiantes que puedan tener dificultades o un nivel avanzado.

<b>Assessment</b>	<b>Type</b>	<b>Instruments</b>
Presentation	Formative/summative	Rubric for oral presentation. This Rubric is used for peer assessment.
Discussion	Formative	The teacher provides feedback of the conclusions of the group.
Work in group	Summative	Rubric for work in grup and peer assessment.
Padlet	Summative	Each entry is revised by the teacher according to several given criteria.