

# Unit 5: JavaScript and Graphics

Content Area: **Technology**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **10 blocks**  
Status: **Published**

## Course Description & Instructional Notes

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This unit introduces you to the basics of JavaScript, including variables, user input, mathematics, and basic graphics.

### Prior Knowledge

Retained knowledge from previous units

### Instructional Notes

The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. Teachers utilize tools and resources provided by CodeHS to leverage time in the classroom and give focused 1-on-1 attention to students. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, short quizzes, example programs to explore, and written programming exercises.

### Technology Integration

Computer Science naturally integrates technology on a daily basis.

## Enduring Understandings

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Programmers should consider graphical space and color when manipulating on-screen graphics.

Programmers use different types of variables to store different types of data.

## Essential Questions

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What are some elements to consider when programming graphics?

How do programmers store data?

## **Student Learning Objectives**

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Students will be able to:

- Write a JavaScript program by typing commands with proper syntax in the start function
- Write a program that prints out a message to the user
- Explain what variables are and what they are used for
- Create their own variables
- Print out the values stored in variables
- Create programs that ask the user for input
- Store user input in variables and print it back to the user
- Choose the proper input function to use depending on the type of information needed
- Describe the different mathematical operators we can use in programs
- Create programs that use basic math to compute useful things
- Create programs that take in user input, do simple computations with the input, and produce useful output
- Create graphical JavaScript programs that draw shapes on the canvas
- Locate points on the graphics canvas using (x, y) coordinates

## **Vocabulary & Learning Experiences**

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### **Vocabulary**

Hello World, println, Boolean, Declare a Variable, Variable, Integer, String, Initialize a Variable, Float, readLine, readInt, readFloat, Constant, Magic Number, Parentheses, Increment, Decrement, Canvas, Coordinate System, getWidth(), getHeight(), Radius

### **Planned Learning Experiences**

Challenge: Graphics Problems

Students will learn what pair programming is, why it is used, and the appropriate behaviors of a driver and navigator. They will do this while they synthesize all of the skills and concepts learned in the JavaScript and Graphics unit to solve increasingly challenging puzzles.

## **Resources**

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CodeHS

Code.org

Blown to Bits

## **Assessments**

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### **Formative**

Think like a Computer Scientist Journal:

Students complete at least five journal entries based on teacher provided prompts that could include major topics, key points, vocabulary, syntax, and/or flowcharts/programming planning.

Quizzes embedded in CodeHS Modules and Code Review

### **Summative**

Unit Quizzes (multiple choice only)

Student Choice Unit Project

## **NJSLS Standards**

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*NJSLS Standards Copied and Pasted as well as linked.*

### **[NJSLS Computer Science and Design Thinking](#)**

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.NT.2: Redesign an existing product to improve form or function.

## **Additional NJSLS Standards**

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*NJSLS Standards Copied and Pasted as well as linked.*

## Interdisciplinary Connections

### NJSLS Career Readiness, Life Literacies, and Key Skills

#### NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

## **Modifications/Accommodations**

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### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

#### English Language Learners

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

#### Students Receiving Special Education Services

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

#### Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

#### [WIDA Can Do Descriptors for Grade 9-12](#)

#### [WIDA Essential Actions Handbook](#)

#### [FABRIC Paradigm](#)

#### [Wall Township ESL Grading Protocol](#)

#### [Knowledge and Skill Standards in Gifted Education for All Teachers](#)

#### [Pre-K-Grade 12 Gifted Programming Standards](#)

#### [Gifted Programming](#)

[Glossary of Terms](#)

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

\*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

[Considerations for Special Education Students 6-12](#)

[National Center on Universal Design for Learning - About UDL](#)

[UDL Checklist](#)

[UDL Key Terms](#)

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Learning Contracts	Varied Journal Prompts	Flexible Grouping
Leveled Rubrics	Tiered Activities/Assignments	Goal-Setting with Students
Literature Circles	Tiered Products	Homework Options
Multiple Texts	Graphic Organizers	Open-Ended Activities
Personal Agendas	Choice of Activities	Varied Product Choices
Homogeneous Grouping	Mini-Workshops to Reteach or Extend	Stations/Centers
	Think-Pair-Share by readiness or interest	Work Alone/Together
	Use of Collaboration of Various Activities	

