Unit 5: Generate New Content

Content Area: **Computer Science**
Course(s):
Time Period: **Marking Period 3**
Length: **20-30 days**
Status: **Published**

Brief Summary of Unit

A school district has many moving parts and many different groups involved with activities in all of the schools and central office. What exists on the website is stale only a few days or weeks after it first appears. Once the initial updates are complete, and the routine of consistent events and updates is settled, the idea of generating new content will be important in keeping the website fresh. Images, videos, and various other features are available through the CMS. With the creativity of our team members the implementation of these features will help keep the site updated constantly.

Revision Date: July 2026

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

1	Make sense of problems and persevere in solving them
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.2.12prof.Cr1	Generating and conceptualizing ideas.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
1.2.12prof.Cr2	Organizing and developing ideas.
1.2.12prof.Cr3	Refining and completing products.
1.2.12prof.Pr4	Selecting, analyzing, and interpreting work.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ED	Engineering Design

	Engineering design is a complex process in which creativity, content knowledge, research, and analysis are used to address local and global problems. Decisions on trade-offs involve systematic comparisons of all costs and benefits, and final steps that may involve redesigning for optimization.
1.2.12prof.Re9	Applying criteria to evaluate products.
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2	Redesign an existing product to improve form or function.

Essential Questions / Enduring Understandings

Essential Questions:

- How long should images and video exist on the website before they are replaced?
- What types of images and videos should be used on the website?
- How much information is necessary for a new section of the site?

Enduring Understanding

- Visual cues assist viewers of a website to recognize when information is new and updated.

Objectives

Students Will Know:

- how to determine if images and videos can be used on the website.
- how to build new pages and sections within the CMS.

Students Will be Skilled At:

- photo and video manipulation.

Learning Plan

- All photos and videos need to be approved using the Acceptable Use Policy. Students and parents must have signed off on allowing their images to be used on the internet.
- Photos and video in galleries need to be updated as frequently as possible.
- Staff Webmasters will know most of what is happening within the schools; student interns can work with them to retrieve new images and videos.

- Building new webpages begins with planning the site location to link it to the current site, then content and structure, then checking content, and finally publishing it. All new content should be approved by staff webmasters.

Assessment

Assessments

- Formative: Daily assessments using examples from class notes and CodeHS.com, AP Classroom/Albert Checks for Understanding
- Summative: Teacher-created assessments/projects and CodeHS Computer Science Projects, AP Classroom/Albert Unit Assessments
- Benchmark: Check for understanding benchmark assessments on CodeHS, AP Classroom/Albert/Khan Academy Diagnostics
- Alternative Assessments: Student-centered activities such as a doorbell coding project, game design projects, and other activities involving real world applications

Updates on the district site.

Materials

Core instructional materials: Core Book List

Supplemental materials: CodeHS