

Unit 02: CSS

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

Why do we separate form from function?

Why is it important to evaluate the source and validity of the information found on a Web site?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- CSS (which stands for **C**ascading **S**tyle **S**heets) is a language used to describe the appearance and formatting of your HTML.
- A style sheet is a file that describes how an HTML file should look.
- The style sheets are cascading because the sheets can apply formatting when more than one style applies.
- There are two main reasons for separating the form/formatting (CSS) from the functional content/structure (HTML):
 - A programmer can apply the same formatting to several HTML elements without rewriting code.
 - A programmer can apply similar appearance and formatting to several HTML pages from a single CSS file.
- Controlling the position of HTML elements allows a programmer incredibly fine control over how the pages look.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

NOTE TO SELF: SOME OF THIS HAS TO BE MOVED TO SKILLS

- What CSS is
- Why we separate form from function
- CSS syntax, including (multiple) selectors, (multiple) property-value pairs, and comments
- Details of how colors, font sizes, and font families work
- A wider range of CSS selectors
- About cascading
- The universal selector
- Class and ID selectors
- Pseudo selectors
- The CSS box model
- Display values, including block, inline-block, inline, and none
- Margins, borders, and padding
- Positioning elements with float
- Giving elements absolute, relative, and fixed positioning

CSS treats each HTML element as if it appears inside its own box and uses rules to indicate how that element should look.

Rules are made up of selectors (to specify which elements the rule applies to) and declarations (to say what these elements should look like).

Different types of selectors allow you to target your rules at different elements.

Declarations are made up of two parts: the properties of the element that you want to change, and the values of those properties.

CSS rules usually appear in a separate document, although they may appear within an HTML page.

Skills

Skills

Student will be skilled at ...

Creating stylesheets

CSS Syntax

- multiple selectors
- multiple property-value pairs

Critically evaluate Web pages for authenticity, applicability, authorship, bias, and usability.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Formative Assessment Strategies

Formative Assessment Strategies

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Students will complete the Codecademy Lesson "Intro to CSS".

Project: Design a Button for Your Website.

Students will use Codecademy to learn about CSS Selectors.

Project: Sorting Your Friends

Students will use Codecademy to learn how to control the position of HTML elements.

Project: Build a Resume

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.