

# Unit 02: CSS Basics

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

## Standards Alignment

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### New Jersey Student Learning Standards

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LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RST.9-10	Reading Science and Technical Subjects
LA.K-12.NJSLSA.W	Writing
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RST.9-10.4	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 9-10 texts and topics.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### Integration of Career Readiness, Life Literacies and Key Skills

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12.9.3.IT	Information Technology
12.9.3.IT-WD	Web & Digital Communications
12.9.3.IT-WD.1	Analyze customer requirements to design and develop a Web or digital communication product.
12.9.3.IT-WD.2	Apply the design and development process to produce user-focused Web and digital communications solutions.
12.9.3.IT-WD.5	Develop, administer and maintain Web applications.
12.9.3.IT-WD.7	Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
12.9.3.IT-WD.10	Comply with intellectual property laws, copyright laws and ethical practices when creating

	Web/digital communications.
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**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They use technology and digital media strategically and capably.

LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

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### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

Cascading Style Sheets or CSS are an important way to control how your Web pages look. CSS can control the fonts, text, colors, backgrounds, margins, and layout.

## **Meaning**

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### **Essential Questions**

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#### Essential Questions

Why do web developers use CSS style sheets?

What are the components of a CSS rule?

What are the advantages to using CSS within web site designing?

### **Enduring Understanding/Indicators of Understanding**

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#### Enduring Understanding/Indicators of Understanding

Web developers use stylesheets to organize the physical layout of web pages and to control the color, font choice, size, and images of web pages.

CSS has a specific set of syntax rules that must be followed in order to produce valid CSS code.

Using CSS coding eliminates repetitive HTML coding.

### **Acquisition (Student Learning Objectives)**

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## **Knowledge**

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Knowledge

Students will know...

Why and how to use Cascading Style Sheets (CSS)

Common CSS properties

Modify, create, and apply styles

Start a new Web site using a template

Use color and page layout to unify the look and feel of a Web site

Add a Web page using CSS layout

Use the CSS properties panel

## **Skills**

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Skills

Student will be skilled at ...

Explain what CSS is and the reason it is separate from HTML

Describe 'selectors', 'properties' and 'values' and implement property-values

Create backgrounds and borders and style them

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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Resources and Mentor Texts

<https://www.khanacademy.org/computing/computer-programming/html-css>

Duckett, Jon. *HTML & CSS Design and Build Websites*. Indianapolis: John Wiley & Sons, 2011. Print.

Notepad++

[www.codecademy.com](http://www.codecademy.com)

Chapman, Gail, and John Landa. "Exploring Computer Science." *Exploring Computer Science*. N.p., 2016

Web. 22 July 2016. <<http://www.exploringcs.org/>>.

Bolton, David. "What Is Software Engineering?" *About Tech*. N.p., n.d. Web. 23 Sept. 2015.  
(<http://cplus.about.com/od/thebusinessofsoftware/a/softwareeng.htm>)

## Formative Assessment Strategies

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Formative Assessment Strategies

Projects

Quizzes

Teacher observation

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Journal entries

Brainstorm ideas for websites

Create storyboards

Gallery walks

Create HTML/CSS pages

Examine and analyze web content

Lectures and discussions

Codecademy online learning

Coding assignments

Intro to CSS on Codecademy

Project: Design a Button for Your Website

Classes and IDs - CSS Selectors on Codecademy

Project: Sorting Your Friends

Element Positioning on Codecademy

Project: Build a Resume

## **Modifications and/or Accommodations**

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### **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.