

Unit 2 Lesson 1

Exploring Websites

Resources

Name(s) _____ Period _____ Date _____

Activity Guide - The Purpose of Websites



Top Websites

You probably visit many websites every week, and each website you visit probably serves a slightly different purpose for you. A website might allow you to connect with friends, play games, find new music, or buy things quickly. Have you ever thought about why those websites were *created*?

You and a partner will work together to consider how some of the most visited sites on the internet serve different purposes for their users and creators.

1. Go to the “Top Websites” level on Code Studio.
2. Select 3 different sites from the list - try to pick sites that aren’t similar to each other
3. For each website
 - a. Discuss with your partner what purpose(s) the site serves the user? Why visit it?
 - b. Discuss with your partner what purpose(s) the site serves the creator? Why was it made?

Website Name	Why Visit It?	Why Was it Made?

Personal Websites

The websites you've looked at need to meet the needs of many people in order to become one of the top visited websites, but many websites serve a much narrower purpose to a smaller group of users. Consider the following personal website:

Website Description:

Julia wants to become a better home cook, so she started a blog where she can post about the recipes she tries. Each week Julia attempts a new recipe and adds a page about it to her blog. Sometimes the recipes go really well and her blog readers leave her encouraging comments. Occasionally her recipe attempts don't go so well, but she still posts and usually gets some helpful advice from her readers. After starting to blog about the meals she makes, Julia has started to cook more often and is attempting dishes that she never would have tried before.

What's the Purpose?

Unlike the massive websites you looked at before, Julia's website is pretty small. What purposes might Julia's site serve both for herself and for her users?

Purpose for Creator (Julia):

Purpose for Users:

Unit 2 Lesson 2

Websites for Expression

Resources

Name(s) _____ Period _____ Date _____

Activity Guide - Personal Website Planning Guide

Brainstorm Content

You will be creating your own personal website. An important part of building a website is knowing the content that you'd like to include. Since this is your website you'll be able to decide what hobbies, interests, or messages you'd like to share. Use the prompts and space below to brainstorm content you'd want to include in your personal website.

- What are things you like to do for fun?
- What are things you know more about than other people?
- What are things you care about in your school, your community, or even the world at large?
- What messages do you want to share with a wide audience?

Use the space below to write your ideas.

Website Sketch

Choose **one topic from your list above** and draw a quick sketch of a web page that presents that content in an interesting way. Try to think of ways to structure and style your content to better communicate and emphasize your message.

Unit 2 Lesson 3

Intro to HTML

Resources

Unit 2 Lesson 4

Headings

Resources

Unit 2 Lesson 5

Digital Footprint

Resources

Name(s) _____ Period _____ Date _____

Activity Guide - When Does Your Privacy Matter?

Directions:

1. Place an “X” in each box in the table below where you **would not be comfortable with that person knowing that information.**
2. **Discuss your decisions with a partner.** Did you disagree about any pieces of information? Did any of their decisions change your mind?
3. **Answer the Reflection Questions** on the back.

[illegible]

Reflection Questions

1. Did you and your partner **disagree** about any of your choices? What was the most interesting point the two of you disagreed on?
2. Within your group, choose **one piece of information you'd share with one audience but not another**. Why is that the case?
3. Now, with your partner, identify in the space below **three rules you both feel are most important for deciding what personal information is appropriate to post online**.

Name(s) _____ Period _____ Date _____

Activity Guide - Social Sleuth



Sleuthing Online:

To get a better understanding of how your digital footprint is created, you're going to read through several example social media pages and attempt to build a detailed picture of the users. Each user has profiles on multiple social media platforms, but they won't always use the same identifying information, so you'll need to look for clues to help figure out which accounts belong to which person. There are several users represented in the pages, but you'll only need to build a detailed picture of two of them.

Directions:

- Go to the Code Studio levels for this lesson to find the social media pages
- Fill out a table **for two unique individuals** you identify in the pages.
 - List the FaceSpace, Chirpr, and instantframe names for the user
 - Answer each question **to the best of your ability**. Some questions may not have answers for some users, or will have more or less detailed answers (for example, you may only find the user's state or city for the address, but you might be able to figure out their street number).
 - List the site, or sites, where you found the information
 - Mark whether it was shared by the user directly, or by somebody else

User #1: FaceSpace _____ Chirpr _____ instantframe _____

Footprint Detail	Answer	Found on	Shared by
Full name			
Address			
Age			
School			
Parent's name			
Phone number			
Email address			
Relationship status			
Hobbies			
Interesting detail			

User #2: FaceSpace _____ Chirpr_____ instantframe_____

Footprint Detail	Answer	Found on	Shared by
Full name			
Address			
Age			
School			
Parent's name			
Phone number			
Email address			
Relationship status			
Hobbies			
Interesting detail			

Questions

What was one piece of information about either of your users that they probably did **not** want to share? How was it accidentally shared?

Which of the two users do you think was more successful in protecting their privacy? What made them successful?

Unit 2 Lesson 6

Lists

Resources

Unit 2 Lesson 7

Intellectual Property and Images

Resources

Name(s) _____ Period _____ Date _____

Activity Guide - Licensing Your Work



Creative Commons

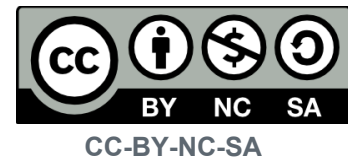
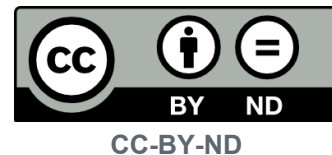
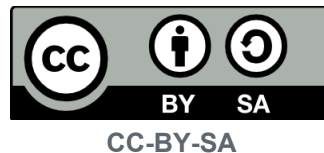
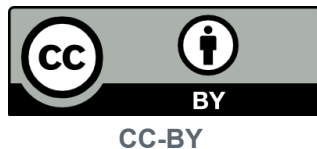
The Creative Commons license allows content creators to specify exactly the permissions and restrictions of their creation. The Creative Commons license is made up of multiple components that you can mix and match to customize the restrictions you want to place on your work.

Icon	Abbr	Description
	BY	Attribution: Others who use this work must give credit to the original author.
	NC	Non-Commercial: Others may not use this work for advertising or to make money.

Icon	Abbr	Description
	SA	Share-Alike: Users of this work must share any derivative works under the exact same license.
	ND	No Derivative Works: Users may only use this work as is and may make no modifications.

Choosing the Right License

For each of the scenarios below identify the *least restrictive* Creative Commons license that meets the need of the content creator and explain why you chose that license.



Scenario 1

Ernesto loves to sketch and posts all of his drawings on his art blog. Lately people have been taking his art and turning them into memes by adding snarky text to the bottom. Ernesto likes the idea of people sharing his work more broadly, but he doesn't want people to mess with his original art.

- What is the least restrictive CC license that ensures Ernesto's rights are preserved? Why?

Scenario 2

Maggie and Eric record short keyboard and guitar riffs which they trade with each other to make larger songs. They dream of one day having a real musician sample their riffs in a song, they just don't want people to use their recordings without giving them credit.

- What is the least restrictive CC license that ensures Maggie and Eric's rights are preserved? Why?

Unit 2 Lesson 8

Clean Code and Debugging

Resources

Unit 2 Lesson 9

Project - Multi-Page Websites

Resources

Name(s) _____ Period _____ Date _____

Project Guide - Personal Website



Overview

Web design is a powerful tool for self expression. In this project you will get to publish a website that expresses your personal interests.

You've already created two pages for this project and brainstormed content for more. Now you'll have a chance to expand your website with pages with more of the content that you've brainstormed.

You will...

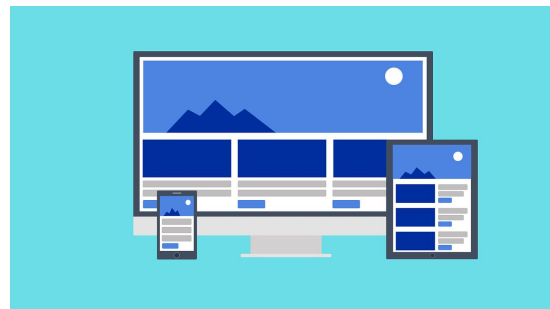
- Add another page to your site
- Ensure all your pages are linked into one website
- Check all your pages to make sure that you are publishing in a safe and responsible way
- Share the license that you are publishing your site under

You will submit...

- This project guide
- Your final website

Project Process

- Design your new pages
- Find your images
- Create the new pages and link them into one site.
- Check your website against the rubric
- Reflect on what you have accomplished



Step 1: Design your new pages

You will need to add at least one more page to your website. Take a moment to explain what your new page or pages will be about.

Describe your new page or pages

Sketch your page below. If you have more than one new page, you can draw your other sketches in your journal or on scratch paper.

Step 2: Find Your Images

Next, you should find all the the images that you need and download them to your computer. Don't forget to write down all the information about the image, such as the author, title, source, and license it is covered under.

Your website should have at least three images. If you have more, continue the table in your journal or on scratch paper.

Image	Image Information (Author, Title, Source, License, etc.)

Step 3: Create Your Pages

Once your teacher has approved your design, head to Code Studio to create your pages.

Step 4: Check Your Website

Check your website to make sure it has everything it needs.

Step 5: Reflect

What part of your project are you most proud of? _____

Why? _____

If you had more time, what improvement would you make to your website?

Unit 2 Chapter 1 Project Rubric

Key Concept	Extensive Evidence	Convincing Evidence	Limited Evidence	No Evidence
Using Computer Languages	Every page contains DOCTYPE, <html>, <head>, <title>, and <body> tags. All text in the page is contained inside elements. All links work and there are minimal syntax errors.	The page renders correctly, but there are some syntax errors. Text is generally contained inside elements and most links work correctly.	The page mostly renders correctly, but there are significant syntax errors and some text may not be contained in elements.	Syntax errors prevent the page from rendering correctly. Some text is outside elements, and tags such as <html>, <head> and <body> may be missing.
Creating a Digital Artifact	Website contains at least three different pages that include the same header.	Website includes at least three different pages with a header.	Website has at least two pages that link to each other.	Website does not have multiple pages
Creating a Digital Artifact	Website uses at least eight different tags to format the page, including lists, multiple sized headings, images, links, and paragraphs.	The website uses at least five different tags to format the page, including paragraphs, images, and headings.	The website uses images, headings, and paragraphs.	Website does not use different tags to format text.
Debugging and Clean Code	HTML code is consistently well formatted, with nested tags aligned vertically to make them easier to read. Comments are used throughout the site to make the code more readable.	HTML code is generally well formatted using whitespace, though there may be some parts that are difficult to read. Comments make the code more readable.	HTML code is sometimes formatted to be readable, but does not consistently use white space to organize tags. There are some comments.	HTML code is not formatted in a readable way, makes little use of white space. There are few, if any comments.
Responsible Creation and Consumption of Digital Media	The website does not give away any personally identifiable information.	The website does not give away any personally identifiable information, although there may be small clues to creator's identity.	The website gives away some personally identifiable information, such as first name or school name.	The website gives away important personally identifiable information, such as full name, phone number, or home address.
Responsible Creation and Consumption of Digital Media	All content from outside sources is cited with available information about the author, title, license, and source. Each page includes a license indicating how the content can be used.	All outside content, such as images, has attribution that indicates that student may use the content.	Most outside content, such as images, has attribution information.	There is no attribution information for any outside content.

Peer Review - Personal Website



Pre-Review

Creator's Name: _____

One thing I want feedback on is... _____

Reviewer Section

Reviewer's Name: _____

Evidence I Found	Types of Evidence	Ideas for More
	Every page contains DOCTYPE, <html>, <head>, <title>, and <body> tags. All text in the page is contained inside element tags. All links work and there are very few syntax errors.	
	Website contains at least three different pages that include the same header.	
	Website uses at least eight different tags to format the page, including lists, multiple sized headings, images, links, and paragraphs.	
	HTML code is neatly organized with good spacing to make it easier to read. Comments are used throughout the site to make the code more readable.	
	The website does not give away any personally identifiable information.	
	All content from outside sources is cited with available information about the author, title, license, and source. Each page includes a license indicating how the content can be used.	

Free Response Feedback

I like... _____

I wish... _____

What if... _____

Creator's Reflection

1. What piece of feedback was most helpful to you? Why?

2. What piece of feedback surprised you the most? Why?

3. Based on feedback, what changes will you make to your website?

Name(s) _____ Period _____ Date _____

Practices Reflection



How I've grown	Practice	How I want to grow
	Problem Solving	
	Persistence	
	Creativity	
	Collaboration	
	Communication	

Unit 2 Lesson 10

Styling Text with CSS

Resources

Unit 2 Lesson 11

Styling Elements with CSS

Resources

Unit 2 Lesson 12

Sources and Search Engines

Resources

Name(s) _____ Period _____ Date _____

Activity Guide - Internet Scavenger Hunt



Challenge

Work with your partner to locate as many of the following as you can in the time provided by your teacher. You are allowed to use any search tools but be careful to find trustworthy sources- for each answer **record the search tool you used to find it**. You should record your answers in the spaces provided below each item to search for in the hunt.

Scavenger Hunt

1. How long would it take to...
 - a. walk from here to the state Capitol building?
 - b. drive from here to the state Capitol building?
2. On which day of the week were you born?
3. What is the predicted temperature at this time seven days from now?
4. What was the best selling PG-13 movie in the year you were born?
5. What song is being streamed the most this week?
6. An image of a dog on a red skateboard
7. An image of your school
8. An image of another building in your city

Name(s) _____ Period _____ Date _____

Activity Guide - Strange yet True Animals



Directions

Use your search skills to answer following questions about these strange yet true animals.

	Star Nosed Mole	Pacific NW Tree Octopus	Blobfish
What does it look like? (draw or describe)			
Where does it live?			
What does it eat?			
What are its natural predators?			
What is one interesting fact about it?			
From which website(s) did you find your information?			

Unit 2 Lesson 13

RGB Colors and Classes

Resources

Name _____ Period _____ Date _____

Activity Guide - RGB Colors



RGB Colors

All colors, whether they have names or not, can be described by the level of red, green, and blue light it takes to make them. This is called an RGB value (short for Red-Green-Blue).

Bubble 2: Color Matching

Click “Run” start the widget on Code Studio and try out different RGB values and see what colors they make. The sliders adjust the levels of red, green, and blue, and the mixer shows you how they combine to make different colors.

For each of the five colors on the screen, match it to the CSS code that will make that color on your web page.

- | | |
|------------------------|----------------------------------|
| 1. Papaya Whip (beige) | A) <code>rgb(216,191,216)</code> |
| 2. Salmon (orange) | B) <code>rgb(255,239,213)</code> |
| 3. Steel Blue | C) <code>rgb(250,128,114)</code> |
| 4. Thistle (violet) | D) <code>rgb(70,130,180)</code> |
| 5. Drab Olive (green) | E) <code>rgb(107,142,35)</code> |

Bubbles 3-5: Seasonal Colors

Choose the red, green, and blue levels for your seasonal colors, then write the CSS code that will make them on your web page.

Season	red	green	blue	CSS code
Winter				
Summer				
Spring				
Autumn				

Unit 2 Lesson 14

Project - Final Personal Website

Resources

Name(s) _____ Period _____ Date _____

Project Guide - Final Personal Website



Overview

Web design is a powerful tool for self expression, sharing information, and building a business. During this project you will get to finalize the website that expresses your personal style and shares some of the work you have done in this class. You have already done most of the work in creating this site, so this is your chance to add your finishing touches and celebrate everything that you have done in this unit.

You will...

- Learn HTML and CSS
- Create a multi-page website



You will submit...

- Screenshots of the progress of your home page
- Your final website
- Your personal reflection

Project Process

- Finalize the content of all website pages
- Style your entire website pages using a single stylesheet
- Put finishing touches on your site
- Check your website against the rubric
- Reflect on what you have accomplished

Step 1: Finalize Content

Identify any that content is left to create on your website. Your site should have the following files:

- **Home Page** - This is the first page that people will see when coming to your site. It's the page you started off with at the beginning of the unit.
- **Lists Page** - This page has at least one ordered or unordered list. It could be a recipe, a top ten list, or something else of your choice.
- **Third Page** with content of your choice.
- **Style Sheet** - This is the css file that you used to create the styles on your website.
- **Images** - These are the images that you will show on your website. You should have at least three of them.

Spend time reading back through pages that you made earlier in the unit to make sure you're still happy with them. Consider revising pages to make them more compelling to your reader.

Step 2: Style Your Site

Using a single stylesheet that is linked to from all of your pages to give your entire website a consistent style. Use the space below to plan out which styles you will apply to each element.

Element or Class	Style
Body	
Paragraph	
Headers 1-6	
Ordered List	
Unordered List	
Image	

Step 3: Finishing Touches

There are probably multiple things you still want to get done on your website but you have limited time to get them done. When this is the case it is a good idea to start with the most important ones. Consider the additions or changes you would most like to make to your site, including new pages, better styling, incorporating new tags or styles, or anything else that would make your site better.

List the five most important things to get done in order. Depending on your time available, you may not get to all of these finishing touches.

1. _____

2. _____

3. _____

4. _____

5. _____

Step 4: Check Your Website

Check your website to make sure it has everything it needs.

Step 5: Reflect

What part of your project are you most proud of? _____

Why? _____

If you had more time, what improvement would you make to your website?

Unit 2 Chapter 2 Project Rubric

Key Concept	Extensive Evidence	Convincing Evidence	Limited Evidence	No Evidence
Using Computer Languages	Website uses both CSS and HTML. There are minimal syntax errors and the page renders correctly.	Website uses both HTML and CSS. The page renders correctly, but there are some syntax errors.	Website uses both HTML and CSS. Most of the page renders correctly, but there are significant syntax errors.	The website does not use both HTML and CSS. Syntax errors prevent the page from being rendered correctly.
Modularity and Abstraction	All style rules are in an external stylesheet with a descriptive name, and the stylesheet is linked to the appropriate pages on the website. At least two different classes are used for multiple elements.	All style rules are in an external stylesheet, and the stylesheet is linked to the appropriate pages on the website. At least one class is used for multiple elements on the site.	Style rules are in an external stylesheet, and the stylesheet is linked to the appropriate pages on the website.	There is no external stylesheet, it is empty, or only includes the default content.
Creating a Digital Artifact	RGB colors are used in at least two places on the website. Website uses at least ten different CSS properties and styles both the layout and the text of the page.	RGB colors are used in at least one place on the website. Website uses at least six different CSS properties and styles both the layout and the text of the page.	Website uses at least four different CSS properties.	Very few CSS properties are used.
Debugging and Clean Code	Code is consistently well formatted using whitespace. Comments are used throughout the site to make the code more readable.	Code is generally well formatted using whitespace, though there may be some parts that are difficult to read. Comments make the code more readable.	Code is sometimes formatted to be readable, but does not consistently use white space to organize tags. There are some comments.	Code is not formatted in a readable way, makes little use of white space. There are few, if any comments.
Responsible Creation and Consumption of Digital Media	The website does not give away any personally identifiable information.	The website does not give away any personally identifiable information, although there may be small clues to creator's identity.	The website gives away some personally identifiable information, such as first name or home city.	The website gives away important personally identifiable information, such as full name, phone number, or home address.
Responsible Creation and Consumption of Digital Media	All content from outside sources is cited with information about the author, title, license, and source. Each page includes a license indicating how the content can be used.	All outside content, such as images, has attribution that indicates that student may use the content.	Most outside content, such as images, has attribution information.	There is no attribution information for any outside content.

Peer Review - Final Personal Website



Pre-Review

Creator's Name: _____

One thing I want feedback on is... _____

Reviewer Section

Reviewer's Name: _____

Evidence I Found	Type of Evidence	Ideas for More
	Website uses both CSS and HTML. There are very few syntax errors and the page displays correctly.	
	All style rules are in an external stylesheet with a descriptive name, and the stylesheet is linked to the pages that need it. At least two different classes are used for multiple elements.	
	RGB colors are used in at least two places on the website. Website uses at least ten different CSS properties and styles both the layout and the text of the page.	
	Code is well formatted using whitespace, and comments are used throughout the site to make the code more readable.	
	The website does not give away any personally identifiable information.	
	All content from outside sources is cited with information about the author, title, license, and source. Each page includes a license indicating how the content can be used.	

Free Response Feedback

I like... _____

I wish... _____

What if... _____

Applying the Feedback You Were Just Given:

There is **always** room for improvement in a project like this, no matter who you are or how much experience you have in making websites.

1. What one thing stood out by your peers as something that was good in your work that you hadn't already noticed yourself?

2. What two things did your peers identify that would improve the quality of your personal website. List two **specific** actions you can take to make these improvements?

Name(s) _____ Period _____ Date _____

Practices Reflection



How I've grown	Practice	How I want to grow
	Problem Solving	
	Persistence	
	Creativity	
	Collaboration	
	Communication	