Teacher: Mr. Pierre Class: SEP 9 Date: 4/17/18

<u>Unit:</u> Planning a Professional <u>Topic:</u> Flexbox Froggy <u>Lesson Plan:</u> — of —

Website

Lesson Type: Informational Duration: 1 Period

## **Learning Standards:**

#### **NYS Standards:**

#### **ELA**

S.1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information. S.2: Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse

social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

S.3: Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a

variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

#### **MST**

S.2: Students will access, generate, process, and transfer information using appropriate technologies.

S.5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

#### CDOS:

S.1: Career Development- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

S.3: Universal Foundation Skills- Students will demonstrate mastery of the foundation skills and competencies essential for suc- cess in the workplace.

S.3b: Career Majors- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

#### **Common Core:**

CCSS.ELA-LITERACY.RST.9-10.3, CCSS.ELA-LITERACY.RST.9-10.4, CCSS.ELA-LITERACY.W.9-10.2, CCSS.ELA-LITERACY.WHST.9-10.6

## **Materials:**

Flexbox Froggy, Thimble, Safari, Internet

#### **Accommodations:**

Specific accommodations removed for student privacy.

## **Vocabulary:**

CSS Flexbox Flexbox Froggy

## **Opening Task:**

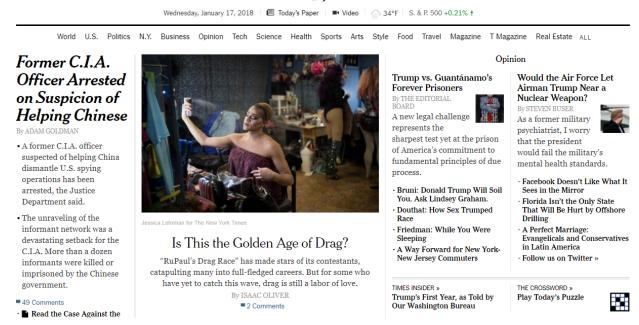
Open up the Flexbox Froggy website @ http://flexboxfroggy.com.

Aim: How can we begin to become familiarized with CSS Flexbox?

## **Motivation:**

So far, whenever we make a number of elements, they are stacked on *top of each other*. So how do you make elements show up *side-by-side*? This is important for layouts because, for example, you might want a section of the page to be next to a sidebar. You also might want a group of articles with text showing up side-by-side in columns, like this:

# The New York Times



Before CSS3, people would use floats to do this, but floats are messy and hard to use. Flexbox, which is a new feature introduced in the new version of CSS (CSS3) makes arranging items much easier.

# **Instructional Objectives:**

## SWBAT...

- Identify properties from the Flexbox syntax
- Interpret the function of Flexbox properties such as flex-start, flex-end, center, space-between

# **Presentation:**

Students will be directed to the Flexbox Froggy website and given instructions alongside a handout, with examples as to how the final product should look.

## **Summary:**

- 1) What are some properties in Flexbox?
- 2) What do the properties that you named above do?

# **Immediate Application:**

Students will complete as many Flexbox Froggy levels as they can in class.

## **Extension Activity OR Homework:**

If finished with activity, students will research Flexbox and complete Thimble exercise.