

## Course: Georgia Foundations of Interactive Design I Module: Web Design



# Lesson 1.10: Introduction to CSS

<https://codehs.com/course/14491/lesson/1.10>

<b>Description</b>	In this lesson, students will begin using CSS to add styling to their HTML pages.
<b>Objective</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Describe how CSS adds styling to HTML pages</li> </ul>
<b>Activities</b>	<p><a href="#">1.10.1 Video: Introduction to CSS</a>  <a href="#">1.10.2 Check for Understanding: Introduction to CSS Quiz</a>  <a href="#">1.10.3 Example: Styling your H1s</a>  <a href="#">1.10.4 Exercise: First style with CSS</a>  <a href="#">1.10.5 Exercise: List Styling</a></p>
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>HTML tags</li> <li>HTML structure</li> <li>Metadata is placed in the <code>&lt;head&gt;</code> tag</li> </ul>
<b>Planning Notes</b>	<ul style="list-style-type: none"> <li>Review the slides and the exercises in the lesson.</li> <li>If possible, provide crayons, markers, or colored pencils.</li> <li>There is a handout that accompanies this lesson. It can be used as an in-class activity or a homework assignment. Determine how and if this handout will be used and make the appropriate number of printouts prior to the class period.</li> </ul>
<b>Standards Addressed</b>	<p>5.1.1 [P2] (A-E)  5.1.2 [P2] (A-C)</p>
<b>Teaching and Learning Strategies</b>	<p><b>Lesson Opener:</b></p> <ul style="list-style-type: none"> <li>Have students brainstorm and write down answers to the discussion questions listed below. Students can work individually or in groups/pairs. Have them share their responses. [5 mins]</li> </ul>

**Activities:**

- Watch the lesson video and complete the corresponding quiz. [10-12 mins]
- Let students play around with the *Styling Your H1s* example. Encourage them to add properties and values to the CSS that is there already. Also, encourage them to add more tags and style those tags with new CSS code. [5-10 mins]
- Complete the *First Style with CSS* exercise. [3 mins]
- Complete the *List Styling* exercise. [3 mins]
- Complete the *CSS Flyer* handout. [15-20 mins]

**Lesson Closer:**

- Have students reflect and discuss their responses to the end of class discussion questions. [5 mins]

**Beginning of class:**

- What was hard about writing out styles directly in the HTML?
  - *Student answers will vary. See if you can push the students to mention having to add style for every single tag.*
- What would make it easier? Imagine we have 1, 10, 50 or 100 elements that all need styling on the page. What needs or problems arise as more elements join the page?
  - *Students may suggest grouping similar items in some way.*

**End of class:**

- What does CSS make easier?
  - *CSS is scalable and can be easily changed and reused.*
- How does CSS change how you think about writing web pages?
  - *You can separate the content from the design and think about them separately.*
- What were the challenges in transferring your paper plans into HTML and CSS?
  - *Students may realize that they needed many different tags to style different sections - this could lead to the next lessons CSS by Tag/Class/ID.*

**Discussion Questions****Resources/Handouts**

[CSS Flyer \(student\)](#)

[CSS Flyer \(teacher\)](#)

**Vocabulary**

Term	Definition

[CSS](#)

Cascading Style Sheets. The language for designing web pages and adding style.

<b>Modification: Advanced</b>	<b>Modification: Special Education</b>	<b>Modification: English Language Learners</b>
<ul style="list-style-type: none"><li>• Encourage advanced students to go beyond the requirements of the exercise and add extra styling to their page</li></ul>	<ul style="list-style-type: none"><li>• Pair programming with another student</li><li>• Print out video slides for students to reference</li></ul>	<ul style="list-style-type: none"><li>• Print out video slides and have students use a dictionary to translate unknown vocabulary</li><li>• Pair programming with another student</li></ul>