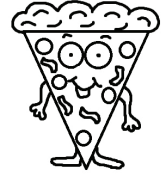# Student Sheets

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____   Date: _____

# Pizza Recipes Student Sheet

In this activity, you'll help design the pizza menu and use it to build your favourite pizza recipes.

To help design the pizza menu, fill in as many blanks as you can with more options. What other crusts, sauces, and toppings can you add?

Step 1: Choose your crust.	Step 2: Choose your sauce.
☐ Regular Crust	☐ Tomato Sauce
☐ Thin Crust	☐ BBQ Sauce
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

Step 3: Choose your meat.	Step 4: Choose your vegetables.
☐ Pepperoni	☐ Mushrooms
☐ Ham	☐ Pineapple
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

Step 5: Choose your cheese.	Step 6: Choose your dipping sauce.
☐ Mozzarella	☐ Tomato Dip
☐ Cheddar	☐ Ranch Dip
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

Name: _____   Date: _____

Pizza Recipes Student Sheet
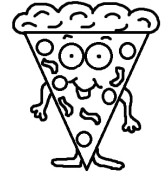
Next, using the words **AND**, **OR**, and **NOT**, build your favourite pizzas.

Example 1:

Here's an example of a basic pepperoni pizza:

> Regular Crust **AND** Tomato Sauce **AND** Pepperoni **AND** Mozzarella **AND** Tomato Dip

Example 2:

If there's a topping that you really don't want on your pizza, like mushrooms, then you can use the word **NOT**:

> Regular Crust **AND** Tomato Sauce **AND** Pepperoni **AND NOT** Mushrooms **AND** Mozzarella
>
> **AND** Tomato Dip

Example 3:

If there's an option where you don't mind having either one thing or the other, for example, maybe you don't mind having regular crust or thin crust, then you can use the word **OR**:

> (Regular Crust **OR** Thin Crust) **AND** Tomato Sauce **AND** Pepperoni **AND NOT** Mushrooms
>
> **AND** Mozzarella **AND** Tomato Dip

Use the pizza menu to build your top 3 favourite pizzas.

Make sure that you include **AND**, **OR**, and **NOT** in your pizza recipes.

Pizza Recipe 1:
Pizza Recipe 2:
Pizza Recipe 3:

Logic Operators Student Sheet

Instead of using the words AND, OR, NOT, and XOR, replace them with their symbols as outlined below.

Logic Operator	Symbol
AND	&&
OR	||
NOT	!
XOR	^

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____ Date: _____

Scavenger Hunt Student Sheet

Adapted from Creative Photography Game:
http://www.scavenger-hunt-guru.com/photography-game.html

In this activity, you'll go on a scavenger hunt with your group to find all the items listed below:

#	Item	Found
1	Five different red items	
2	Book spines	
3	Instrument (One or more)	
4	Flower (One or more)	
5	The horizon line	
6	Sand, dirt, or stone	
7	Crayons	
8	Food	

Name: _____   Date: _____

Scavenger Hunt Student Sheet

As you find each item, see which condition has occurred, and do the corresponding action. Keep in mind that more than one condition can occur at once.

Before you start hunting, come up with the remaining actions. For example, what will you do when you find item 3, or item 4? Once you fill out all the actions, you're ready for your scavenger hunt. Happy hunting!

Condition	Action
You found an item.	• Check off the item in the list. • Make a sketch of the item, or if you have a mobile device, take a photo.
You found item 1.	• Arrange the items in an interesting way. • Make another sketch, or if you have a mobile device, take another photo.
You found item 2.	• Read the title of each book. If you have a mobile device, record it.
You found item 3.	
You found item 4.	
You found item 5.	
You found item 6.	
You found item 7.	
You found item 8.	
You found all the items.	Nice job! Return to your desk and share your pictures or photos with others.

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____   Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____   Date: _____

Project Planning Student Sheet

Answer the questions below to start planning your project. You may describe your ideas in writing, draw sketches, or refer to other materials.

What is the main idea for your Choose Your Own Adventure story?

Who are the main characters in your story and what do they look like?

What are some unique or key features of your story?

Sketch a tree diagram for your story.

Name: _____ Date: _____

Project Feedback Student Sheet

Name	What is one thing that works really well that the person should keep?	What is one thing that works well that could be done differently?	What is one thing that could be improved?

Name: _____   Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this project. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

User Stories Student Sheet

A user story can have one of two forms:

Positive Benefit 1	Positive Benefit 2
As a `<role>`, I want to `<task>` because `<benefit>`.	As a `<role>`, I should be able to `<task>` because `<benefit>`.
Example: As a mathematician, I want to calculate the square root of a number because doing it manually is time-consuming.	**Example:** As a student, I should be able to group operations with parentheses because some of my assignments are complex.

User stories can also be expressed in the negative to restrict the features of the product:

Negative Outcome 1	Negative Outcome 2
As a `<role>`, I don't want to `<task>` because `<negative outcome>`.	As a `<role>`, I shouldn't be able to `<task>` because `<negative outcome>`.
Example: As a user of the calculator, I don't want to use too many keys to enter my equations because that doesn't save me any time.	**Example:** As a user of the calculator, I shouldn't be able to divide by zero because that is a mathematically incorrect operation.

Name: _____   Date: _____

Product: _____

As a `<role>`,	I want to / I should be able to `<task>` *or* I don't want to / I shouldn't be able to `<task>`	because `<benefit>`. *or* because `<negative outcome>`

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

HTML Sample Student Sheet

```
<!doctype html>
<html>
  <head>
    <title>Title of My Website</title>
  </head>
  <body>
    <h1>Title of My Website</h1>
    <p>First paragraph.</p>
    <p>Second paragraph.</p>
    <ul>
      <li>List Item</li>
      <li>List Item</li>
      <li>List Item</li>
    </ul>
  </body>
</html>
```

HTML Syntax Student Sheet

Tag	Description
<!doctype html>	Only occurs at the top of a web page and tells the browser to evaluate all of the HTML on the page using HTML5 rules. HTML5 is the fifth version of HTML and represents the newest and best practices for building web content.
<html>...</html>	Creates an HTML document that the browser interprets and displays according to the tags in the <body>.
<head>...</head>	Contains instructions to the browser about how to render the page. This is not content which shows in the main browser window, instead it is meta-content which helps the browser.
<title>...</title>	Defines the title of a page. This is what shows in the top of the browser when the page loads, and also what is shown when the browser bookmarks the page.
<body>...</body>	This is the main content which is shown in the browser. All of the content here is shown to the user.
<h#>....</h#>	Where # is a number from 1 to 6, these represent headings of various sizes. An <h1> tag is the largest and boldest, whereas an <h6> is the smallest and least important. New sections of pages should have a header of appropriate level at the top of it. Example: <h1>Title of the Page</h1>
...	Creates bold text.
...	For this tag, "em" means "emphasis" and text wrapped in this tag is italicized.
...	This tag is for paragraphs. They will be automatically spaced out from each other.
...	Creates an unordered list using bullet points by default.
...	Generates a list item within a list tag (or).
<section>...</section>	Section tags draw an invisible box around elements that you want to group together. They should be related content.

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

CSS Property-Value Pair Student Sheet

```
div {
  height: 100px;
  width: 100px;
  color: blue;
}
```

This is a CSS declaration. It is a set of rules, or property-value pairs, that modify the appearance of a particular kind of element on a page, in this case, the <div> element. When writing a declaration, you must do the following:

· Use the curly braces, {}, to group rules together.

· For each rule, place the property to the left of the colon.

· For each rule, place the value to the right of the colon.

· End each rule with a semicolon to tell the browser that you're done setting the rule.

The declaration above has three rules to describe how a <div> element should appear.

· The height of the element should be 100 pixels.

· The width of the element should be 100 pixels.

· The color of the text inside the element should be blue.

These rules change the default behaviour of the element. The browser has built-in rules that dictate how every possible element appears. Because every aspect of the appearance has already been defined, any changes we make override the built-in rules.

This is a huge benefit because it means that we don't have to define every possible aspect every time we want to add a new element to our page. Here's another example:

```
p {
  margin: 5px;
  border: 2px solid black;
  text-align: center;
  font-size: 14px;
}
```

This declaration modifies four properties of all paragraphs on a page. There are over a hundred possible properties that can be changed, giving us infinite control over how elements appear. Here are the ten most commonly used properties for you to try.

Property	Description
background-color	Changes the background color of the element. You can specify colors the same way as in color below. Example: background-color: black;
border	Creates a border around the element. This rule has three properties: 1. Width: Express this as a number of pixels, such as 1px or 4px. 2. Style: solid is the most common border, but other possibilities include: none, dotted, dashed, double, groove, ridge, inset, and outset. 3. Color: This follows the same rules as color below. Example: border: 5px dashed red;
color	Changes the color of the text inside the element. There are multiple ways to designate the color of an element. Many common words, such as blue, white, and orange will work. Here's a complete list of all available named colors: http://www.colors.commutercreative.com/grid/ Example: color: orange;
font-size	Sets the size of the text inside the element using pixels. Example: font-size: 14px;
height	Sets the height of the element. This can be expressed as a percentage or in pixels. If you use a percentage, you're telling the browser that you want this element to take up some percentage of the height of the element it's in. Tip: Even if it's the first element on the page, it's still inside the <body> element! Example: height: 500px;
margin	Sets the space between the element and all surrounding elements, like the margin on a piece of notebook paper. Example: margin: 20px;

Property	Description
padding	Sets the space between the content and its border. It adds extra whitespace inside of the element. Example: padding: 15px;
text-align	Aligns the text inside of the element. Possible values include left, center, and right. Example: text-align: center;
text-decoration	Sets all of the text in an element to be underline, overline, or line-through. Example: text-decoration: underline;
width	Same as height, just horizontal instead of vertical. Example: width: 100%;

For a full list of CSS properties, visit the following website:
https://developer.mozilla.org/en-US/docs/Web/CSS/Reference.

Name: _____ Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this activity. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence

Name: _____ Date: _____

App Ideas Student Sheet

App ideas	What do you like most about the idea?	What do you like the least about the idea?	What would you add, change, or improve?

Name: _____ Date: _____

Project Planning Student Sheet

What is the purpose of your app?
Describe at least three user stories for your app.
User Story 1:
User Story 2:
User Story 3:

Name: _____ Date: _____

Project Feedback Student Sheet

Name	What is one thing that works really well that the person should keep?	What is one thing that works well that could be done differently?	What is one thing that could be improved?

Name: _____   Date: _____

Self-Assessment Student Sheet

Give an example or provide evidence of how you demonstrated or accomplished each of the following statements during this project. Examples and evidence can include sketches, written descriptions, and references to photos or videos.

Statement	Example or Evidence