

Syllabus & Session Plans

12 sessions · 45–60 minutes each · 3 per week for 4 weeks

Every session has the same shape so students always know what's coming:

Block	Time	What happens
Warm-up	5 min	One question, or a quick look at an example site
Demo	10 min	You model one skill live on the projector
Build	25–35 min	Students work on their own site
Wrap-up	5 min	Exit ticket: students save, then answer one question

The site is the same project all the way through, and each session adds one layer. The starter already contains **Home, About, and Sources** pages with yellow-highlighted "still to do" placeholders for students to replace with real content. Students create a fourth page (**Explore**) themselves in Session 2.

Student-facing checklists live in the starter's START-HERE.md. **Need a different length?** See pacing options at the bottom.

Week 1 — Pages, links, and writing

Session 1 · Hello, real website

Goal: Open the starter, learn the WebHaste screen, make the first edit.

- **Warm-up:** Show two websites. What do they have in common? (Navigation, headings, images, a footer.)
- **Demo:**  **Open Project Folder** and pick the starter folder. Tour the screen: file list, Visual/Code toggle, live preview.
- **Students:** Choose a topic. Edit the **Home** page headline and lede paragraph (the yellow text) and watch the preview update.
- **Key ideas:** A website is a folder of files. Changes save automatically.
- **Exit ticket:** What does the browser do when you "open" an HTML file?
- **Done when:** Home has a real lede and no yellow text in it.

Session 2 · Pages and links

Goal: Fill in a second page, then create a new page and connect it to the menu.

- **Demo:** Edit **About**. Then  **New File** → create `explore.html` titled "Explore". Open  **Menus** and add an "Explore" item pointing to `/explore.html`.
- **Students:** Complete About's three sections. Create the Explore page (a heading and an intro sentence for now). Add it to the menu. Run  **Check Links** (under  Site Admin).
- **Key ideas:** Filenames matter: lowercase, no spaces. A link is only as good as the file it points to.
- **Exit ticket:** Why might `Explore.html` and `explore.html` be different files?

- **Done when:** Menu shows Home / About / Sources plus Explore, and Check Links reports no broken links.

Session 3 · Writing for the web

Goal: Make text scannable and get the sources in order.

- **Warm-up:** Show a "wall of text" page and a well-structured one. Which would you read?
 - **Demo:** Use the paragraph-style dropdown for Heading 2 and 3, and the bullet and numbered list buttons. Turn one dense paragraph into a heading plus three bullets.
 - **Students:** Rewrite About for scanning. Fill in the **Sources** table with at least 3 real sources (title, publisher, medium).
 - **Key ideas:** One `h1` per page. Headings go in order. Put the main point first.
 - **Exit ticket:** Read only your headings out loud. Do they tell the story of the page?
 - **Done when:** About uses headings and at least one list; Sources lists 3+ real sources.
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Week 2 — HTML under the hood, images, content

Session 4 · Peeking at the HTML

Goal: Read and edit the HTML behind a page.

- **Demo:** Switch to **Code** view. Point out tags, attributes (`href`, `src`, `alt`), and nesting. Type a change in Code, then switch back to Visual.
- **Students:** Open **Practice: Find the Bugs** (`practice.html`, a draft page that never publishes). Find and fix **bugs 1–3** using Code view. Bugs 4–6 are saved for Session 10.
- **Key ideas:** Tags open and close. Visual and Code are two views of the same file.
- **Exit ticket:** Match each to its job: `<h2>`, `<a href>`, `<ul>`, `<img>`.
- **Done when:** Bugs 1–3 are fixed (see the answer key).

Session 5 · Images and alt text

Goal: Add images the right way, with credits.

- **Warm-up:** Describe an image to a partner in one sentence without showing it. That's alt text.
- **Demo: Assets** → upload an image → insert it. Click the image to open its properties: alt text, width, float, style. Show where to find free-to-use images and how to credit them.
- **Students:** Add 2+ images to Home or Explore, each with meaningful alt text. List each image's credit on the Sources page.
- **Key ideas:** Alt text describes what the image *means on this page*, not "image of...". Only use images you have permission to use.
- **Exit ticket:** Write the alt text for the image you chose.
- **Done when:** 2+ images with alt text; credits listed.

Session 6 · Content workday and peer review

Goal: Finish the Explore page and get feedback.

- **Students:** Build out **Explore** with at least **3 sections** (each an `h2` plus a few sentences or a list). Use the last 15 minutes for peer review: swap computers and give *two stars and a wish* (two things that work, one to improve).
 - **Checkpoint 1 (graded: Structure & Content):** All four pages exist, navigation works, and no yellow placeholder text remains on Home, About, or Explore.
 - **Exit ticket:** Which wish will you act on first?
 - **Done when:** The Checkpoint 1 list in START-HERE is complete.
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Week 3 — CSS: color, type, spacing, layout

Session 7 · CSS first look

Goal: Change how the site looks by editing the stylesheet.

- **Setup (do together):** ⚙️ **Site Settings** → check **Enable template, style & script editing** → Save. A **Styles** tab appears in the file list. *(This is saved per device, so students on shared computers may need to repeat it.)*
- **Demo:** Open `scripts/styles.css`. Read the `:root` variables. Change `--link` to a new color and watch the preview. Explain selector → property → value.
- **Students:** Choose a 2–3 color palette and apply it through the variables and the header background. Change one thing at a time.
- **Key ideas:** CSS is a list of rules. Variables let one change affect the whole site.
- **Exit ticket:** In `h1 { color: teal; }`, which part is the selector? The property? The value?
- **Done when:** The site uses a deliberate color palette.

Session 8 · Type and spacing

Goal: Make text pleasant to read.

- **Demo:** `font-family`, `font-size`, `line-height`, `margin`, `padding`. Sketch the box model on the board: content, padding, border, margin.
- **Students:** Style headings and body text. Add spacing so sections breathe. Make links look like links.
- **Key ideas:** White space is a design tool. Stick to one or two fonts.
- **Exit ticket:** What's the difference between margin and padding?
- **Done when:** Headings and body text are styled and spacing is consistent.

Session 9 · Layout and phones

Goal: Make the site work at any screen width.

- **Demo:** `max-width`, centering, and a `@media (min-width: 768px)` rule in the stylesheet's responsive section. Use the preview's pop-out window button (↗ above the preview) and drag it narrow and wide.
- **Students:** Size or float an image, tidy the header at phone width, and add at least one media query that changes something at 768px.
- **Key ideas:** Mobile-first: style the small screen, then enhance for large ones.
- **Exit ticket:** What did you change at 768px, and why?

- **Done when:** The site looks good both narrow and wide.
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Week 4 — Quality, polish, ship it

Session 10 · Accessibility and QA

Goal: Find and fix problems the way professionals do.

- **Warm-up:** Navigate your own site with only the Tab key. Can you reach everything?
- **Demo:** Walk through the QA checklist in START-HERE: alt text, link text, heading order, contrast, page titles and descriptions (the ⚙ button next to a page in the file list → Page Properties), broken links.
- **Students:** Fix bugs 4–6 on `practice.html`. Then run the checklist on their own site and fix what they find. Run 🔍 **Check Links** again.
- **Key ideas:** Accessibility is part of quality. "Click here" tells a screen-reader user nothing.
- **Exit ticket:** Name one thing you fixed that a visitor would never notice unless it was broken.
- **Checkpoint 2 (graded: Accessibility & QA):** QA checklist complete and Check Links is clean.

Session 11 · Polish and stretch

Goal: Choose a direction that makes the site their own.

- **Students pick one or more:**
 - A second pass on color, type, and spacing.
 - A fifth page.
 - Edit the shared template: the footer credit line (enable editing as in Session 7, then open the **Templates** tab), and the site name in **Site Settings**.
 - The **optional Bootstrap module** (needs internet): see optional-bootstrap.md.
- **Exit ticket:** What would you change next with another week?
- **Done when:** One stretch item is attempted and every earlier checklist item still passes.

Session 12 · Package, submit, showcase

Goal: Produce the final deliverable and share it.

- **Demo:** Site Settings → Deployment Target = **Packaged (for opening locally in browser)**. Click 🚀 **Publish** → **Render Now**. Open the `dist` folder and double-click `index.html` to confirm it works outside WebHaste. Then zip the whole project folder.
 - **Students:** Render, verify in the browser, zip, and submit. With time left, do a gallery walk: read two classmates' sites and leave one compliment each.
 - **Exit ticket:** What are you proudest of?
 - **Done when:** Zip submitted and `dist/index.html` opens with working navigation. See the rubric.
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Pacing options

Format	Sessions to run
12 sessions (3 per week, 4 weeks)	All, in order
8 sessions (2 per week, 4 weeks)	1, 2, 3+4 (bugs 1–3 as a warm-up), 5+6, 7+8, 9, 10, 12
5 sessions (one-week mini unit)	1, 2+3, 5, 7+8, 10+12
1-day workshop (about 90 min)	1 and 2, then a quick color change from 7

Materials checklist

- ☐ WebHaste installed and tested on one student device
- ☐ Student starter zip distributed
- ☐ Projector and a teacher machine running WebHaste
- ☐ Submission method chosen (see the Teacher Guide)
- ☐ A few ready sources of free images (Wikimedia Commons, Unsplash, or a district-approved library)