1- Creative Development

Content Area: **Technology**
Course(s):
Time Period: **Marking Period 1**
Length: **8 blocks**
Status: **Published**

Course Description & Instructional Notes

Course Description

Exam Weighting: 10–13% (also covered in Summer Assignment)

Collaboration is crucial when developing computing innovations, because having multiple perspectives offers opportunities to improve the design of innovations. In this big idea, students work collaboratively to design and develop programs using an iterative development process. They identify the needs of all users by gathering input from people from different backgrounds and demographics. Once the program is developed, they test it to ensure it meets these needs. Effective collaboration can often differ from group work, because it requires equal participation and voice from all members of the group. Early in the school year, it may be helpful for teachers to establish practices and norms that facilitate a collaborative environment and provide students with time to practice working together.

Prior Knowledge

none

Instructional Notes

Building Computational Thinking Practices:

When designing a solution to a problem, programmers consider both the program itself and the way the user will interact with the program: the user interface. A well-designed user interface makes it easy for the user to understand what data are required as input for the program to complete its tasks. When creating diagrams of their programs, students will benefit from considering how they want their program to behave based on identified inputs. Planning ahead may help them determine what abstractions can be developed and can help identify logic errors early in development. When implementing program design, programmers often use documentation to explain the purpose of various code segments and describe how they function together in the program. Students' diagrams can be a good place to start writing their documentation. It may be more helpful to concentrate on documenting smaller code segments rather than trying to describe larger sections all at once.

Preparing for the AP Exam:
Students will be expected to design and implement a program of their choice for the Create performance task. While students select their own topic for this task, they are required to include certain elements, such as lists and procedures, in their program code. Providing students with exemplars may help them consider the types of

programs that can be developed while still meeting this requirement. Students will need practice identifying and correcting errors to prepare for the AP Exam. One way to give students this practice is to provide them with prewritten program code to correct.

Technology Integration

Computer Science naturally integrates technology on a daily basis.

Enduring Understandings

Incorporating multiple perspectives through collaboration improves computing innovations as they are developed.
Developers create and innovate using an iterative design process that is user focused, that incorporates implementation/feedback cycles, and that leaves ample room for experimentation and risk-taking.

Essential Questions

How has working collaboratively with other students improved an overall project?
What are some ways you can collect additional feedback on your program to use for improvements?
What are some ways you currently plan your work before starting a project?
What apps or programs have you stopped using because you didn't like the design of how you interacted with it?

Student Learning Objectives

Students will be able to…

- Explain how computing innovations are improved through collaboration.
- Explain how computing innovations are developed by groups of people.
- Demonstrate effective interpersonal skills during collaboration.
- Describe the purpose of a computing innovation.
- Explain how a program or code segment functions.
- Identify input(s) to a program.
- Identify output(s) produced by a program.
- Develop a program using a development process.
- Design a program and its user interface.
- Describe the purpose of a code segment or program by writing documentation.
- Acknowledge code segments used from other sources.
- For errors in an algorithm or program: Identify and correct the error.
- Identify inputs and corresponding expected outputs or behaviors that can be used to check the

correctness of an algorithm or program.

Vocabulary & Learning Experiences

Essential Academic Vocabulary

function, bug, debugging, syntax, start function, abstraction, loop, initialization, functions, conditions, control structures, comments, growth mindset, logical error, syntax error, run-time error, overflow error

Planned Learning Experiences

Sharing and responding
Have students develop a list of three questions that they would like to use data to answer. Then, in small groups, ask each student to share one of their questions. The group will respond with feedback to improve the focus and direction of the question. Students should take turns sharing their questions until all questions have been considered. Finally, ask each group to come to a consensus on which three questions they will answer with data.

Diagramming
In small groups, have students play a board game for 10 minutes. As they play, ask them to record the actions (such as rolling the dice or moving their piece) and decisions made in a diagram or flowchart. Have students trade games with another group and play the game using the diagram for directions. Students should identify and correct where the diagram might not be accurate or have missing steps. See the Language and Logic of Computing: Algorithmic Thinking Teaching and Assessing Module in the Professional Learning section of AP Classroom for a more detailed lesson plan and video example

Resources

CodeHS
Code.org
MobileCSP
Google Classroom
AP Classroom

Assessments

Formative Assessments

Quizzes embedded in CodeHS Modules and Code Review

The Two Towers: In this program, students have Karel build two towers of tennis balls. Each tower should be 3 tennis balls high. In the end, Karel should end up on top of the second tower, facing East. Students need to write at least 3 functions in order to solve this problem. This activity requires students to design and create functions for repeated processes within their program. Students need to consider top-down design and decomposition through the following questions: How can you break this problem down into smaller problems? What is a subtask that Karel needs to do more than once in this problem?

Summative Assessments

Introduction to Programming Unit Assessment (Multiple Choice online assessment provided by CodeHS)

Practice PT: Create Your Own UltraKarel Image
Following the milestones and the pseudocode plan that students have laid out, students use pair-programming to write the code for their final project. They then test their code along the way to make sure they have solved each milestone. This activity allows students to develop something completely unique with their programming skills and implement a successful algorithm of their own design.

Students then reflect upon and answer the following questions:
1. Identify the programming language and purpose of your program.
2. Describe the incremental and iterative development process of your program. How did you divide the program into smaller tasks and make a plan to complete them all?
3. Describe the difficulties and/or opportunities you encountered and how they were resolved or incorporated.
4. Identify an algorithm that is fundamental for your program to achieve its intended purpose and includes two or more additional algorithms.
5. Describe how each algorithm within your selected algorithm functions independently, as well as in combination with others, to form a new algorithm that helps to achieve the intended purpose of the program.
6. Identify an abstraction you developed, and explain how your abstraction helped manage the complexity of your program.

NJSLS Standards

NJSLS Standards Copied and Pasted as well as linked.

NJSLS Computer Science and Design Thinking

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make

modifications based on input from potential consumers.
8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
8.2.12.NT.2: Redesign an existing product to improve form or function.

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Additional NJSLS Standards

NJSLS Standards Copied and Pasted as well as linked.

Interdisciplinary Connections

NJSLS Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

NJSLS Companion Standards Grades 9-12 (Reading & Writing in Science & Technical Subjects)

Modifications/Accommodations

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks

WIDA Can Do Descriptors for Grade 9-12

WIDA Essential Actions Handbook

FABRIC Paradigm

Wall Township ESL Grading Protocol

*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).

Students Receiving Special Education Services

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Considerations for Special Education Students 6-12

National Center on Universal Design for Learning - About UDL

UDL Checklist

UDL Key Terms

Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Knowledge and Skill Standards in Gifted Education for All Teachers

Pre-K-Grade 12 Gifted Programming Standards

Gifted Programming Glossary of Terms

Students with 504 Plan

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

At Risk Learners / Differentiation Strategies

Alternative Assessments

Choice Boards

Games and Tournaments

Group Investigations

Learning Contracts

Leveled Rubrics

Literature Circles

Multiple Texts

Personal Agendas

Homogeneous Grouping

Independent Research & Projects

Multiple Intelligence Options

Project-Based Learning

Varied Supplemental Activities

Varied Journal Prompts

Tiered Activities/Assignments

Tiered Products

Graphic Organizers

Choice of Activities

Mini-Workshops to Reteach or Extend

Think-Pair-Share by readiness or interest

Use of Collaboration of Various Activities

Jigsaw

Think-Tac-Toe

Cubing Activities

Exploration by Interest

Flexible Grouping

Goal-Setting with Students

Homework Options

Open-Ended Activities

Varied Product Choices

Stations/Centers

Work Alone/Together