

# 5- Preparing for the AP Exam and Create Task

Content Area: **Technology**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **20 blocks**  
Status: **Published**

## **Course Description & Instructional Notes**

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In this unit, students will get a practice exam in the same format as the AP Computer Science in Java test and complete multiple choice questions from previously administered exams. Students will also be given mini-lessons to review concepts as needed, as well as online video review instruction.

Additionally, students will prepare their Create Performance Task (CPT). The CPT will have the following elements: Final program code (created independently or collaboratively), video that displays the running of the program and demonstrates functionality (created independently), and written responses to all the prompts in the performance task (created independently).

Scoring guidelines and instructions for submitting the performance task are available on the [AP Computer Science Principles Exam page on AP Central](#).

### **Prior Knowledge**

Students should be able to recall any topic from the course with minimal reminders.

### **Instructional Notes**

At this point, the students have all the information they need to know for the AP Exam and CPT. Formative assessment should guide differentiated instructional decisions with regard to reviewing particular topics. CodeHS has a review course available to prepare for the AP exam- this can be a good guiding structure for review. Using materials from previous AP Exams, especially the student samples, scoring guidelines, and chief reader reports available at collegeboard.com would greatly benefit students as they prepare.

### **Technology Integration**

Computer Science naturally integrates technology on a daily basis

## **Enduring Understandings**

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We can prepare for novel problems by experiencing new ones.

## **Essential Questions**

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How can we prepare for an exam?

## **Student Learning Objectives**

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Students will be able to...

- Explain the format of the AP Computer Science Principles exam and Create Performance Task
- Identify course topics that they have a strong understanding of
- Identify course topics that they need to review
- Complete the Create Performance Task

## **Vocabulary & Learning Experiences**

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**Essential Academic Vocabulary:** none

### **Planned Learning Experiences**

The AP Computer Science Principles framework details the concepts and skills students must master to be successful on the AP exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches and best practices into daily lessons and activities. The following list presents strategies that can help students develop mastery of the skills by engaging them in learning activities that apply their understanding of course concepts.

Programming and Problem-Solving Strategies:

Code Tracing

Create a Plan

Error Analysis

Identify a subtask

Look for a Pattern

Marking the Text

Pair Programming

Predict and compare

Simplify the problem

Think Aloud

Cooperative Learning Strategies:

Ask the expert

Discussion Group

Jigsaw

Kinesthetic learning

Sharing and responding

Student Response system

Think-pair-share

Unplugged activities

Using manipulatives

Making Connections Strategies:

Activating prior knowledge

Diagramming

Note-taking

Paraphrasing

Quickwrite

Vocabulary Organizer

These strategies above should be implemented throughout the course as appropriate to the specific skill being learned. As a guideline, CollegeBoard in the [AP Computer Science Principles Course and Exam Description](#) have created a suggested list of activities and strategies to tie along with the skills of the course. In using

this guideline , the students will develop computational thinking practices that are fundamental to the discipline of computer science as well as successful completion of the AP Exam.

## **Resources**

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CodeHS

Code.org

MobileCSP

Google Classroom

AP Classroom

## **Assessments**

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### **Formative**

Quizzes embedded in CodeHS Modules and Code Review

Benchmarks to measure completion of Create Performance Task

### **Summative**

Create Performance Task

## **NJSLS Standards**

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*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.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.
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## **Additional NJSL Standards**

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*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.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**

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### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language

Students Receiving Special Education Services

Advanced Learners

## Learners

- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- 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
- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

[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).

- 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](#)

[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.

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Learning Contracts	Varied Journal Prompts	Flexible Grouping
Leveled Rubrics	Tiered Activities/Assignments	Goal-Setting with Students
Literature Circles	Tiered Products	Homework Options
Multiple Texts	Graphic Organizers	Open-Ended Activities
Personal Agendas	Choice of Activities	Varied Product Choices
Homogeneous Grouping	Mini-Workshops to Reteach or Extend	Stations/Centers
	Think-Pair-Share by readiness or interest	Work Alone/Together
	Use of Collaboration of Various Activities	