Unit 7: Performance Tasks

Content Area: **Technology**
Course(s): **Sample Course**
Time Period: **MayJun**
Length: **Full Year, 9-12**
Status: **Published**

AP Computer Science Principles, Unit 7 Performance Tasks

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

AP Computer Science Principles, 9-12 High School

Performance Tasks

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher, Corey Woodring

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved:

Unit Overview

Investigative Task, Create Task and prepare for advanced placement exam for College Board.

Enduring Understanding

- The results and artifacts of computation and the computational techniques and strategies that generate them can be understood intrinsically both for what they are as well as for what they produce.
- Creativity and computing are prominent forces in innovation; the innovations enabled by computing have had and will continue to have far-reaching impact.

Essential Questions

- Can a creative development process affect the creation of computational artifacts?
- Does computing enhance human communication, interaction, and cognition?
- Can computing enable innovation?

Exit Skills

Exploration and Research:

- Investigate a computing innovation that has had a significant impact on society, economy, or culture.
- Produce a computational artifact that describes the intended purpose and function of the computing innovation and demonstrates how it fulfills that purpose.
- Document the development process, tools, and techniques used in creating the computational artifact.
- Analyze the beneficial and harmful effects of the computing innovation on society, economy, or culture.
- Identify and discuss how the computing innovation consumes, produces, and/or transforms data and address concerns about data storage, data privacy, or data security..
- Design, research, and create a computational artifact.

Creative Development:

- Design, implement, and test a program that solves a problem of personal interest to the student.
- Summarize, describe, and reflect on the development process of the program.
- Create a video demonstrating the use and functionality of the program.

New Jersey Student Learning Standards (NJSLS-S)

8.2 Technology, Engineering, Design and Computational Thinking

8.2.12.B.1, 8.2.12.B.2, 8.2.12.E.1, 8.2.12.E.2, 8.2.12.E.3, 8.2.12.E.4

TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
TECH.8.2.12.E.2	Analyze the relationships between internal and external computer components.
TECH.8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).
TECH.8.2.12.E.CS1	Computational thinking and computer programming as tools used in design and engineering.

Interdisciplinary Connections

21st century life and careers

- Technology
- Digital Literacy
- English Language Arts
- Reading
- Writing
- Speaking and Listening (communication skills)
- Mathematics
- Social science
- Science and the Engineering Practices

Career Ready Practices

- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.

Learning Objectives

Exploration and Research:

1. Investigate a computing innovation that has had a significant impact on society, economy, or culture.
2. Produce a computational artifact that describes the intended purpose and function of the computing innovation and demonstrates how it fulfills that purpose.
3. Document the development process, tools, and techniques used in creating the computational artifact.
4. Analyze the beneficial and harmful effects of the computing innovation on society, economy, or culture.
5. Identify and discuss how the computing innovation consumes, produces, and/or transforms data and address concerns about data storage, data privacy, or data security..
6. Design, research, and create a computational artifact.

Creative Development:

1. Design, implement, and test a program that solves a problem of personal interest to the student.
2. Summarize, describe, and reflect on the development process of the program.
3. Create a video demonstrating the use and functionality of the program.

Suggested Activities & Best Practices

- Edhesive and Code Studio Labs
- Teacher demonstration with hands on practice
- Discussion Boards on chapter of blown to bits. Using the course sites platform
- Collaborate with a peer to find a solution to a text compression problem using the Text Compression Widget (lossless compression scheme).
- Develop a strategy (heuristic algorithm) for compressing text.
- Use the Pixelation Tool to encode small color images with varying bits-per-pixel settings.

- Identify and construct a document using reliable sources of information when doing research
- Create an artifact (video, image, slide, poster, etc.) to communicate information about a computing topic.
- Lectures
- Powerpoint/ Prezi Presentations

Assessment Evidence - Checking for Understanding (CFU)

Formative Assessments

• Think, pair, share review questions from text.

• Practice mini-programs to strengthen concepts as taught.
• Teacher Observation

• Utilizing Gliffy.com to flowchart programs
Summative Assessments

• Chapter Test

• End of Chapter Projects from book.

Alternate Assessment

* Multimedia reports

Benchmark Assessments

* Create an artifact (video, image, slide, poster, etc.) to communicate information about a computing topic.

- Admit Tickets
- Anticipation Guide

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Edhesive Online Computer Simulation, Code.Org Website

Ancillary Resources

General Resources:

- Computers and Internet Access
- AP Central at Collegeboard.org
- Massive Open Online Course
- Code.org
- Multimedia Applications Tools
- Abelson, H., Ledeen, K., and Lewis, H. R. Blown to Bits: your life, liberty, and happiness after the digital explosion. Upper Saddle River, N.J.: Addison-Wesley, 2008.

AP Approved Programming Resources:

(may choose one or more)

- Alice - This 3-D modeling environment allows students to create and animate 3-D worlds. This environment lends itself well to creating stories and games.
- App Inventor - This open-source Web application allows students to create their own applications on mobile devices. App Lab - This is a programming environment for creating web applications with JavaScript. It allows students to develop programs and toggle back and forth between block-based and text-based programming modes.
- EarSketch - This browser-based application allows students to create their own music using either JavaScript or Python. Greenfoot - This Java IDE is designed for use in education to create two-dimensional graphic applications, such as simulations and interactive games.
- Java - There are several IDEs that can be used to write in Java. The Java language allows students to create and solve problems that vary widely in difficulty.
- JavaScript - This language is commonly used to create interactive effects within Web browsers.
- Lego Mindstorms NXT - This product integrates programming with Lego bricks and sensors to create and program robots. The instructions are assembled by linking together function blocks.
- Processing - This programming language was initially created to serve as a software sketchbook, and it can be used to teach programming using a visual context.
- Python - This language has the benefit of readability that might be helpful to new programmers.
- Scratch - This blocks-based programming language allows students to build scripts to run animations. This product can be downloaded and installed on a computer or run in the browser.
- Snap! - This Scratch-style programming language is block-based and allows users to define new primitives in JavaScript. Users can read and write information from the Internet using server-defined APIs and make mobile applications.
- Swift - This programming language is designed for use with iOS, OS X, tvOS and watchOS. This environment allows students to create their own Apple apps and includes interactive environments that allow students to see the effects of changes or additions to code as they type.
- Design and Development Process:
- “What Is the Software Development Life Cycle?” Official Blog Airbrake Bug Tracker. https://airbrake.io/blog/insight/what-is-the-software-development-life-cycle
- “Engineering Design Process.” https://www.teachengineering.org/ engrdesignprocess.php
- “The Engineering Design Process.” http://www.eie.org/overview/engineeringdesign-process

Mohammed, Nabil, Ali Munassar, and A. Govardhan.
- “A Comparison Between Five Models of Software Engineering.” IJCSI International Journal of Computer Science 7.5 (2010): 94-101.

Technology Infusion

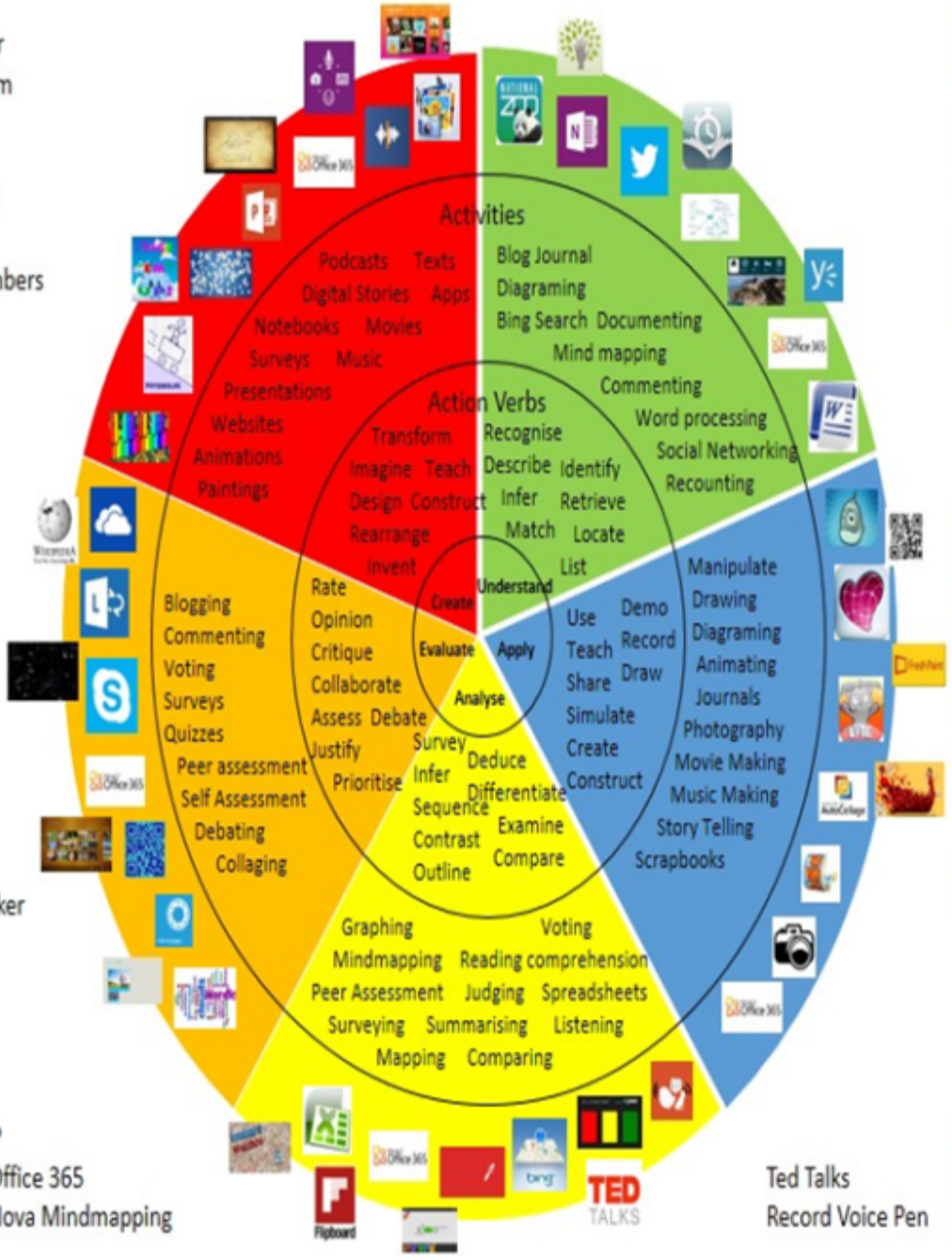
Please reference video links and websites listed under Ancillary Resources and Suggested Activities & Best Practices.

Technology Infusion and/or strategies include chromebooks online materials google/powerpoint slides

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated in this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

9-12.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
9-12.HS-ETS1-2.6.1	Design a solution to a complex real-world problem, based on scientific knowledge,

	student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-ETS1-1.ETS1.A.2	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.

21st Century Skills

21st Century Skills that will be incorporated in this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
	Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Differentiation

Exemplars:

Differentiation

Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Using rubrics that match and extend students' varied skills levels;

Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions

- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw

- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Exemplars:

IEP:

1. Adherence to the students' Individualized Learning Plan.

2. Students will have extra time or fewer assignments, one-to-one assistance, and group work will often be enlisted.

3. Students may use speech-to-text or audio/video record assignments

4. Teacher may adapt learning style to fit the needs of the child.

5. Teacher will use graphic organizer to visually help students plan out their work.

6. The teacher will scaffold the lesson with a slow release from assisted support with guided practice to independent practice.

7. Front-loaded notes to enable students to more accurately follow along with teacher's instruction.

8. Step-by-step directions written out for students.

504:

1. Any necessary accommodations will be made as outlined in students' 504 plan.

2. Preferential seating while teacher is lecturing, explaining, etc.

3. Extended time on projects or assessments.

4. Verbal, visual or technology aids.

5. Use of digital audio-visual materials, such as YouTube, to assist the child with directions.

Adapting existing materials, simplifying or supplementing materials for Special Education Learning other options are below.

.

- **Provide** alternatives for responding to questions.
- **Rewrite** brief sections to lower the reading level.
- **Outline** the material for the student before reading a selection.
- **Reduce** the number of pages or items on a page to be completed by thestudent.
- **Break** tasks into smaller subtasks.
- **Provide** additional practice to ensure mastery.
- **Substitute** a similar, less complex task for a particular assignment.
- **Develop** simple study guides to complement required materials.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Exemplars: Extended Time

It's obvious that response time for ELLs is significantly greater than it is for students proficient in English. Given this, we know that ELLs may require more time to process and communicate information on assessments. To support your students in this area, give them additional time on tests to help. Extra time will also help to decrease anxiety, which often has a significant impact on test performance.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Exemplar: Contracts

It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day, write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs. You may wish to have reward systems in place also.

Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Exemplars:

Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. • If possible, compact curriculum to allow gifted students to move more quickly through the material. • Encourage students to make transformations- use a common task or item in a different way.

http://www.grandviewlibrary.org/CurriculumAdaptations/General_Gifted.pdf

Grouping • Group gifted students with other gifted students or higher-level learners. • Refrain from grouping

gifted students with lower-level students for remediation.

Talented and Gifted adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: