# Unit 7: Performance Tasks / Capstone Project / Career Research

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**Introduction to Computer Science through Game Design and Development**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Introduction to Computer Science through Game Design and Development,

# Grades 9-12

# Capstone Project / Career Exploration

**Belleville Board of Education**

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Board Approved:

## Unit Overview

Performance Tasks, Capstone project, end of the year project

Career Exploration

## 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)

**8.1 Educational Technology**

8.1.12.A.4, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.F.2,

**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.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.D.4 | Research and understand the positive and negative impact of one's digital footprint. |
| TECH.8.1.12.D.5 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| 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.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). |

## 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.

## 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

## Evidence of Student Learning - Checking for Understanding (CFU)

**Unit tests-summative assessment**

**Defining-formative assessment**

**Web-based assessment-alternate assessment**

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

- Admit Tickets

- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## 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.

**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.

**Open Source:**

- “What Is Open Source?” Opensource.com. https://opensource.com/resources/whatopen-source
- Open Source Initiative. http://opensource.org/

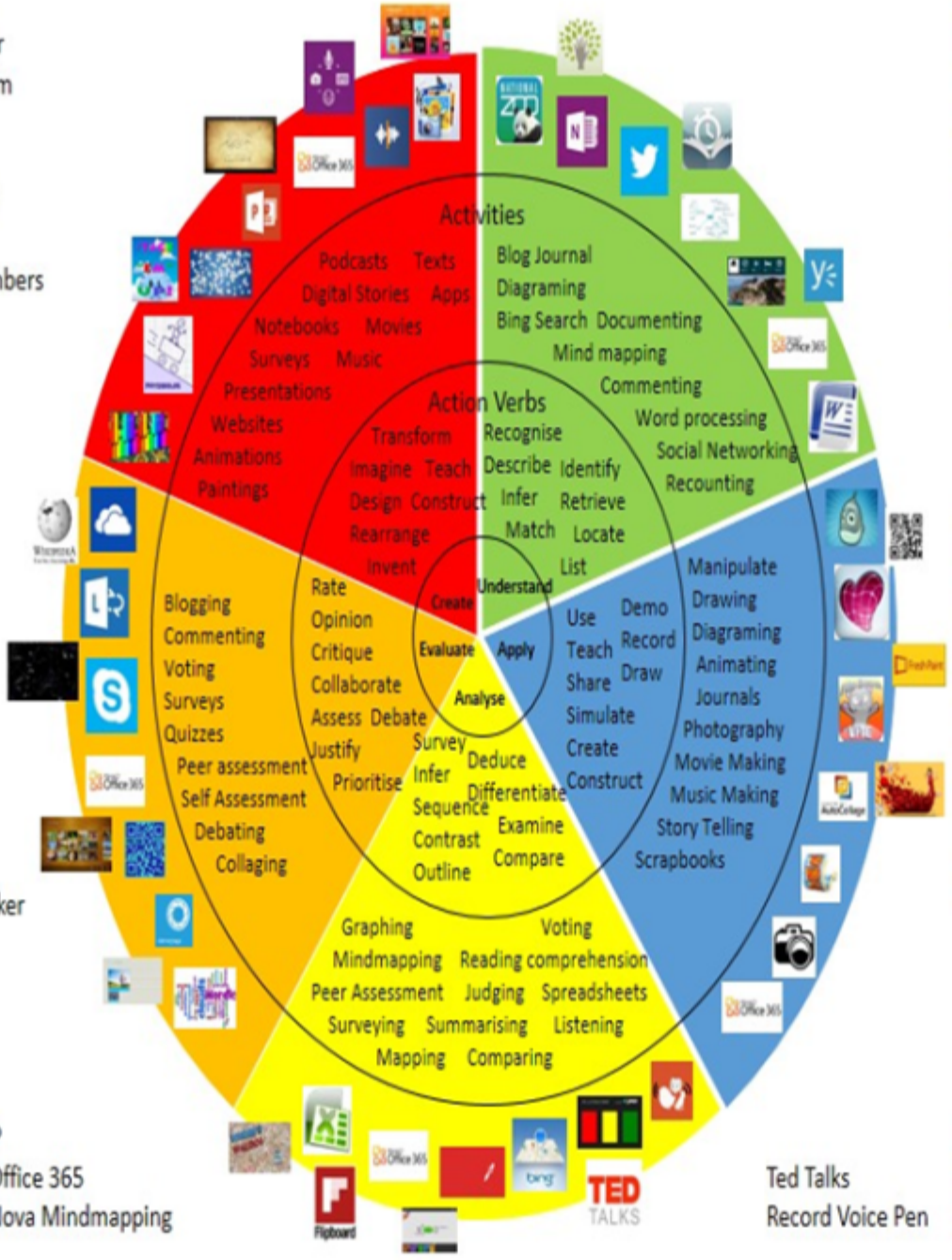
## Technology Infusion

**Technology Infusion** and/or strategies are integrated into this unit to enhance learning. Listed below are some of the strategies:

# 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.

## 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

## 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

## Differentiation

**Differentiation,** identified in this unit.

- Project Based Learning
- Highlighting key vocabulary.
- Additional testing time.
- Using paired/cooperative learning.
- Using hands-on learning.
- Making curricular and personal connections.
- Developing oral, reading, and writing skills.
- Using graphic organizer and/note taking guides
- Use of technology for class
- Use of scaffolding and tiered assessments
- Other differentiation based on IEP and 504 accommodations

**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

## Intervention Strategies

Intervention Strategies that will be employed in this unit, 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

## Special Education Learning

**Special Education Learning** adaptations that will be employed in this unit, identified below.

- 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
- 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)

**English Language Learning** adaptations that will be employed in this unit, using some of the ones identified below.

- 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

## Sample Lesson