Unit 4: Create Feedback Loops

Content Area: **Computer Science**
Course(s):
Time Period: **Marking Period 2**
Length: **10-20 days**
Status: **Published**

Brief Summary of Unit

Websites are not usually created for the sole use of its creator. Websites are created to share information with the world, and in our case, the Cranford Public Schools community. Care has to be taken in order to ensure we are providing the community with accurate and current information, but more importantly that we do it in a way that the information can be found quickly. The team will create feedback loops with the staff , administration, and the community. These loops will get information about the site (uses, suggestions, troubles) and assist individuals with any issues while adjusting the site to minimize those issues. The team will continue to reach out to gather data from all stakeholders to improve the site and user experience.

Revision Date: July 2026

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

1	Make sense of problems and persevere in solving them
L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4	Model with mathematics
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
P.9	Work productively in teams while using cultural/global competence.
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support

	different interpretations of real-world phenomena.
8.1.12.AP.1	Design algorithms to solve computational problems using a combination of original and existing algorithms.
8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
8.1.12.AP.6	Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

Essential Questions / Enduring Understandings

Essential Questions:

- How do you get honest useful feedback on a project you are working on?
- What is the most effective way to poll your audience?

Enduring Understandings:

- Without proper questioning techniques, any feedback you receive may be tainted and not useful or even harmful to your project.

Objectives

Students Will Know:

- How to poll an audience with nonbiased and nonambiguous questions.
- How to analyze data obtained from feedback, and make decisions based off of it.

Students Will be Skilled At:

- Creating digital and paper based feedback forms.

Learning Plan

- Develop a feedback loop for a particular audience and for a particular topic (ex: principals for designing their opening day messages).
- Review questions to ensure they are not biased towards a particular answer or ambiguous that could result in misunderstanding of what is being asked.
- Review how the data acquired will be used before sending it out.
- Remind those involved often enough to get the data, but not too often to agitate them.
- Ensure that the team replies to thank the responders and provide feedback to them about their

responses.
- Utilize the results to make decisions about the site.

Assessment

Assessments

- Formative: Daily assessments using examples from class notes and CodeHS.com, AP Classroom/Albert Checks for Understanding
- Summative: Teacher-created assessments/projects and CodeHS Computer Science Projects, AP Classroom/Albert Unit Assessments
- Benchmark: Check for understanding benchmark assessments on CodeHS, AP Classroom/Albert/Khan Academy Diagnostics
- Alternative Assessments: Student-centered activities such as a doorbell coding project, game design projects, and other activities involving real world applications

Feedback forms and their data

Materials

Core instructional materials: Core Book List

Supplemental materials: CodeHS

Google Forms

Digital and paper-based feedback