CREST Computer Science Lesson Plan/Activity Template

Overview

Topic/Theme Please list a brief title for the task	Sequencing
Lesson/Activity Goal	Language Arts/Social Studies
Rationale and Unit Placement Please provide a few sentences that describe how this lesson or activity might fit within an existing unit.	This lesson aligns with the social studies lesson on the study of a significant person. This lesson aligns with the language arts lesson of creating an interview.

Standards Alignment
Please list the standards aligned with this task (e.g. K-2PA.2)

Computer Science Standards
3-5.DI.1 Understand and use the basic steps in algorithmic problem solving (e.g., problem statement and exploration, examination of sample instances, design, implementation, and testing).
3-5.DI.2 Develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises.
3-5.PA.3 Implement problem solutions using a block-based visual programming language.
3-5.DI.5 Understand the connections between computer science and other fields.
3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.

4th Grade Language Arts Standards
Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.
4.W.3.3 Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.

*Project could be adapted to meet several Social Studies standards, based on the group of individuals chosen for the project.

Attributions

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Date:	May 23, 2019

I. Introduction/Anticipatory Set
How might you make connections to students' own experiences/ideas or other content to set the stage for the lesson/activity?

Start with a sample person and work together as a whole group to generate questions for the interview of the sample person. Discuss possible appropriate responses that the sample person may give.

II. Summary Description
Please describe the procedures or parts of the lesson/activity. If you are using an existing activity, you can include a link to the instructions. Feel free to provide any further instructions for how this lesson/activity might be adapted for be integrated with other parts of the unit.

- Complete the Scratch activity together on the projector. As a class example, import a copyright-friendly picture from the web. Again together, begin building interview in Scratch. Use a microphone sprite to prompt questions/answers for the interview. As interview is being built periodically check for the questions and answers to match the timeline.

- Students individually use given spreadsheet to generate possible questions and answers for interview. (Plugged or Unplugged)

- Students locate picture to import into Scratch.

- Students log into their Scratch accounts and begin building (sequencing) their own interviews.

- Once completed, students will be welcome to view interviews created by classmates.

III. Whole Group Discussion Central Questions
What 1-2 central questions might be used with the whole class to solidify the main idea of the lesson/activity?

What is the importance of timing in sequencing?
How does the content of your questions play a role in learning about the significance of your person?

Evidence of Proficiency
Please list 3-5 categories and brief descriptions of what proficiency looks like for those categories (this can serve as the precursor to a rubric). You do not have to use all of the rows.

Category	Description
1. Sequencing	Questions and answers follow correct order.
2. Sequencing	Questions and answers must be timed at a reasonable pace.
3. Research	Conduct background research in order to formulate questions specific to person's life.
4. Collaboration	As a class, students create a sample project.
5.Digital Citizenship	Students locate and save a copyright-friendly picture; Students use appropriate language within project.