**Lesson plan (# )**

| **Adopted from:**  **Authors: (Your sub group’s name here)**  **Dan, Ken, Randa** | **Grade: 9-12** | **Lesson duration:** |
| --- | --- | --- |
| **Topic/Title of lesson:** | | |

| [**STANDARD(s) ADDRESSED**](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf)  *(Include the performance expectation number and text of each standard.)* | **Computing Systems** |
| --- | --- |
| **CS PRACTICE(s)** *that students will engage in throughout the lesson.* P [13-15](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) of NJSLS | 8.1.12.CS.3 Compare the functions of application software, system software, and hardware. |
| **CS CORE IDEA(s) or**  **SUB-CONCEPT(s)** *related to the performance expectation(s).* P [20-34,](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf) includes core idea and performance expectations which are useful for designing general goals, specific objectives, and learning criteria down below | **A Computing system involves interaction among the user, hard war, application** |
| **CENTRAL FOCUS** *(The central focus is an overarching goal of the lesson or big idea for student learning.)* | *Students should be able to evaluate different software applications with a similar purpose.* |
| **EU/EQ** (*The enduring understanding(s) and/or essential question(s) that guide the lesson.)*  *Here are some useful examples from math:* [*https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf*](https://jaymctighe.com/downloads/Essential-Questions-in-Mathematics.pdf) |  |
| **PRIOR KNOWLEDGE AND CONCEPTIONS** *(What prior knowledge, skills and/or academic language do these students need to have that will help them be successful with this lesson? Any misconceptions you may anticipate?)* | **Students should have an understanding of application and how they are used.** |

**UDL/PLANNED SUPPORT**

*(Discuss the universally designed decisions guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).*

| **UDL:**  *How are you universally designing your lesson with all your learners in mind? What other characteristics of diverse learners should be considered?* | **Multiple means of** [**representation**](https://udlguidelines.cast.org/representation) | **Multiple means of** [**action and expression**](https://udlguidelines.cast.org/action-expression) | **Multiple Means of** [**engagement**](https://udlguidelines.cast.org/engagement/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl) |
| --- | --- | --- | --- |
|  |  |  |
| **Additional ADAPTATIONS, MODIFICATIONS, and SUPPORTS for individual learners (IEPs, 504s, ELLs)** *If you were not able to meet your focus learners needs through UDL, what individual adaptations will you use to meet your focus learners needs (especially ELLS)* |  | | |

| **ACADEMIC VOCABULARY/**  **LANGUAGE (including different coding languages)/**  **SYNTAX (rules of how to combine symbols to make “correct” statements)** | *Vocabulary: operating software, application software web-based software*  *Language:*  *Syntax:* | *Describe the additional supports for each language demand in this lesson. Address both the whole class and individual needs.* |
| --- | --- | --- |
| **LEARNING OBJECTIVES** | **LEARNING CRITERIA** *(How will you know that students have met and/or are moving toward meeting that LO?)* | **ASSESSMENT** *(What will be the pre assessment, formative, or summative assessment(s) in this lesson?)* |
| **Should include both core ideas and concepts, and practices** | ***Students will be able to define and list common application software and its uses in their own words***  ***Students will be able to categorize application software, system software, and mobile application software***  ***Students will be able to compare specific mobile application software, their installation, interfaces, usability, and functions*** |  |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials, technology will students need?** |
| --- | --- |
|  | **Should reflect the UDL planned supports identified above** |

**INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES**

*(Describe explicitly what the teacher and the students will do to meet learning outcomes. Use bulleted or numbered list)*

|  | **What is the teacher doing?** | **What are students doing? (including adaptations)** |
| --- | --- | --- |
| **LAUNCH/**  **Beginning ( mins)**  *How will you engage students and capture their interest? 3-7 minutes* | Do now - generate a list of different apps  talk about application software in a padlet or mentimeter |  |
| **LEARNING ACTIVITIES/**  **Middle ( mins)**  *“I do” “We do” “You do” How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?* | * Students will complete a table that lists applications and their specific purposes * Class discussion on the different pieces of application software   + UserInterface, Security, Scalability, Performance, Access, Customer Support. * Students will choose a mobile application team to research: *Tiktok, Snapchat, Instagram, Capcut, Canva, Whatsapp, Facebook, Uber,* |  |
| **CLOSURE/**  **End ( mins)**  *How will students summarize and state the significance of what they learned? 3-7 minutes* |  |  |
| **Extension/Reinforcement/Homework:** | | |
| **Family/Community Engagement—** | | |

**\* Please attach copies of assessments and/or handouts to be used**