



Title:	Targeted Grade: Lexile:
Author(s):	Time Expectancy: Depth of Knowledge (DOK 1, 2, or 3):
<p>Computer Science Learning Objectives: Student will: (Two per lesson, three at most) <i>An objective is a clear, concise statement of intent designed to guide and anchor a lesson plan. A strong objective contains an action verb which indicates a learning action which is measurable in some way by the teacher. Each objective must be followed by a standard, domain, and type of assessment (large group, small group or individual and whether it calls for formal or informal assessment).</i></p>	
<p>Concepts/Keywords: <i>List of terms, vocabulary or key words that can be highlighted and referenced for quick searching. Should be listed horizontally, separated by commas.</i></p>	
K-12 CSTA Identifier(s)	Standard(s) and Descriptive Statement(s)
K-12 Computer Framework(s)	Practice # and Statement(s)
P[Practice Number].[Core Practice].[Practice Statement Number]	
ISTE Standards	Standard(s)/Statement(s)
Additional Content Standard #(s)	Standard(s)/Statement(s)
<u>NGSS:</u>	
<u>CCSS-ELA:</u>	
State (or International) Standard(s): (TBD and identified by location of instructor utilizing lesson).	
References	<p><u>K-12 CSTA Standards:</u> Computer Science Teachers Association (2017). <i>CSTA K–12 Computer Science Standards, Revised 2017</i>. Retrieved from https://csteachers.org/k12standards/.</p> <p><u>K-12 Computer Science Framework:</u> https://k12cs.org/wp-</p>



	content/uploads/2016/09/K%E2%80%93Computer-Science-Framework.pdf Next Generation Science Standards: https://www.nextgenscience.org/standards/standards Common Core State Standards for ELA: http://www.thecorestandards.org/ELA-Literacy/ ISTE Standards: https://www.iste.org/standards/for-students Bloom’s Digital Taxonomy Verbs: https://libguides.bc.edu/c.php?q=628962&p=4506921
Lesson Resources/Folder Access (Link)	

Overview: Summary of the lesson (intro statement [The overall purpose of this lesson is to...]), followed by a body paragraph stating how this will be accomplished, and punctuated with a final paragraph stating how an instructor will know the objective is met.

Rationale/Background: Briefly explain how the lesson will meet the needs of the students. Address context of the classroom, relevance to students’ interests, students’ background knowledge (or prior knowledge), and student diversity. This portion typically features two brief paragraphs initiated as following:

- The purpose of this lesson is...
- The students are familiar with...

Teacher (Required) Materials/Resources: List and distinguish materials that will be needed for whole-groups, small collaborative groups, or individual students.

Student Materials: Provide a complete list of resources (books, articles, websites, etc) including materials that supplement available textbooks, teacher’ manuals, and/or resources to extend knowledge of the unit topic. (Use APA format). In addition, list materials needed to teach the lesson including audio-visual aids and equipment, technology, outside speakers, student texts, materials, and teacher-made resources.

Guided Practice/Instructor Procedures: (Logical and sequential; number the steps for ease of use in the classroom)

A) **Introduction and Motivation:** The introduction will include a:

- 1) Means of assessing prior knowledge.
- 2) Motivational strategy- Plan this attention-getting device with brevity in mind (3-5 minutes).
- 3) Strategy for activating prior knowledge, and
- 4) Lesson purpose (as appropriate)

Be sure the motivator is logically and strongly related to the lesson!

B) **Lesson Body:** The lesson body will include:

- 1) A sequence of the experiences used to develop the lesson. Each experience should relate to the lesson’s objectives.
- 2) A means of assessing concurrent achievement.
- 3) A list of the higher-level questions needed to teach this lesson.
- 4) A plan for students who need adapted/modified instructional plans; that is,



students needing re-teaching and students needing enrichment.

5) Sufficient details so that a peer could teach the lesson without further instructions.

6) Opportunities for independent practice and extensions for high-level learners.

C) **Lesson Closure:** The closure will include one or more of the following:

1) Application of knowledge learned to a new situation to prove that students understand beyond the knowledge level.

2) Review of main concepts through a summary statement, student participation restatement of purpose of the lesson, or quick review of the main concepts.

Student Misconceptions: Identify misconceptions based on lesson practice and experience.

Reading Selection: Provide a relevant reading selection/story to accompany the lesson; apply potential accompanying comprehension questions or opportunities for extended thinking.

Assessment:

A) Student assessment (by instructor):

Informal Assessment:

Formal Assessment:

B) Instructor Self and Student Evaluation: The instructor is encouraged to complete the following as the lesson is being carried out or reflected after the lesson is completed.

Three Strengths of This Lesson:

- 1) _____
- 2) _____
- 3) _____

Three Elements/Areas for Improvement:

- 1) _____
- 2) _____
- 3) _____

Identification of students (**using initials, not names**) who were not successful in meeting the stated objectives: _____

How shortcomings will be addressed prior to starting next session:



Scope and Sequence:

Look-Ahead: *Provide a list of preparations to make for the next lesson. This can be written as a bulleted or numbered list, or written in paragraph form.*