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| **CLASS** | **UNIT** |
| **C-201** | **UNIT NAME** |
| **Teacher** | **Date** |
| **Brett McMurdy** | 0/00/2019 |

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| **Duration** | |
| **2 DAY** | |
| **Day 1:** | **Day 2 (Optional):** |
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| **Session 1** | | | | | | | |
| STUDY | Opening | Activity | New Content | Apply Content | **BREAK** | Wrap-Up | Closure |
| 12:00 PM - 1:00 PM | 1:00 PM - 1:15 PM | 1:15 PM - 1:30 PM | 1:30 PM - 2:00 PM | 2:00 PM - 2:45 PM | 2:45 PM - 3:00 PM | 3:00 PM - 3:15 PM | 3:15 PM 3:30 PM |
| **Session 2** | | | | | | | |
| 3:30 PM - 4:00 PM | 4:00 PM - 4:15 PM | 4:15 PM - 4:30 PM | 4:30 PM - 5:00 PM | 4:00 PM - 4:30 PM | 5:45 PM - 6:00 PM | 6:00 PM - 6:15 PM | 6:30 PM |

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| **Leading Toward:** | |
| This lesson should help prepare students for the CIW and lead into the unit. | |
| **Goals** (Stuff that leads to goals being completed) | **Learning Objectives** (Planned objectives from the Unit.) |
| **Professional Goals:**  Students will practice  **Learning Goals:** | **Unit Objective(s):**  **Lesson Objective(s):** |

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| **Standards** | |
| **CIW** | **STATE** |
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| **Activities** | **Student Actions** |
| * Slack out activities and solutions as needed. |  |

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| **Content** | |
| **TERMS / Concepts** | **Knowledge Check** |
|  | * Explain |
| **Resources** (External resources to help learn the material) | **Accommodations** (External resources to help learn the material) |
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| **Delivery Model** | |
| **Classroom** | **LAB** |
| * Slides * Exercises * Code Along * Kahoot Quizzes * Reading | * Pair Programing * Whiteboarding * Extreme Programming * Group Project |
| **Leadership** | **Work Based Learning** |
| * Classroom Roles * FBLA / CTSO * Role Challenges * Table Leaders & Roles | * Research * Agile * FBLA |

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| **Class Prep:** (Planned steps to prepare for the lesson) | |
| Instructor will ...   1. Write the Lesson Objective(s) on the board. | |

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| **Beginning of Class:** (Planned steps and activities that actively engage students.) | |
| **Attendance & Bell Work**  (10-20 minutes.)  **Bell Work:** (Planned steps and activities that actively engage students.) | |
| **Teacher Actions** | **Student Actions** |
| * Instructor will use slides to discuss topics/terms/concepts., Instructor will live code. * Knowledge Check | Student teams will review previous material and research upcoming material.   * Bellwork   (Questions that help students.)   * Active Engagement Notes |

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| **Primary Lesson:**  ( This is where **new content** is introduced ) | |
| **Teacher Actions** | **Student Actions** |
| * Instructor will use slides to discuss topics/terms/concepts., Instructor will live code. * Terms & Concepts   + Class understands the Material   + Students need another exercise   + Students need reteach | Students will take turns.   * Predict (read scenario), * Whiteboard/Slates |

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| **Break:** (Planned steps and activities that actively engage students.) | | |
| **Teacher Actions** | | **Student Actions** |
| * Whiteboard/Slates | | 1. Students will check in with their table leaders during break and do a **DSU.** After all leaders have presented on behalf of their team, students may go to break.    1. What did **you** do yesterday that helped you accomplish the unit / lesson objectives?    2. What will **you** do today to help the development team win the Extreme Programming challenge ?    3. Did you notice any obstacles that prevented you from completing the lesson, activity, exercise, or project ? |

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| **Closure:** (Planned steps and activities that actively engage students.) | | |
| **Teacher Actions** | | **Student Actions** |
| **Instructor Check In**  Instructor will meet with struggling students.  **After Class:**  Copy the activities & slide-shows from the concluded class and publish them to the student-facing git repo. | | Students will use the remaining 30 min of class to accomplish 2 observable goals.   1. Students will research a given topic  * Bellwork (Research Items) * Pick a video from google classroom and summarize it. * Pick a video from google classroom and summarize it.  1. l  * Bellwork (Research Items) * Pick a video from google classroom and summarize it.  1. Student will not be dismissed from class until they can  * Describe \_\_\_\_ |

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| **Reflection:**  (Reflect on teacher actions, student actions, closure) | |
| * **What was most effective?** * **What wasn’t effective?** * **What could be improved?** | |

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| **Knowledge Check** ( Applied Active Engagement Strategies ) | | | |
| **Knowledge/Comprehension**  Knowledge Example:  **Explain** three common varieties of \_\_\_.  Comprehension Example:  **Compare** the identifying characteristics of a \_\_\_\_\_\_\_\_ with a\_\_\_\_\_\_. | | **Application / Analysis**  Application Example:  Would apples prevent scurvy, a disease caused by a deficiency in vitamin C?  Analysis Example:  List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements. | **Synthesis / Evaluation**  Example:  Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones.  Example: Which kinds of apples are best for baking a pie, and why? |
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| **Knowledge Check** ( Applied Active Engagement Strategies ) | | | |
| **Knowledge/Comprehension**  Knowledge Example:  **Explain** three common varieties of \_\_\_.  Comprehension Example:  **Compare** the identifying characteristics of a \_\_\_\_\_\_\_\_ with a\_\_\_\_\_\_. | | |  |
| **curriculumApplication / Analysis**  **Application** Example:  Would apples prevent scurvy, a disease caused by a deficiency in vitamin C?  **Analysis** Example:  List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements. | | |  |
| **Synthesis / Evaluation**  **Synthesis** Example:  Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones.  **Evaluation** Example:  Which kinds of \_\_\_\_\_ are best for \_\_\_\_, and why? | | |  |