Unit of Study: Unit One P5	**Mid Unit One Assessment of P5**
Topic: Assessment of Introduction to P5	**CSDFS: Computational Thinking: Algorithms and Programming** **7-8.CT.10 Document the iterative design process of developing a computational artifact that incorporates user feedback and preferences** **CCLS: RST 6-8:4 - Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.** **Blueprint for the Arts: Digital Media** **CSTA K-12 (2017)** **IC- Impacts of Computing** **2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options**
Skill: • **Identifying the coding, vocabulary, syntax needed for P5**	**Academic Vocabulary:** **JavaScript** Function parameter argument canvas JavaScript Pixels Hue Saturation Brightness Transparency Alpha RGB Vertex/Vertices
Warm Up: You will take the assessment online in the Google Form. You may not use any resources to take the exam.	
Connection: (Review with Class) -We've been working on the first 5 lessons on P5 and you will be asked questions on the various concepts that we have learned in P5.	

Mini Lesson: How do we know we have learned about P5 for Unit One	
Quick Check: Open up the Google Form on Google Classroom. You have the entire period to take the exam. If you finish early, you may work on other class work or take out a book.	
Work period:	**Task One: Take the exam to the best of your ability.**
Assessments/Questions: Your grades will determine if you have mastered the concepts.	
Closing/Exit Ticket: Question of the Day: Why do people create web pages? Journal 3-2-1: 3 - What are three topics you might be interested in creating a website about? 2 - What are two reasons you think someone might visit a website that you create? 1 - What's one thing you're most interested in learning about creating websites?	
Note on grouping: **Students are seated next to a partner with differing ability so the more experienced student can work with the less experienced student. ELL students have similar language partners for additional translation help (if available)**	
Materials and Scaffolds used: Computer, Internet, web pages: http://code.org http://classroom.google.com(blended learning site for directions and quick check) https://translate.google.com/ (for ELL students needing translation) Note: Pacing is student centered due to individual variation within the grouping.	

Additional details used for ELL's and SWD students

Modifications -English Language Learners	Modifications-Special Education/Support Group
• Working with partners • Using visuals/gesture • Total physical response • Rep of modeling • Vocabulary dictionary in the program	• Working with partners • Using visuals/gesture • Total physical response • One/one modeling when needed • Vocabulary dictionary in the program