Unit of Study: P5 Unit 1 - Introduction to P5	**Lesson 10 Final Culminating Culture Project (continued - 2-3 class sessions)**
Topic: Cultural Project	**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.** **7-8.CT.6 Design, compare and refine algorithms for a specific task or within a program.** **7-8.CT.7 Design or remix a program that uses a variable to maintain the current value of a key piece of information.** **7-8.CT.6 Design, compare and refine algorithms for a specific task or within a program.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: **Be able to create a cultural project that depicts something of the student's background using the concepts learned in how to create shapes and color them. Students may use the reference part of the program to help them if they want to try some optional concepts that we have not learned yet.**	**Academic Vocabulary:** **JavaScript** Function parameter argument canvas JavaScript Pixels Hue Saturation Brightness Transparency Alpha

	RGB Vertex/Vertices

Warm Up: Think/Write/Pair/Share: If you could say something important to the whole world about your background, what would it be? Why is it important to you?

Connection: (Review with Class) -We've been working on P5 programming and discussing culture. We are putting this together to create a P5 sketch that reveals something about our background culture. We will also include some HTML and CSS in P5 so we can showcase our sketch on a web page.

Mini Lesson: How can we be sure our web page is successful

Quick Check: What are some ways you can reflect on your project?

Work period: Students will pre-plan their projects in a packet and will also be provided a rubric. They will build their projects and finally reflect on their projects 3-4 class periods	**Task One:** Use the handout that is provided in Google Classroom entitled Cultural Project Planning Packet. We will use the packet pages for reflecting on our projects. 1. Answer the questions on self reflection. 2. Use the page with the comments to help you if you need to debug your program ahd HTML/CSS. 3. Finally there are three boxes provided for you to get feedback from three classmates. You will go around the room and use the rubric to look at others web design and comment on their packet pages. 4. You will also get 3 of your classmates to comment on yours. 5. Finally you will use your comments on your packet to help you improve or correct anything you need to on your project.

Assessments/Questions: How were you able to refine your project?

Share/Discuss: Share some of the projects on the Smartboard.

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. http://w3schools.com
Rubric, Cultural Planning Project.

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