**Lesson plan (# )**

| **Adopted from:**  **Authors: Keisha & George** | **Grade: 6-8** | **Lesson duration: 40 minutes** |
| --- | --- | --- |
| **Topic/Title of lesson: Swiper No Swiping** | | |

| [**STANDARD(s) ADDRESSED**](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CSDT.pdf)  *(Include the performance expectation number and text of each standard.)* | **8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.** |
| --- | --- |
| **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 | Recognizing and Defining Computational Problems (Identify complex, interdisciplinary, real-world problems that can be solved computationally. Decompose complex real-world problems into manageable sub-problems that could integrate existing solutions or procedures. ) |
| **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 | **The information sent and received across networks can be protected from unauthorized access and modification in a variety of ways.** |
| **CENTRAL FOCUS** *(The central focus is an overarching goal of the lesson or big idea for student learning.)* | For students to be able analyze how and why security measures protect data from unauthorized access. |
| **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 understand the difference between private and personal information.  Vocabulary: Safe, Protection, Social Security Number, Password |

**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:*  *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 identify what is an online security feature and explain how they protect our private information.* | ***Pre-Assessment: Mentimeter.com***  ***Formative Assessments:***  ***Gimkit***  ***Quizizz*** |

**MATERIALS, RESOURCES, and INSTRUCTIONAL TECHNOLOGY**

| **What resources and technology do you need to teach the lesson:** | **What materials, technology will students need?** |
| --- | --- |
| **Smartboard**  **Slideshow**  **Protected Item of Choice**  **Computer** | **Chromebooks**  **Pencil**  **Paper**  **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* | **Menti**  **What is in your safe?**  **(Things you want to protect)** | **Responding to the Menti on their Chromebooks.** |
| **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?* | **I do - Lecture (5 minutes Online account information, SSN, Important information) Check-in: What would you put in your online safe?**  **We Do - You and a partner try to protect an item, paper, object from the teacher as they walk around the room. (give worksheet)**  **Break Down - Ways students protected items**  **You do- Students need to create a multi-layered security system for the object or thing as they finish worksheet** | **Taking Guided-Notes**  **Reading and completing worksheet**  **“Creating” My Security System** |
| **CLOSURE/**  **End ( mins)**  *How will students summarize and state the significance of what they learned? 3-7 minutes* | **Exit-Ticket (**  **What information should you keep “safe” online?**  **What is a security system?)** |  |
| **Extension/Reinforcement/Homework:** | | |
| **Family/Community Engagement—** | | |

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