**Lesson plan (# )**

| **Adopted from:** **Authors: Keisha & George** | **Grade: 6-8** | **Lesson duration: 40 minutes** |
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| **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**