**Grade 7 week 1-10 (8/31-11/06) assignments:**

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** |
| **Lesson/Topic** | **Learning Target*****Learning targets****are short term, student-friendly statements that clearly define what students should know and be able to do at the end of the lesson.* | **Activities, Instruction & Modeling***What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students are engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | **Formative Assessment /Exit Slip***How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links.* | **Due Date** |
| **Synchronous/Live Instruction**  | **Asynchronous Playlist**  |
| **Lesson 1** 9/1/20 | Orientation, norms, procedures, online accounts setup | Do-Now (What was the best part of your summer?)Preview norms and expectations, syllabus, Teams tabsCreate website accounts Model setting up code.org account with class code ( p.1-BPDLGB , p.6-QDMWTD )Model setting up edpuzzle.com account with class code ( p.1-hibgufg , p.6-kehosit ) | Quiz #1 on norms / expectations | Online quiz in MS Teams | 9/4/20 |
| **Lesson 2**9/3/20 | 6-8.NI.NCO.01 Model the different ways that data is transferred across a network and the protocols used to transmit the data. | Do-Now (form) – Rank your concerns with virtual learning.Model how to create a screen shot, open and edit it in Paint, save it as a JPEGModel how to insert screen shots into a word doc while editing (crop and positioning) | Create a word doc with username/passwords and screen shots of your homepage/dashboard from Code.org and edpuzzle.com | <https://code.org/> <https://www.codecademy.com/> artifact word doc file | 9/4/20 |
| **Lesson 3** 9/7/20 | Communicate and collaborate with classmates in order to solve a problemIteratively improve a solution to a problemIdentify different strategies used to solve a problem | Do-Now *(What can help us to work together and solve problems as a team?)*Guided CSD Lesson 1: *Intro to Problem Solving*Preview *Paper Towers* activity guide | Complete lesson 1 activities in code.org*Paper Towers* activity guide | <https://code.org/> Edpuzzle: *Problem Solving process*artifact online lesson completion*Paper Towers* activity guide | 9/11/20 |
| **Lesson 4**9/9/20 | Given a problem, identify individual actions that would fall within each step of the problem solving processIdentify useful strategies within each step of the problem solving process | Do-Now *(What are some common steps we can use to solve many different types of problems?)*Guided CFD Lesson 2: *The Problem Solving Process* with videoPreview *The Problem Solving Process* activity guide | Complete lesson 2 activities in code.orgQuiz #2 *The Problem Solving Process* edpuzzle questions*The Problem Solving Process* activity guide | <https://code.org/> artifact online lesson completionQuiz #2 *The Problem Solving Process* edpuzzle questions*The Problem Solving Process* activity guide | 9/11/20 |
| **Lesson 5** 9/11/20 | Apply the problem solving process to approach a variety of problemsAssess how well-defined a problem is and use strategies to define the problem more precisely | Do-Now *(How can we apply the problem solving process to many different kinds of problems?)*Guided CFE Lesson 3: *Exploring Problem Solving*Preview *Solving Problems* activity guide | Complete lesson 3 activities in code.org*Solving Problems* activity guide | <https://code.org/> artifact online lesson completion*Solving Problems* activity guide | 9/11/20 |

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| **Lesson 1** 9/14-15/20 | Apply the problem solving process to approach a variety of problemsAssess how well-defined a problem is and use strategies to define the problem more precisely | Do-Now *(How can we apply the problem solving process to many different kinds of problems?)*Guided CFE Lesson 3: *Exploring Problem Solving*Preview *Using Problem Solving* activity guide | Complete lesson 3 activities in code.org*Using Problem Solving* activity guide | <https://code.org/> artifact online lesson completion*Using Problem Solving* activity guideactivity guide | *9/17-18/20* |
| **Lesson 2**9/16-17/20 | Identify a computer as a machine that works with informationReason about whether particular objects are or are not computers.Choose problems that can be solved with computing and justify those choices. | Do-Now (*What makes a computer a computer*?)Guided Instruction: *Unit 1 Lesson 4 What is a Computer –* slideshowGroup Activity: *Computer devices vs. regular devices*What rules or definition did you use to categorize your objects?Which item was most difficult for you to categorize? How did you eventually make the decision of where to place it? | Word doc computer vs. deviceLesson 4 question (s) completed online | Word doc computer vs. deviceLesson 4 question (s) completed online | *9/18-22/20* |
| **Lesson 3** 9/18-22/20 | Select the inputs and outputs used to perform common computing tasksExplain the role that input and output take when computers are used to solve information problems. | Do-Now (*What are two questions you would ask someone to help you recommend a pet for them?)*Guided Instruction: *Unit 1 Lesson 5 Inputs and Outputs -* slideshowInput/Output Activity Guide | Input/Output Activity GuideLesson 5question (s) completed online | <https://code.org/> Input/Output Activity Guide | *9/21-24/20* |
| **Lesson 4**9/21-24/20 | Define processing as the work done (possibly by a computer) to turn an input into an outputIdentify several common types of processing used in computing.Determine which types of processing are appropriate for a particular computing problem. | Do-Now (*How does a calculator know what answer to display on the screen?)*Guided Instruction: *Unit 1 Lesson 6 Processing -* slideshow*App with Processing* Activity Guide | Complete lesson 6 activities in code.org*App with Processing* Activity Guide | <https://code.org/> Lesson 6 activities online*App with Processing* Activity Guide | *9/24/20* |
| **Lesson 5** 9/23-25/20 | Determine which information in a computing problem should be stored for later use.Identify guidelines regarding what information should and should not be stored as part of the computing process.Use the input-output-storage-processing model to describe a computing process. | Do-Now (*What information would you want an outfit app to remember?)*Guided Instruction: *Unit 1 Lesson 7Storage -* slideshow*Storage* Activity GuideEdpuzzle.com video quiz: *What Do Computers Do?* (Quiz #3) | Complete lesson 7 activities in code.org*Storage* Activity GuideEdpuzzle.com video quiz #3: *What Do Computers Do?* *Problem Solving Process* activity guide | <https://code.org/> lesson 7 completion online*Storage* Activity GuideEdpuzzle.com video quiz #3: *What Do Computers Do?* | *9/25-29/20* |

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| **Lesson 8** p.6 9/29/20p.1 9/30/20 | Identify and define a problem that could be solved using computing.Design an app that inputs, outputs, stores, and processes information in order to solve a problem.Provide and incorporate targeted peer feedback to improve a computing artifact. | Do-Now *(in this chat)* - Of the apps we've seen in this unit, what was your favorite? What problem did it solve?Guided CSD Lesson 8: *Project* – *Propose an App*Preview *My App Idea* ppt. template | Complete lesson 3 activities in code.org*Using Problem Solving* activity guide | <https://code.org/> artifact online lesson completion*Using Problem Solving* activity guideactivity guide | 10/1-10/2 |
| **Lesson 8**p.6 10/01/20 p.1 10/2/20 | Lesson 8 day 2 | Do-Now *(in this chat)* – Two questions: is your idea complete? Do you have inputs/outputs and drawings ready?Presentation/work *My App Idea* Powerpoints in groups | Presentation of *My App Idea* Powerpoints | *My App Idea* Powerpoints | 10/5-10/6 |
| **Lesson 1**p.1 10/05/20p.6 10/06/20 | Identify the reasons someone might visit a given website.Identify the reasons someone might create a given website. | Do-Now *(in this chat)* – If you could say something important to the whole world, what would it be? Prepare to discuss WHY?Guided Instruction: *Unit 2 Lesson 1 Exploring Web Pages*Group *Exploring Web Pages* Activity Guide | *Exploring Web Pages* Activity Guide | <https://code.org/> *Exploring Web Pages* Activity Guide | 10/7-10/8 |
| **Lesson 2**p.1 10/07/20p.6 10/08/20 | Explain that HTML allows a programmer to communicate the way content should be structured on a web pageWrite a simple HTML document that uses opening and closing tags to structure contentUnderstand how to use lesson resources provided in Web Lab | Do-Now *(in this chat)* – Write down clear instructions so that what they draw would perfectly match this image.Guided Instruction: *Unit 2 Lesson 2 Intro to HTML* slideshow Q/AVocabulary Quiz # 5 *U2LO2: HTML* | Vocabulary Quiz # 5 *U2LO2: HTML* | <https://code.org/> Vocabulary Quiz # 5 *U2LO2: HTML* | 10/9-10-13 |
| **Lesson 3**p.1 10/09/20p.6 10/12/20 | Use heading tags to change the appearance of text on a web page.Structure content into headings, subheadings, and paragraphs.Use a structured practice to collaboratively create a digital artifact. | Do-Now *(in this chat)* – Write down clear instructions so that what they draw would perfectly match this image.Guided Instruction: *Unit 2 Lesson 3 Headings* | Complete lesson 3 activities in code.org | <https://code.org/>  | 10/13-10/14 |

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| **Lesson 3**p.1 10/14/20p.6 10/15/20  | Use heading tags to change the appearance of text on a web page.Structure content into headings, subheadings, and paragraphs.Use a structured practice to collaboratively create a digital artifact. | Do-Now *(in this chat)* – type as many different types of HTML tags as you can remember from last class.Guided CSD Lesson 3: *Headings*Vocabulary Quiz # 5 *U2LO2: HTML* | Complete lesson 3 activities in code.orgVocabulary Quiz # 5 *U2LO2: HTML* | <https://code.org/> artifact online progress Vocabulary Quiz # 5 *U2LO2: HTML* | p.1 10/16/20 p.6 10/20/20 |
| **Lesson 4**p.1 10/16/20p.6 10/20/20 | Use a structured practice to collaboratively create a digital artifact. | Do-Now *(in this chat)* - How can you use HTML to express a personal value?Guided CSD Lesson 4: *Mini-Project: HTML Web Page*Preview *Project Guide, Rubric, and Peer Review* | Complete lesson 4 Mini-Project *HTML in Code studio* activities in code.org | <https://code.org/> artifact online progressScreenshot of HTML Webpage | p.1 10/19/20 p.6 10/22/20 |
| **Lesson 5**p.1 10/19/20p.6 10/22/20 | Understand and explain reasons that it is difficult to control who sees information published online.Understand and justify guidelines for safely publishing information online. | Do-Now *(in this chat)* - Guided CSD Lesson 5: *Digital Footprint*Preview *Social Sleuth* Activity Guide | Complete lesson 5 activities in code.org*Social Sleuth* Activity Guide | <https://code.org/> artifact online progress *Social Sleuth* Activity Guide | p.1 10/21/20 p.6 10/23/20 |
| **Lesson 6**p.1 10/21/20p.6 10/23/20 | Use CSS selectors to style HTML text elements.Link to an external style sheet.Explain the differences between HTML and CSS in both use and syntax. | Do-Now *(in this chat)* - Guided CSD Lesson 6: *Styling Text with CSS* | Complete lesson 6 activities in code.org | <https://code.org/> artifact online progress | p.1 10/26/20 p.6 10/27/20 |

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| **Lesson 6** p.1 10/26/20 p.6 10/23/20 | Use CSS selectors to style HTML text elements.Link to an external style sheet.Explain the differences between HTML and CSS in both use and syntax. | Do-Now *(in this chat)* – What are some elements that make a website’s sense of ‘style’?Guided CSD Lesson 6: *Styling Text with CSS* | Complete lesson 6 activities in code.org | <https://code.org/> Vocabulary Quiz # 5 *U2LO2: HTML* | p.1 10/28/20p.6 10/27/20  |
| **Lesson 7**p.1 10/28/20p.6 10/27/20  | This project gives students more time to practice the content that they have already learned | Do-Now *(in this chat)* – How can you express your personal style on a web page?Guided Instruction: *Unit 2* Lesson 7: *Mini-Project: Your Personal Style*PreView *Your Personal Style* Activity Guide EXEMPLAR | Complete lesson 3 activities in code.org*Your Personal Style* Activity Guide | <https://code.org/> artifact online progress*Your Personal Style* Activity Guide | p.1 10/30/20p.6 10/29/20 |
| **Lesson 8**p.1 10/30/20p.6 10/29/20 | Explain the purpose of copyright.Identify the rights and restrictions granted by various Creative Commons licenses. | Do-Now *(in this chat)* – What's one thing that would make your web page better that you don't know how to do yet?Guided Instruction: *Unit 2* Lesson *8: Intellectual Property*Preview *Licensing Your Work* Actiity Guide EXEMPLARPreview Quiz *Creative Commons* | Complete lesson 4 Mini-Project *Licensing Your Work* Actiity GuideQuiz *Creative Commons* | <https://code.org/> artifact online progress*Licensing Your Work* Actiity GuideQuiz *Creative Commons* | p.1 11/02/20p.6 10/03/20 |
| **Lesson 9**p.1 11/02/20p.6 11/03/20 | Follow copyright law, accurately attributing others when using their work.Add an image to a web page. | Do-Now *(in this chat)* – How can we make sure that we are safe and respecting the rights of others?Guided Instruction: *Unit 2* Lesson *9: Using Images* | Complete lesson 5 activities in code.org | <https://code.org/> artifact online progress *Social Sleuth* Activity Guide | p.1 10/04/20p.6 10/5/20 |
| **Lesson 10**p.1 11/04/20p.6 11/5/20 | Identify websites as a form of personal expression. | Do-Now *(in this chat)* – What are the ways that you or your friends express yourselves?Guided Instruction: *Unit 2* Lesson *10: Websites for Expression*Preview *Define Your Web Page* Activity Guide EXEMPLAR | Complete lesson 6 activities in code.org*Define Your Web Page* Activity Guide | <https://code.org/> artifact online progress*Define Your Web Page* Activity Guide | p.1 11/09/20 p.6 11/06/20 |