Culturally Responsive Pedagogy in Computer Science
Instructional Planning Final

Instructions: Fill in the CRP in CS lesson plan using the template below.

Submitted by: RODNEY KING C. LISONDRA

Title: ELEMENTS OF ART **Grade Level: 5TH AND 6TH GRADE** **Content Area/s: Coding** **Length: 5 days** **Which CS Standards are addressed?** CSTA K-12 Standards **Are other standards included?** New Mexico Content Standards **https://webnew.ped.state.nm.us/wp-content/uploads/2018/04/New-Mexico-Core-Arts-Standards.pdf**	
Learning Objective(s): What is the purpose of your lesson? An understanding, attitude, appreciation? A concept? A skill? Ability? State specifically what you intend to have your students achieve, present, or demonstrate.	***At the end of the lesson, the students will be able to:*** ***A. distinguish the different elements of Art through the Native American Arts and Culture.*** ***B. value the importance of culture awareness and identity.*** ***C. create a cultural presentation through coding using AppLab.***
Instructional Process(es): What teaching method(s) will most likely bring about the desired understanding, concept, skill(s), abilities, etc. Lesson is clearly sequenced and with appropriate transitions.	The **5E's Learning Plan** is a kind of lesson construction framework that organizes teaching-learning processes inside the classroom. Here are the sequences of teaching processes in my lesson regarding elements of art:

a. Engage: This lesson would start with provoking student interest, engaging curiosity, and recalling any previous knowledge connected with the topic.

- Students will be given a “Guide Questions” before showing them the coding app I made.
- Let them explore the app I made about the “Native American Arts and Culture: A Deep Dive!”

b. Enquire: The student becomes active in exploring an idea or issue by experimenting, simulating, or investigating practical activities.

- Answer the “Guide Questions.”
- Introduce the elements of Art.

c. Explain: At this stage, with words, students describe how they perceive the concept or topic in hand based on exploration.

- Explain the objectives of the month.
- Introduce coding.

d. Elaborate: During this phase, learners develop a deeper engagement with the concept or topic through its application in new and varied contexts.

- The students will be having a hands-on activity about coding.
- The students will be applying the knowledge-the elements of Art taught through coding.

e. Evaluation: This is where one checks for understanding by monitoring students' learning outcomes at the end.

- The students will be graded through the checklist rubrics:

CRITERIA	**SCORE**
CONTENT: Student presents the elements of Art incorporating own culture.	50%
DIGITAL SKILL:	

<table>
<tr><td></td><td>
<table>
<tr><td>Student shows high level of applying the digital skills taught.</td><td>25%</td></tr>
<tr><td>ORGANIZATION:
Student presents a simultaneous digital applied skills and knowledge.</td><td>15%</td></tr>
<tr><td>PRESENTATION:
Student shows confidence in the presentation of work.</td><td>10%</td></tr>
<tr><td>OVERALL Total</td><td>100%</td></tr>
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</td></tr>
<tr><td>Classroom Learning Environment:
How will you organize your classroom so that your students achieve your stipulated objective(s)? Whole class, small groups, individual, team learning, learning centers, individual centers, and group projects?</td><td>My Gifted students will bring their own laptops and do the task given their own. Since they are working with autonomy, they need it to focus as well. After, we will be conducting a “feed backing” using the “ENVOY” activity. Envoy is a nations representative to collaborate nation’s progress at all level. Students job will be presenting their work stipulating the” Difficulty” while doing task and the “Positive” part of doing the task in the whole class. Lastly, showing to the class the outcome of their work. Again, this is an individual project-based learning.</td></tr>
<tr><td>Materials/Resources/Technology:
What materials must students use to attain the objective(s)? What technological support is needed to implement the materials?</td><td>Laptop, Internet, Code.org AppLab, PowerPoint
Presentation, other online applications suited for the needs of all the gifted students and Online Resources such as YouTube, Musical Apps, and Google.</td></tr>
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<td>Inclusion:
Understands the development and use of inclusive educational practices; and addresses the needs of diverse learners.</td>
<td>

The activity will include all types of the gifted students considering their areas of excellence and giftedness and, for some, catering their disabilities through proper use of materials and resources such as pictographs, sounds, and other inclusive applications that designed for them.
The following are the apps we can use to cater the needs of the twice-exceptional gifted students:

Wakelet
Mote
Curipod
Pear Deck
Etc….

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<td>Culturally and linguistically responsive pedagogy
How does your lesson/unit connect to CRP and the cultural, linguistic and/or home experiences of your students?</td>
<td>

By applying their own culture from the activity will be a very big impact of what the students can do during the process of their learning. There will be connections not only from themselves but also with their families in the community and home.

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<td>Assessment of Students’ performance:
What procedures, tools, and/or instruments will you use to determine if your students met the learning objective(s)? Different assessments are used: diagnostic, formative and summative. Keep in mind that objectives, assessment and instruction are aligned with each other.</td>
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	presentation of work. |
	OVERALL Total | ***100%***

- MPS will come after gathering all the scores in the class to see where the students' progress.

Prepared by:

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Let's Talk Code
Attendee