

Grade: Web Design / Programming 9-12		
Unit: Programming Chapter 1 Create Drawing		
Pacing: 3 weeks		
PLC Question: What do we want all students to know and be able to do?		
Grade Level Priority Standards: L1.APA:		
<ul style="list-style-type: none"> ● Create a prototype that uses algorithms (e.g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem relevant to the student. ● Describe how artificial intelligence algorithms drive many software and physical systems. ● Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency, correctness, and clarity. 		
Supporting Standards:		
All L1.AP standards		
Essential Questions: Can you create shapes, colors, and opacity in python?		
Learning Progressions		
Previous Grade Level Standards: 8.AP.PD	Grade Level Standards: L1.AP ALL	Next Grade Level Standards: None
Student Friendly Learning Targets		
<i>Standard:</i>		
<ul style="list-style-type: none"> ● Create rectangles, circles, colors, gradients, borders, and opacity in python 		
<i>Potential Success Criteria:</i>		
<ul style="list-style-type: none"> ● Students will be able to create working programs in python 		
Essential Vocabulary		
Key Academic Vocabulary: <i>fill, border, opacity, position</i>		
Scaffolded (Review) Academic Vocabulary: <i>refer to score 2.0 vocabulary from scales</i>		
PLC Question: How will we know when students have learned?		
Assessment and Evidence		

State Required Assessments <ul style="list-style-type: none"> • 	District Essential Assessments <ul style="list-style-type: none"> • 	Supporting Evidence <ul style="list-style-type: none"> • Classroom Observations • Proficiency Scale
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Priority Standard Proficiency Scale	
Score:	Standard:
Score 4	The student will: <i>Do everything for a Score 3 and develop creative task for this chapter</i> <ul style="list-style-type: none"> •
	3.5 No major errors or omissions regarding 3.0 content and partial knowledge of the 4.0 content.
Score 3	The student will: <i>Create rectangles, circles, colors, gradients, borders, and opacity in python</i>
	2.5 - No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2	Terminology: <i>The student will show knowledge of python commands but unable to create a working program</i> <ul style="list-style-type: none"> □
	1.5 No major errors or omissions regarding 1.0 content and partial knowledge of the 2.0 content.
Score 1	The student will: <ul style="list-style-type: none"> • demonstrate a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

PLC Question: How will teachers facilitate learning?	
Key Curriculum Resources and Instructional Strategies	Supporting Resources and Instructional Strategies
<ul style="list-style-type: none"> • CMU Academy • Internet Connection 	Additional lessons needed for standards: None Digital Tools: CMU Academy
PLC Question: What will we do when students have not learned?	
Interventions	
Tier 3 - Intensive	Tier 2 - Strategic

<ul style="list-style-type: none">- Individual Devil Pride- Before/after school assistance	<ul style="list-style-type: none">- Devil Pride- Team Teaching
PLC Question: What will we do when students have learned?	
Enrichment	
<ul style="list-style-type: none">- Develop an image in python	

PLC Reflections
<p>How will we increase our instructional competence? Resources provided by Adobe, PD</p> <p>How will we coordinate our efforts as a collaborative team? Work on questioning techniques and organizational strategies.</p>