

COMPUTER SCIENCE & DIGITAL FLUENCY SMART START GRANT LESSON PLAN

Date: April 2026 Unit/Lesson: Canandaigua-Opoly Mini-Unit	
Approximate Time (in minutes) to complete lesson:	Grade Level: <div style="text-align: center; font-size: 1.2em;">7/8</div>
Materials and/or Resources: Reimaging Monopoly Presentation with all materials embedded	CSDF Concept/Standard Addressed: <input type="checkbox"/> Impacts of Computing <input checked="" type="checkbox"/> Computational Thinking <input type="checkbox"/> Networks and Systems Design <input type="checkbox"/> Cybersecurity <input checked="" type="checkbox"/> Digital Literacy
Student-friendly “I Can” Statements: <p>I can...</p> <p>I can analyze community history and use evidence to justify their game design choices.</p> <p>I can collect digital data and apply cause-and-effect reasoning to build a balanced game economy.</p> <p>I can work together using digital tools to design, revise, and refine their project.</p> <p>I can use artistic and technical skills to create a professional final product that represents their community.</p>	Vocabulary Words: <p>-Inflation</p> <p>-Monopoly</p> <p>-Denomination</p>
ENGAGING THE LEARNERS	Reimaging Monopoly Presentation with all materials embedded <ul style="list-style-type: none"> - Learning about the history of Monopoly - Monopoly 101 Slideshow - Lizzie Magie PBS Video - How to Play Monopoly Video

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EXPLORING THE CONCEPT	<p>In this "Community Monopoly" project, students act as urban planners and game designers to transform their local history and economy into a playable board game. By analyzing informational texts and using a variety of digital resources, students identify the key businesses and historical events that have shaped their hometown.</p>
EXPLAIN THE CONCEPT(S)	<p>They use digital tools to collect data about their community, learn about inflation, and collaborate on "Chance" scenarios that reflect real-world local cause-and-effect. Combining ELA research with digital fluency, students apply artistic and technical skills to publish a professional-grade board and 3D-modeled game pieces that authentically represent their community's unique identity.</p>
ELABORATE	<p>Within the presentation, there is a general, ICT, and 15:1 lesson plan and resources to use depending on the class being taught.</p>

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EVALUATE: Assessment of Student Knowledge:

- Informal (observation, student work sample, etc..)
 - Student worksheets
 - Student Brainstorming sheet
- Formal (formative or summative)

Cross Curricular Links (standards): NYS ELA Standards (7th Grade)

(NYS Standard: RI.7.2 – Determine two or more central ideas in a text)

(NYS Standard: RI.7.3 – Analyze interactions between individuals, events, and ideas)

RI.7.4 – Determine the meaning of words and phrases as they are used in a text.

(NYS Standard: RI.7.1 – Cite textual evidence to support analysis)

(NYS Standard: RI.7.3 – Analyze cause and effect in a text)

(NYS Standards: RI.7.1 & RI.7.2 – Cite evidence and explain central ideas)

- RI.7.1 – Use textual evidence to support analysis
- W.7.2 – Write informative/explanatory texts
- W.7.9 – Draw evidence from informational texts to support analysis

Homework / Notes / Reflection:

Article 1: **[History of Monopoly](#)**

<https://www.history.com/articles/monopoly-game-inventor-elizabeth-magie>

<https://stevenberlinjohnson.com/a-secret-history-of-monopoly-a367445e1ddc>

<https://www.bl.uk/stories/blogs/posts/lizzie-magie-and-the-history-of-monopoly>

Article 2: **[Monopoly Money Inflation](#)**

<https://money.com/monopoly-money-adjusted-for-inflation/>

<https://steemit.com/money/@accripteau/the-value-of-monopoly-money>

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