CSP Performance Task and Curriculum

Unit Introductions, Check-Ins, and Reflections

Revision Date: Oct 23, 2019
Duration: 45 50-minute sessions

Lesson Summary

Summary: In this lesson, teachers will be introduced to the CS Matters curriculum and how the two main tasks that their students will tackle during the course fit into the curriculum.

Outcomes:

- Teachers will be introduced to the Explore and Create task in the context of the curriculum.
- Teachers will be introduced to the requirements of the Explore Performance Task.

Overview:

(Time: 45 min)

- Performance Tasks, What are they? (15 min)
- Explore Performance Task Summary (30 min)

Learning Objectives

Key Concepts

Teachers should understand:

- Basics of the explore and create performance tasks
- How the tasks fit in the context of the curriculum
- the requirements of the Explore Performance Task

Teacher Resources

CSP Performance Tasks and Curriculum Folder
(https://drive.google.com/open?id=0B5vAY-fhOT-iVkw3RlFRUGgwWTA)

Lesson Plan

TOTAL: ~ 60 min

Materials: Teachers should have access to a copy of the purple book and a current copy of the Explore Performance Task rubric (handout).

Part 1: Performance Tasks, What are they? (15 min)

For this session, use the "Performance Tasks and the Curriculum" PowerPoint from the materials. The purpose of this section is to give the teachers a very basic overview of the tasks, and to explain how students are prepared for each through the curriculum.

Teachers will have ample time in future sessions to have specific questions answered about the tasks. For now, the instructor should limit these questions, and teachers should note down unanswered questions about the performance task in their journals for later.

Part 2: Explore Performance Task Summary (30 min)

1. The instructor should use the PowerPoint provided in the materials called "Explore Task Summary". Teachers should have a copy of the explore performance task rubric and summary. (Note: It's best to have given this to them earlier, so they won't be reading it while you are talking!)
2. The instructor should go through the PowerPoint, giving teachers time to read each slide. The instructor should try to answer questions, but encourage teachers to write them down for the end of the session. Teachers should also be recording:
   - Ideas for class organization around the task
   - Ideas for how to introduce the task to the students
   - Possible points of confusion for students
3. The instructor should use the last few minutes to answer questions. If this session is on a different day from the grading session, teachers should be encouraged to come up with additional questions for homework.

Evidence of Learning

Formative Assessment

Teachers can ask questions about the tasks; however, since the tasks are new to most teachers, the questions may derail the lesson, so it is important to keep it on track.

 (http://www.umbc.edu/) (http://www.umd.edu/)

 (http://www.nsf.gov/)

Authored by: CS Matters in Maryland

Website: csmatters.org (http://csmatters.org)

Email: csmattersinmaryland@gmail.com (mailto:csmattersinmaryland@gmail.com)