Marking Period: 3	Unit Title: User Feedback	Recommended Instruction Days: 40 Days

Standard-New Jersey Student Learning Standards: 8.1, 8.2, 9.1

Strand:
8.1: Education Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2: Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technology design, and the designed world, as they relate to the individual, global, and the environment.

9.1: 21st Century Life and Career Skills: All students will demonstrate the creativity, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*

Niranjan Mukundan

The mission is to ensure that every student is able to see themselves in our rich and diverse history.

Social and Emotional Learning: ***Competencies***	**Social and Emotional Learning:** ***Sub-Competencies***
Self- awareness Social Awareness Self- Management	• Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Relationship Skills Responsible Decision-Making	● Recognize the skills needed to establish achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills.

Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions	Progress Indicators	Activity Description
● Did users say what you think they would say? ● What details are nuance? ● How can these be expressed as needs? ● Which users should you talk to?	● Tests ● Quizzes ● Practice problems for homework ● Workbook pages ● Worksheets ● Focus Packet ● Leveled assessments	❖ Incorporate FusionTables into an app ❖ Construct an app with multiple screens ❖ Utilize an API within your MIT App Inventor app **Spot Light On:** *Acknowledge every student's comment or response, even if it's incorrect.* Task 1 Activity: While the theory may be easy to understand, gathering user feedback can be tricky. Take a prototype or an existing app that you developed from over the past few weeks get user feedback on it. Then, create another prototype having taken the user feedback into account. Remember to: ● Explain to them the concept of prototypes (if necessary) ● Avoid biasing user ● Ask open-ended questions ● Ask for user to engage with the product ● Look for nonverbal feedback **Interdisciplinary Connections:** **Math: Geometry**

		The surface area of a cube can be known if we know the length of an edge. Write a program that takes the length of an edge (an integer) as input and prints the cube's surface area as an output.

Mathematic Practice

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Assessments (Formative) ***To show evidence of meeting the standard/s, students will successfully engage within:***	**Assessments (Summative)** ***To show evidence of meeting the standard/s, students will successfully complete:***
<u>Formative Assessment:</u> ● **Entry and Exit Slips** ● **Quizzes** ● **Self Assessments** ● **Focus Packets**	**Benchmarks:** ● **Chapter Tests** ● **Projects** **Summative Assessments:** ● **District assessments** ● **Standardized test**

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**
Savass Envision achieve the core Khan Academy Desmos IXL Edulastic	Reteaching Worksheets Skill building workbook Math manipulatives	Dictionary for native language Video tutorial in native language	Enrichment worksheets Art of problem Leveled assessments
Supplemental Resources			
● Technology: Chromebooks, Graphing Calculators, smartboards, ● Other: Zoom and google meets, schoology, goggle classroom			
Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**

Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat	Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.	Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	x	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	x	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*