

Marking Period: 4	Unit Title: Usability and Principles of Good Designs	Recommended Instruction Days: 40 Days
Standard-New Jersey Student Learning Standards: 8.1, 8.2, 9.1		
<p>Strand:</p> <p>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.</p> <p>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.</p> <p>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.</p>		
<p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p> <p style="text-align: center;">Sally Ride</p> <p style="text-align: center;">The mission is to ensure that every student is able to see themselves in our rich and diverse history.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self- awareness</p> <p>Social Awareness</p> <p>Self- Management</p> <p>Relationship Skills</p>	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. <ul style="list-style-type: none"> ● 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. 	

Responsible Decision-Making	<ul style="list-style-type: none"> ● 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.
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Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit

Essential Questions	Progress Indicators	Activity Description
<ul style="list-style-type: none"> ● Visibility – can you tell what to do just by looking? ● Good conceptual model – consistent presentations of operations and results? ● Good mappings – user has sense of what will happen with each action? ● Feedback – full and continuous feedback of actions? ● Why do bad designs happen? 	<ul style="list-style-type: none"> ● Tests ● Quizzes ● Practice problems for homework <ul style="list-style-type: none"> ● Workbook pages ● Worksheets ● Focus Packet ● Leveled assessments 	<ul style="list-style-type: none"> ❖ Explain what the Activity Starter is and be able to use it in App Inventor ❖ Be able to integrate visual design with your app <p>Spot Light On: <i>Show students the why behind how things are done when possible.</i></p> <p>Task 1 Activity: Look back at your prototypes and use the Principles of Good Design as a checklist. Are there any changes that need to be made? What might make it a bad design?</p> <p style="text-align: center;"><u>Interdisciplinary Connections:</u> <u>Art</u></p> <p>A checkerboard consists of an 8 by 8 grid of black and red squares in which no two squares of the same color are adjacent. Write a graphics program that displays a checkerboard.</p>

Mathematic Practice		
<ol style="list-style-type: none"> 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. 		
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessment:</u></p> <ul style="list-style-type: none"> ● <u>Entry and Exit Slips</u> ● <u>Quizzes</u> ● <u>Self Assessments</u> ● <u>Focus Packets</u> 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Chapter Tests ● Projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● District assessments ● Standardized test 	

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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			
<ul style="list-style-type: none"> ● Technology: Chromebooks, Graphing Calculators, smartboards, ● Other: Zoom and google meets, schoology, google classroom 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources

<p>Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

	<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>x</p>	<p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>	<p>x</p>	<p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i></p>	<p>Standards in Action: <i>Climate Change</i></p>
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