**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 25, 3/2-3/6/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How long until my G4C game needs to be submitted? How close am I? What is left to improve my game before submission? | How long until my G4C game needs to be submitted? How close am I? What is left to improve my game before submission? | How long until my G4C game needs to be submitted? How close am I? What is left to improve my game before submission? | How long until my G4C game needs to be submitted? How close am I? What is left to improve my game before submission? | How long until my G4C game needs to be submitted? How close am I? What is left to improve my game before submission? |
| ***A –***  ***Activating Strategy*** | There are 22 school days left until your G4C game needs to be submitted! From the games we have played in class describe what you like best about a G4C game and least about a G4C game. | Try iPhone Simulator v1.2  <https://scratch.mit.edu/projects/361417135/>  Write a minimum of 4 sentence on what you could do to change this to the topic of a “clean & friendly earth.” | If you were trying to describe block programming to a younger student, what would be some tips on getting them started in Scratch. | Try Upside-poʍu | A Mobile Platformer  <https://scratch.mit.edu/projects/368592589/>  Write a minimum of 3 sentences on what you could do to change this to the topic of the “human-animal bond benefit.” | Try Hard Game - a labyrinth  <https://scratch.mit.edu/projects/325948758/>  Write a minimum of 4 sentences on what you could do to change this to the top of “inclusive play.” |
| ***T –***  ***Teaching / Learning Strategies*** | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game |
| ***S –***  ***Summarizing Strategy/Launch*** | What makes a video game good? | Why is a clean and friendly earth a good choice for a G4c game design? | What is the youngest age block programming should be introduced at school? | Are there laws to protect animals? If so, what are they? | Included vs excluded  How does the word ‘included’ make you feel?  How does the word ‘excluded’ make you feel? |
| ***Evidence of 4Cs*** | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | Share with your table your different ideas for making a video game good.  Whose idea is best and why? | What are some things you see that need to be cleaned up around the earth?  What is an idea to clean this item up? | What is a ‘challenging’ block of code to use?  Why do you believe it is challenging? | Do all animals need to be protected?  Who should be in charge of protecting animals and enforcing these laws? | What are some places that ‘exclude’ people?  What are some places that ‘include’ people? |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 24, 2/24-2/28/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | You should REEEAAALLLY be getting close to having a G4C video game to submit! Look in Mouse/Scratch and determine where you are at with your game. Use your coding vocabulary to answer 1) what is done 2) what is left 3) what is the due date of the G4C? | Try Lava Run 2 <https://scratch.mit.edu/projects/362515988/>  List 3 or more good things. List 3 or more things the designer should change. List 3 things you could change to make one of the G4C topics! | Try Icon Creater  <https://scratch.mit.edu/projects/362515988/>  What is good about this game? What is bad about this game? Please read thoroughly the “Notes and Credits” section. What do you need to improve on your “Notes and Credits” section? | Try Roller Coaster Builder  <https://scratch.mit.edu/projects/364502191/>  How could you make this into a game for  a) a clean & friendly earth  b) the human-animal bond  c) inclusive play  discuss your ideas with your table | Try Super Ultimate Coin Run  <https://scratch.mit.edu/projects/364290631/>  if you re-mixed this game, what would be the easiest topic to re-mix to a clean & friendly earth, the human-animal bond, or inclusive play. What changes would you make? Be ready to share. |
| ***T –***  ***Teaching / Learning Strategies*** | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | New Students & Former Students will be at different levels:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase  18.1 Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game |
| ***S –***  ***Summarizing Strategy/Launch*** | How valuable is peer feedback in your game creation…why or why not? | What is better for you a re-mix game or a game from Scratch & why? | Was Icon Creator an inclusive game? Why or why not? What changes might you make? | What changes do you need to make in order to get your game ready for peer feedback, so you can submit? | Think about the Super Ultimate Coin Run…re-mix to a different topic (one you didn’t choose at the beginning of class). What would you need to do? |
| ***Evidence of 4Cs*** | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Activator/G4C/Summarizer |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | Have you set goals for your game?  What goals have you set for your other classes? | What should be the first steps for game creation?  What should be the final steps of game creation? | Why are instructions provided?  Do you read instructions before you start? | Do you know of someone with a disability?  Why do we want to design games for inclusive play? | What games does the ‘Coin Run’ remind you of?  What is easy about the game? What is difficult about the game? |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| --- | --- | --- | --- | --- | --- |
| Week 24, 2/10-2/14/2020 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** |  |  |  |  |  |
| ***T –***  ***Teaching / Learning Strategies*** | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix |
| ***S –***  ***Summarizing Strategy/Launch*** | Discuss your topic of choice for G4C from the 3 available. Why did you pick this one over the others. | Discuss with your table what you goal is for your G4C game this week. Be ready to share. | Where is your emoji? Do you need to move your emoji? Please do that. | Is G4C a product use of time? Why? | If you could pick a topic for next year’s G4C challenge, what would the topic be and why? |
| ***Evidence of 4Cs*** | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Game design/ summarizing | Game design/ summarizing | Game design/ summarizing |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | If you could eliminate a G4C topic what would it be and why?  Is three enough topics, why or why not? | Why are goals important?  If you wanted to increase your goal, just alittle, what would you need to do? | Why were emojis developed?  Please create an emoji for a ‘new feeling.’ (we will try to guess what feeling these emojis are expressing soon!) | Why do students play video games?  Should there be laws against/for limits on screen time for students.? Please explain. | Who are the sponsors of this year’s topics?  Who would be the sponsor of your newly created topics? |

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| Week 23, 2/3-2/7/2020 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Review Angel’s game |  |  |  |  |
| ***T –***  ***Teaching / Learning Strategies*** | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix |
| ***S –***  ***Summarizing Strategy/Launch*** | Share at your table your progress…who is furthest on their game? | Make a puzzle (like the beginning of class) Show your solution underneath (so we can use them later). | Should video games be designed alone or in a group? Why? | How should video games be tested? | How many weeks until winter break? How many weeks until G4C is due? |
| ***Evidence of 4Cs*** | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Game design/ summarizing | Game design/ summarizing | Game design/ summarizing |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | How can you improve your progress on your game? How could you help someone improve their progress on their game? | Why to puzzles/games exist? How likely are you to play a puzzle/game? Why? | What is synergy? How can Synergy be applied at your table? | What is the value in allowing a person to test your video game? What is the value in allowing many people to test your video game? | How many days do we go to school a year? What is the advantage or disadvantage to year-round schooling? |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

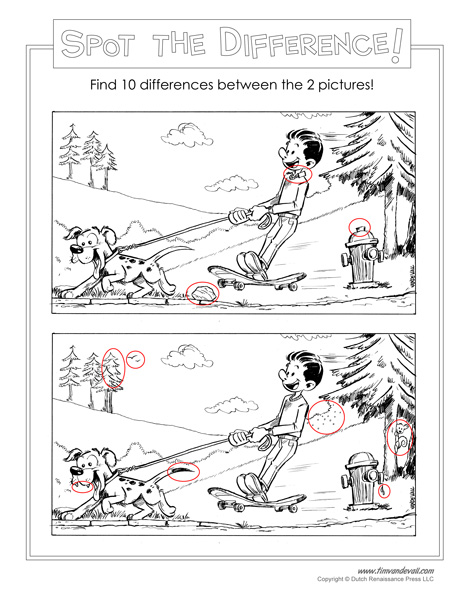
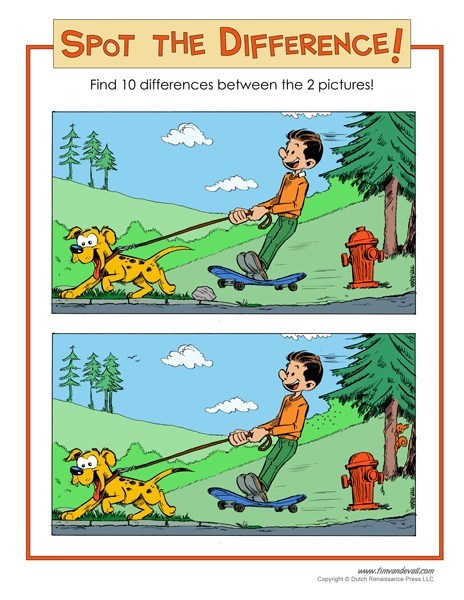
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| --- | --- | --- | --- | --- | --- |
| Week 22, 01/27-01/31/2020 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Do you see the pattern? |  |  | Review Keith’s game |  |
| ***T –***  ***Teaching / Learning Strategies*** | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix  Review Zach’s game |
| ***S –***  ***Summarizing Strategy/Launch*** | Turn to a neighbor & share something you made progress on! Be sure to listen to their progress too. | Create a number puzzle with a partner….turn it in! | Why are video games a ‘good’ choice for changes in society? | Describe how you believe your G4C scratch video game will look. | Sometime during this class period, you will send me a screen capture of the location you are working on in G4C. In one to two sentences write ‘what’ you are learning right now! |
| ***Evidence of 4Cs*** | Activator/G4C/Summarizer | Activator/G4C/Summarizer | Game design/ summarizing | Game design/ summarizing | Game design/ summarizing |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | Make one suggestion that your neighbor could do.  Review suggestions with everyone at your table. | Can you solve one/or more?  Please share your strategy and answer. | What video game exists today that might ‘change’ society?  What is a popular video game and what small changes could be done to impact society. | Have you considered people who are visually impaired?  Have you considered other handicaps? How? | What could you do to improve your progress in G4C?  How soon will you be ready to share you video games with others in the class before the due date of 3/31! |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 21, 01/20-01/24/2020 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** |  | Create an email stating what you did with your extra day off, which you are going to share with a friend! To: “your friend” |  |  | What is the pattern…write the next two rows. |
| ***T –***  ***Teaching / Learning Strategies*** | **HOLIDAY** | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix |
| ***S –***  ***Summarizing Strategy/Launch*** |  | Me: read new messages  Vote: good/bad |  |  | Make a word scrabble and share it with the person on your left. |
| ***Evidence of 4Cs*** |  | ‘email’ feedback/game design | Game design/ summarizing | Game design/ summarizing | Game design/ summarizing |
| ***Acceleration Strategies*** |  | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** |  | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** |  | Why does it matter how an email sounds?  What are some good words to use in an email? | Unscramble:  Eewylb  You make one… | Unscramble:  Nzio tmonu  You make a compound word scramble. | What is the pattern?  0,1,1,2,3,5,8,13  You make a pattern using numbers. |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| --- | --- | --- | --- | --- | --- |
| Week 20, 01/13-01/17/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Write an email to a family member asking for a favor. ‘Think netiquette….’ | Get you ‘email’ from yesterday & have a seat!  Switch ‘emails’ with someone close! Offer them feedback on their ‘email!’ | When Ashley was 15, her mother was 37. Now, her mother is twice her age. How old is Ashley?  Ashley is 22. Her mother is 22 years older, so when Ashley is 22, she’s now half her mother’s age. | **If:****2 + 2 = 44****3 + 3 = 96****4 + 4 = 168****5 + 5 = 2510** Then:  6 + 6 = **? 3612** | Spot the differences (below): |
| ***T –***  ***Teaching / Learning Strategies*** | Review writing prompt Monday - G4C – What is it?  New students – share teacher code for G4C & Scratch, pick a topic from the 3  New students:  16.0 Using your mouse.org account to create a G4C – getting started with intro to game design  16.1 Using your mouse.org account to create a G4C – core mechanics  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.2 Using your mouse.org account to create a G4C – goals, obstacles, and chance  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.3 Using your mouse.org account to create a G4C – found object games  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.1 Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | West GA Tech Competition Everett & Nathan  New students:  16.4 Using your mouse.org account to create a G4C – summarizing the Game Designer phase  Former students:  17.2 Practice building games in Scratch – summarizing the Scratch Developer phase |
| ***S –***  ***Summarizing Strategy/Launch*** | Why should society use video games to influence change? | How important is netiquette techniques in your online communications? Why? | Turn to a neighbor and tell them something you learned today. | Emoji check! Do you need to move your emoji? | If you could change one school rule, what would it be? |
| ***Evidence of 4Cs*** | Game design | ‘email’ feedback/game design | Activator/game design | Activator/game design | Activator/game design |
| ***Acceleration Strategies*** | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform | Student moves on to next assignment in platform |
| ***Remediation***  ***Strategies*** | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner | Pair struggling student with a partner |
| ***Reflections* P: *Questions* D:** | Can video games influence the way people think?  Provide an example of how video games influence the way people think. | Write a sentence that you might text to a friend.  Switch! Correct this sentence like you might write it to your teacher/principal. | Discuss, as a table, something you learned today.  Shortly, you will be sharing with the group! | Find someone whose emoji is at the same place as your emoji!  Discuss what you are working on with this person. | Discuss/share your school’s rules suggestions with your table.  Would learning still take place? Would your new school be safe? |



**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| --- | --- | --- | --- | --- | --- |
| Week 19, 1/6-1/10/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Welcome back! Discuss in a minimum of 4 sentences something you did over the break which required creativity. | Did you play any video games over the break? Which did you play most?  What is the best and worst feature of this game? | What is mouse create used for?  What is scratch used for? | What is an emoji? If you had your own personal emoji, what would it look like? Please draw your emoji. | What is netiquette? <https://svslibrary.region-12.org/digitalcitizenship/email>  watch both videos on the left. List 5 things that you learned! |
| ***T –***  ***Teaching / Learning Strategies*** | Cup pyramid building challenge  Welcome back! – writing prompt  Last semester students & New students  4 student in MVC! | Welcome back! – writing prompt Part 2  Have a peer offer you feedback on your paragraph…  After I review your paragraph you will record it on flipgrid. | Welcome back! – writing prompt Part 3  After I review & you re-write your paragraph you will record it on flipgrid. | Welcome back! – writing prompt Part 4  Positive comments on flipgrid to 6 peers | G4C – Review project timeline, review project phases & create emojis – reboot  G4C Review (by me)  Emoji re-boot  G4C review of poster  Review of mouse.org  Review of scratch  Where are you in the G4C process? |
| ***S –***  ***Summarizing Strategy/Launch*** | What skills did your team need to be successful in the pyramid build? | Turn to a neighbor and discuss a video game you both know. Discuss what you like and dislike about the video game. | How do mouse and scratch work together in G4C? | What is emoji short for? Emoticons  When was the first emoji create? In the 1999  What was the first emoji? | Write an email to a friend stating how your day went. Be aware of your netiquette!  (I will proof.) |
| ***Evidence of 4Cs*** | Pyramid build with team | Peer feedback/discussion | Peer feedback/flipgrid | Emoji draw and share | Emoji/netiquette pracitce |
| ***Acceleration Strategies*** | High performers build a cup pyramid with a 4 cup base | Offer feedback on more than 1 writing | Start offering comments on flipgrid | Research the history of the emoji | Write a email to the teacher about your day went. |
| ***Remediation***  ***Strategies*** | Pair struggling students for pyramid build | Teacher assists with offering feedback to peer student | Partner groups for flipgrid | Positive comments on flipgrid to less than 6 peers | Partner groups for netiquette review. |
| ***Reflections* P: *Questions* D:** | What makes a good team?  Discuss success you have had in a team – what made this team successful? | What makes a video game successful?  What makes a consumer buy a video game? | Would you rather give written or verbal feedback? Why?  Would you rather receive written or verbal feedback? Why? | Draw an emoji for a person at your table who is seated on the right.  Draw an emoji which represents your whole table.  Share both! | Deliver your email to a friend who is not at your table to correct using netiquette rules.  Return the email to the original sender for review. |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 18, 12/16-12/20/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Think of a video game you play at home….state the objective of the game using your video game vocabulary? | Based on your video game from yesterday, what are the predominate colors used by the game designer? Do you believe this is intentional or unintentional? | If you could change three things about your games from M & T what would they be and why? | What would a Christmas game look like in Scratch?  Draw it & share it with one person at your table. | What would a Christmas game look like in Scratch?  Describe it to me…on your paper! |
| ***T –***  ***Teaching / Learning Strategies*** | If student is in phase 2:  Practice building games in Scratch – What is Scratch? Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch? Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch? Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch? Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch? Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game |
| ***S –***  ***Summarizing Strategy/Launch*** | Share at your table something you like about mouse/scratch, Write 1 idea per person on paper and hand to me! | Check your emoji and your progress…share something your learned today! | What are the three categories for this year’s G4C? In just a minute…A show of hands for who is interested in each category! | Discuss with your table partners…do you see yourself as a game designer? Why or why not? ….be ready to share! (Use hands) | Write the answer to: How can G4C impact society? Is this a waste of time…or a good use of time? Why? Please turn in! Thank you! |
| ***Evidence of 4Cs*** | Game design/summarizer | Game design/summarizer | Eye-opener | Share activator/game design/summarizer | Game design |
| ***Acceleration Strategies*** | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 |
| ***Remediation***  ***Strategies*** | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 |
| ***Reflections* P: *Questions* D:** | If you were a video game designer what would be the goal of a game you designed?  How could you change your game and make it a G4C? | What colors would you use in a video games and why?  How could you market your game to a person who is color blind or has difficulty seeing? | What is a video game you know and a flaw that you would fix?  Discuss with a neighbor a game you both know and something that would make it a better game! | Share with a partner what your video games from Scratch would look like from the beginning of class.  Offer one suggestion for improvement on each other’s games. | If you were a video game designer what type of people would you design your game for?  What is one thing you could change that would make your game interesting to more than your target audience? |

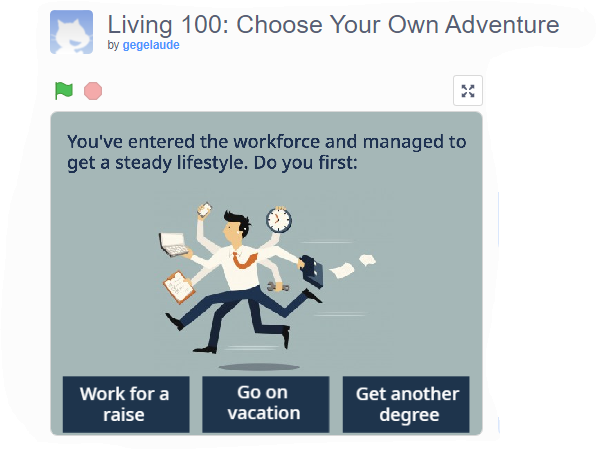
**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 17, 12/9-12/13/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? | How can G4C impact society? Is this a waste of time…or a good use of time? Why? |
| ***A –***  ***Activating Strategy*** | Log in to mouse.org and share your progress with one person at your table, also write your response on the eye-opener paper | State something your find easy about mouse.org and something you find difficult about mouse.org. If you could change one thing about mouse.org, what would it be? | What do you think the categories were for the following 2018 G4C winners? Once we guess the categories, we are going to play the games!  Images below: | Please use your laptop to research: How many people in the US are video gamers? How much money is spent on video games yearly? How many new games are released daily? Find one other fact! | Who is one person outside of class you are going to share your scratch game with? Why? |
| ***T –***  ***Teaching / Learning Strategies*** | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game |
| ***S –***  ***Summarizing Strategy/Launch*** | Share at your table something you like about mouse/scratch, Write 1 idea per person on paper and hand to me! | Check your emoji and your progress…share something your learned today! | What are the three categories for this year’s G4C? In just a minute…A show of hands for who is interested in each category! | Discuss with your table partners…do you see yourself as a game designer? Why or why not? ….be ready to share! (Use hands) | Write the answer to: How can G4C impact society? Is this a waste of time…or a good use of time? Why? Please turn in! Thank you! |
| ***Evidence of 4Cs*** | Game design/summarizer | Game design/summarizer | Eye-opener | Share activator/game design/summarizer | Game design |
| ***Acceleration Strategies*** | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 |
| ***Remediation***  ***Strategies*** | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 |
| ***Reflections* P: *Questions* D:** | Look at your emoji…are you making adequate progress through mouse.org and the G4C challenge in order to submit by the due date?  If you wanted to move faster through mouse.org what are some things you might consider…share at your table. | Do you like online learning?  How is online learning different/similar than traditional learning? | What are the 3 G4C categories this year?  If you could create an impact game topic, what would the category be? | What are characteristics of a video gamer?  How are a video gamer and a video game designer similar and different? | What is the purpose of impact games?  Are any of your ‘current’ favorite video games an impact game? How do you know. |





<https://brunswik.github.io/robogarbagecollector/>





<https://scratch.mit.edu/projects/294584948/>





**Link broke : ‘ (**

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 16, 12/2-12/6/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | How are you using Scratch to re-mix games? | How are you using Scratch to re-mix games? | How are you using Scratch to re-mix games? | How are you using Scratch to re-mix games? | How are you using Scratch to re-mix games? |
| ***A –***  ***Activating Strategy*** | Log in to mouse.org and share your progress with one person at your table, also write your response on the eye-opener paper | Log in to mouse and write down the activity and step you are currently working on. | Send a screen capture of your scratch work to [lyn.johnsoncole@carrollcountyschools.com](mailto:lyn.johnsoncole@carrollcountyschools.com)  Write your school email address on your eye-opener paper | How has the scratch game design process impacted the way you look at video games? | Would you consider a game developer/programmer as a potential career? Why or why not? |
| ***T –***  ***Teaching / Learning Strategies*** | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game  6th  - 20, 7th – 3 = Rozzy | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game  6th  - 20, 7th – 3 = Rozzy | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game  6th  - 20, 7th – 3 = Rozzy | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game  6th  - 20, 7th – 3 = Rozzy submit | If student is in phase 2:  Practice building games in Scratch – What is Scratch?, Games from Scratch, & It’s the Remix  If student is in phase 3:  Scratch Activist – Impact Game Judge, Grow-A-Game, and Scratch Impact Game  6th  - 20, 7th – 3 = Rozzy submit |
| ***S –***  ***Summarizing Strategy/Launch*** | Check your emoji and your progress…share something your learned today! | Check your emoji and your progress… | Check your emoji and your progress… | Check your emoji and your progress… | Check your emoji and your progress… |
| ***Evidence of 4Cs*** | Activator, g4c design, rozzy groups | Activator, g4c design, rozzy groups | Activator, g4c design, rozzy groups | Activator, g4c design, rozzy groups | Activator, g4c design, rozzy groups |
| ***Acceleration Strategies*** | Moving faster through phase 2 | Moving faster through phase 2 | Moving faster through phase 2/3 | Moving faster through phase 2/3 | Moving faster through phase 2/3 |
| ***Remediation***  ***Strategies*** | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 | Teacher/peer assistance with Phase 2 |
| ***Reflections* P: *Questions* D:** | What is a scratch developer?  What is a scratch activist? | What a video games for?  What are ‘games for change’ G4C for? | What are the topics of the G4C challenge?  How should the G4C challenge be judged? | What did we use in Grow-A-Game?  How did you Grow-A-Game in scratch? | What is a job?  How is a job different than a career? |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 15, 11/18-11/22/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | What is Scratch? How can I use Scratch to building games?  What is a Re-mix? | What is Scratch? How can I use Scratch to building games?  What is a Re-mix? | What is Scratch? How can I use Scratch to building games?  What is a Re-mix? | What is Scratch? How can I use Scratch to building games?  What is a Re-mix? | What is Scratch? How can I use Scratch to building games?  What is a Re-mix? |
| ***A –***  ***Activating Strategy*** | What are the Space, Goal, Components, Core Mechanics, Rules of your G4C? Please answer in complete sentences. | Please look at your responses from yesterday & sketch an idea of what your Scratch game is going to look like. | What is a re-mix? Give 3 examples. | What might be a title of your game? What might your backdrop look like? | What did your complete yesterday? State 3 things you learned yesterday. |
| ***T –***  ***Teaching / Learning Strategies*** | Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix  Rozzy Learning? <https://www.rozzylearningcompany.com/career-kid-challenge/> | Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | Practice building games in Scratch – What is Scratch, Games from Scratch, & It’s the Remix | Practice building games in Scratch – summarizing the Scratch Developer phase  Rozzy Checkpoint |
| ***S –***  ***Summarizing Strategy/Launch*** | Are you still in Phase 1 or have you moved to Phase 2? | Find someone whose emoji is at the same progress you are at…discuss your progress: Where are you stuck? What is going good? | Turn and discuss with your partner where you are in the poster. | Share your game title with a neighbor. Get their feedback. | Talk and share 3 things that you learned in the Practice Designing Games in Scratch phase. |
| ***Evidence of 4Cs*** | Emoji movement | Emoji movement (regroup)? | Discussion/emoji movement | Peer share | G4C/emoji/peer share |
| ***Acceleration Strategies*** | Quicker movement through course in G4C | Quicker movement through course in G4C | Quicker movement through course in G4C | Quicker movement through course in G4C | Quicker movement through course in G4C |
| ***Remediation***  ***Strategies*** | Peer/teacher assistance on G4C course | Peer/teacher assistance on G4C course | Peer/teacher assistance on G4C course | Peer/teacher assistance on G4C course | Peer/teacher assistance on G4C course |
| ***Reflections* P: *Questions* D:** | What is Scratch?  How are you going to use Scratch in your G4C creation? | What are code blocks used for?  Share a quick code block program with a neighbor. | How can a re-mix help you in your game design?  What game might you re-mix and why did you choose this game? | Why do game titles need careful thought?  Choose one of the following ‘unpopular’ video games. What does their title tell you? E.T. the extra-terrestrial, Sonic the Hedgehog, or Castlevania II | How can Scratch help you design a G4C?  Draw 3 things you learned in the Scratch Developer Phase and describe these to a neightbor. |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 14, 11/11-11/15/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | I can learn how to design video games intro to game design, core mechanics, goals obstacles chance & objects found. | I can learn how to design video games intro to game design, core mechanics, goals obstacles chance & objects found. | I can learn how to design video games intro to game design, core mechanics, goals obstacles chance & objects found. | I can learn how to design video games intro to game design, core mechanics, goals obstacles chance & objects found. | I can learn how to design video games intro to game design, core mechanics, goals obstacles chance & objects found. |
| ***A –***  ***Activating Strategy*** | Find the poster for game design and copy the topics under ‘learn about game design.’ After each topic write a short phrase about what you think you will learn. | What are mechanics?  What are the ‘mechanics’ for a school? | Think of a video game or board game you know. What is the goal, obstacles, and chance for that game? | State three new things you know about game design. Speak to a neighbor to find one more that you did not think of. There should be 4 things on your paper you turn in. | How do you image the work setting of a Game Designer, were do they live, what do they do? |
| ***T –***  ***Teaching / Learning Strategies*** | Using your mouse.org account to create a G4C – getting started with intro to game design | Using your mouse.org account to create a G4C – core mechanics | Using your mouse.org account to create a G4C – goals, obstacles, and chance | Using your mouse.org account to create a G4C – found object games | Using your mouse.org account to create a G4C – summarizing the Game Designer phase |
| ***S –***  ***Summarizing Strategy/Launch*** | Is your emoji ready to move? How far along did you get? | What are core mechanics of a game everyone at your table knows? Share. | Find a partner who knows a video game you know and identify the goal, obstacles, and chance for that game. | Share several games that have ‘found object.’ What is the object…who/what finds it? | Share something you feel you learned well in the game design phase. |
| ***Evidence of 4Cs*** | Poster discussion | Core mechanics discussion | Summarizer | Summarizer | Video share & summarizer |
| ***Acceleration Strategies*** | Help a peer in mouse.org | Move onto the next topic.  Help a peer in mouse.org. | Move onto the next topic.  Help a peer in mouse.org. | Move onto the next topic.  Help a peer in mouse.org. | Critique another student’s work by adding 3 more things. |
| ***Remediation***  ***Strategies*** | Extra time with teacher on the first steps in mouse.org | Extra time with teacher on core mechanics | Extra time with teacher on goals, obstacles, and chance | Extra time with teacher on objects found | Work with a partner to create the summary |
| ***Reflections* P: *Questions* D:** | What is game design?  Share a game you would like to re-design! | What are core mechanics?  What will be the core mechanics on the game you design? | What is the goal of a familiar game to you? Share this with a partner.  Find the most familiar game and discuss the goals, obstacles and chance in that game. | What is an ‘objects found game?’  What object will be found in your game?..Recall the three topics! | Share with a partner something you learned in game design.  On a paper with your group ‘add’ something you learned about game design…you may not use something someone previously used! |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 13, 11/4-11/8/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | I can design a computer game using code. I can design a computer game using code with the focus on CHANGE! | I can design a computer game using code. I can design a computer game using code with the focus on CHANGE! | I can design a computer game using code. I can design a computer game using code with the focus on CHANGE! | I can design a computer game using code. I can design a computer game using code with the focus on CHANGE! | I can design a computer game using code. I can design a computer game using code with the focus on CHANGE! |
| ***A –***  ***Activating Strategy*** | What are some things which ‘damage’ our earth? Minimum of 3.  How can I/we help? | Do you have a special bond with an animal? How is that bond special? | What is a disability? Minimum of 3.  What can be changed about video games in order to make them inclusive for people with disabilities? Minimum of 3. | Who is mouse.org?  Who is thetruth.org?  Who is petspace.org?  Who is att.com?  Pick your favorite to explore – write down 3-5 facts. | Think of a game you know well (board or video)…what is the one biggest reason you like this game. Please explain. |
| ***T –***  ***Teaching / Learning Strategies*** | G4C Student Challenge –Review a peer’s a Topic & offer constructive feedback  G4C – what is it & create a game idea | G4C – what is it & create a game idea | G4C – Review project timeline, review project phases & create emoji | G4C – Explore 4 companies & sign up for mouse.org (using ‘group code’ only!) | Give students laminated  emojis and tape  Grow a Game  Intro 1 card at a time, discuss with team, prototype a game on paper = Using your mouse.org account to create a G4C – getting started with intro to game design |
| ***S –***  ***Summarizing Strategy/Launch*** | Share one thing you are going to do to improve your work. Share one thing you think your neighbor should do to improve their work. | Take 2 minutes in teams of 2 to show your design and your game vocabulary to someone who is not at your table. | Take 1 minute to introduce your emoji to team members.  Turn your emoji in to me. (for laminating) | Share 1 fact about a company you did not research! | Explain the Grow-A-Game steps for a successful game…what is different about our game? |
| ***Evidence of 4Cs*** | Discussion and creation of ‘still’ game design | Discussion and creation of ‘still’ game design | Discussion from timeline & project, emoji creation | 4 – ¼ to make a whole team project, share the group code | Grow a game discussion and prototype |
| ***Acceleration Strategies*** | More time on the G4C website to see next steps | Tell me about their game idea | Generate ideas for a student who is struggling with emoji | Share something about your mouse.org account | Different more challenging cards |
| ***Remediation***  ***Strategies*** | Design only with 2 or 3 of the voc words. | Get help from a student who is complete | Teacher present to point out main ideas from timeline and project phases | Pair students to work together on one company | Groups of 2 become groups of 3 or 4 with teacher assistance |
| ***Reflections* P: *Questions* D:** | Can you share three things you know about G4C?  Discuss your topic and why you are interested in designing a video game about your topic? | Review your design for completeness.  Review someone’s creation at another table for completeness & offer feedback. | What questions for you have about the G4C timeline or G4C phases?  Who can answer that question?!? | What are we going to be using mouse.org for?  How does mouse.org relate to our 2 project posters from yesterday? | Name 3 or the 5 game vocabulary.  Use 3 of the 5 game vocabulary from your Grow a Game in a paragraph. |

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 12, 10/28-11/1/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** | I can successfully use Scratch programming!  I can successfully Grow A Game!! | I can successfully use Scratch programming!  I can successfully Grow A Game!! | I can successfully use Scratch programming!  I can successfully Grow A Game!! | I can successfully use Scratch programming!  I can successfully Grow A Game!! | I can successfully use Scratch programming!  I can successfully Grow A Game!! |
| ***A –***  ***Activating Strategy*** | How important is vocabulary?  Why? | Can you name any computer programming languages?  Please list…use tech, if necessary. | What is a programming language? What is a programming language used for? | You may need technology for this one…  What companies hire computer programmers?  What is the average salary of a computer programmer?  What is one more interesting fact about cp? | What makes a game interesting…?  List several things (min = 5) |
| ***T –***  ***Teaching / Learning Strategies*** | Basic programing vocabulary ‘charades’ with class | Intro to scratch what are all the components – my board, vocabulary  Intro Printable Scratch 3 Boxes – student observation  What do you notice?  scratchy,  experiment with code for scratchy – let me see it | Intro to scratch programming video  Scratch – how do I use it? video  Scratch – how do I use it p2?  Share scratch teacher link with one per table to share at their table. | Try? Test your Scratch programming with Scratchy  Try my scratch game  What is a game vocabulary? | Grow a Game!  ~~Review writing prompt from select a topic. – IF TIME~~ |
| ***S –***  ***Summarizing Strategy/Launch*** | What new vocabulary words are most challenging? | What can we do with our new programming language? | What is a short 3-5 box program you could write?  Use the symbols, share with your table. | What makes computer games fun? What doesn’t?  Id a common game & use the game vocabulary. | Share your grow a game on flipgrid. Comment on someone’s who is not at your table and not commented on. |
| ***Evidence of 4Cs*** | Reverse Charades to learn vocabulary | Share/discuss printable scratch 3 boxes with team | Sharing link with team, summarizer | Finding use for game vocabulary in a known game per table | Grow a game at tables and flipgrid |
| ***Acceleration Strategies*** | Research additional programming voc & share 3 new terms | Research some premade scratch programs and state what the program is telling you. | When and where was Scratch developed. Share with 2 peers and teacher. | Find a partner and use the game voc on a board game known to both | Review 1 or more writing prompts |
| ***Remediation***  ***Strategies*** | Small group look up | Small group instruction on scratch components, extra time with printable scratch 3 boxes | Only view 2 or the 3 video in pair group | Teacher/peer assistance with scratch | Teacher/peer assist with ideas for grow a game |
| ***Reflections* P: *Questions* D:** | Can you describe 3 vocabulary words to a friend?  Can you write 3 vocabulary words in a short paragraph and share with a friend? | Discuss with a neighbor how scratch works for 2 minutes.  Write a short code which perform at least 4 commands. | One person at a table share – what is scratch?  All people at table write what scratch is adding at least 2 more facts. | With a neighbor use game vocabulary in a quick discussion, you use 3 words, they use 2.  Find a game you both know and use game voc to identify the parts of the game. | What parts do you need to successfully grow a game?  What was the most difficult component of growing a game? Why?  **Review writing prompt Monday - G4C – What is it?** |

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| Week 11, 10/21-10/25/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM |  |  |  |  |
| ***E –***  ***Essential Question(s)*** | Where are robotics used? |  |  | SUB  SAMR 4Cs boot camp |  |
| ***A –***  ***Activating Strategy*** | How could lights be used in robotics? | What are some ideas you have that the Edison can do or can’t do? | What application do you see a technology were something follows a line? (from yesterday) | What application do you see a technology were something stays inside a line? (from yesterday) | Can you think of an application where you would want to control a robot with a remote control? |
| ***T –***  ***Teaching / Learning Strategies*** | Edison Robot – Follow a torch p11  User Guide p1-34 | Edison Robot – Line tracking p13  User Guide p1-34  \* Finish Popplet with interest in Math Video Challenge | Edison Robot – Bounce in borders p15  User Guide p1-34 | Edison Robot – Sumo wrestle p16  User Guide p1-34 | Edison Robot – Remote control driving p17-18  User Guide p1-34 |
| ***S –***  ***Summarizing Strategy/Launch*** |  |  |  |  |  |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 10, 10/14-10/18/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM |  |  |  |  |
| ***E –***  ***Essential Question(s)*** | Where is STEM outside of school? |  |  |  |  |
| ***A –***  ***Activating Strategy*** | State 5 things you did over your break. AFTER you write this, discuss your break with people at your table. | What is a barcode? Where do you see barcodes? Please list a min of 3 examples? What information is stored in barcodes? | What are sensors? What do sensors detect? Where are some places you notice sensors? | What is an obstacle? What are choices you have when you encounter an obstacle? | Today you have 15 minutes to design a maze. You have 5 minutes to test your maze. After 20 minutes, your team will present your obstacle avoidance maze. (Write these on your eyeopener) Maze Requirements: a min of 5 obstacles, 1 left and 1 right turn avoidance, minimum of 10 seconds in the maze before escape |
| ***T –***  ***Teaching / Learning Strategies*** | Review class expectations, social contract, warnings  Finish Prezis | Edison Robot – Familiarization & Barcode p7-8  User Guide p1-34 | Edison Robot – Clap controlled driving p9  User Guide p1-34 | Edison Robot – Avoid obstacle driving p10  User Guide p1-34 | View all obstacle course mazes.  -State 3 things your saw in other teams’ mazes that you did not see in your maze.  -State 2 things you saw in other teams’ mazes that you used in your maze.  -State 1 thing you could do to improve your team’s maze. |
| ***S –***  ***Summarizing Strategy/Launch*** |  |  |  |  |  |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 9, 9/30-10/04/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM |  | STEM | STEM |  |
| ***E –***  ***Essential Question(s)*** |  |  |  |  |  |
| ***A –***  ***Activating Strategy*** | What Is your grade in STEM? Are you missing any assignments? If so, which ones? | Outside of class, where miht you use a Prezi? What is your topic? Approx. how far are you on your Prezi. What are you doing outside of class to improve your grade. | How many paths have you completed?  How many images have you uploaded? How many videos?  Today you will share you url with me within the first 10 minutes of class. | How far are you on the Prezi (100% = ready to present today, 50% = will probably be ready tomorrow)?  Have you ever visited a manufacturing facility? If so, where? | Do you have any robotics experience?  Review the following links Intro to Edison Robots & Intro to EdBlock  on the class website. Write down two things you learned from each video! Please use complete sentences with proper punctuation!  Thank you! |
| ***T –***  ***Teaching / Learning Strategies*** | SEW – review contract, timeout/affirmation/foul  10 Create a Prezi | 10 Create a Prezi | Checkpoint – share your url with me before the end of class!  10 Create a Prezi | 10 Create a Prezi  Start Prezi presentations (5 mins) | 10 Create a Prezi  Finish presentations  Turn in the questions & your answers at the end of the activity. |
| ***S –***  ***Summarizing Strategy/Launch*** | Where could you use a Prezi at school? What class? What project? | Where could you use a Prezi, if you were a business owner? |  |  |  |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 3, 8/19-23/20159 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM |  |  |  |  |
| ***E –***  ***Essential Question(s)*** | What fields could someone with technology degree fill? |  |  |  |  |
| ***A –***  ***Activating Strategy*** | What are your 5 most used apps on your phone? | What are characteristics of a good webpage? | On a scale of one to ten how good are you with technology (1 = no one asks me because I don’t know…10 = I am the tech expert) | Is developing your own website interesting to you, or not so much? Explain why? | There are other tools to develop websites besides Weebly? Can you find some? |
| ***T –***  ***Teaching / Learning Strategies*** | Timeout/Foul/Affirmation  4 Using a tape measure or ruler to add and subtract fractions | Timeout/Foul/Affirmation  5 Design a website using Weebly | Timeout/Foul/Affirmation  5 Design a website using Weebly | 5 Design a website using Weebly | 5 Design a website using Weebly |
| ***S –***  ***Summarizing Strategy/Launch*** | Does using a tape help to add fractions? Does a tape always work? |  |  |  |  |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 2, 8/12-16/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM |  |  |  |  |
| ***E –***  ***Essential Question(s)*** | How well can you work with the tools you are given? |  |  |  |  |
| ***A –***  ***Activating Strategy*** | Have you ever used a ruler? What where you measuring?  Have you seen someone use a ruler? What where they measuring? | Please add and subtract the following fractions:  ½+1/4 3/8 + ¼  ½ - ¼ 3/8 – 1/4 | Do you have a favorite card or board game you like to play?  Who do you play this game with? | What is something interesting you have learned related to science, this year or a previous year? | What is something interesting you have learned related to math, this year or a previous year? |
| ***T –***  ***Teaching / Learning Strategies*** | Cell phones  Good things!  Timeout  2 Cardboard, tape, straws, rubber bands & paper structure part 2 | Timeout  3 Reading a tape measure or ruler | Timeout/Foul/Affirmation  3 Reading a tape measure or ruler | Timeout/Foul/Affirmation  4 Using a tape measure or ruler to add and subtract fractions | Social Contract  1 How do you want to be treated by my leader?  2 how do you want to be treated by each other?  3 how do you think I want to be treated by you?  4 How do you want to treat each other when there is conflict?  Appoint scribe  4 Using a tape measure or ruler to add and subtract fractions |
| ***S –***  ***Summarizing Strategy/Launch*** | Is this S T E or M in STEM?? |  | Are you a little more comfortable with fractions? | Does using a tape help to add fractions? Does a tape always work? | What is the golden rule? |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 1, 8/7-9/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** |  |  | STEM |  |  |
| ***E –***  ***Essential Question(s)*** |  |  | How well can you work with the tools you are given? |  |  |
| ***A –***  ***Activating Strategy*** |  |  | 1) Find your seat  2) On the index card, write you first and last name on the top red line and write a response in complete sentences to the following question:  What do you plan to improve on this school year? | 1) Find your seat  2) Write a response in complete sentences to the following question:  List your classes in order from most liked to least liked? Write a minimum of 2 sentences stating why your first class listed in your favorite class and the last class listed is your least favorite class. | On a scale of 1-10 (1 being the most fearful and 10 being not afraid at all) state the number that indicates how comfortable you are speaking in front of your classmate. Explain why you chose this number. |
| ***T –***  ***Teaching / Learning Strategies*** |  |  | Seats  Cell phones  Intro of me  Website/STEM video  Take 5: Introduce yourself, learn names at your table and 1-2 interesting facts about each person  Names circle  ~~1 Cardboard, tape, straws, rubber bands & paper structure~~ | Seats  Cell phones  Syllabus  Intro of room, expectations, 4 questions, good choices, bell schedules  1 Cardboard, tape, straws, rubber bands & paper structure – finish or presentations | Cell phones  2 Cardboard, tape, straws, rubber bands & paper structure part 2 |
| ***S –***  ***Summarizing Strategy/Launch*** |  |  | What are some skills you might learn in STEM?  Where do you go next period? |  | Several students share something good! |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

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| Week 1, 8/7-9/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** |  |  | STEM | STEM |  |
| ***E –***  ***Essential Question(s)*** |  |  |  |  |  |
| ***A –***  ***Activating Strategy*** |  |  |  |  |  |
| ***T –***  ***Teaching / Learning Strategies*** |  |  | Name tags/seats |  |  |
| ***S –***  ***Summarizing Strategy/Launch*** |  |  |  |  |  |
| ***Homework*** |  |  |  |  |  |
| ***Notes*** |  |  |  |  |  |

After 10/27/2019

**Mrs. Cole 6th & 7th Periods Room 311 STEM**

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| Week 12, 10/28-11/1/2019 | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***S –***  ***GSE Standards*** | STEM | STEM | STEM | STEM | STEM |
| ***E –***  ***Essential Question(s)*** |  |  |  |  |  |
| ***A –***  ***Activating Strategy*** |  |  |  |  |  |
| ***T –***  ***Teaching / Learning Strategies*** | **Review writing prompt Monday - G4C – What is it?** |  |  |  |  |
| ***S –***  ***Summarizing Strategy/Launch*** |  |  |  |  |  |
| ***Evidence of 4Cs*** |  |  |  |  |  |
| ***Acceleration Strategies*** |  |  |  |  |  |
| ***Remediation***  ***Strategies*** |  |  |  |  |  |
| ***Reflections* P: *Questions* D:** |  |  |  |  |  |