Cedar Grove High School       WEEKLY LESSON PLAN

Teacher. Dr. Collette L. Keeton Course: AP Comp Sci. Period: 30 Date: 10/16-10/20/06
(Weeks 9-18 Tech Skill Builders using Systems Teaching)

10/16/06 Monday-10/20/06 Friday

Objective(s): (a) Students will synthesize learning in the Alice Interface, typing, coding and JAVA programming techniques to understand the following topics of computing: 1) Programming Graphics (as presented by Ericson, 2006 in workshops and from CD complimentary text; Ch 5 and Ch 21 of the AP Edition JAVA Concepts 4th Ed. by Horstmann), 2) Defining Classes (Ch 5 in Fundamentals of JAVA by Lambert & Osborne), and using Control Statements (Ch 6 in Fundamental of JAVA by Lambert & Osborne) in relation to personal or real-world experiences and wordprocess their perspectives with 71% or greater accuracy in programming, completing classwork and research on extended reading and writing assignments. (b) Students will read for 20 minutes and write for 5 minutes or more daily and reflect on selected readings with 71% or greater show of proficiency in written expression and reading comprehension.

GHSGT/SAT/EOCT Objective(s) (see checklist on back)

Method: Individualized Instruction: Using the Stages of Writing and the Website Development Process, Students will construct an IT’s “All About Me” Web Page in Microsoft Publisher, Dreamweaver, First Class or other web template, use Alice to construct worlds in Java Preferences, Take Self-Analysis Assessments, Post the data to the “All About Me” Websites, present “All About Me” Projects, compare and contrast it with MAC and PC selections/programming, read and complete labs/activities from the JAVA texts and financial literacy for teens by Chad Foster (parallel it to the 3-Day Sub Lesson Plans Activity, pp. 9-11 in .pdf available at http://fc.dekalb.k12.ga.us/~collette_l_keeton/3-daySubLP.pdf) and apply computer programming/coding and document processing techniques individually in class on selected activities. After the first teacher-example is complete students will individually pace to complete multiple problems and activity assignments to build technology skills and practice for the GHSGT Writing Test.

Assignment: Program your name in a box or other polygon, triangle or graphic shape such as lines and ellipses with a fill-color of your choice to depict a concept map (as exhibited in Inspiration™ or Power Point or other Microsoft integrates such as Word flowcharting symbols or draw tools multimedia program software examples) Hint: Use JAVA HashMap or TreeMap classes to depict a Map Interface of your Multiple Intelligence you discovered at http://www.mitest.com/o7inte~1.htm (Day 1): Code your GA Tech Computing Areas www.cc.gatech.edu Choice and Features that you sent your instructor in e-mail during the first weeks of class in a table or ordered list, i.e., Current Schedule, Match or relevance to your projected College Schedule including at least a computer minor (Compose your action plan in Timeliner™) to show your projected completion dates on your goals, when you should be taking selected courses, your costs for going to college or other higher educating, costs saved from taking dual enrollment, CLEP testing, etc., and incorporate your Learning Style Graphic in this page after you view and complete the assessment located at http://www.engr.ncsu.edu/learningstyles/ilsweb.html
(Day 2); Java or HTML Program your Autobiography and Resume with a picture and compose a print-friendly version and link to your Resume for your Employability Skills ePortfolio (Day 3); Depict your personality http://www.humanmetrics.com/cgi-win/JTypes3.asp and entrepreneur business type http://www.humanmetrics.com/sbp/BusinessTypesQ.asp with color matches of True colors on this page you may also list your leadership style here too (Day 4); (Day 5) Use a Hash or Tree Map to depict your dream job and site your references; Review/Do: [Secs 5-10; 21.2, ], Questions 1-5 on pp. 123-356 ; Review Questions study guide questions and long/short-term projects, pp. 781-839; Continues Unit 2 and 3. Read Articles at Inc.com: TerraCycle, The Coolest Little Start-up..., How to Build an $80 million business and Fast Company’s PUMA article on company Design and reformation for resilience as well as those discussed in class to compose a Summary Reflection on Guided Activity (see attachment on word processing procedures for writing and selecting readings); reading (magazines, digests, newspapers, etc.), writing and peer reviews.

Reading Strategy: Reading the first 20 minutes of class followed by a reflection composed in 5-minutes or more (students are still adding to the class until the max load is met).

Writing Strategy: Reflective Writing, Power Writing by Betty Hamilton Umbrella Organizer, Venn Diagrams, Keyboarding and Document Processing Expository, Summary, APA Research Report Formats and Dr. Java Compiler. Technology Strategy: May use www.glencoe.com Digitools, Microsoft Publisher 2003, First Class Student Accounts (See your instructor for your log-in information and How to Create a Resume and How to Create a(n) (Auto)Biography, Dreamweaver 8 text composer/editor for JavaScripting, Microsoft Picture It! Serif Photo Plus 10, Adobe 6/7, etc. Graphic Editors for Turtle Graphics, Alice Java Program Constructor www.alice.org, Dr. Java, Internet computer technology on special project assignments, to create digital and electronic portfolios or other activity as assigned to improve student skills; students will e-mail the instructor activity as a backup plan for assignment receipt and proper grade recording.

Reflection: Students comprehending computer programming and applications and using them to make real world connections, gain employability skills, acquire computer hands-on skills, use of simulations and tutorials for technology troubleshooting, computer logging or enhancing computer literacy and personal experiences.
Instructor: Dr. Collette L. Keeton
Course: AP Computer Science/ Period 30
Dates: 10/16/06-10/20/06 (Weeks 9-18 variations and enrichment)

☑ Reads critically; asks pertinent questions; recognizes assumptions & implications; evaluates ideas
☑ Uses the research process
☑ Identifies that words gather meaning from their context & carry connotation & denotation
☑ Acquires new vocabulary through reading & listening; demonstrates progress through speaking & writing
☑ Uses literal comprehension skills
☑ Uses inferential comprehension skills
☑ Defines unfamiliar words by using appropriate structural analysis
☑ Draws reasoned conclusions from various sources
☑ Writes using standard American English
☑ Uses language appropriate to situation & audience
☑ Writes for many purposes including but not limited to personal, social, academic, & business writing
☑ Defends conclusions rationally
☑ Inventories solutions to problems-using thinking technologies
☑ Analyzes logical relationships in arguments & detects fallacies
☑ Recognizes different purposes & methods of writing
☑ Read, discusses, & analyses diverse technological issues
☑ Applies knowledge of technology terms
☑ Adapts words & strategies for an audience
☑ Evaluates messages of mass media
☑ Understands language is shaped by society, cultural, & geography

Composition
☑ Controls ideas with examples, illustrations
☑ Completes assigned task
☑ Offers controlling ideas
☑ Offers supporting ideas
☑ Presents materials in discerning order
☑ Makes logical transitions
☑ Presents a sense of completeness
☑ Controls language to establish individuality
☑ Uses effective diction.
☑ Writes carried sentences
☑ Shows a sense of audience
☑ Uses convention appropriate to standard written English
☑ Shows appropriate usage of words
☑ Uses appropriate mechanics
☑ Forms sentences correctly
☑ Uses correct end punctuation
☑ Writes in complete sentences
☑ Uses coordination & subordination
☑ Analysis
☑ Sentence completion
☑ Critical readings
☑ SAT/technological vocabulary practices