LESSON: Create Performance Task Prep	Time: 50 minutes

Overview:

The purpose of this lesson is to prepare students for their Create PT. They should have completed six practices, plus the code segment practice and possibly the extras. They are ready! However, coming up with an idea can be daunting. As a teacher, you cannot assign a project. However, you can give suggestions and help them come up with their own project. The first slide deck goes through possibilities based on the practices. The second slide deck discusses what they will submit. I divided the instructions into two sets so you can decide the best way to prepare your students.

Objectives:
- I can discuss the requirements of the create PT
- I can generate project ideas similar to the practices
- I can select a project for the Create PT
- I can prepare a PDF of the code
- I understand the requirements of the video
- I can prepare code segments for the PPR

Standards:
2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.

3A-AP-14 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables.

CSP Framework:
Computational Thinking Practices:

4.C Identify and correct errors in algorithms and programs, including error discovery through testing.

6.A Collaborate in the development of solutions.

Create PT Requirements:
- Create a list
- Use the list in a meaningful way
- Create a function with at least one parameter
- The function must have sequence, selection and iteration
- Values of the parameter must affect the section of code that is executed (used in an if statement)
- Call the function with argument

Preparation:

Make a copy of the assignment or put it in the LMS.
Prepare any formative assessments you want to use in the wrap-up

Links:
- No assignment to turn in
- Instructions for selecting a project
- Instructions for code prep
- Daily reflection form

Agenda:
- Warm-up (5 minutes)
- Selecting a project (30 minutes)
- Prepping the code (15 minutes)

Vocabulary:
- No new vocabulary during this lesson

Assessment:
- Daily reflection journal or Google form
- Nothing specific for this lesson. You may want to:
  - Have students write down their partner and what their project will be
  - Log in to the digital portfolio and become familiar with where they will upload their project
  - Group review of requirements

Teaching Guide

This lesson has two parts. You can do them together in one day, or use them on two separate days. For example, you can go over selecting a project. Then, after they complete the project, go over the digital portfolio submission. Look over the information and decide how you want to deliver the information, and if there is anything you want to supplement.

Selecting a Project:
Warm-up (5 minutes)

👬 **Discuss** – Use a discussion strategy, like journaling, working at boards, selecting random students, or a form of think-pair-share.

- Slides 2-4
- Review the requirements for the Create Performance Task

Instructions (30 minutes)

💻 You can go over the slides as a class, in small groups, or individually.

💡 **Teaching tip: Slides 5-8**
The slides contain general information about the Create PT project. Students are reminded that they cannot submit any program they did in class as an assignment. You may want to emphasize this and let them know you are obligated to report them if they do not submit an original program.

💡 **Teaching tip: Slides 9-17**
The slides go through each of the Practice programs (#2-#6). Each project has two slides. The first slide reminds them of the project. You may want to have each project loaded in CodeX and run the program as a reminder. The second slide gives suggestions of projects based on the practice. You can add more suggestions to the slides, or even have students make suggestions.

Don't go too fast – there is a lot to process here. If students feel overwhelmed, you can suggest that they just choose the practice program they liked the best, or understood the best, and focus on those suggestions.

💡 **Teaching tip: Slides 18-19**
The slides end with some final notes. If there is more you want to add, you can edit the slides. Or include a review. Or have the students make some preliminary decisions – like who they want to work with or which practice program they will use as a basis for their project.

You could open up some time for questions, and help the students feel ready and prepared.

You could create a Google form and use it to gauge their level of preparedness.

Prepping the code:
Warm-up (5 minutes)

👬 **Discuss** – Use a discussion strategy.
- Slides 2-3: review the requirements for the Create PT (Skip if doing on the same day)
- Slides 4-5: specific information on what students will submit
- Remind them they MUST do the submissions individually, with no help from anyone, including their partner

Instructions (15 minutes)

💻 You can go over the slides as a class, in small groups, or individually.

💡 **Teaching tip: Slides 7-8**
>   The slides contain general information about the PDF of the code they will submit. They will probably already know how to create a PDF.

🔑 **IMPORTANT:**

>   Students need to give credit for any images, sounds, etc they use in their code. This is discussed on slide 7.

💡 **Teaching tip: Slides 9-11**
>   The slides talk about creating a video of their project. Since the CodeX isn't their monitor, creating a video is a different challenge. I recommend using their cell phone. Most students have one and know how to record. Then they can upload the video to the computer and export in the correct file format (if needed). I only give general instructions on the slides. Add more details or specific video editing software if you want to.

💡 **Teaching tip: Slides 12-15**
>   The slides discuss the PPR. There was already a lesson on this, and students hopefully have a lot of practice by now. You can skip the slides, or use them as a review.

💡 **Teaching tip: Slides 16**
>   The slide is about the digital portfolio. You may want to have the students log in to the digital portfolio and see where they will upload each part (PDF, video and code segments). Do they remember their username and password? Better to figure it out now then when they start their project.
>
>   Also, remind them they have to do a FINAL SUBMIT – not just a submit.

Wrap-Up (optional)
>   No formal review or wrap-up is provided for this lesson. Use your discretion and teaching expertise to know what students may need at this point, before starting the Create PT.

>   Formative Assessment:
>   - Daily reflection journal or [Google form](#)
>   - Group review
>   - Question and answer
>   - Exit ticket

SUCCESS CRITERIA:
- ❏ Students can select an appropriate project for the Create Performance Task
- ❏ Students can access the digital portfolio
- ❏ Students can prepare their code for the PDF
- ❏ Students can identify code segments and create images of them to upload
- ❏ Students can create a video of the CodeX running their final project