CMS Lesson Plan

Teacher: N. Barber Lesson Date: September 24/25

Subject: Business and Computer Science

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| **GSE Assessment Limits/Standards:**  MSBCS-BCSI-1: Students will identify computer system components.  MSBCS-BCSI-2: Students will identify and demonstrate computer maintenance and safety | Thursday/Friday |
| **Lesson Objective/Learning Intention:**   * Identify and define the key functional components (input devices, output devices, processor, operating system, software applications, memory, storage, etc.) * Understand the terms and units that are used to describe major hardware components (RAM, ROM, GHz, MHz, GB, MB, CD, DVD, RW, etc.) * Explain operating system software, application software, and utility software, citing examples of each. * a) Explain basic file management. * b) Create a folder/directory. * c) Move, copy, delete, and rename files and folders. * d) Follow safety procedures in the use of computers. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will review the [Glossary terms for computing fundamental](https://www.dropbox.com/s/54nvoxy11q2vggg/Unit1Glossary%5B1%5D.doc?dl=0) and create a story. |  |
| 10  min | **Engage/Motivation:**  Students will share their stories and other students will provide feedback about their choice of vocabulary and check for understanding. |  |
| 45 min | **Whole:** Students will continue to create notes from the PowerPoint Basic Computer Concepts.  <https://www.dropbox.com/s/shurx37hm6d60qt/Basic%20Computer%20Concepts%20-%20New.ppt?dl=0> | **Questioning** |
| min | **Group Practice/Small Group Instruction:**  Students will continue with the PowerPoint and cornel notes and notes handout sheet |  |
| 20  min | **Independent Practice**:  Students will complete handout on input and output devices | **Think Pair Share** |
| min | **Evaluate Understanding/Assessment:**  Students review and discuss notes taken. Students will identify the inside of the computer using labels to check understanding. |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  Students will review the 5 types of memory.  Students will share with the class ways that they are using technology in the classroom and for studying.  DLIQ |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Accommodations will be made according to students IEP. |
| **Notes:** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |