**Goal Setting:**  
Overview of Lesson  
What essential standards/CCSS will be addressed?  
*How will you address Common Core Information & Technology Standards?*  
*What should students know/understand/be able to do at the end of this lesson? (student-friendly goal/target)*  
*How will I know students met their goal? (How will I assess?)*  

**Graphic Design is Art**  
**Overview -** Students will be introduced to computer science/programming through the use of Alice software. Students will be introduced to examples of various elements of art and art principles as demonstrated in graphic design.  
**Essential Questions –**  
How does Alice meet our graphic design needs?  
How can you design computer graphics through computer programming.  

*Students will determine Picasso’s art style.*

<table>
<thead>
<tr>
<th>Pre-Instruction: What strategies will I use to engage students in critical thinking in order to connect to or provide prior knowledge? (anticipation guide, circle map, etc.) Circle the level of thinking required in activity.</th>
<th>Creating</th>
<th>Evaluating</th>
<th>Analyzing</th>
<th>Applying</th>
<th>Understanding</th>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Events</td>
<td>Codes</td>
<td>Methods</td>
<td>Variables</td>
<td>Strings</td>
</tr>
<tr>
<td></td>
<td>Prior knowledge explore online free graphic programs to put in LiveBinders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Instruction: What strategies will I use to engage students in critical thinking as they read/watch/listen to the content material? How will they “hold” their thinking? (Thinking Map, note-taking organizer, etc.) Circle the level of thinking required in activity.</th>
<th>Creating</th>
<th>Evaluating</th>
<th>Analyzing</th>
<th>Applying</th>
<th>Understanding</th>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will follow the AliceWorld artist through the coded environment created via the program. This is not an interactive world but can be adapted to perform on-demand tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Instruction: What strategies will I use to engage students in critical thinking as they process their content material? (turn &amp; talk, demonstration, return to circle map or anticipation guide, exit slip, etc.) Circle the level of thinking required in activity.</th>
<th>Creating</th>
<th>Evaluating</th>
<th>Analyzing</th>
<th>Applying</th>
<th>Understanding</th>
<th>Remembering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activities: Introduction

(Finding Picasso) Students will use Alice software interactively in order to learn about selected Artists and Art Periods. Picasso World will teach students about his Art Style in a fun and informative way by using computer science programming.

Links to Learning
Bitstrip.com, Gaming, Livebinder.com

Prior Knowledge
Students will scaffold past computer graphic knowledge by recalling state of the 21st Century technology artifacts which they developed in previous lessons.

Bloom’s Taxonomy (Bloom’s Bucks)
$5 How does Alice Meet our Graphic Design needs?
$10 Can you create Computer Graphics via Computer Science

<table>
<thead>
<tr>
<th>Bloom’s Levels of Thinking</th>
<th>Example Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(student actions)</td>
</tr>
<tr>
<td>Creating</td>
<td>assemble, construct, create, design, develop, formulate, write, invent, compose, predict, plan, design, imagine, propose, devise, formulate, combine, hypothesize, originate, add to, forecast</td>
</tr>
<tr>
<td>(Constructing a new product)</td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td>appraise, defend, judge, rank, rate, select, prioritize, support, value, understand, choose, conclude, decide, evaluate, gauge, justify, debate, verify, argue, recommend, assess, determine, critique, criticize, weigh, estimate</td>
</tr>
<tr>
<td>(Judgment)</td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>analyze, examine, dissect, distinguish, relate, specify, infer, group, differentiate, diagram, categorize, compare, contrast, investigate, separate, advertise, take apart, subdivide, deduce</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Breaking things down)</td>
<td></td>
</tr>
</tbody>
</table>