



Plans Lesson

مدارس الإمارات الوطنية
Emirates National Schools



Daily Lesson Plan-1-

1. Lesson Plan Information	
Subject/Course: ITGS	Name: Rana Khalil
Grade Level: 11 DP	Date: 14/02/2019 Time: 11:15- 12PM
Topic: Biometrics	Length of Period: 45 minutes

2. Learning objectives
✓ Identify Biometrics tools (10 minutes) ✓ List some types of biometrics (7 mints) ✓ Evaluate using Biometrics in UAE IT systems – Airport ✓ Reflect using Biometrics in real situations using ITGS Knowledge . ✓ ✓

3. Content
<i>What do I want the learners to know and/or be able to do?</i> ✓ Dealing with biometrics definitions ✓ Determine the variety of bio types ✓ Criticize the adv/ dis of using Biometrics in IT systems ✓ Work under the IB Frame work of reflection

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<i>Based on the application, how will I know students have learned what I intended?</i> ✓ Debate Rubrics ✓ Time criteria with content ✓ Oral discussion & pair -group work strategies ✓ Exit Cards of reflections

5. Learning Context
A. The Learners (i) <i>What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i> ✓ Link to real life situations (ii) <i>How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</i> ✓ High Level : Debate with a high level of sequence ✓ Middle level : debate with level of standards ✓ Low level : Fundamental topics to be discussed

B. Learning Environment

Based on using laptops monitored by teacher where students working on shared slide google from their Gmail drives where the tasks are divided into individual -pair and group tasks

C. Resources/Materials

ITGS Books – smartboards – shared google slides – embedded videos – online ITGS articles – wheel picker name application

Online timers – Quizlet website for assessment purposes

6. Teaching/Learning Strategies

INTRODUCTION- starter

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Discussion about securing smart phones using real life practices

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

Teacher instructions to use the shared files to work with the objectives one by one by depending on students using the available resources to find out answers that highlights the objectives using their search skills, brain storming and analytical techniques that help to give students the chance to get the concept based on their learning styles and interests.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

Link their concepts to real life application

Using Biometrics to enhance the security level In UAE Airport systems

Analysis the IT systems reflecting on the strengths and weakness of these systems to get some future recommendations that can be used for improvement.

CONCLUSION: *How will I conclude the lesson?*

Exit cards that will be answered by students that highlights the main concepts as learning outcomes
Related online shared task will be in students drop box that will focus on the main objectives where students have to answer it and resend it to their drop box.

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

By checking students work and exiting cards , data analysis will be added to check their level of understanding and setting the action plan for the weakness and to keep the strengths for more improvements in future .



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Daily Lesson Plan -2-

1. Lesson Plan Information		
Subject/Course: ITGS	Name: Rana Khalil	
Grade Level: 12DP Boys	Date: 23/1/ 2019	Time: 9:30- 10:15
Topic: Computer Modeling & simulations	Length of Period: 45 minutes	

2. Learning objectives
✓ Distinguish computer models and computer simulations . ✓ Describe the applications of models and simulations . ✓ Explain high performance computing techniques . ✓ Explain how a computer model is created .

3. Content
<i>What do I want the learners to know and/or be able to do?</i> ✓ Dealing with biometrics computer models definitions ✓ Determine the variety of simulator types ✓ Criticize the adv/ dis of using simulator in IT systems ✓ Work under the IB Frame work of reflection

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<i>Based on the application, how will I know students have learned what I intended?</i> ✓ Debate Rubrics ✓ Time criteria with content ✓ Oral discussion & pair -group work strategies ✓ Exit Cards of reflections

5. Learning Context
A. The Learners <i>(i) What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i> ✓ Link to real life situations <i>(ii) How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</i> ✓ High Level : Analyze a simulator components and reflect on it strengths and weakness ✓ Middle level : add inputs and processes for a simulator ✓ Low level : Test a simulator and find out the main inputs – processes and outputs

B. Learning Environment

- ✓ Based on using laptops monitored by teacher where students working on shared slide google from their Gmail drives where the tasks are divided into individual -pair and group tasks
- ✓

C. Resources/Materials

ITGS Books – smartboards – shared google slides – embedded videos – online ITGS articles – wheel picker name application
Online timers – Quizlet website for assessment purposes

6. Teaching/Learning Strategies

INTRODUCTION- starter

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Test an Online Car Crash Model simulator and reflect on this experiment

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

Teacher instructions to use the shared files to work with the objectives one by one by depending on students using the available resources to find out answers that highlights the objectives using their search skills , brain storming and analytical techniques that help to give students the chance to get the concept based on their learning styles and interests.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

Link their concepts to real life application

Using Climate Models by UAE Government for broadcasting purposes

Analysis the IT systems reflecting on the strengths and weakness of these systems to get some future recommendations that can be used for improvement.

CONCLUSION: *How will I conclude the lesson?*

Exit cards that will be answered by students that highlights the main concepts as learning outcomes
Related online shared task will be in students drop box that will focus on the main objectives where students have to answer it and resend it to their drop box .

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

By checking students work and exiting cards , data analysis will be added to check their level of understanding and setting the action plan for the weakness and to keep the strengths for more improvements in future .



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Daily Lesson Plan -3-

1. Lesson Plan Information	
Subject/Course: Design – IT	Name: Rana Khalil
Grade Level: 6.1	Date: 2/11/2020 Time:1:15- 2:00 PM
Topic: Analyze a commercial	Length of Period: 45 minutes

2. Learning objectives
✓ Create an animated, interactive game using sequence and events. ✓ Identify actions that correlate to input events.

3. Content
<i>What do I want the learners to know and/or be able to do?</i> ✓ Dealing with animations, interactive games definitions ✓ Determine the inputs of actions ✓ Choose the proper pieces of codes that makes the game work effectively. ✓ Reflect in different ways coding to get a short cut of codes .

4. Assessment (collect data) / Evaluation (interpret data) (Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)
<i>Based on the application, how will I know students have learned what I intended?</i> ✓ Rubrics of coding . ✓ Game works properly ✓ Oral discussion & pair -group work strategies ✓ Exit Cards of reflections

5. Learning Context
A. The Learners (i) <i>What prior experiences, knowledge and skills do the learners bring with them to this learning experience?</i> ✓ Link to real life situations (ii) <i>How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)</i> ✓ High Level : Create a multistep game that has multiple pieces of codes ✓ Middle level : Click and Drag to join pieces of codes ✓ Low level: play a ready game by changing the setting of a game . B. Learning Environment

Based on using student's PC monitored by teacher where students working on website called code.org that includes different types of algorithm pieces .

C. Resources/Materials

PC of the lab – smartboards — embedded videos – code .org website – wheel picker name application
Online timers – Quizlet website for assessment purposes

6. Teaching/Learning Strategies

INTRODUCTION- starter

How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, procedures, compelling problem)

Discussion about games that students play in their daily life

MIDDLE:

Teaching: *How does the lesson develop?*

How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).

Teacher instructions to use the shared files to work with the objectives one by one by depending on students using the available resources to find out answers that highlights the objectives using their critical thinking skills , brain storming and analytical techniques that help to give students the chance to get the concept based on their learning styles and interests.

Consolidation and/or Recapitulation Process: *How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?*

Link algorithms to real examples of video games

Using coding blocks to level up the games levels .

Design and create a game by using different codes that may used in creating games .

CONCLUSION: *How will I conclude the lesson?*

**Exit cards that will be answered by students that highlights the main concepts as learning outcomes
Related online shared task will be in students drop box that will focus on the main objectives where students have to answer it and resend it to their drop box .**

7. My Reflections on the Lesson

What do I need to do to become more effective as a teacher in supporting student learning?

By checking students work and exiting cards , data analysis will be added to check their level of understanding and setting the action plan for the weakness and to keep the strengths for more improvements in future .



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