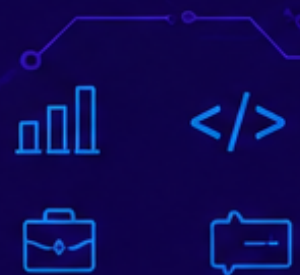




MADLY PRODUCTIVE PATHWAYS

PROJECT-BASED CTE CURRICULUM
FOR BUSINESS & TECH CLASSROOMS



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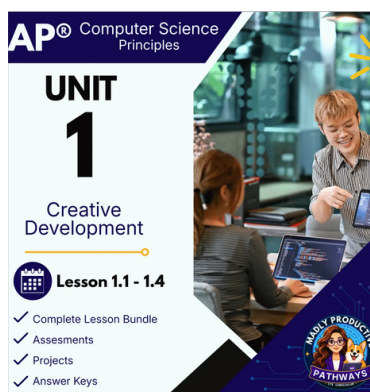
hello@madlyproductivepathways.com

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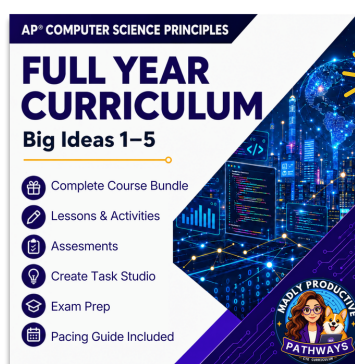
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Topic 1.1: Collaboration

LO: CRD-1.A, CRD-1.B, CRD-1.C | Skill: 1.C, 6.A | Scenario: 1A: The TideTrack App Team

Welcome to Topic 1.1

This is the teacher's command-center document for Topic 1.1: Collaboration. Read this first before printing or assigning anything. This is the first lesson of Unit 1 (Creative Development) and the door-opener for the whole course — it establishes that great software is built by teams, not lone coders.

Topic	1.1 — Collaboration
Unit	1: Creative Development
Estimated Time	2 class periods (45 min each) — see lesson flow for a block-schedule variant
Learning Objectives	CRD-1.A, CRD-1.B, CRD-1.C
Skill Focus	Skill 1.C, Skill 6.A
Unit Scenario	1A: The TideTrack App Team
Original Case	The TideTrack App Team (original fictional scenario — no copyrighted content)
Mini-FRQ / Written Response	Short constructed-response — 2 sources (team chat + planning note), Parts A & B (5 pts)
AP CSP Alignment	Aligned to the AP CSP Computational Thinking Practices (Practice 1.C, Practice 6.A)
Teacher Prep	Across 2 days — print Guided Notes, Worksheet, Scenario, Collaboration Activity, Exit Ticket, MCQs, Mini-FRQ. Slides for projection.

What students will know + do by the end

- Explain how collaboration and a mix of perspectives make a computing innovation stronger — and how a narrow team can bake bias into a product.
- Name the common online tools teams use to share work, give feedback, and stay coordinated.
- Run the pair-programming model with two real roles: the driver who types and the navigator who reviews and directs.
- Use four interpersonal skills on purpose during teamwork: communication, consensus building, conflict resolution, and negotiation.

Deliverables (this topic ships 20 files)

Every file is print-ready and audit-verified. Folder paths shown.

File	Where it lives
READ FIRST	00 Start Here / 00_READ_FIRST_Teacher_Guide.pdf
Lesson Plan (2-day)	00 Start Here / 1.1_Lesson_Plan.pdf
Standards Map	00 Start Here / 1.1_Standards_Map.pdf
Slide Deck	01 Present / 1.1_Slides.pptx
Bell Ringer (Day 1)	01 Present / 1.1_Bell_Ringer.pdf
Guided Notes (Student)	02 Student Handouts / 1.1_Guided_Notes_Student.pdf / .docx
Vocab Slip	02 Student Handouts / 1.1_Vocab_Slip.pdf
Worksheet	02 Student Handouts / 1.1_Worksheet_Student.pdf / .docx
Scenario (Student)	03 Scenario / 1.1_Scenario_TideTrack_Student.pdf
Collaboration Activity	04 Collaboration Activity / 1.1_Collab_Pair_Programming.pdf / .docx
Exit Ticket	05 Assessment / 1.1_Exit_Ticket.pdf
MCQ Practice Set (8 Q)	05 Assessment / 1.1_MCQ_Practice_Set.pdf
Mini-FRQ	05 Assessment / 1.1_Mini_FRQ.pdf
Guided Notes Key	06 Answer Keys / 1.1_Guided_Notes_Key.pdf
Worksheet Key	06 Answer Keys / 1.1_Worksheet_Key.pdf
Scenario Teacher Key	06 Answer Keys / 1.1_Scenario_TideTrack_Teacher_Key.pdf
Exit Ticket Key	06 Answer Keys / 1.1_Exit_Ticket_Key.pdf
MCQ Key	06 Answer Keys / 1.1_MCQ_Key.pdf
Mini-FRQ Teacher Key	06 Answer Keys / 1.1_Mini_FRQ_Teacher_Key.pdf
Collaboration Rubric	06 Answer Keys / 1.1_Collaboration_Rubric.pdf

Teacher prep checklist

- ☐ Print Guided Notes, Worksheet, Scenario, Collaboration Activity, Exit Ticket, MCQs, Mini-FRQ — one per student.
- ☐ Project Slides (1.1_Slides.pptx). No audio or embedded media needed.
- ☐ Decide your pair-programming pairings ahead of time, or let students self-select on Day 2.
- ☐ Skim the framework codes on the Standards Map (CRD-1.A/B/C; Practices 1.C and 6.A) if helpful — teacher pages only.
- ☐ Pre-read the Scenario Teacher Key so you can steer the Day 2 debrief without slowing the discussion.

Where this topic fits

Within Unit 1 (Creative Development): Topic 1.1 sets the human foundation for the unit. Topics 1.2 through 1.4 turn to how programs are described, designed, developed, and debugged — but they all assume the collaboration habits you build here. The pair-programming roles introduced in

this lesson reappear every time students write code together.

Within the full course: the year ends with a large independent programming project. Long before that, students need fluency in giving and receiving feedback, resolving disagreements, and folding in viewpoints different from their own. This lesson plants those skills early.

TEACHING NOTE

The Collaboration Activity is the hero of this lesson. Protect at least 20 minutes for it on Day 2. The point is not to finish a perfect program — it is for students to feel the driver and navigator roles and to practice swapping seats. Resist the urge to let strong coders take over both roles.