# Foundations of Web Design

## Syllabus 2019-2020

**DeLand High School**

**Course #:** 9001110  
**Email:** rwbismor@volusia.k12.fl.us  
**Teacher:** Mr. Bismore  
**Building and Room:** 18-102  
**Phone:** 386-822-6909 Ext. 23381

**Course Description:** This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

## Course Objectives:
*After successfully completing this program, the student will be able to perform the following:*

- Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Foundations of Web Design.
- Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Foundations of Web Design.
- Demonstrate knowledge of presentation production issues.
- Demonstrate basic computer knowledge.
- Demonstrate knowledge of basic hypertext markup language.
- Demonstrate knowledge of website content creation.

## Course Materials:
- Windows Notepad; Adobe Dreamweaver; Canvas; Edmodo; various websites; various internet browsers.

## Classroom Expectations, Procedures, Rules
- Follow directions the first time
- Keep hands, feet, and objects to yourself
- Ask before borrowing materials or printing to the printer
- Follow all school policies
- Be respectful and professional to your teachers, peers, and to yourself
- Enjoy your food or drinks OUTSIDE of this classroom (this includes chewing gum)
- All students are expected to come to class prepared (writing implements and paper)
- Sit in your assigned seat
- Backpacks, non-class books, electronic devices, etc. are to be placed in the designated location and will remain there during the entire class
- Check your computer equipment at the beginning and end of each class
  - If there are any problems, bring it to my attention as soon as possible.
- Only use the computer programs or web sites assigned for the day
  - Online or other games, miscellaneous videos, or web sites, etc., are not part of the curriculum
- The Code of Student Conduct and Discipline is in effect always, especially the Computer and Internet Access policy.
All classroom computers, mouse/keyboards, printers, computer tables, or any other furniture or equipment in the classroom will be kept in the same condition or better as found at the beginning of the year.

All computer properties and setup attributes are to remain the same for all classroom computers.

Students are responsible for remembering all the usernames and passwords required for this class.

Students are expected to follow the guidelines given in class for creating usernames and passwords.

Students will be directed where to save their computer work.

Students are responsible for saving their work correctly.

Incorrectly saved work may be deleted, and it is the student’s responsibility to re-do the work.

3 bathroom passes per 9 weeks.

Plan trips to the bathroom between classes and during lunch whenever possible.

Cell phones and other electronics are to remain in the classroom while visiting the bathroom.

Bathroom passes will be written AFTER instructional time.

Students will remain in the classroom during the first ten or last ten minutes of class.

Remain in your seat until the dismissal bell rings.

Take care of personal business on your own time.

During my class, there is no reason that you need to:

- Go to your locker or get a book or other personal item you forgot somewhere, go see another teacher or coach, ask for a pass to go to guidance, make-up a test in another class, or go to any other place not currently listed.

Consequences for not following Expectations, Procedures, Rules

Depending on the infraction, possible consequences are:

- Warning
- Phone call home
- Referral
- Loss of computer time or internet time
- Confiscation of offending item
- Seat change

Code of Ethics

Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of their own work.

Cheating

Giving or receiving assistance on an exam/quiz/etc. will not be tolerated and will result in a grade of zero on the assignment and possible disciplinary action.

Tardy Policy

DHS policy for tardies to class will be followed; if students are late to class, they will be marked “L” (late) in the gradebook. First Tardy is a Warning. Second Tardy is a call Home. Multiple tardies will result in calls home and a referral.
Phone & Electronic Device Policy
• Students will be expected to follow the district phone and electronic device policy. At NO time is a phone or electronic device to be turned on or out in the classroom. Phones or electronic devices are subject to confiscation after a warning, and referral.

Absences/Late Work/Remediation
• It is up to the student to see the teacher on the day they return from an absence (most lessons and work are also available on the Gradebook or Canvas or Edmodo website).
• Students with excused absences will have extra time to complete missing assignments (equivalent to the number of days they were absent immediately following the return to school). Students will NOT have time during class to make up missing work as they are expected to do the current assignment. Students may use lunch time or after school to make up work.
• Class attendance is necessary for you to meet the requirements of this class and obtain the required knowledge and skills of multimedia.
• If a student is falling behind for any reason, it is up to them to seek extra help or extra time at either lunch or after school.

Grading Policy
Please refer to the student handbook for grading scale. All assignments are graded in a timely manner and grades are accessible through Gradebook. Students and Parents are encouraged to check Gradebook REGULARLY for their status. Parent notification (email, telephone call) will be made for students in jeopardy of failing, HOWEVER, I encourage you to be proactive and keep track of your daily progress in Gradebook.

Teacher’s Authority to Override Final Grade: A teacher may override the final grade if a student’s overall performance warrants it. Before the grade override is finalized, the teacher must notify the parent/guardian concerning the student’s performance if the override may result in a lower final grade. The teacher may issue a failing grade override based on the student’s overall performance only with the approval of the principal. This refers to the final grade of the grading period, or the final grade for the course.

Late/Make-up Policy
• Assignments are due on specified dates. Work must be submitted in the correct manner to receive credit (sent to Canvas or Edmodo or placed in your class assignment box, etc.).
• Extra class time will not be given for make-up work; use lunch and/or after school.
• Formative late work will only be accepted within 3 days of the assignment due date.
  o All unexcused late work is subject to penalties (points may be deducted).
  o Formative work submitted after 3 days late has a maximum value of 50%
• Summative late work will only be accepted within 7 days of the assignment due date.
  o All unexcused late work is subject to penalties (points may be deducted).
  o Summative work submitted after 7 days late has a maximum value of 50%

Class Requirements
• Pen (blue or black ink only) or pencil
• Paper or spiral notebook or three-ring binder with paper
Highly recommended and appreciated (can be brought in at any time of the school year)

- Reams of white copy paper - 8 ½ x 11
- Facial Tissue (for example Kleenex)
- Instant Hand Sanitizer

Computer Use Rules
Computers are provided for student use to further the educational goals of the district. To ensure students benefit from computer technology, they will adhere to the following guidelines, as well as those specified in School Board Policy 518 and other district policies and procedures governing student conduct.

1. Students will only use programs and devices as authorized by the teacher.
2. Students will not install or download from the Internet any software, including games, on any computers at school.
3. Students will not make any changes to desktop setting or to programs.
4. Students will save their files to removable device unless advised otherwise by the teacher.
5. Students may use the Internet for only curriculum research and projects assigned by the teacher. No browsing the Internet for recreational purposes is allowed. Any inappropriate material inadvertently accessed should be reported to a teacher.
6. Students shall not visit non-district supported chat rooms to use instant message without permission and direction from the teacher.
7. Student will use district-supported technologies, including, but not limited to, online resources (e.g., wikis, blogs, online collaborative environments, etc.) for educational use only, with permission and at the direction from the teacher.
8. Students shall not give out personal information about themselves or others; this includes any demographic information such as physical address, full name, account name/sign-on and/or passwords.
9. Students will immediately notify the teacher if malfunctions occurring any computer, peripheral, or software. Any tampering with hardware, peripheral devices, or software will be considered vandalism and will be handled accordingly.

**The use of computers is a privilege and not a right. Failure to follow these guidelines may result in the loss of access to the network or other disciplinary action.**
Volusia County Schools

Electronic Information Services (EIS) Acceptable Use Agreement for Students

COMPUTER/EDUCATIONAL TECHNOLOGIES/INTERNET USE CONSENT

STUDENT:

Name (Please Print): _____________________________________________Student ID: ___ ___ ___ ___ ___

School: ___________________________ Grade: __________

I understand that my computer use is not private and that the District may monitor my activity on the networked communication system.

• I understand that any use of the wireless network provided for student-owned technology in designated classrooms under the direction of the teacher is with the understanding that such is generally not secure, not private, and is not anonymous.

• I understand that any use of Volusia County Schools-owned devices for use at home and school under the direction of specific schools/classrooms is with the understanding that I have read and agree to the terms and conditions outlined by the school.

• I have read the Student Support Services Policy 518 and agree to abide by the provisions. Access to Internet sites is filtered and in compliance with the Children’s Internet Protection Act (CIPA). Any attempt to bypass the filter is a violation of district policies and procedures governing student conduct. I understand that violation of these provisions may result in revocation of network access or may result in disciplinary action according to the Code of Student Conduct.

Student’s Signature: _________________________ Date: ______________

PARENT:

By signing below, I am stating that I have read the Volusia County Schools Student Support Services Policy 518. Access to Internet sites is filtered and in compliance with CIPA. Further, I certify that the information on this form is correct.

Check only one:

☐ I give permission for my child to participate in the District’s Electronic Information Services (including Internet access). I grant permission to the teacher to create an account for free, educational-related websites for students under 13 years of age.

☐ I DO NOT give permission for my child to participate in the District’s Electronic Information Services.

Parent’s Signature _____________________________________________ Date: ______________

NOTE: It is the parent’s responsibility to complete and submit a new form if circumstances change.
**User Interface Design**

**Syllabus 2019-2020**

DeLand High School

**Course #:** 9001120  
**Teacher:** Mr. Bismore  
**Email:** rwbismor@volusia.k12.fl.us  
**Building and Room:** 18-102  
**Phone:** 386-822-6909 Ext. 23381

**Course Description:** This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

**Course Objectives:**
*After successfully completing this program, the student will be able to perform the following:*

- Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in User Interface Design.
- Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in User Interface Design.
- Demonstrate proficiency in Adobe Dreamweaver software.
- Demonstrate understanding of basic website design and functionality.

**Course Materials:** Windows Notepad; Adobe Dreamweaver; Canvas; Edmodo; various websites; various internet browsers.

**Classroom Expectations, Procedures, Rules**

- Follow directions the first time
- Keep hands, feet, and objects to yourself
- Ask before borrowing materials or printing to the printer
- Follow all school policies
- Be respectful and professional to your teachers, peers, and to yourself
- Enjoy your food or drinks OUTSIDE of this classroom (this includes chewing gum)
- All students are expected to come to class prepared (*writing implements and paper*)
- Sit in your assigned seat
- Backpacks, non-class books, electronic devices, etc. are to be placed in the designated location and will remain there during the entire class
- Check your computer equipment at the beginning and end of each class
  - If there are any problems, bring it to my attention as soon as possible.
- Only use the computer programs or web sites assigned for the day
  - Online or other games, miscellaneous videos, or web sites, etc., are not part of the curriculum
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• All computer properties and setup attributes are to remain the same for all classroom computers.
• Students are responsible for remembering all the usernames and passwords required for this class
  o Students are expected to follow the guidelines given in class for creating usernames and passwords
• Students will be directed where to save their computer work
  o Students are responsible for saving their work correctly
  o Incorrectly saved work may be deleted, and it is the student’s responsibility to re-do the work
• 3 bathroom passes per 9 weeks
  o Plan trips to the bathroom between classes and during lunch whenever possible
  o Cell phones and other electronics are to remain in the classroom while visiting the bathroom
  o Bathroom passes will be written AFTER instructional time
• Students will remain in the classroom during the first ten or last ten minutes of class
• Remain in your seat until the dismissal bell rings
• Take care of personal business on your own time
  o During my class, there is no reason that you need to:
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  - All *unexcused* late work is subject to penalties (points may be deducted).
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Class Requirements

• Pen (blue or black ink only) or pencil
• Paper or spiral notebook or three-ring binder with paper

Highly recommended and appreciated (can be brought in at any time of the school year)

• Reams of white copy paper- 8 ½ x 11
• Facial Tissue (for example Kleenex)
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11. Students will not install or download from the Internet any software, including games, on any computers at school.
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13. Students will save their files to removable device unless advised otherwise by the teacher.
14. Students may use the Internet for only curriculum research and projects assigned by the teacher. No browsing the Internet for recreational purposes is allowed. Any inappropriate material inadvertently accessed should be reported to a teacher.
15. Students shall not visit non-district supported chat rooms to use instant message without permission and direction from the teacher.
16. Student will use district-supported technologies, including, but not limited to, online resources (e.g., wikis, blogs, online collaborative environments, etc.) for educational use only, with permission and at the direction from the teacher.
17. Students shall not give out personal information about themselves or others; this includes any demographic information such as physical address, full name, account name/sign-on and/or passwords.
18. Students will immediately notify the teacher if malfunctions occurring any computer, peripheral, or software. Any tampering with hardware, peripheral devices, or software will be considered vandalism and will be handled accordingly.

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School: _______________________________________________________ Grade: _____________

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Student’s Signature: _____________________________________________ Date: _____________

PARENT:

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Parent’s Signature _____________________________________________ Date: _____________

NOTE: It is the parent’s responsibility to complete and submit a new form if circumstances change.
Course Description: This course provides an introduction to scripting related to web development. The content primarily focuses on client-side scripting using JavaScript.

Course Objectives: 

*After successfully completing this program, the student will be able to perform the following:*

- Demonstrate knowledge of web development scripting.
- Demonstrate proficiency in client-side JavaScript

Course Materials: Windows Notepad; Adobe Dreamweaver; Canvas; Edmodo; various websites; various internet browsers; textbooks.

Classroom Expectations, Procedures, Rules

- Follow directions the first time
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25. Students will use district-supported technologies, including, but not limited to, online resources (e.g., wikis, blogs, online collaborative environments, etc.) for educational use only, with permission and at the direction from the teacher.
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STUDENT:

Name (Please Print): _____________________________________________ Student ID: ___ ___ ___ ___ ___

School: _______________________________________________________ Grade: ___________

I understand that my computer use is not private and that the District may monitor my activity on the networked communication system.

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Student’s Signature: ______________________________________________ Date: ________________

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☐ I DO NOT give permission for my child to participate in the District’s Electronic Information Services.

Parent’s Signature __________________________________________ Date: ________________

NOTE: It is the parent’s responsibility to complete and submit a new form if circumstances change.
Course Description: CSIT Foundations will provide students with comprehensive knowledge of computer systems. Course content will be aligned to the CompTIA A+ Essentials examination. The class requires active participation (attendance is critical to your academic success), daily reading assignments & simulations through TestOut.com, participation in Student Field Support, and independent study in the lab. The class will utilize guided instruction, group work, hands on projects, and other techniques to provide students with a variety of activities for skill acquisition.

Course Objectives:
After successfully completing this program, the student will be able to perform the following:

- Demonstrate proficiency with personal computer hardware.
- Demonstrate proficiency in troubleshooting, repair and maintenance.
- Demonstrate proficiency with operating systems and software.
- Demonstrate proficiency with networking.
- Demonstrate proficiency with security.
- Demonstrate proficiency with operational procedure.

Course Materials: CompTIA A+ Essentials; http://www.testout.com

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- Be respectful and professional to your teachers, peers, and to yourself
- Enjoy your food or drinks OUTSIDE of this classroom (this includes chewing gum)
- All students are expected to come to class prepared (writing implements and paper)
- Sit in your assigned seat
- Backpacks, non-class books, electronic devices, etc. are to be placed in the designated location and will remain there during the entire class
- Check your computer equipment at the beginning and end of each class
  - If there are any problems, bring it to my attention as soon as possible.
- Only use the computer programs or web sites assigned for the day
  - Online or other games, miscellaneous videos, or web sites, etc., are not part of the curriculum
- The Code of Student Conduct and Discipline is in effect always, especially the Computer and Internet Access policy.
- All classroom computers, mouse/keyboards, printers, computer tables, or any other furniture or equipment in the classroom will be kept in the same condition or better as found at the beginning of the year.
• All computer properties and setup attributes are to remain the same for all classroom computers.
• Students are responsible for remembering all the usernames and passwords required for this class
  o Students are expected to follow the guidelines given in class for creating usernames and passwords
• Students will be directed where to save their computer work
  o Students are responsible for saving their work correctly
  o Incorrectly saved work may be deleted, and it is the student’s responsibility to re-do the work
• 3 bathroom passes per 9 weeks
  o Plan trips to the bathroom between classes and during lunch whenever possible
  o Cell phones and other electronics are to remain in the classroom while visiting the bathroom
  o Bathroom passes will be written AFTER instructional time
• Students will remain in the classroom during the first ten or last ten minutes of class
• Remain in your seat until the dismissal bell rings
• Take care of personal business on your own time
  o During my class, there is no reason that you need to:
    ▪ Go to your locker or get a book or other personal item you forgot somewhere, go see another teacher or coach, ask for a pass to go to guidance, make-up a test in another class, or go to any other place not currently listed

Consequences for not following Expectations, Procedures, Rules
Depending on the infraction, possible consequences are:
• Warning
• Phone call home
• Referral
• Loss of computer time or internet time
• Confiscation of offending item
• Seat change

Code of Ethics
Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of their own work.

Cheating
Giving or receiving assistance on an exam/quiz/etc. will not be tolerated and will result in a grade of zero on the assignment and possible disciplinary action.

Tardy Policy
• DHS policy for tardies to class will be followed; if students late to class, will be marked “L” (late) in the gradebook. First Tardy is a Warning. Second Tardy is a call Home. Multiple tardies will result in calls home and a referral.
Phone & Electronic Device Policy
- Students will be expected to follow the district phone and electronic device policy. At **NO** time is a phone or electronic device to be turned on or **out** in the classroom. Phones or electronic devices are subject to confiscation after a warning, and referral.

Absences/Late Work/Remediation
- It is up to the student to see the teacher on the day they return from an absence (most lessons and work are also available on the Gradebook or Canvas or Edmodo website).
- Students with excused absences will have extra time to complete missing assignments (equivalent to the number of days they were absent **immediately** following the return to school). Students will **NOT** have time **during class** to make up missing work as they are expected to do the **current** assignment. Students may use lunch time or after school to make up work.
- Class attendance is necessary for you to meet the requirements of this class and obtain the required knowledge and skills of multimedia.
- If a student is falling behind for any reason, it is up to them to seek extra help or extra time at either lunch or after school.

Grading Policy
Please refer to the student handbook for grading scale. All assignments are graded in a timely manner and grades are accessible through Gradebook. Students and Parents are encouraged to check Gradebook REGULARLY for their status. Parent notification (email, telephone call) will be made for students in jeopardy of failing, HOWEVER, I encourage you to be proactive and keep track of your daily progress in Gradebook.

Teacher’s Authority to Override Final Grade: A teacher may override the final grade if a student’s overall performance warrants it. Before the grade override is finalized, the teacher must notify the parent/guardian concerning the student’s performance if the override may result in a lower final grade. The teacher may issue a failing grade override based on the student’s overall performance only with the approval of the principal. This refers to the final grade of the grading period, or the final grade for the course.

Late/Make-up Policy
- Assignments are due on specified dates. Work must be submitted in the correct manner to receive credit (sent to Canvas or Edmodo or placed in your class assignment box, etc.).
- Extra class time will not be given for make-up work; use lunch and/or after school.
- Formative late work will **only** be accepted within 3 days of the assignment due date.
  - All **unexcused** late work is subject to penalties (points may be deducted).
  - Formative work submitted after 3 days **late** has a maximum value of 50%
- Summative late work will **only** be accepted within 7 days of the assignment due date.
  - All **unexcused** late work is subject to penalties (points may be deducted).
  - Summative work submitted after 7 days **late** has a maximum value of 50%

Class Requirements
- Pen (blue or black ink only) or pencil
- Paper or spiral notebook or three-ring binder with paper
Highly recommended and appreciated (can be brought in at any time of the school year)

- Reams of white copy paper - 8 ½ x 11
- Facial Tissue (for example Kleenex)
- Instant Hand Sanitizer

Computer Use Rules
Computers are provided for student use to further the educational goals of the district. To ensure students benefit from computer technology, they will adhere to the following guidelines, as well as those specified in School Board Policy 518 and other district policies and procedures governing student conduct.

28. Students will only use programs and devices as authorized by the teacher.
29. Students will not install or download from the Internet any software, including games, on any computers at school.
30. Students will not make any changes to desktop setting or to programs.
31. Students will save their files to removable device unless advised otherwise by the teacher.
32. Students may use the Internet for only curriculum research and projects assigned by the teacher. No browsing the Internet for recreational purposes is allowed. Any inappropriate material inadvertently accessed should be reported to a teacher.
33. Students shall not visit non-district supported chat rooms to use instant message without permission and direction from the teacher.
34. Student will use district-supported technologies, including, but not limited to, online resources (e.g., wikis, blogs, online collaborative environments, etc.) for educational use only, with permission and at the direction from the teacher.
35. Students shall not give out personal information about themselves or others; this includes any demographic information such as physical address, full name, account name/sign-on and/or passwords.
36. Students will immediately notify the teacher if malfunctions occurring any computer, peripheral, or software. Any tampering with hardware, peripheral devices, or software will be considered vandalism and will be handled accordingly.

**The use of computers is a privilege and not a right. Failure to follow these guidelines may result in the loss of access to the network or other disciplinary action.**
Curricular Requirements

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<td>CR2a</td>
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<td>CR4</td>
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Introduction

AP Computer Science Principles (AP CSP) is a full-year, rigorous course that introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. The course covers a broad range of foundational topics including programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing.

About the Course

Edhesive developed this course in partnership with the University of Texas at Austin’s UTeach Institute. This custom course combines the esteemed UTeach CS Principles curriculum with additional features and tools specific for a technology-driven student-centered curriculum, including: instructional lesson videos and slides, worked practice problems, unit project scaffolding, student activity and task examples and grading rubrics, enhanced online and offline question banks with College Board-style questions, annotated explanations for all assessment questions, and in-unit mini performance tasks. Additionally, UTeach’s lesson plans have been
substituted for lesson and unit guides, since they have been revised to focus less on teacher driven directives for students (“say this,” “do this,” etc.) and more on teaching tips and strategies.

All schools using Edhesive’s AP CSP course should use this syllabus.

Course Overview

Prerequisites
The College Board suggests students successfully complete a first year, high school Algebra course prior to enrolling in AP CSP. An Algebra course will provide a strong foundation in problem solving, basic linear functions, composition of functions, and the Cartesian (x,y) coordinate system. These skills and topics are essential for student facility in this course. For further preparation, we recommend students complete our Introduction to Computer Science course prior to taking this course. That course introduces students to fundamentals of computing, providing a foundation on which this course can build.

The College Board adheres to an open enrollment policy for this course, meaning any student that is willing and academically prepared can participate in the course.

Pedagogical Approach
Edhesive’s AP CS Principles course follows the blended learning model. It takes a student-centered approach powered by technology to help realize the goal of high achievement for all students. The course promotes student engagement, independent thought and interactive collaboration with peers. Student-centric lessons, activities and assessments are paired with augmentative teacher-centric lesson, activity and task guides and reporting to empower teachers to empower students. Additionally, teacher and student forums with moderation and input from Edhesive staff and team of teaching assistants provide dynamic community and support.

Programming Requirements
The coding languages Scratch and Processing are both used in this course. Scratch is a free block-based programming environment that is accessible enough for beginners, yet can support the development of advanced algorithms used in more complex games and applications. Processing is a text-based language with syntax similar to Java; it also uses a free widely available programming environment.

Course Goals
Edhesive’s AP CSP course fully addresses the College Board’s AP Computer Science Principles Curriculum Framework. The framework defines two through-course curricular requirements: six “computational thinking practices” and seven “big ideas.” Additionally, the framework describes in detail what students should be able to do, know, and retain by the end of the course with three types of expressions: Enduring Understandings, Learning Objectives, and Essential Knowledge Statements. A basic overview of each of these items is provided below, and we encourage instructors to read more about them in the AP Computer Science Principles Curriculum Framework.

Six Computational Thinking Practices
The six Computational Thinking Practices demonstrate important aspects of the work computer scientists engage in.

<table>
<thead>
<tr>
<th>Computational Thinking Practices</th>
<th>P1 Connecting Computing</th>
<th>P2 Creating Computational Artifacts</th>
<th>P3 Abstracting</th>
<th>P4 Analyzing Problem</th>
<th>P5 Communicating</th>
<th>P6 Collaborating</th>
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</table>
Seven Big Ideas
The course material focuses on Seven Big Ideas. These ideas encompass concepts that are foundational to computer science.

<table>
<thead>
<tr>
<th>Big Ideas</th>
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<tr>
<td>Creativity [Big Idea 1]</td>
<td>Programming [Big Idea 5]</td>
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<td>Abstraction [Big Idea 2]</td>
<td>The Internet [Big Idea 6]</td>
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<tr>
<td>Algorithms [Big Idea 4]</td>
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</table>

Enduring Understandings
Enduring Understandings (EUs) describe the concepts students should ultimately retain from this course. The goal is for learning objectives and essential knowledge statements to build enduring understandings.

Learning Objectives
Learning objectives (LOs) articulate what students are expected to know by the end of the course. Each learning objective corresponds to one of the Seven Big Ideas and one or more computational thinking practices. Both the multiple choice exam and through-course performance tasks test students' mastery of these learning objectives.

Essential Knowledge Statements
Essential knowledge statements (EKs) provide facts or concepts students should be familiar with to prove their understanding of the learning objectives.

The AP Exam
The AP Exam will test students on their understanding of the seven big ideas through a multiple-choice exam and two through-course performance tasks. Together, these components will be used to calculate the AP score (on a 1-5 scale).

Multiple Choice Exam
The 74-question multiple choice exam will test students' understanding of computational logic, which they will learn over the course of the year. This section is programming language agnostic, meaning they don't have to know a formal coding language to complete this part of the exam. The multiple-choice exam will be on May 15, 2020, and accounts for 60% of a student’s total AP score.

Performance Tasks
The two performance tasks are called the Create Task and the Explore Task. These tasks function as projects that students must complete independently and submit online prior to taking the multiple-choice portion of the exam. These two tasks account for 40% of a student’s total AP score. Broken down between the two tasks, the Create Task is worth 24% of a student’s overall score and the Explore Task is worth 16% of a student’s overall score.

Create Task
On the Create Task, students will create their own program. Students will submit a video of their program running and a written response describing how their program works. The Create Task accounts for 24% of the overall AP score, and students must be given a minimum of 12 hours in class to work on it.

Explore Task
On the Explore Task, students will identify a computing innovation, learn how it works, and explore the impact it has on society. They will submit a digital artifact (video, art, etc.) and written response explaining their
research findings. The explore task accounts for 16% of the overall AP score, and students will have a minimum of 8 hours in class to work on it.

Students are required to submit both performance tasks via the College Board’s online Digital Portfolio by April 30, 2020 at 11:59 p.m. You can read the official overview of the AP CSP Assessment on pages 1-2 in the College Board's AP CSP Assessment Overview and Performance Task Directions for Students document.

Course Materials
Edhesive’s AP Computer Science Principles has an introductory unit, six instructional units, two mini modules, and a final AP review unit. Each is strategically designed to prepare students for the AP CSP Exam. The course units consist of daily lessons, instructional videos, lesson slides, lesson activities, code-along exercises, projects, vocabulary reviews, AP test preparation, quizzes, and tests.

Student Lessons
The student lessons are typically composed of the following components:
• Introduction: a high-level overview of the lesson.
• Objectives: a list of what students will learn and do during the lesson.
• Instructional Video(s): one or more explanatory or demo videos taught by an expert computer science teacher, some of which include code-along activities. Most videos are accompanied by corresponding downloadable slides for review or notetaking.
• In-Lesson Activities: these activities take place during the lesson, prior to the graded exercises, such as a class discussion, interactive, or code-along activities.
• Summary: a text version of the key concepts in the lesson.
• Vocabulary: a list of terms and definitions for the lesson.
• Lesson Exercises: one or more graded exercises that ask students to apply or extend the concepts in the lesson. Lesson exercises include coding activities, discussions, research, AP-style question practices (such as pseudocode or number conversions), strategic games, computational practices (non-coding), and more. The variety of formats and tasks prepare students for the diverse questions and tasks on the AP CSP Exam.

Other Assignments
In addition to the daily lessons and exercises, the AP CSP curriculum also offers other types of assignments for students.
• Vocabulary Practices: Each unit has a vocabulary practice that helps students to reinforce the unit’s keywords. These practices are game-based and allow for several different types of practice formats like matching and flashcards. The vocabulary practices are not a graded assignment.
• Big Picture Exercises: classroom investigations or discussions that examine the cultural and societal impact of emerging technologies.
• Unit Projects: Four of the six units include an extended project that challenges the students to apply various concepts from the current and past units in a new or more complex way. These projects demand a high level of critical thinking and problem solving.
• Mini-Performance Tasks: The course includes two mini-performance tasks that help prepare students for the official AP CSP Create and Explore Tasks. These are multi-day projects that mirror the types of tasks and activities that students must complete to meet the College Board requirements for the official tasks.

Assessments
The AP Computer Science Principles course offers two types of assessments: quizzes and tests.
• Quizzes: Each unit has two short quizzes that act as a checkpoint for understanding. These quizzes range from 4-7 multiple choice questions with shuffled answers.
• Tests: Each unit has a summative test at its conclusion. The tests are always 20 multiple choice questions with shuffled answers.
Grading
For Edhesive’s AP CSP course, there are several types of formative and summative assessments, all intended to prepare students for the end-of-year 74-question multiple choice exam (60% of the overall AP score) as well as the through-course Create and Explore performance tasks (40% of the overall AP score).

The default course grading scheme maps to this 60/40 breakdown:
- 10% Unit Quizzes
- 50% Unit Exams
- 10% Lesson Exercises and Activities
- 10% Mini Performance Tasks
- 20% Unit Projects

Course Sequencing
The year-long curriculum directly addresses the College Board’s AP Computer Science Principles curriculum framework. It has been designed carefully to teach students the core skills for 1) creating and using computational tools 2) applying logical reasoning and creative problem solving and 3) recognizing real-world applications for digital technology. As described above, it is comprised of an introductory unit, six instructional units, two mini modules for performance task preparation, and a final unit focused on the course’s AP exam. The curriculum also provides two windows of time for students to complete the required Create and Explore Tasks.

The sequencing and a high-level description of all components is outlined below:

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<tr>
<td><strong>Unit 1: Computational Thinking</strong>&lt;br&gt;Study the iterative development process, and start applying it to build your own programs in Scratch.</td>
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<tr>
<td>Mini Create Task Module</td>
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Bismore 2018-2019 School Year