



Girls Academic Leadership Academy

Mr. Landa
Room 404
jal2941@lausd.net
www.mrlanda.com

Office Hours: Monday 3:15-4:15
(or by request)

1067 West Blvd
Los Angeles CA 90019

galacademy.org
(323) 900-4532

AP Computer Science Principles

2017-2018

Grade-Level Theme: Culture

Course Description

The course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course culminates with students taking the AP test with a chance to potentially earn college credit. Assignments will be posted on www.mrlanda.com/csp.html



GOALS

- Understand how abstraction is used in Computer Science
- Consider impacts of technology
- Be able to explain your thinking

Course Topics:

1. The Internet
2. Digital Information
3. Programming using Javascript
4. Big Data and Privacy
5. Building Apps

Required Materials

The following is a required supplies list:

1. Pens & Pencils
2. Notebook
3. USB Flash Drive

Course Texts:

Code.org's AP Computer Science Principles Curriculum (curriculum.code.org/csp/)

Classroom Expectations

- ALWAYS TRY THE PROBLEM
- SHARE YOUR KNOWLEDGE
- TEACH OTHERS
- TAKE RISKS
- EXPLORE

School Expectations

- SHOW RESPECT
- COME TO CLASS PREPARED
- PARTICIPATE FULLY
- MAKE MISTAKES
- SPEAK POSITIVELY
- ALWAYS DO YOUR BEST

Assessments:

Minor assessments: Minor assessments are not scored for correctness (unless otherwise noted). Their purpose is to inform our learning practices in the moment and let us know if it's okay to move on or if we need more instruction.

Examples:

- Classwork handouts
- Homework
- Check Your Understanding questions

Major assessments: Major assessments are formally scored for DEPTH OF UNDERSTANDING rather than percentages. Although these assessments are formal, they are not permanent; students still have the opportunity to demonstrate mastery for full credit. Understanding "**course content**" later than expected is not shameful, and students' hard work should be recognized with equal scores as their peers who caught on more quickly.

Examples:

- Projects
- Presentations
- Performance Tasks

Grading Scale

Semester grades are determined by level of mastery as described below:

Grade	1 st Semester Criteria	2 nd Semester Criteria
A	>50% of Learning Targets at 3.5 or higher AND NO Learning Targets below a 3	>75% of Learning Targets at 3.5 or higher AND NO Learning Targets below a 3
B	> 50% of Learning Targets at a 3 or higher AND NO Learning Targets below a 2	> 75% of Learning Targets at 3 or higher AND NO Learning Targets below a 2
C	NO Learning Targets below a 2	NO Learning Targets below a 2
D	Maximum of 3 Learning Targets below a 2	Maximum of 3 Learning Targets below a 2
F	More than 3 Learning Targets below a 2	More than 3 Learning Targets below a 2

Mastery Rubric

Students are given multiple opportunities to demonstrate proficiency, and all graded assignments include rubrics with areas of focus for particular assignments.

4-Point Rubric	Description
4	In addition to a level 3 performance, in-depth inferences and applications go beyond what was explicitly taught in class.
3	No major errors or omissions regarding any of the information and/or processes that were explicitly taught in class.
2	No major errors or omissions regarding the simpler details and processes, but major omissions or errors regarding the complex ideas and processes.
1	With help, a partial knowledge of details and processes.

Grading Policy

This course and the grading policy are designed to emphasize the idea that growth is possible, and supported by giving students the opportunity to see what they are doing well and where they can improve. The goal is to elicit more meaningful responses to feedback and more accurately reflect students' progress towards mastery.

Grades are determined by using multiple assessments to gauge mastery of each learning target. Because students are given multiple opportunities to demonstrate proficiency, students are expected to demonstrate growth throughout each semester.

Academic Honesty

Students at GALA are expected to make choices that reflect excellence, leadership, wellness, and honor. As a GALA student, you will:

- Trust the value of your own intellect
- Demonstrate your own achievement
- Accept corrections as part of the learning process
- Undertake research honestly and credit others for their work

Adapted from: <https://integrity.mit.edu/>

	Learning Targets for Unit 1: The Internet
LT1	Explain how computing innovations affect communication, interaction, and cognition.
LT2	Explain how computing has impacted innovations in other fields.
LT3	Analyze the beneficial and harmful effects of computing.
LT4	Explain the connections between computing and economic, social, and cultural contexts.
LT5	Describe the variety of abstractions used to represent data.
LT6	Explain how binary sequences are used to represent digital data.
LT7	Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.
LT8	Use models and simulations to represent phenomena.
LT9	Explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notations, and precise language.
LT10	Explain the abstractions in the Internet and how the Internet functions.
LT11	Develop an abstraction when writing a program or creating other computational artifacts.
LT12	Identify multiple levels of abstractions that are used when writing programs.
LT13	Identify existing cybersecurity concerns and potential options to address these issues with the Internet and the systems built on it.