

Unit 3 - Algorithms and Programming

This unit introduces the foundational concepts of computer programming, which unlocks the ability to make rich, interactive apps. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools.

Some of the lessons that follow have worksheets and student guides associated with activities. Those worksheets are listed in the relevant lesson plan, or you can check out all unit 3 student-facing activity guides [here](#).

Chapter 1: Programming Languages and Algorithms

Big Questions

- Why do we need algorithms?
- How is designing an algorithm to solve a problem different from other kinds of problem solving?
- How do you design a solution for a problem so that is programmable?
- What does it mean to be a "creative" programmer?
- How do programmers collaborate?

Enduring Understandings

- 1.1 Creative development can be an essential process for creating computational artifacts.
- 1.2 Computing enables people to use creative development processes to create computational artifacts for creative expression or to solve a problem.
- 2.2 Multiple levels of abstraction are used to write programs or create other computational artifacts
- 4.1 Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.
- 5.1 Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).
- 5.2 People write programs to execute algorithms.
- 5.3 Programming is facilitated by appropriate abstractions.

Week 1

Lesson 1: The Need for Programming Languages

Students write instructions for building a small arrangement of LEGO® blocks and trade with a classmate to see if they can follow them to construct the same arrangement. The lesson highlights the inherent ambiguities of human language deriving the need for a well-defined programming language which leaves no room for interpretation.



Lesson 2: The Need for Algorithms

Students develop (and are eventually provided with) commands for a "Human Machine Language" designed to perform operations on playing cards. The lesson highlights the connection between programming and algorithms by showing that different techniques for solving the same problem can be expressed in the language.



Lesson 3: Creativity in Algorithms

Concept Invention | Unplugged | Algorithms

Students continue to work with the "Human Machine Language" - with an added SWAP command - to design an algorithm to move the minimum card to the front of the list. Students may design more algorithms for other problems and challenges provided.

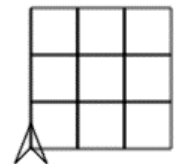


Week 2

Lesson 4: Using Simple Commands

Turtle Programming

Students use the App Lab programming environment for the first time and become acquainted with the turtle. The chief problem is to find the most "efficient" way to draw an image of a 3x3 grid using a limited set of only 4 commands.



Lesson 5: Creating Functions

Turtle Programming

Students learn to define and call their own procedures (or "functions") in order to create and give a name to a group of commands for easy and repeated use in their code. Named procedures are a form of abstraction that enable the programmer to reduce complexity by removing details and generalizing functionality.



Lesson 6: Functions and Top-Down Design

Turtle Programming

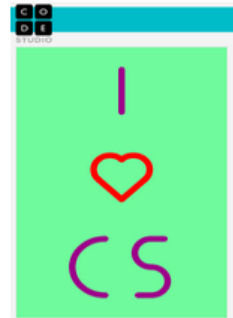
Students learn about top-down design strategies for solving more complex programming problems by breaking the problem down into small parts that can be named and represented as functions. The code in the resulting program should read more like a description of how to solve the problem than like raw code.



Week 3

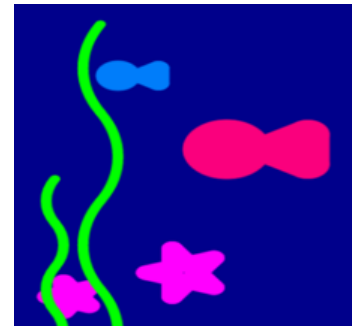
Lesson 7: APIs and Using Functions with Parameters

Students read and use App Lab's API documentation to learn about new turtle commands that they must use to complete a series of drawing puzzles.



Lesson 8: Creating Functions with Parameters

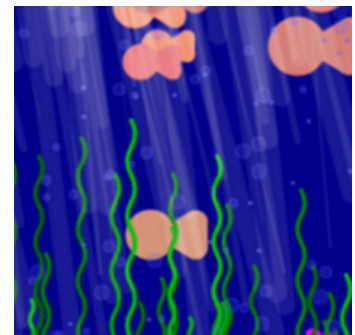
Students practice using and creating functions with parameters by making a series of modifications to a program that creates an "Under the Sea" drawing. Students add parameters to generalize behavior that can vary, and make use of App Lab's randomNumber function add variation to the scene.



Lesson 9: Looping and Random Numbers

Turtle Programming

Students learn to use a simplified version of a for loop to add repetition to their code (i.e. repeat x times loop). Calling functions repeatedly with a loop combined with random numbers enables students to create more complex and varied drawings for digital scenes.



Week 4

Lesson 10: Practice PT - Design a Digital Scene

Turtle Programming

Students work in groups of 3 or 4 to design and write the code for a program that draws a digital scene of their choosing. Students break the scene down into small parts and divvy up the code writing amongst the team. Each individual's code is combined at the end to create the full scene. The project concludes with written reflection questions similar to those students will see on the AP® Performance Tasks.



Chapter Commentary

Unit 3 Chapter 1 - What's the story?

The underlying story to this chapter is that programming is a creative endeavor, and a form of personal expression about how to get a machine to solve problems. The first three lessons we use **unplugged** activities to highlight the connections between algorithms, human language, and programming languages. The remainder of the unit we spend **writing programs in App Lab** using the classic “turtle”, or an arrow that you can control with code to create drawings. While students will learn the basic syntax of JavaScript, the main focus is on top-down design and problem solving strategies.

In the unplugged activities we derive the **need for programming languages** first, and then focus on how to express algorithms using them. Algorithms are building blocks for solving computational problems. You can design them to solve individual small tasks and then **combine them and recombine** them to solve others. Furthermore, there is a good deal of creativity involved in designing algorithmic solutions to problems. It may come as a surprise that, given only a few machine instructions and a simple problem, two people may write code to solve it in completely different ways. This might be because their overall approach (algorithm) is different or simply because they went about writing code to express it differently.

When we shift to solving problems with code in App Lab, we hold the context of the problem (solving turtle drawing problems) constant in order to focus on problem-solving behaviors and techniques students can use with JavaScript. In particular we want to **emphasize managing complexity with abstraction**. This entails breaking a problem down into its constituent parts, writing functions to solve each part individually, and then combining them together to solve the overall problem. Students should be very familiar with the general ideas behind “top-down” design from the previous units of study. Just like figuring out a way to encode a complex piece of information in binary, computer programs can be thought of as complex systems that can be broken down repeatedly to gain insight into the subsystems that make it up.

Our approach to the Content

To call programming a creative form of personal expression sounds counterintuitive to a lot of beginners. Our hope is that this fact resonates with new students since we see it as illustrating our teaching philosophy of computer-science-as-a-liberal-art. The mindset is expressed eloquently by Donald Knuth: “Instead of imagining that our main task is to instruct a computer what to do, let us concentrate rather on explaining to *human beings* what we want a computer to do.” It is with this sentiment in mind that we start the unit by doing just that - writing out algorithms to be executed by hand to gain insights into what makes programming challenging and creative. The unplugged activities reveal why programming languages need to exist, and foreshadow some of the ideas that come later in this unit and throughout the course. They serve as a **common point of reference** that many future lessons can be tied back to.

Our sequence of lessons to introduce programming is a little unconventional, especially our choice to place early emphasis on writing functions and procedural abstraction, but there is a method to the madness. A major skill that programmers have is the ability to look at a problem and know how to break it down into smaller and smaller parts

that can be more easily programmed into reusable procedures. In JavaScript, procedures are called “functions”, and the generic term for encapsulating the solution to a problem in a named procedure is called “**procedural abstraction**.” We focus on **functions and procedural abstraction** for three main reasons: (1) we want to keep the focus on problem solving and collaboration rather than getting lost in syntax, (2) we are reinforcing the enduring understandings that multiple levels of abstraction are used to write program, and (3) just to be practical, the interactive event-driven apps we make in Unit 5 require a solid foundation in writing functions.



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Lesson 1: The Need for Programming Languages

Overview

At the beginning of a new unit we jump right into an activity - building a small arrangement of LEGO® blocks and then creating text instructions a classmate could follow to construct the same arrangement. Groups will then trade instructions to see if they were clear enough to allow reconstruction of the original arrangement. The wrap-up discussion is used to highlight the inherent ambiguities of human language and call out the need for the creation of a programming language which leaves no room for interpretation.

Purpose

This is the first in a 3-lesson sequence in which we attempt to make connections between programming languages, the creative act of programming, and algorithms.

The main activity is a derivative of a classic strategy for beginning to learn about programming - writing precise instructions for another person to do just about *anything* - making a peanut butter and jelly sandwich, a simple line drawing, an arrangement of objects - is challenging. Human language is fraught with ambiguities and assumptions that machines (computers) simply cannot handle.

Thus, the first step we take is to establish the need for programming languages. Writing down a precise set of instructions to build a small lego structure, as we do in this lesson, is nearly impossible...unless you can agree on certain language constructs ahead of time, and how they will be interpreted. **The main purpose of the lesson is to expose why programming languages are necessary, and how they come into being.**

When you formalize language or commands that describe actions you are making a kind of code. This is also necessary for computers, which are simply machines that can perform a number of different tasks. In order to write instructions for them to do something you must agree on the “code” and each action must have a precise, unambiguous meaning. **This is a programming language.** Novices might think that a programming language looks like an archaic, impenetrable mass of abstract word groupings, but all programming languages are derived from the *human* need to concisely give instructions to a machine.

Agenda

Getting Started (2 mins)

[View on Code Studio](#)

Objectives

Students will be able to:

- Assess the clarity of a set of instructions expressed in human language.
- Create a set of instructions in human language for building a simple LEGO block arrangement.
- Identify connections between the ability to program and the ability to solve problems.
- Describe the ambiguities inherent in human language and the ways programming languages seek to remove those ambiguities.

Preparation

- ▣ Blocks for the class (~5 per team/student)
- ▣ Paper for recording instructions

Links

Heads Up! Please make a copy of any documents you plan to share with students.

For the Students

- **You Should Learn to Program: Christian Genco at TEDxSMU** - Video
- **LEGO Instructions** - Activity Guide
[Make a Copy](#)
- **Building Blocks of Drawing** - Activity Guide
[Make a Copy](#)

Welcome to Unit 3!

Activity (25 mins)

LEGO Instructions Activity

Wrap Up (15 mins)

Discussion: Why is writing instructions hard?

The Need for Programming Languages

Assessment

Extended Learning

Teaching Guide

Getting Started (2 mins)

Welcome to Unit 3!

Remarks

- Welcome to Unit 3 - Introduction to Programming
- This unit is an introduction to the *principles* of programming.
- As you'll see one of the most important things you can do in programming starts well before you write any code. It's about how you think.
- We're going to launch into an activity right now that reveals an important principle of programming.
- Try your best, and we'll discuss at the end.

Warm Goal

This is the beginning of a new unit. Set the tone that as a class we're embarking on a new adventure - programming - and get right into the activity. Ask students to dive into working on the problem, and assure them we'll explain things at the end.

Teaching Tip

Students may be eager to program, but recognize that the course is about "principles" of programming, and we want to establish some of the thinking habits that people who are "good" at programming seem to have "naturally." There is nothing natural about it - these ways of thinking, these insights, are learned and practiced. And this thinking capabilities start here.

Activity (25 mins)

Distribute: Activity Guide - LEGO Instructions -

Activity Guide (*Non-LEGO Alternative: Building Blocks of Drawing - Activity Guide*)

- Students can record their instructions on a plain sheet of paper, poster paper, piece of construction paper, etc.
- Students are encouraged to work in groups of 2 or 3 (but can work alone)
- Each group should be given 5-6 LEGO® blocks.

LEGO Instructions Activity

Below are the steps students are asked to complete in the activity guide.

Create a simple LEGO arrangement (and record it)

Groups should create an arrangement of their blocks in accordance with the following rules:

- All pieces must be connected in a single arrangement.
- Color matters: the final arrangement must be absolutely identical to the original.
- Groups should record their arrangement by taking a picture or creating a simple drawing.

Write instructions for building your arrangement

On a separate sheet of paper, each group should write out a set of instructions, that another group could use to create the same arrangement. A couple of guidelines are below:

- You may only use words when creating these instructions. In particular, you may not include your image or draw images of your own.
- Try to make your instructions as clear as possible. Your classmates are about to use them!

Trade instructions and attempt to follow them

Groups should disassemble their arrangements, place their instructions next to the pieces, and hide their image or drawing of the arrangement somewhere it cannot be seen. Have groups move around the room to other groups' instructions and try to follow them to build the desired arrangements. Have the original group check

Teaching Tip

To make things interesting, strike a balance between all blocks being different colors and all blocks being the same. This forces students to be precise in identifying which block should be used in each step.

whether the solutions are correct or let groups check their solutions themselves by looking at the recorded image of the arrangement afterwards. Allow groups an opportunity to try a few of their classmates' instructions before reconvening.

Wrap Up (15 mins)

Discussion: Why is writing instructions hard?

Bring the class back together to reflect upon the following prompts or similar ones of your own creation. You may wish for students to record their answers in writing.

Prompts:

- *"Were you always able to create the intended arrangement? Were your instructions as clear as you thought?"*
- *"Why do you think we are running into these miscommunications? Is it really the fault of your classmates or is something else going on?"*

In the discussion of these prompts, ask students to mention instances where language was ambiguous or detail was not as great as students thought. Establish the fact that even when we are very careful, the very nature of human language means there is typically some room for interpretation. In day-to-day life that's fine, but when expressing algorithms we need to do better.

Brainstorm: Transition the conversation to a more proactive response to the day's activity. Ask students to brainstorm ways to overcome the ambiguity of human language.

Prompt:

- If we were going to change human language to improve our odds of succeeding at this activity, what types of changes would we need to make?

Let students discuss at tables before again sharing with the class. Key ideas to bring out are:

- So long as there are multiple ways to interpret language, we cannot have perfect precision.
- If we rigorously define the meaning of each command we use, then we can avoid misinterpretation and confidently express algorithms.
- This is different from the way we normally think and talk, and it might even take a while to get comfortable with communicating in this way.

The Need for Programming Languages

🎤 Remarks

Today we saw how human language may not always be precise enough to express algorithms, even for something as simple as building a small LEGO arrangement. The improvements you have suggested actually create a new kind of language for expressing algorithms, which we as computer scientists call a programming language. In the coming unit we are going to learn a lot more about how we can use programming languages to express our ideas as algorithms, build new things, and solve problems.

💬 Discussion Goal

- Highlight the fact that ambiguity in human language led to issues or at least difficulty in creating the arrangements.
- Motivate the need to create a well-defined set of commands that all parties can agree upon for expressing the steps of a task, or in other words, a programming language.

💡 Teaching Tips

Students may say things like "We could be really careful about our language" or "We could include more detail." These are entirely true, but emphasize that if there's room for interpretation then we can't be certain about our results. Move towards the solution of creating a new language (a programming language!) in which we have strictly and precisely defined exactly what every word means. This is different from our normal human language, but necessary if we want perfect clarity in expressing instructions.

Assessment

Prompts:

- Consider the algorithm you designed for today’s activity. Identify two instances where there may be multiple ways to interpret your instructions and suggest improvements that could be made to improve their clarity.
- Describe the features of a programming language that make it different from the language you are used to using in everyday life. Explain why a programming language must be created in this way.

Extended Learning

Ask students to rigorously define a small set of commands that could be used to build any arrangement of LEGO blocks. For example: “rotate”, “attach”, “detach”, “move”, etc. Feel free to let students select their own and then test out their new and more precise set of commands by repeating today’s activity using them.

Standards Alignment

CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

Computer Science Principles

- ▶ **4.1** - Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.
- ▶ **5.2** - People write programs to execute algorithms.



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Lesson 2: The Need for Algorithms

Overview

This is the 2nd day of a 3-lesson sequence in which we attempt to show the "art" of programming and introduce the connection between programming and algorithms. In the previous lesson we established the need for a common language with which express algorithms to avoid ambiguity in how instructions would be interpreted. In this lesson we continue to establish the connection between programming and algorithms, with more emphasis on the "art" of algorithms.

First students are presented with a new task for the "human machine" - to write a set of instructions to identify the smallest (lowest value) card in row of cards on the table. Once again we try to establish a set of fundamental commands for doing this, and develop a more formal set of "low-level" commands for manipulating playing cards. Students are presented with a "Human Machine Language" that includes 5-commands and then must figure out how to use these primitive commands to "program" the same algorithm.

At the conclusion several points about programming can be made, namely: 1. Different algorithms can be developed to solve the same problem 2. Different programs can be written to implement the same algorithm.

Purpose

The main point here is to connect the acts of writing "code" and designing algorithms, and to take some steps towards programming with code. To do this we imagine trying to write instructions for a "Human Machine" to complete a tightly defined task with playing cards.

We want to introduce the term algorithm and what designing an algorithm means in computer science (i.e. programming). We then want to take a few steps to build up to writing an algorithm with "code". Here are the basic steps of the lesson and their underlying purpose.

Step 1: Discover common instructions

When students write instructions to find the minimum card in a row of cards, we'll discover that even though the words used might be different between groups, there is probably a lot of commonality to underlying actions we need (shifting hands, picking up cards, comparing cards, jumping to a certain line in the instructions, etc.)

Step 2: Agree on a minimal instruction set

[View on Code Studio](#)

Objectives

Students will be able to:

- Trace programs written in the "Human Machine Language"
- Develop an algorithm to find the smallest playing card in a row of cards
- Express an algorithm in the "Human Machine Language"
- Identify the properties of sequencing, selection and iteration the "Human Machine Language"
- Evaluate the correctness of algorithms expressed in the "Human Machine Language"

Links

Heads Up! Please make a copy of any documents you plan to share with students.

For the Teachers

- **KEY - Human Machine Language** - Answer Key
- **KEY - Minimum Card Algorithm** - Answer Key

For the Students

- **Human Machine Language** - Activity Guide
[Make a Copy](#)
- **Minimum Card Algorithm** - Activity Guide
[Make a Copy](#)

Vocabulary

- **Algorithm** - A list of steps to finish a task.
- **High Level Programming Language** - A programming language with many commands and features designed to make common tasks easier to program. Any high level functionality is encapsulated as combinations of low level commands.
- **Low Level Programming Language** - A programming language that captures only the most primitive operations available to a machine. Anything that a computer can do

Recognizing these commonalities we can give names to a few commands and come to agreement about how they should be interpreted. This is the foundation for a "code". We then provide a 5-instruction "human machine language" that is sufficient for implementing an algorithm to find the minimum card.

Step 3: Use the provided Human Machine Language "code" to implement an algorithm

The art of programming is to solve computational problems using a provided language that controls the machine. In the activity we provide a simple, low-level, language for acting on playing cards. The point is to show that even when you know what the commands are, you still need to be creative to use them to solve a problem.

Why the Human Machine Language? This language bears a strong resemblance to so-called "**low level**" **programming languages** - a sparse, primitive set of commands to directly control the physical/electronic operations of a computing machine. Other programming languages are built on top of the low level languages to provide more abstraction and functionality that combines low level operations into commonly used procedures. The most commonly known low level language is called **Assembly Language** For a good example **see the wrap up of the next lesson** where we introduce students to low level languages.

Agenda

Getting Started (5 mins)

- Recall the lessons learned about language
- Define: Algorithm

Activity 1 (30 mins)

- Find Min Card Algorithm
- Discuss - Define a language

Activity 2 (30 mins)

- The "Human Machine" Language
- Challenge: Find Min with the Human Machine Language
- Share solutions to Find Min with the Human Machine Language

Wrap Up (10 mins)

- Discuss - The "Art" of Programming

can be represented with combinations of low level commands.

Teaching Guide

Getting Started (5 mins)

Recall the lessons learned about language

Yesterday's activity focused on the inherent difficulties of trying to express precise processes with written language. We arrived at a few conclusions...

- We need to agree on a set of commands and exactly what terms mean
- The fewer commands we have, the easier it is to agree
- We want to know what are the "primitive" operations - the most basic set of operations that will allow us to do most of the tasks that the situation requires.

Define: Algorithm

Remarks

- Language is important, but there is another part to programming. Once you have a well defined language you need to apply it to problems.
- The art (and science) of using a well-defined language of primitive operations to solve problems is the art and science of **algorithms**.
- The CS Principles definition of algorithm is: **Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.**
- One way to think of the study of algorithms is that it is the **study of processes** -- how can you use a small set of instructions to clearly and correctly define process that will solve some problem?
- Yesterday, with the LEGO blocks, you also attempted to design an algorithm. Any time you are trying to write a precise set of instructions for a process to solve a problem you are designing an algorithm.
- Today we're going to get into algorithms a little more deeply.

Activity 1 (30 mins)

Find Min Card Algorithm

Remarks

Perhaps it goes without saying that in a Computer Science class we are concerned with not just any processes, but computational processes - ones that can be executed by a computer - which have specific sets of constraints.

We often get started thinking about algorithms and computational processes by trying to rigorously act them out ourselves as a sort of "**Human Machine**". When acting as a machine, we can keep the limitations of a computer in mind.

In this activity you're going to pretend that you are a "**Human Machine**" that operates on playing cards on the table.

Distribute Minimum Card Algorithm - Activity Guide

Put students into pairs

After distributing the guide and playing cards:

- Get clear on the task, rules, instructions
- With a partner act out an algorithm
- Write down the steps
- Give students time to work



As students are working you might ask probing questions like:

- "How do you know when to stop?"
- "Do your instructions state where and how to start?"
- "Is it clear where to put cards back down after you've picked them up?"

Discuss - Define a language

- Invite a pair to share their solution by reading it out loud or displaying.
- Ask if any other groups did something similar.

Prompt:



- "As we look at these algorithms you came up with, we can see they are not all the same. However, there are common things that you are all making the human machine do and commonalities in some of your instructions. Can we **define a language of common Human Machine commands** for moving cards around? What are the commands or actions most of these instructions have in common?"

- Ask students to suggest commands
- Write them down or group them based on type.
- Hopefully, you can derive a set similar to what we'll use in the next activity:
 - **SHIFT** (hand) - some form of shifting hands one position down the row left or right
 - **MOVE** (hand) - some form of moving a hand directly to a particular card based on its position in the list or to the position of one of the other hands.
 - **COMPARE** - some way to compare cards and do something based on the result like: "if card in right hand is less than card in left hand then..."
 - **GO TO LINE** - some way to jump to an earlier or later line in the program
 - **PICK CARD UP/PUT CARD DOWN** - some way to do this that also makes clear where to put a card back down. Typically something like: "Put right hand card down into the right-most open space in the row of cards" **NOTE:** we don't need this command for the next activity so just acknowledging the need is fine.

Transition to next activity...

Teaching Tip

Circulate the room asking pairs to demonstrate what they are coming up with.

Use the suggested solution in the answer key, as well as the notes on the discussion that follows this activity, to help guide your questioning.

You're looking for students to:

- Develop deeper understanding of the problem - trying to write an algorithm should evoke lots of questions about details like: "where do hands start?" "can we number things?"
- Develop clear, precise processes - ask questions to address gaps in clarity. Students might have to define or make up their own terms for things.

Discussion Goal

The goal here is to define and agree upon a language for moving cards around.

You'll probably need to steer the conversation a little bit so that you land on the commands we need for the upcoming activity. You can probably coerce the conversation based on your observations circulating the room.

A secondary, longer range, goal here is to see where programming languages come from - it's often from a process just like this. What can end up looking cryptic is often actually simple, or at least stems from trying to keep things as simple as possible.

Activity 2 (30 mins)

The "Human Machine" Language

We have just identified a set of primitive commands that we can use to operate on a set of cards.

To be very concrete let's formalize this into a language...

Distribute Activity Guide - Human Machine Language - Activity Guide

Introduce Human Machine Language

- Have students read the first page.
- Clarify the instructions and setup.
- Put students into partners (same partner they developed the Find Min algorithm with)

Students Execute the Example Programs

- Students should **try to figure out the example programs with a partner**, making use of the code reference guide.
- One partner reads, the other acts as the human machine.
- They should jot notes about what the program does.



Review the example programs and answer questions (See: **KEY - Human Machine Language - Answer Key**)

- Verify that students get the gist of how the language works.
- For each example you can ask students to describe what it did.
- Review the last example which had a problem.
 1. Make sure everyone understands the problem
 2. Have students suggest a solution (or show a solution along with the following transitional comments)

Transition to the challenge

This problem we identified with the last example speaks to the art and science of algorithm design and what can make it so interesting.

The question is: can we fix the problem without adding more commands to the language? Yes. (see examples of fixes)

If we can fix a problem without extending the language, that's a good thing. We can focus our attention on designing algorithms given these constraints.

Let's try to write FindMin using the Human Machine Language...

Challenge: Find Min with the Human Machine Language



First identify what's different about the problem setup for the Human Machine Language:

- All cards are face up
- Card positions have numbers
- Don't need to pick up cards or put them down
- There is actually no way to move cards at all - only hands
- The ending state is well defined - left hand touching the min card.

Now use the Human Machine Language to write the algorithm for finding the min card.

- NOTE: Students *can* just write the code, or you can use the cutout strips of the commands and write values into the boxes.
- Give students time to work things out with their partners.
- It may take some time to get oriented and understand the task.

Teaching Tip

Reviewing Differences

- This might be *very* challenging at first since the problem setup is slightly different, which is why it's worth reviewing these differences before students set out on the challenge.
- The problem now has different initial assumptions.
- It's likely that student's hand-written instructions will differ because:
 1. They weren't restricted to one command per line as they must be for the Human Machine Language
 2. It involved actions like picking up cards, changing hands, or moving cards to other locations, which is also not possible with the Human Machine Language.

Don't need to finish today

- It's okay if you can't quite finish before the period is over. This **activity continues in the next lesson** anyway. You can allow this to overflow, and make the wrap up points later.

Share solutions to Find Min with the Human Machine Language

- Put pairs together to compare solutions.
- Each group should test out the other group's code by acting as the human machine.



- During the comparison note any differences in people's approach.
- There are several ways to go about it but the canonical solution is given in the answer key.

Share out goal

- This is a first experience in evaluating some code.
- It's important to actually try out a solution to identify any potential errors.
- It's also important to see that people's programs are *different*
- See the wrap-up notes for other things to identify as students share

Wrap Up (10 mins)

Discuss - The "Art" of Programming

Connect algorithms to programming.

- Yesterday we discussed the need for a programming language
- Today we came up with our own programming language and used it to implement an algorithm.
- The CSP definition of algorithm is: "a precise sequence of instructions for processes that can be executed by a computer and are implemented using programming languages."

Notice two things about algorithms and programming...



1. Different algorithms can be developed to solve the same problem

Even though you were all trying to solve the same problem (find min) as a class we came up with different methods for doing it. We would say we came up with different algorithms.

2. Different code can be written to implement the same algorithm

This is sometimes surprising to newcomers. When writing "code" (even with the human machine language) two people trying to write code to implement the *same algorithm* may very easily code it differently.

Remarks

These two facts - Different algorithms can be developed to solve the same problem and different code can be written to implement the same algorithm - **embody art of programming** and what makes programming so fun, engaging and creative.

In programming, just like art, we strive to make beautiful things:

1. A beautiful algorithm is an elegant and clever idea for how to solve a problem.
2. A beautiful program is an elegant use of whatever language structures are provided to make the algorithm actually work on a computer.

Foreshadow: tomorrow we'll try some other algorithms in the human machine language.

Standards Alignment

Computer Science Principles

- ▶ **4.1** - Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.
- ▶ **4.2** - Algorithms can solve many but not all computational problems.
- ▶ **5.4** - Programs are developed, maintained, and used by people for different purposes.

Content Corner

Point 1 is verbatim from the CSP Framework -- Essential Knowledge statement 4.1.1H

Point 2 is not in the framework, but is equally true.



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Lesson 3: Creativity in Algorithms

Overview

This is the third of three lessons that make the connection between programming and algorithms. In this lesson students continue to work with the "Human Machine Language" to get creative designing more algorithms for playing cards. One command is added to the language from the previous lesson (SWAP) that allows positions of cards to change. With the addition of swap the challenge is to design an algorithm that will move the minimum card to the front of the list while keeping the relative order of all the other cards the same. If that is achieved some other Human Machine Language challenges are available.

Purpose

The purpose of this lesson is to see what "creativity in algorithms" means. Creativity has to do with both the process you invent (an algorithm) to solve a new problem in a given context *and* how you implement that algorithm in a given language. Creativity often means combining or using algorithms you know as part of a solution to a new problem. Thus, the "Min To Front" problem is interesting because students already solved part of it (the find min part) in the previous lesson.

In the CSP Framework, almost every Essential Knowledge statement from Learning Objective 4.1.1 *Develop an algorithm for implementation in a program* applies here.

The two points from the previous lesson carry over here and are also in the CSP Framework.

1. Different algorithms can be developed to solve the same problem
2. Different programs (or code) can be written to implement the same algorithm.

Furthermore the CSP Framework states:

- 4.1.1A *Sequencing, selection, and iteration are building blocks of algorithms.*
- 4.1.2G *Every algorithm can be constructed using only sequencing, selection, and iteration.*

The findMin problem and the other problems we solved with the Human Machine Language also have **sequencing**, **selection**, and **iteration**. Here's what they mean:

- **Selection:** also known as "branching" most commonly seen in if-statements -- The JUMP...IF command in the Human Machine Language is a form of selection. It gives us a way to compare two things (numbers) and take action *if* one thing was true.

[View on Code Studio](#)

Objectives

Students will be able to:

- Develop an algorithm to solve a new problem with playing cards
- Express an algorithm in the Human Machine Language
- Identify Sequencing, Selection and Iteration in a program written the Human Machine Language
- Describe the properties of the Human Machine Language that make it a "low level" language.

Preparation

- ☐ Playing cards for students
- ☐ Decide which parts of the activity guide to print out

Links

Heads Up! Please make a copy of any documents you plan to share with students.

For the Teachers

- **KEY - Human Machine Language Part 2 - Min To Front** - Answer Key

For the Students

- **Human Machine Language - Part 2: Min To Front** - Activity Guide [Make a Copy](#)
- **You Should Learn to Program: Christian Genco at TEDxSMU** - Video

Vocabulary

- **Algorithm** - A list of steps to finish a task.
- **Iterate** - To repeat in order to achieve, or get closer to, a desired goal.
- **Selection** - A generic term for a type of programming statement (usually an if-statement) that uses a Boolean condition to determine, or select, whether or not to run a certain block of statements.

- **Iteration:** also known as "looping" -- The JUMP command in the Human Machine Language allows us to move to a different point in the program and start executing from there. This allows us to re-use lines of code, and this is a form of iteration or looping.
- **Sequencing:** From the framework: "4.1.1B - Sequencing is the application of each step of an algorithm in the order in which the statements are given." Sequencing is so fundamental to programming it sometimes goes without saying. In our lesson, the sequencing is simply implied by the fact that we number the instructions with the intent to execute them in order.

Looking ahead, while sequencing seems obvious at first, it can trip up the novice programmer, because you must pay attention to how the state of the world changes with each line executed. In particular, this can cause some confusion when programming simple mathematics. For example, here is a series of instructions in some programming language:

```
x = 2
x = 5
x = x + 1
```

In mathematics this is an impossible (and meaningless) system of equations. But in programming, because it's sequenced, it simply means do one thing after the other. X gets the value 2. Then x gets the value 5. Then x gets the current value of x plus 1. When these 3 lines have completed executing x has the value 6.

Agenda

Getting Started (5 mins)

Conclusions from Find Min
Creativity in Algorithms

Activity (25 mins)

Adding SWAP to Human Machine Language
Challenge: Min-to-Front

Wrap Up (15-20 mins)

Review Min-to-Front Solutions
Identify Sequencing, Selection, Iteration in Human Machine programs
Discussion
Video: You Should Learn to Program: Christian Genco at TEDxSMU - Video

Extended Learning

Assessment

- **Sequencing** - Putting commands in correct order so computers can read the commands.

Teaching Guide


Getting Started (5 mins)

Conclusions from Find Min

- If you didn't finish FindMin wrap up from the previous lesson, do it now.
- **Before moving on to the activity** students should all have *some* solution to FindMin written in the Human Machine Language.

Creativity in Algorithms

Transition to next challenge

 One thing about algorithms is that once you know a few, and know how they work, you can combine them (or slightly modify them) to solve new problems. **Creativity** in algorithms comes from figuring out clever ways to solve problems by developing a process that could be executed by a machine.

We study algorithms and care about them because in programming the techniques and mechanics of certain processes come up over and over and over again. So it's worth knowing a few so you don't have to reinvent the wheel.

For example, you just wrote an algorithm to find the smallest card in a row of cards. Is it hard to modify that exact same strategy to find the max card? (no).

Today we'll challenge you with a few more problems that will require you to get creative!

Content Corner

This is almost verbatim a line from the CSP Framework.

- 4.1.1E Algorithms can be combined to make new algorithms.
- 4.1.1F Using existing correct algorithms as building blocks for constructing a new algorithm helps ensure the new algorithm is correct.

Activity (25 mins)

Adding SWAP to Human Machine Language

Distribute: Activity guide - **Human Machine Language - Part 2: Min To Front - Activity Guide**

- Put students into pairs
- Review the first page of the activity guide and the addition of the "swap" command.

Do the example program

- Give students a few minutes to trace the example program with their partner.

Review the example

Make sure that students understand the example before moving on to the challenge.

Here's what the example program does:

- END STATE: the order of the cards has been reversed
- It does this by first moving the right hand to the end of the list, then shifting each hand progressively toward the middle of the row, swapping cards each time.
- The program stops once the hands have crossed over each other (by checking if $RHPos < LHPos$)

Teaching Tip

You can either bring the whole class back together to review the example or you can check in with each pair as they finish the example and move them onto the challenge.

Challenge: Min-to-Front

The challenge is to find the min card and swap it to the front of the list, keeping the order of the rest of the cards the same.

As students work encourage them and challenge them to solve the problem in pieces.

Here are some suggestions you can make along the way:

- IDEA: Solve move-to-front first
 - Remember: "Algorithms can be combined to make new algorithms"
 - Students should know a solution to find min, so they can put that out of mind for a minute.
 - So, start by assuming that you've found the min card, and writing a procedure to move some card to the front of the list, by swapping.
 - Once you've got that you can tack the two together
- IDEA: Don't be afraid to invent a completely new algorithm
 - get creative - they might need or want to invent a whole new algorithm

Wrap Up (15-20 mins)

Review Min-to-Front Solutions

Put groups together to have students compare Min-to-Front solutions

- You can also have groups **trade algorithms** to test out each others' solutions

If necessary, show or reveal one or more of the solutions from the answer key.

- Make sure students see that it is possible to design a program to do Min-to-Front with the human machine language.

💡 Teaching Tip

If students did some of the extra challenges (e.g. sorting, partition, etc.) you might give them an opportunity to showcase it for the class. Alternatively, if two or more people attempted a particular challenge you can put them together to compare solutions.

Identify Sequencing, Selection, Iteration in Human Machine programs

🎤 **Remarks**

The CSP Framework states:

- **4.1.1A Sequencing, selection, and iteration are building blocks of algorithms.**
- **4.1.2G Every algorithm can be constructed using only sequencing, selection, and iteration.**

If these statements are true then we should be able to identify these elements of sequencing, selection and iteration in our Find-Min and Min-to-Front algorithms.

I'll give you a quick definition of each and you tell me if or where we saw it in our Human Machine Language programs...

Prompt:

- **"4.1.1B Sequencing** is the application of each step of an algorithm in the order in which the statements are given." -
- Does our human machine language have sequencing?
 - Sequencing is so fundamental to programming it sometimes goes without saying. In our lesson, the sequencing is simply implied by the fact that we number the instructions with the intent to execute them in order.

Prompt:

- **"4.1.1C Selection** uses a [true-false] condition to determine which of two parts of an algorithm is used." -- Where did we see "selection" in our human machine language programs?
 - The JUMP...IF command in the Human Machine Language is a form of selection. It gives us a way to compare two things (numbers) and take action if the comparison is true, or simply proceed with the sequence if false.
NOTE: Selection is also known as "branching" most commonly seen in if-statements in programs.

Prompt:

- "4.1.1D **Iteration** is the repetition of part of an algorithm until a condition is met or for a specified number of times." -- Where did we see iteration in our human machine language programs?
 - The JUMP command (as well as JUMP...IF) in the Human Machine Language allows us to move to a different point in the program and start executing from there. This allows us to re-use lines of code, and this is a form of iteration or looping.
 - NOTE: Iteration is also known as "looping" in most programming languages.

Discussion

After reviewing solutions there are a few points to make to wrap up this foray in to algorithms:

Algorithms can be combined to make new algorithms

- This is an important *essential knowledge statement* directly from the CSP Framework. Students should see the connection between the the Find-Min problem and the Min-to-Front problem.

Low-Level languages exist

- Most programming languages that you use in every day life are simply higher level, perhaps easier-to-read commands that are translated into more primitive machine commands. So-called "low level" languages are the most basic, primitive, set of commands to control a computer. The Human Machine Language is similar to something called **Assembly Language** (see graphic)
- From the CSP Framework: 2.2.3C *Code in a programming language is often translated into code in another (lower level) language to be executed on a computer.*
- The Human Machine Language is a "low level" language because the commands are very primitive and tie directly specific functions of the "human machine".

Content Corner

Here is an example of a simple program written in IBM Assembly Language.

```
; Example of IBM PC assembly language
; Accepts a number in register AX;
; subtracts 32 if it is in the range 97-122;
; otherwise leaves it unchanged.

SUB32  PROC          ; procedure begins here
        CMP  AX,97    ; compare AX to 97
        JL   DONE     ; if less, jump to DONE
        CMP  AX,122   ; compare AX to 122
        JG   DONE     ; if greater, jump to DONE
        SUB  AX,32    ; subtract 32 from AX
DONE:   RET          ; return to main program
SUB32  ENDP          ; procedure ends here
```

FIGURE 17. Assembly language

Read more about **Assembly Language on Wikipedia**.

Teaching Tip

Students don't really need to know many specifics about low level languages. The point should be made here in order to refer back to it later when students are programming in a high level language (like JavaScript). A high level language is more abstract, provides more functionality to make it faster to write and reason about programs, but ultimately that code is translated down into low-level, primitive machine instructions for the computer to execute.

Video: You Should Learn to Program: Christian Genco at TEDxSMU - Video

NOTE: this video is 10 minutes long. If possible, and to save time, you might ask students to watch it outside of class.

Remarks

Learning to program is **really** learning how to think in terms of algorithms and processes. And it can be really fun and addicting. It also can make you feel like you have magical powers.

In the next lesson we'll start writing programs that a real machine (not a human machine) will execute. But since programming is really about thinking and problem solving your "human machine" skills will come in handy - reasoning about program is also about reasoning about what a computer can and cannot do, and what the given language you're using let's you and doesn't let you do.

If you didn't want to learn how to program before, perhaps this video will change your mind...

Show video: You Should Learn to Program: Christian Genco at TEDxSMU - Video

Extended Learning

Under construction: Try out Human Machine Language on a computer

- By popular demand we are working on making a widget that lets you test out the human machine language...on a computer.
 - Check back here in the future to see if it's ready.

Assessment

Write a human machine language program that: *Repeatedly shifts the left hand to the right until it finds a 5 or 6*
The program should stop when the left hand is at (or past) the end of the list, or it finds a 5, or it finds a 6.

Standards Alignment

Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **4.1** - Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.
- ▶ **5.2** - People write programs to execute algorithms.



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Lesson 4: Using Simple Commands

Overview

This lesson is a student's first exposure to programming in the App Lab environment. App Lab is embedded into Code Studio, and for this lesson the student's view is limited to only a very few simple “turtle” commands to draw graphics on the screen. After a few warm up exercises, using only combinations of four drawing commands, students must figure out the most “efficient” way to draw an image of a 3x3 grid. Though the students’ focus should primarily be on solving the problems at hand, students also get acquainted with the programming environment that they will be using for the rest of the course. The environment is intentionally bare bones at this point, the many features of App Lab will be gradually revealed over time.

Purpose

The main purpose of this lesson is start students on their programming journey in such a way that the focus is more on problem-solving than learning syntax. Like the previous lessons about algorithms, by stripping down the available commands to only a few, these constraints force students to think about the most efficient way to solve the problem and come up with creative ways of doing it.

A reason to learn this way is because at its core, a computer can really only do a few simple things: load a number from memory, store a number in memory, add two numbers together, etc.

Everything the computer can do is the result of combining these simple instructions to do more and more sophisticated things. Students in this class will embark on a similar journey, building up complexity from only a few primitive sets of commands. As students are presented with increasingly complex tasks, we will progressively expose more commands as a matter of convenience.

Big picture: when programming at any level of expertise you are always limited by the constraints of the programming language you choose to use. Whether the language gives you thousands of commands and libraries with which to control various things or only a few, you always have to use those as building blocks to get the computer to do what you want. It usually involves being creative and making interesting choices about how to go about doing something. In this lesson, we simplify things dramatically by only providing 4 turtle drawing commands (namely `moveForward`, `turnLeft`, `penUp` and `penDown`) to produce simple line drawings. In fact, the problems can be solved using *only* `moveForward` and `turnLeft`!

[View on Code Studio](#)

Objectives

Students will be able to:

- Solve simple programming challenges when the set of allowed commands is constrained.
- Explain considerations that go into “efficiency” of a program.
- Use App Lab to write programs that create simple drawings with “turtle graphics.”
- Work with a partner to program a turtle task that requires about 50 lines of code.
- Justify or explain choices made when programming a solution to a turtle task.

Preparation

- ☐ Familiarize yourself with opening remarks and comments for background knowledge.

Links

Heads Up! Please make a copy of any documents you plan to share with students.

For the Students

- **Tutorial - Turtle Programming (In Code Studio)** - Video ([download](#))

Vocabulary

- **Turtle Programming** - a classic method for learning programming with commands to control movement and drawing of an on-screen robot called a “turtle”. The turtle harkens back to early implementations in which children programmed a physical robot whose dome-like shape was reminiscent of a turtle.

Introduced Code

- `moveForward`
- `turnLeft`
- `penUp`

Agenda

Getting Started (5 mins)

Recall challenges of the Algorithms Activities
Introduce the challenge and fun of programming

Activity (30 mins)

Introduction to App Lab
Turtle programming problems in Code Studio (up to 3x3 grid)

Wrap-up (15 mins)

Discussion: What does “efficiency” mean when programming?
What’s the point? Why constrain to 4 commands

Extended Learning

Assessment

- penDown

Teaching Guide

Getting Started (5 mins)

Recall challenges of the Algorithms Activities

Prompt:

"We have been preparing to learn how to program by doing some activities with LEGO® and playing cards. Today we will start programming for 'real.' Thinking back to the algorithms activities what do you anticipate will be the same about those activities vs. the 'real' thing?"



- Give students a moment to think to themselves, perhaps write something down.
- Share with a partner.
- Share with the whole group.

Introduce the challenge and fun of programming

Remarks

Transition

- We are about to start a unit on computer programming, in which you will write instructions for a computer to execute.
- Computers are machines. So if we invent an instruction or command for a computer to execute, then it should be unambiguous how the computer will interpret or attempt to execute that instruction; at the very least we can expect that the machine's behavior is repeatable, so we can run some tests until we understand what the computer is doing and why.
- So then the challenge - and fun - of programming at its core, is understanding how to use and combine those machine instructions to make the computer do what you want, or to solve a problem.

On to programming! How we will learn.

In this course, and in computer science in general, all of the complexity we see on a computer is actually just the composition (the combining and recombining) of a few simple elements.

- We saw this in Unit 1 with the Internet, as we built up complex routing and naming protocols, all from solving the initial problem of how to coordinate communication between two people on a shared wire.
- We saw this in Unit 2 with complex data types, all built up from simple binary codes.
- **We will do the same thing with programming!** To learn about programming we are going to solve problems with only a *few primitive commands*. You will learn how you can build up very complex computer programs from

Discussion Goal

After the prompt you might say the *differences* between acting out algorithms with playing cards and programming on the computer are pretty obvious. By focusing on what will be the same, we can reveal the purpose of those activities and set expectations for programming moving forward.

Some things that will be the same to key in on (students might suggest others):

- Focus on creating processes to do things
- Multiple ways to solve a problem
- Some struggles understanding *exactly* what commands mean
- Working with partners
- Reasoning about solutions by testing them repeatedly, acting them out
- Creatively applying the limited set of commands.

Teaching Tip

- You don't necessarily have to deliver all of the messages to the left (Transition and On to programming!) as part of getting started.
- They are important ideas to have in your mind as we move forward in the unit, especially if students ask why we're doing things in a certain way.
- The messages are important for setting up the philosophy of how we will learn programming in the course and how the programming unit connects to the prior units.
 - Basically, we're doing the same thing as we've done with other units: start with simple elements, solve problems. Once we've solved those problems, assume they are solved, and add complexity and abstraction.
- It's also important to set up programming as an empowering, but not intimidating undertaking.

only a few simple elements.

We start this journey today.

Activity (30 mins)

Introduction to App Lab

Remarks

App Lab is the programming environment we're going to use for the rest of the course to write programs and apps. App Lab is embedded into Code Studio for many lessons and usually presents you with a series of problems to solve to learn the basic concepts. As you get better and better at coding, App Lab will show you more and more things you can do. But to start, we're going to keep things simple and build up the complexity.

Turtle programming problems in Code Studio (up to 3x3 grid)

Transition to the Using Simple Commands stage on Code Studio

1. Put students into pairs to work together for the rest of the class.
2. Have students log in to Code Studio for this lesson and with a partner proceed through the problems.
 - Each person should do her own work, and check in with her partner at the conclusion of each problem to compare solutions before proceeding to the next one.

Code Studio levels

v2 U3L04 Student Lesson Introduction

Student Overview

Video: Turtle Programming

Student Overview

Using Simple Turtle Commands

 3

 4

(click tabs to see student view)

Challenge: Draw a 3x3 Grid Using Turtle Commands

 5

(click tabs to see student view)

Check Your Understanding

 6

 7

 8

 9

(click tabs to see student view)

Wrap-up (15 mins)

Discussion: What does “efficiency” mean when programming?

Compare Solutions and Discuss: Each pair of students should get together with another pair to compare their solutions for each of the three problems to determine which is the most efficient. Once they have shared and compared their solutions they can consider the questions below.

- What strategies or reasoning did you use to identify possible solutions?
- Is the solution that you or another group found the most efficient? How do you know?

Thought Prompt: What is the “most efficient” way to program the solution for the 3x3 grid?



Discuss: What does “efficiency” mean? Students should discuss the question below briefly in small groups, and then they will be sharing their ideas with the class after they have had a minute to brainstorm.

Prompts:

- Today’s activity challenged us to find the most efficient solution to a problem. We care about efficiency when we don’t want to waste something valuable, like money, time, or space. We measured the efficiency of our programs in terms of lines of code, but there are other ways to think about efficiency when talking about code or programs that run on a computer. **When we try to create efficient programs, what other valuable resources might we be concerned about conserving?**
- List the things that students come up with somewhere that can be read by the class. These can be used to motivate portions of the next and future lessons.



What’s the point? Why constrain to 4 commands

Remarks

Why did we constrain you to only working with 4 possible commands? We begin programming with only a few commands for **a few main reasons**:

1. What you did today is, in a microcosm, what you always do when programming: use a language to express a solution to a problem. **Collaborative problem-solving** skills are important factors in programming. Being able to get together with other people to talk about and make reasoned arguments about the best ways to code things is what professionals do.
2. Learning to program isn’t just a matter of memorizing commands. The art of programming - **the creative part** - is always about understanding how to use the features of a programming language to solve a problem.
3. Whether you know 4 commands of a language or hundreds, **you will *always* be constrained by the programming language**. The reason you need to learn how to program is because there isn’t a command to do every little thing; you have to understand the set of things that a programming language can do, and then use your creativity and problem-solving skills to get the computer to do what you want.
4. In this class, we will repeatedly run into the challenges we encountered today. Even seemingly simple problems will require us to creatively apply the tools we have available: the commands or instructions provided by the programming language.
5. Multiple approaches are always possible to solve a problem. Furthermore, we may never be sure we have found the most efficient one. We may not even agree about how we should measure efficiency.
6. As we saw today, even when designing programs using four commands to draw with a turtle, the solutions are not always easy. We will definitely need to keep practicing as we start tackling more complex challenges.

Discussion Goal

The point of this discussion is to highlight the fact that “efficiency” can mean different things depending on the context.

Potential answers to this question can include the time they take to run on a computer, the time or number of people they require to create, the number of resources they require to run, etc. Students will likely come up with others.

Don’t fixate on any one solution and encourage students to come up with the most comprehensive list possible.

Teaching Tip

- There are a lot of points in this “What’s the Point?” section. They all go together and they are not all points you have to make in this lesson right now.
- You should keep these big ideas in your back pocket, because you may want to refer back them in the future.
- The short version:
 - **Creativity** in programming comes from the fact that all programming languages have constraints; your job is to figure out how to use the language to get the computer to do what you want it to do or to solve a problem.
 - **Collaboration** is a huge help when solving problems with programming. It’s helpful to work through problems with a partner.

Extended Learning

Ask students to propose ways they could prove that their solution to the 3x3 grid problem is the most efficient.

Note: An actual proof is very challenging.

Assessment

Criteria:

- If you want to assess students' programs (especially 3x3 grid) you can see their work in the answer viewer and you might look for the following criteria:
 - The program draws the desired figure.
 - The turtle is returned to its starting location and is pointed in the correct direction.
 - The figure is located in the correct position, relative to the starting position of the turtle.
 - The program only makes use of the "building block" commands provided.
 - The program is reasonably efficient in its execution.

Questions in Code Studio:

- This lesson introduced the notion of "efficiency" in programming, and that it might mean different things at different times. Think of an example outside of computer science in which you have heard the term "efficiency" and compare it to the ways we talked about efficiency in programming. In what ways is the meaning of "efficiency" the same? In what ways is it different?
- Today we solved a series of problems with a limited set of commands (only 4). Give at least one reason why it's useful to learn how to solve, and program solutions to problems with a limited set of commands.
- Summarize your experiences with this first AppLab lesson by answering the following questions:
 - What surprised you about programming with such a small set of basic commands?
 - Were you able to be creative with such a limited set of tools?
 - What was most frustrating about this activity? If you could add one additional simple command, what would it be, and why?

These assessment questions ask students to draw things and are *not* in Code Studio:

- Draw (on paper) the simplest image you can that we would be unable to create with our "building block" commands, and explain why it would be impossible to create.
 - Solution: Anything with a non-90-degree angle, curved, or with different colors, cannot be done with the given set of simple commands.
- Draw a second image we would be unable to create with the given simple commands, but for a different limiting reason than you cited in the first drawing.

Standards Alignment

CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

Computer Science Principles

- ▶ **5.1** - Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).
- ▶ **5.2** - People write programs to execute algorithms.
- ▶ **5.4** - Programs are developed, maintained, and used by people for different purposes.



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Lesson 5: Creating Functions

Overview

In this lesson, students learn to define and call procedures (in JavaScript, procedures are called “functions”) in order to create and give a name to a group of commands for easy and repeated use in their code. They will be introduced to functions as a form of abstraction that enables them to write code in larger, more logical chunks and focus on what something does, rather than how it does it. As they explore the use of functions through a sequence of activities in App Lab, they will be asked to think about where they see the need for functions and how these functions can make their code clearer or more concise.

At the end of the lesson students review the concept of abstraction and are introduced to elements of the Create PT in preparation for the Practice PT at the end of the unit.

Purpose

Programming languages must necessarily define the meaning of a set of commands which are generally useful and applicable. In order to extend their functionality, nearly all programming languages provide a means for defining and calling new commands which programmers design to fit the needs of the problems they are trying to solve. Defining functions is an example of how computer scientists use abstraction to solve problems. A programmer will design a solution to a small, well-defined portion of the task and then give a name to the associated code. Whenever that problem arises again, the programmer can invoke the new function by name, without having to solve the problem again. This ability to refer to complex functionality by simple, meaningful names allows for programs to be written in more intuitive ways that reflect the relationships between different blocks of code.

Agenda

Getting Started (5 min)

Discussion - The Need for Functions

Activity (35 min)

Programming with Functions

Wrap-up (15 min)

Introduce Create PT (10 mins)

Reflection on abstraction and managing complexity (5 mins)

Assessment

Assessing Programs
Questions

Extended Learning

View on Code Studio

Objectives

Students will be able to:

- Recognize functions in programs as a form of abstraction.
- Write a program that solves a turtle drawing problem using multiple levels of abstraction (i.e. functions that call other functions within your code).
- Explain why and how functions can make code easier to read and maintain.
- Define and call simple functions that solve turtle drawing tasks.

Preparation

- ☐ Review student-facing instructions in Code Studio

Links

Heads Up! Please make a copy of any documents you plan to share with students.

For the Students

- **College Board - Assessment Overview and Performance Task Directions for Students**
- **Intro to Functions Tutorial** - Video ([download](#))

Vocabulary

- **Abstraction** - a simplified representation of something more complex. Abstractions allow you to hide details to help you manage complexity, focus on relevant concepts, and reason about problems at a higher level.
- **Function** - A named bit of programming instructions.

Introduced Code

- ```
function myFunction() { // function body, including optional "return" command. }
```

**Share and Compare**  
**Keeping Going!**

- Call a function



# Teaching Guide

## Getting Started (5 min)



### Discussion - The Need for Functions

**Prompt:** In the previous lesson we created simple turtle drawings using only four commands. At some point you probably wished that more commands were available to you. Describe a command you wanted to be able to use and explain why you wanted to use it.

**Discuss:** Provide students time to discuss their ideas with their neighbors before sharing with the class. This can be done fairly quickly but insist that students provide both the command they would have wanted and the situation in which they wanted to use it.

These will be addressed in a later lesson. Remind them they are thinking of commands to help with the last lesson's challenge.

#### Remarks

Programming languages will always have some commands that are already defined, but there will be many instances when the exact command we want isn't available. Today we're going to start exploring a powerful feature of most programming languages that will allow us to overcome this issue and create commands of our own.

#### Discussion Goal

**Goal:** Students have been solving turtle challenges with a limited set of commands. Recognize their desire to have access to more commands to solve these challenges. Motivate the fact they can create these new commands themselves, using the original turtle commands as building blocks.

Responses might include:

- A command that turns the turtle to the right
- A command that moves forward more than one space
- A command that creates a repeated pattern or shape
- Students may also just wish for different colors, curved lines, etc.

## Activity (35 min)

### Programming with Functions

**Group:** Place students in pairs. Consider using pair programming for this activity. If each student will work on their own computer have them check in with their partner throughout the activity.

**Transition:** Have students log in to Code.org

Code Studio levels

### Lesson Vocabulary & Resources

Teacher Overview

Student Overview

Either as a class or individually, students should watch a video introducing the way that functions are defined and called in JavaScript. You may wish to take a minute following the video to address any questions that may have developed from watching the video. [View on Code Studio](#)

### Defining and Calling Functions

2

(click tabs to see student view)

### Using Functions With Turtle Commands

3

4

5

(click tabs to see student view)

How to use this level

[View on Code Studio](#) 

This level has a lot of text. Ways you might use it / incorporate it into your class:

- Assign as reading for students the day before
- Have students stop at this level during the normal progression and read as a group - discuss key points.
- Read and summarize for your students
- Make note of it as a reference for students that explains "abstraction"
- Use in conjunction with a preview of the AP Create Performance Task

## Using Functions With Turtle Commands

 7 8 9



(click tabs to see student view)

## Challenge: Draw a Diamond Using Functions

 10

(click tabs to see student view)

## Check Your Understanding

 11 12 13 14

(click tabs to see student view)

## Wrap-up (15 min)



### Introduce Create PT (10 mins)

**Distribute:** Give students digital or printed copies of **College Board - Assessment Overview and Performance Task Directions for Students**. We will review pages 9-11 which introduces the Create PT Components (Digital copy linked to from student resource section for this lesson on code studio).

#### **Remarks**

At the end of this unit we will be doing a Practice Create PT that mimics most components of the AP Create PT. We're going to quickly review those components now, but we'll have opportunities to review and practice them in the next few lessons as well. For right now you don't need to understand all the details, just the big picture.

**Review:** Quick skim this document with the class, touching on the following points.

- Page 9: The Create PT has 3 major components, 1. video, 2. written responses 3. program code. Students will skip the video this time as well as written response 2c.
- Pages 10-11: Skim the submission requirements and give students time to read prompts 2a - 2d.
- Highlight prompt 2d which references abstraction, the theme of this lesson and a focus of this unit.

#### Create PT discussion goals

##### **Goals:**

- Foreshadow the Practice PT at the end of the unit that has been designed to mimic most of the elements of the real AP Create PT
- Students are aware of the major components they have to submit for the AP Create PT (1. annotated PDF of program code 2. written responses 3. video)
- Students understand that one of the key elements of the Create PT is identifying and responding to written prompts about an abstraction that they created to manage complexity.

**Keep it short:** Avoid making this a 45-minute deep-dive review of the AP Create PT and all its components - a surface level understanding is all that is needed to proceed. Practice questions and direct references to College Board materials are included in each of the next 5 lessons. This is a kickoff discussion, and you will have many opportunities to prepare students for the PT in later lessons.

**Discuss:** Respond to any questions students share. Don't lose too much time here. You'll have many opportunities to review the Create PT in later lessons.



## Reflection on abstraction and managing complexity (5 mins)

Display the following questions somewhere they can be seen and ask students to write short responses before discussing with a neighbor. Once all pairs have had a chance to talk, bring the whole class back together to clarify points and share ideas.

### **Remarks**

Let's start now making connections between writing functions and "developing abstractions" that help us when writing to programs

**Prompt 1:** List the benefits of being able to define and call functions in a program. Who specifically gets to enjoy those benefits?

**Prompt 2:** How is the use of a function an example of abstraction?

## Assessment

### Assessing Programs

If you wish, you may assess the final version of the diamond drawing that students develop in Code Studio. Suggested criteria are below.

- The program draws the diamond.
- The program defines four functions: `right()`, `drawStep()`, `drawSide()`, and `drawDiamond()`. The names are less important than the existence of four functions with this functionality.
- The program makes a single call to `drawDiamond()`.
- The program looks clean and organized.

### Questions

1. Check the two items that are true statements about functions:
  - Meaningful function names help people better understand programs.
  - Meaningful function names help computers better understand programs.
  - Functions in programming are useful mathematical tools for doing complex computations.
  - Functions in programming are named groupings of programming instructions.
2. In your own words explain at least one reason why programming languages have functions.

## Extended Learning

### Share and Compare

If students complete the diamond challenge early, ask them to compare their solution with another group. They should then try to create the version of the program that they believe is best with an associated justification. Challenge students to think about potential tradeoffs between efficiency and readability.

### Keeping Going!

#### Reflection on Abstraction Goals

**Benefits of functions** -- Possible responses:

- programs are easier to read and write
- functions remove the need to repeat large chunks of code
- functions break the program into logical chunks
- Functions are a way to give concise human-readable names to complex sections of code
- Important to note: functions do not make the program easier (or harder) for the computer to run or understand -- it must still run all of the same commands as before.

**Functions are examples of Abstraction** -- Possible responses:

- Abstractions simplify the representation of something more complex. A function gives a simple name to what might be a complex chunk of code.
- Writing a function is a way to compartmentalize an idea
- Abstraction helps manage complexity - so do functions because they let you break a problem into smaller parts.
- Writing a function is a way to solve and then ignore lower-level, nitty-gritty problems in your program so you can focus on higher level problems.

Groups that finish early can continue working with their functions to make more complex figures. Ask groups to continue building functions they think are generally useful for drawing.

## Standards Alignment

### CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

### Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **5.3** - Programming is facilitated by appropriate abstractions.
- ▶ **5.4** - Programs are developed, maintained, and used by people for different purposes.



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# Lesson 6: Functions and Top-Down Design

## Overview

This lesson presents a top-down problem-solving strategy for designing solutions to programming problems. Students use a worksheet to learn about top-down design, and then on paper, design a solution to a new turtle drawing challenge with a partner. Having practiced this approach on paper and in code, students will be re-presented with the 3x3 square challenge from an earlier lesson and asked to improve upon their old solution by designing multiple layers of functions.

## Purpose

The main purpose here is to familiarize students with the concept of developing "procedural abstractions." One of the main learning objectives in the CSP framework is: "2.2.1 Develop an abstraction when writing a program...". Furthermore the *AP Performance Task: Create* requires students to "develop an abstraction to manage complexity of your program." For all intents and purposes, developing abstractions starts with writing reusable functions (or procedures) in your code that encapsulate and give a name to multi-line segments of code that other parts of your code calls upon.

A technique for deciding what functions you should write is to look at the problem with a "top-down design" perspective. The process of creating software begins long before the first lines of code are written. Breaking a problem down into layers of sub-tasks, and writing well-named functions that solve those tasks is a creative act of abstraction. It also leads to good code that is more efficient, easier to read, and therefore easier to debug when problems arise.

In professional settings, teams of people first identify the problems and sub-problems the particular software will be addressing and how it will be used. This approach to designing software is critical when facing large-scale programming tasks. Once the problem is well understood, it can be broken into parts that teams or individual programmers can begin to work on solving at the same time. Full software systems take advantage of the power of abstraction; each programmer in a team can write code, assuming the subproblems will be solved and written by other teammates.

## Agenda

### Getting Started (5 min)

#### What Does Efficiency Mean?

### Activity

### View on Code Studio

## Objectives

Students will be able to:

- Write a complete program with functions that solve sub-tasks of a larger programming task.
- Explain how functions are an example of abstraction.
- Use a "top-down" problem-solving approach to identify sub-tasks of a larger programming task.

## Preparation

- ▢ Review this [explanation of Top-Down Design](#)

## Links

**Heads Up!** Please make a copy of any documents you plan to share with students.

### For the Students

- **Top-Down Design** - Worksheet

[Make a Copy](#) ▼

## Vocabulary

- **Abstraction** - a simplified representation of something more complex. Abstractions allow you to hide details to help you manage complexity, focus on relevant concepts, and reason about problems at a higher level.
- **Function** - A named bit of programming instructions.
- **Top Down Design** - a problem solving approach (also known as stepwise design) in which you break down a system to gain insight into the sub-systems that make it up.

Distribute Worksheet  
Transition to Code Studio

### **Wrap-up**

Some points about functions and abstraction:

### **Assessment**

Assessing Programs  
Questions

# Teaching Guide

## Getting Started (5 min)

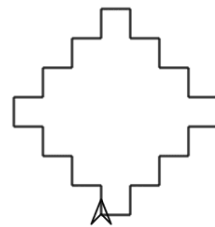
### What Does Efficiency Mean?

#### Recall:

In the previous lesson we wrote a program that used layers of functions (functions that called other functions) to get the turtle to draw a diamond-shaped figure.

#### Prompt:

*"Imagine that you have two programs that drew the diamond-shaped figure. One program uses functions as we did in the previous lesson. The other doesn't use functions; it's just a long sequence of the turtle's primitive commands. Which program is more efficient? Make an argument for why one is more efficient than the other."*



#### Discuss:

Have students briefly share their arguments for one program over the other and steer the conversation to these points... "Efficient" can mean several different things here:

- It could mean the total number of primitive operations performed by the turtle.
- It could mean number of lines of code.
- It could hinge on the ability to reuse code within your own code.
- It could be about the speed and clarity with which you can write the program.

All of these are valid arguments for a student to make.

**Transition:** Efficiency is an interesting thing to think about, but functions also introduce the ability to leverage the power of abstraction: when we write a function, it solves a small piece of a bigger problem. Having the small problem solved allows us to ignore its details and focus on bigger problems or tasks.

Today we'll get more practice with thinking about how to break problems down into useful functions.

## Activity



### Distribute Worksheet

Distribute the **Top-Down Design - Worksheet**

- Students should work in pairs.
- Read the first page of the worksheet that describes the top-down problem solving process.
- Design a solution to the problem on the second page by writing down the functions they would write to solve the problem.
- After a pair has come up with a solution on paper, have them compare with another group to see similarities and differences.

### Transition to Code Studio

Here is a quick reference guide for what students will see in Code Studio.



#### Teaching Tip

##### Comparing solutions on paper

The point of having students compare top-down designs is mostly just to see that people think about problems differently. Pairs should move to Code Studio after working out a solution on paper.

##### More practice with top down design?

If you want to give students more practice with top-down design you can make up almost any geometric shape that has some patterns or repetitions in it. Virtually any symmetrical figure you can create with the turtle would have some elements worth breaking into functions. Here's a trick to make your own: make a function that has the turtle draw *something*. Then call that function a few times, perhaps turning or moving between each call. Use the resulting figure as an interesting exercise.

##### Evidence of good design

An interesting thing to look at is the name of the top-level function students come up with, which should be a description of what they think they are drawing.

Guide students to come up with descriptive function names that give insight to their thinking. A high-level function named something like `drawThing` is not that great. Something like `snowflake` or `crosshairs` or `antenna` is better because it lets the reader see what the programmer is thinking about.

 Code Studio levels

## Lesson Vocabulary & Resources

Student Overview

### Using Functions with Turtle Commands

 2

 3

(click tabs to see student view)

### (new)AP Practice Response - Design Process

 4

(click tabs to see student view)

### Check Your Understanding

 5

 6

 7

(click tabs to see student view)

## Wrap-up

Some points about functions and abstraction:

- When we layer functions - with functions that call other functions - we are creating layers of abstraction.
- In programming, writing functions helps us create layers of abstraction that allow us to design and create increasingly complex systems.
- We've seen layers of abstraction before in the design of Internet protocols, or in the binary encoding of information.



- Solving a fundamental piece of a problem that can be reliably reused in a different context frees us to think about more complex problems because we can trust the piece that has been solved and don't have to worry about its details.
- Solving small problems - like how to send a single bit from one place to another - allows us to think about bigger problems, like sending numbers, or text, or images, to multiple people, over networks, in packets...etc., etc., etc.

**Prompt:** "Where else in your life have you seen layers of abstraction? Connect the idea of layers of abstraction to some other activity."

- There are many possible connections to make since almost any task in life can be broken down ad-infinitum. In the video about functions from the previous lesson, Chris Bosh makes a connection to basketball. Once you know how to dribble and shoot, then you learn some moves to do, and once you know that, you run plays that rely on the fact that those fundamental elements (or the problems) have been solved.

## Assessment

### Assessing Programs

If you wish, you may assess the two programs written in Code Studio; the criteria are the same for both the "snowflake" program and the new version of the 3x3 grid:

- The program draws the figure correctly.
- The program defines multiple layers of functions.
- The functions defined have descriptive and meaningful names.
- The program is "kicked off" with a single call to a function that makes calls to subsequent functions.
- The program looks clean and organized.

### Questions

1. Consider the figure below. Use top-down thinking to design a solution to the problem. In the space provided write a list of just the names of the functions that you would write in a program that draws this figure. (Assume that the long line segments are 6 turtle moves long.)
2. Which of the following statements about writing functions and Top-Down Design is NOT true?
 
  - Writing functions helps manage complexity in a program.
  - Top-Down Design leads to programs which feature multiple layers of abstraction.
  - Two programmers solving the same problem using Top-Down Design should arrive at identical programs.
  - Top-Down Design relies upon identifying subproblems of a larger problem.
  - Top-Down Design assists in identifying the layers of functions that will be used to solve a programming problem.
3. In the Create Performance Task you will be asked to identify an abstraction in your program and explain how it helps manage the complexity of the program. Functions are a form of abstraction. Pick a function you wrote in your solution to the 3x3 square problem and explain how it helps manage the complexity of your program.

## Standards Alignment

CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **5.1** - Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).

- **5.3** - Programming is facilitated by appropriate abstractions.



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# Lesson 7: APIs and Using Functions with Parameters

## Overview

Students will learn to read App Lab's API documentation and will use functions that accept parameters in order to complete a series of drawing puzzles which require them to make use of the App Lab API documentation to learn new drawing commands. Many of these commands will require the use of parameters. The final challenge asks students to design a personal monogram making use of the commands they learned during the lesson.

## Purpose

An API is a reference guide which catalogs and explains the functionality of a programming language. If a programmer develops the practice of referencing an API, she can make full use of that functionality without undergoing the tedium of memorizing every detail of the language. In today's lesson, students will need to read through the API in order to find and understand new commands for moving the turtle, selecting colors, and drawing different-sized dots and lines on the screen. Students should not necessarily understand every command in the drawing API in detail, but they should be familiar with referencing the API as a standard part of the process of writing a program. This will also be the first time students are given access to drawing functions that take parameters (e.g., `moveForward(40)` vs. `moveForward()`).

## Agenda

**Getting Started (5 mins)**

**Activity (40 mins)**

Learning the API and Using Functions with Parameters

**Wrap Up (5 mins)**

Reviewing Vocabulary

Share Your Images

**Assessment**

**Extended Learning**

[View on Code Studio](#)

## Objectives

Students will be able to:

- Use parameters to provide different values as input to procedures when they are called in a program.
- Use API documentation to assist in writing programs.
- Define an API as the set of commands made available by a programming language.

## Preparation

- ☐ Review functions in the "Turtle toolbox" to assist in debugging code

## Vocabulary

- **API** - a collection of commands made available to a programmer
- **Documentation** - a description of the behavior of a command, function, library, API, etc.
- **Hexadecimal** - A base-16 number system that uses sixteen distinct symbols 0-9 and A-F to represent numbers from 0 to 15.
- **Library** - a collection of commands / functions, typically with a shared purpose
- **Parameter** - An extra piece of information passed to a function to customize it for a specific need

## Introduced Code

- `moveTo`
- `turnTo`
- `arcRight`
- `arcLeft`
- `penWidth`
- `penColor`
- `penRGB`
- Call a function with parameters

# Teaching Guide

## Getting Started (5 mins)

### **Remarks**

So far in this unit we have been exploring programming by drawing turtle art with only a few commands. It will probably not surprise you to learn that there are many more commands included in most programming languages, including the version of JavaScript included in App Lab. In fact, most programming languages include hundreds if not thousands of commands.

### **Discussion Goal**

Introduce the fact that most programming languages, including the version of JavaScript included in App Lab, contain many commands. Motivate the need for documentation to help programmers learn and recall how to use these commands.

### **Thinking Prompt:**

*"Do you think programmers memorize all of the commands in a programming language? If not, how is anyone ever able to use an entire programming language?"*



**Discuss:** Provide students time to discuss their ideas with their neighbors before sharing with the class. Responses might include:



- Programmers ask each other for help.
- There are reference guides online or in print to help programmers use a language.
- Programmers read old code in the language to learn how to write new code.

### **Teaching Tip**

**What Makes a Programmer?:** This discussion is a great opportunity to emphasize that programming is not some innate talent. Every programmer has to learn by seeing examples of a language being used and reading documentation. In fact, even professional programmers will frequently reference documentation while designing software. Becoming a good programmer is much less about memorizing a language and more about learning habits of mind and patterns that allow you to use a language (including its documentation) effectively!

### **Transitional Remarks**

Programmers weren't born knowing how a programming language works, and, like you and me, they don't have perfect memories. Instead they rely on written documentation to help them learn new features of a language and recall how it works. Today we are going to be exploring how useful documentation can be when learning a programming language or just writing software.

## Activity (40 mins)

### Learning the API and Using Functions with Parameters

### **Remarks**

At end of the day we hope to be much more talented turtle artists, but we're also going to be learning another important skill: reading the documentation of a programming language.

Before you ask me or a classmate for help today, I want you to read through the documentation, try the examples, talk with friends, and then talk to me. It may be slower going today, but in the long term it will make you much more confident programmers.

### **Code Studio levels**

## Lesson Vocabulary & Resources

[Teacher Overview](#)[Student Overview](#)

A new version of the `moveForward` command is introduced: `moveForward(pixels)`. Students use it to move the turtle to the edge of the screen in one command.

[View on Code Studio](#) 

Encourage students to read the explanation of the term parameter and not just skip it. It's an important term to know.

**Terminology:** Parameter is introduced. Students are shown parameterized versions of basic turtle move commands and asked to draw a triangle.

## Introduction to Parameters

2

3

4

5

6

7

8

9

(click tabs to see student view)

## Make Your Own Turtle Drawing

10

(click tabs to see student view)

## (new)AP Practice Response - Score a student response

11

(click tabs to see student view)

## Check Your Understanding

12

13

14

15

(click tabs to see student view)

## Wrap Up (5 mins)

### Reviewing Vocabulary

The level progression for today's lesson includes many important vocabulary words. While these levels attempt to introduce these words in the context of using them, take a moment at the conclusion of class to review the words covered and ensure students are comfortable using them.

- **Parameter:** accepts a value to be passed to a function, typically affecting the behavior of that function (e.g., changing the distance the moveForward() command moves the turtle)
- **Library:** a collection of commands / functions, typically with a shared purpose (e.g., a library of functions for manipulating the turtle)
- **API:** application program interface, the full set of commands included in a programming language (e.g., every command made available by App Lab)
- **Documentation:** a description of the behavior of a function, library, API, etc.

### Share Your Images

If there is time remaining, provide students an opportunity to share images they created using the full turtle library.

## Assessment

### Questions:

1. Multiple Choice: What is an API?

- Abstract Programming Inheritance: The idea that abstractions in languages get "passed down" in newer versions
- Artificial Parameter Intelligence: The idea that function parameters should be intelligent enough to "know" what you want as a programmer
- Application Program Interface: A well-documented library of functions provided in a programming language that helps to simplify complex programming tasks.
- Abstract Parameter Interface: A high-level description of the parameters a function accepts

## 2. Multiple Choice: What is a function parameter?

- “para-meter” -- a measure of the distance between a function’s conception and implementation.
- A way to give input to a function that controls how the function runs.
- A collection of commands that can be used in a programming language.
- Another name for the purpose of a function.
- A named memory location.

## 3. Free Response: It is said that functions with parameters generalize the behavior of a more specific command.

Explain what this sentence means to you using the difference between `turnLeft()` and `turnLeft(angle)`.

# Extended Learning

Design an image using the drawing commands reviewed today. Share the image (but not the code used to generate it) with a classmate and challenge him to recreate the image. How close can he get? Did you complete the task in the same way?

# Standards Alignment

## Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **5.1** - Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).
- ▶ **5.3** - Programming is facilitated by appropriate abstractions.



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# Lesson 8: Creating Functions with Parameters

## Overview

In this lesson, students practice using and creating functions with parameters. Students learn that writing functions with parameters can generalize solutions to problems even further. Especially in situations where you feel like you are about to duplicate some code with only a few changes to some numbers, that is a good time to write a function that accepts parameters. In the second half of the lesson, students make a series of modifications to a program that creates an “Under the Sea” scene by adding parameters to functions to more easily add variation to the scene. Lastly, students are introduced to App Lab’s random number functions to supply random values to function calls so the scene looks a little different every time the program runs.

## Purpose

Writing functions with parameters is a simple idea, but it traditionally has some devilish details for new learners of programming. The basic idea is that you often want to write a function that takes some input and performs some action based on that input. For example, the turtle function `moveForward` is much more useful when you can specify how much to move forward (e.g., `moveForward(100)`), rather than just a fixed amount every time. It’s very common to encounter situations where as a programmer you realize that you basically need a duplicate of some code you’ve already got, but you just want to change some numbers. That’s a good time to write a function with a parameter; the parameter just acts as a placeholder for some value that you plug in at the time you call the function. Just like it’s considered good practice to give descriptive names to your functions, the same is true for the names of the parameters themselves. For example: `drawSquare(sideLength)` is better than `drawSquare(stuff)`.

## Agenda

### Warm Up (5 mins)

Recall the Purpose of Parameters

### Activity (40 mins)

Writing Functions with Parameters: Under the Sea

### Wrap Up (5 min)

When do you need a function with a parameter?

### Assessment

### Extended Learning

[View on Code Studio](#)

## Objectives

Students will be able to:

- Write functions with parameters to generalize a solution instead of duplicating code.
- Identify appropriate situations for creating a function with parameters.
- Use random numbers as inputs to function calls for the purpose of testing.
- Add parameters to a function in an existing piece of code to generalize its behavior.

## Preparation

- ☐ Review functions in the "Turtle toolbox to assist in debugging code

## Links

**Heads Up!** Please make a copy of any documents you plan to share with students.

For the Students

- **Functions with Parameters** - Video ([download](#))

## Vocabulary

- **Parameter** - An extra piece of information passed to a function to customize it for a specific need

## Introduced Code

- `randomNumber min/max`
- `function myFunction(n){ //code }`
- Call a function with parameters

# Teaching Guide

## Warm Up (5 mins)

Recall the Purpose of Parameters

### Remarks

In the previous lesson, we learned to use a lot of new turtle commands. Some of these commands accept a parameter, or even many parameters, which allow us to pass values to the function. This allowed us to make much more interesting images by specifying precisely how far the turtle should move or turn, and introduced the ability to choose specific pen sizes and colors.

Parameters are a powerful programming construct.

- Suppose we have a whole group of similar problems, like turning the turtle some amount.
- Without a parameter we would need 360 different functions, one for each number of degrees we wanted to turn!
- Parameters allow us to use a single function as a general solution to a whole group of problems.

This is clearly a useful construct to use in our programs, and in today's lesson we're going to learn how to create functions with parameters for ourselves.

### Discussion Goal

We want to get back to programming fairly quickly.

Use the Getting Started Activity to briefly recall the benefits of functions with parameters they have already seen and motivate the desire to create them for themselves.

Students will make their own functions with parameters in this lesson.

## Activity (40 mins)

### Transition to Code Studio

### Writing Functions with Parameters: Under the Sea

The levels in Code Studio for this lesson walk students through a number of small exercises that build up to making a small "under the sea" drawing.

Below is a quick reference guide that shows what students are asked to do in each level.

### Code Studio levels

#### Lesson Vocabulary & Resources

Student Overview

#### Functions with Parameters

 2

(click tabs to see student view)

#### Drawing Shapes With Parameters

 3

 4

 5

 6

(click tabs to see student view)

#### Check Your Understanding: Defining Functions

 7

(click tabs to see student view)


#### U3 whats a comment

Student Overview



## Commenting Code

[Teacher Overview](#)[Student Overview](#)

Validation note: no code is checked on this level. There is no automatic way to check whether a student has added a particular comment into the code. [View on Code Studio](#) 

## Under the Sea Drawing with Parameters

[10](#)[11](#)[12](#)[13](#)[14](#)[15](#)

(click tabs to see student view)

## Check Your Understanding: Using Random Numbers

[✔ 16](#)

(click tabs to see student view)

## Challenge: Continue Your Drawing With More Functions

[17](#)

(click tabs to see student view)

## (new)AP Practice Response - Managing Complexity

[✔ 18](#)

(click tabs to see student view)

## Check Your Understanding

[✔ 19](#)[✔ 20](#)

(click tabs to see student view)

## Wrap Up (5 min)

When do you need a function with a parameter?

**Reflection:** Students should briefly journal and share responses to the following question:

**Prompt:** "Develop a rule for deciding when to create a function with a parameter rather than a normal function. Below your rule write a couple sentences justifying your rule."

### Share Responses:

Once students have written their responses, have them share with a neighbor and ask a few students to share their rules with the class. Focus in particular on the reasons for creating a function with a parameter, as students will likely hit on the two points above. For example:

- "Whenever you have two functions that basically do the same thing make a function with a parameter instead, to remove the need to duplicate code."
- "If you need a function to do the same thing a lot of different ways, then use a parameter so one function can do it right away."

If these ideas don't come out, then you may make these points yourself and instead ask students where they saw these principles in today's activities. Point out that every time they added a parameter to a function, they generalized the behavior of the function without having to rewrite the code.

### Discussion Goal

Having used parameters to generalize the behavior of many functions, students should attempt to formalize their understanding of what parameters are and why they are beneficial. Important points to draw out are:

- Parameters allow the creation of a **generalized solution to a whole class of problems**, rather than individually solving many specific problems.
- Parameters remove the need to create repetitive functions, making code easier to write, read, and change.

# Assessment

1. Multiple Choice: Which of the following are true?
  - Functions with parameters can be used to prevent the creation of duplicated code.
  - Parameters can only be used once within the body of a function.
  - Parameters generalize the solution of a specific problem.
  - Parameters need not be provided to a function in any particular order.
2. Free Response: “Abstraction” is often used to indicate cases where we focus on a general case and ignore a specific instance of a problem. Given this meaning of the word, how are functions with parameters an example of abstraction?

## Extended Learning

Students can extend their digital scene by creating parameterized functions for other components of the scene or adding additional parameters to their current set of functions.

## Standards Alignment

### Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **5.3** - Programming is facilitated by appropriate abstractions.
- ▶ **5.4** - Programs are developed, maintained, and used by people for different purposes.



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# Lesson 9: Looping and Random Numbers

## Overview

Students learn to use random values and looping to create variation in their drawings and quickly duplicate objects they wish to appear in their digital scenes many times. Students will be presented with a version of the for loop which only enables them to change the number of times the loop runs. This block is essentially a "repeat" block and will be presented that way. Students will also be presented with blocks which enable them to choose a random number within a given range. Together these blocks enable students to create more complex backgrounds for digital scenes by randomly placing simple objects within the background of their scene. Students use these tools to step through the Under the Sea exemplar digital scene.

## Purpose

Loops are a relatively straightforward idea in programming - you want a certain chunk of code to run repeatedly - but it takes a little practice to get good at controlling loops and recognizing how and where in your programs to use them. The for loop in JavaScript (and many other programming languages) is designed to be used for both simple and sophisticated programming tasks, thus it has a lot of syntax to it that will be explained in the future. In this lesson, the block-based form of the for loop exposed to students is effectively a simple repeat loop - it only lets them change a number that dictates how many times the loop repeats.

Random numbers are also used more (much more) in this lesson as an effective way to experiment with loops. Creating some randomly-generated output with each iteration of the loop is good visual feedback that the loop is running the way you expect. It also helps you explore the ranges of possible outputs, which tells you more about what your program can and cannot do.

## Agenda

### Getting Started (2 minutes)

Loops versus Functions

### Activity (30 minutes)

Improving Under The Sea with Loops

### Wrap Up (10 minutes)

When to use loops versus functions

### Assessment

### Extended Learning

### View on Code Studio

## Objectives

Students will be able to:

- Use a loop in a program to simplify the expression of repeated tasks.
- Identify appropriate situations in a program for using a loop.
- Use random values within a loop to repeat code that behaves differently each time it is executed.

## Preparation

- ☐ Set up the room for computer use
- ☐ Plan how you want students to watch the video on loops

## Links

**Heads Up!** Please make a copy of any documents you plan to share with students.

### For the Teachers

- **Unit 3 Lesson 9** - Forum

### For the Students

- **Tutorial - Loops** - Video ([download](#))

## Vocabulary

- **For Loop** - Loops that have a predetermined beginning, end, and increment (step interval).
- **Loop** - The action of doing something over and over again.

# Teaching Guide

## Getting Started (2 minutes)

### Loops versus Functions

#### **Remarks**

As we have developed as programmers, we have focused on the process of breaking down large tasks into smaller pieces and assigning each piece a function.

When we break down a large task, often we will find that some portion of the task needs to be repeated many times. As programmers, we would simply call the same function many times. This might work if we need to call the same function five times, but if that function needs to be run 1,000,000 times, we'll need a better solution.

Today we'll be exploring how a programming construct called a loop solves this problem by allowing us to repeat a set of commands many times.

We'll also practice looping through commands many times with random input, therefore giving us many instances of random output.

Just as we saw yesterday, this will be both useful for testing our code and also for developing more variety in our drawings.

**At the end of class we'll ask:** "When should you use a loop instead of a function, or vice versa?"

#### Purpose

Students will have an opportunity to explore the process of creating loops by programming with them in App Lab. Use the Getting Started Activity to motivate the need in some programs to repeat commands many times, and foreshadow the fact that random inputs can be used in repeated commands to rapidly develop a variety of behaviors.

## Activity (30 minutes)

### Improving Under The Sea with Loops

- Today we'll learn how to use something called a "for loop"
- The for loop is a JavaScript programming construct - it looks and works the same here as it does in "the real world".

#### Code Studio levels

### Lesson Vocabulary & Resources

Student Overview

### Using Loops

 2

(click tabs to see student view)

### Introduction to Loops

 3

 4

 5

 6

 7

(click tabs to see student view)

### Using Loops to Add Detail to Your Drawing

 8

 9

 10

 11

 12

 13

 14

(click tabs to see student view)

### Project: Under the Sea

 15

(click tabs to see student view)

(click tabs to see student view)

## Check Your Understanding

🔍 17

🔍 18

🔍 19

(click tabs to see student view)

## Wrap Up (10 minutes)

### When to use loops versus functions

Having used loops to repeatedly run a smaller portion of a larger program, students should attempt to formalize their understanding of when a loop should be used.

**Reflection:** Students should briefly journal and share responses to the following question:

- *"Develop a rule for deciding when to use a loop within a program. Perhaps think about when to use a loop versus a function. Try to make connections to Top-Down Design in your response. Below your rule, write a couple sentences justifying your rule."*



#### Share Responses:

Once students have written their responses, have them share with a neighbor and ask a few students to share their rules with the class. Focus in particular on the reasons for using a loop.

For example:

- "Use a loop when there is something you need to do over and over again and it doesn't make sense to split it up any more."
- "We don't want to manually call functions many times in a row. If you're calling the same function many times in a row, it's time to make a loop."

## Assessment

#### Project:

For students' individual renderings of the Under the Sea project, it's recommended that you simply check for completion and that the final version students submit contains all of the required features. In the next lesson, students create their own scene from scratch, and that project has a complete rubric for a more formal assessment.

#### Questions:

Multiple Choice:

A programmer wants to write a program in which the turtle draws 8 squares in a row while moving forward. The final result should look like the turtle drawing shown at left.

#### Discussion Goal

Important points to draw out are related to when to use a function v. when to use a loop. While you can get code to function similarly with a function or a loop the general rule of thumb is:

- Write a **function** when you have a piece of code - a procedure - that you might reuse in other places in your program.
  - A function might also help you encapsulate a solution to a common problem in one place that you can call on repeatedly with different inputs (e.g. `drawSquare(size)` )
  - Writing a function is often more of a design decision. You are trying to encapsulate and abstract details so you think about other parts of a larger program
- Write a **loop** when there is something you need to do over and over again and it doesn't make sense to split it up any more.
  - Writing a loop is more of an algorithmic decision - you actually just need repetitious behavior to solve some problem.
  - For example, we don't want to manually call functions many times in a row. If you're calling the same function many times in a row, it's time to make a loop.



But something is wrong! The incorrect code is shown to the right. The programmer has attempted to write a function to draw a single square. Then he wrote another function that attempts to call that function 8 times. Mentally trace through the code and determine which line of code should be removed to make the program do what it's supposed to.

- A: 1
- B: 5
- C: 6
- D: 7
- E: 14

Free Response:

When breaking a problem down, you often encounter elements that you want to use repeatedly in your code. Sometimes it's appropriate to write a new function; at other times it's appropriate to write a loop. There is no hard-and-fast rule as to which is better, but what do you think? What kinds of circumstances would lead you to writing a function versus using a loop?

```
Workspace: Version History Show Text
1 draw8Squares();
2
3 function draw8Squares() {
4 for (var i = 0; i < 8; i++) {
5 drawSquare(25);
6 moveForward(25);
7 turnRight(90);
8 }
9 }
10
11 function drawSquare(size) {
12 for (var i = 0; i < 4; i++) {
13 moveForward(size);
14 turnRight(90);
15 }
16 }
```

## Extended Learning

Students can extend their digital scene by manipulating the random values used as inputs to the different components of the scene or adding additional functions for drawing new figures. At the end of the progression, students are given a separate level in which to do so.

## Standards Alignment

CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

Computer Science Principles

- ▶ **4.1** - Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.
- ▶ **5.1** - Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).
- ▶ **5.3** - Programming is facilitated by appropriate abstractions.
- ▶ **5.4** - Programs are developed, maintained, and used by people for different purposes.



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# Lesson 10: Practice PT - Design a Digital Scene

## Overview

To conclude their introduction to programming, students will design a program that draws a digital scene of their choosing. Students will be working in groups of 3 or 4 and will begin by identifying a scene they wish to create. They will then use Top-Down Design to identify the high-level functions necessary to create that image. The group will then assign these components to individual members of the group to program. After programming their individual portion, students will combine all of their code to compose the whole scene. The project concludes with reflection questions similar to those students will see on the AP® Performance Tasks.

Note: This is NOT the official AP Performance Task that will be submitted as part of the Advanced Placement exam; it is a practice activity intended to prepare students for some portions of their individual performance at a later time.

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## Purpose

Abstraction is an important tool in programming, not only because it allows individual programmers to break down complex problems, but because it enables effective forms of collaboration. Once a problem has been broken down into its component parts, teams of programmers (sometimes dozens or more) can attack individual components of that problem in parallel. This style of programming requires clear communication and a shared understanding of the high-level requirements of the software. If implemented carefully, however, it can be an effective strategy for rapidly producing large and complex pieces of software.

## Agenda

### Getting Started

#### Activity

Review the Project

Complete Group Project Planning Guide

Start Programming

Written Reflection and Program Code

Project Submission

### Wrap Up

#### Extended Learning

### View on Code Studio

## Objectives

Students will be able to:

- Write programs that address one component of a larger programming problem and integrate with other similarly designed programs.
- Collaborate to break down a complex programming problem into its component parts.
- Use code written by other programmers to complete a larger programming task.
- Write responses to AP-style prompts

## Links

**Heads Up!** Please make a copy of any documents you plan to share with students.

### For the Students

- **Code Print** - Create PT Code Formatting
- **Practice PT - Written Responses** - Student AP Response Template
- **Design a Digital Scene** - Project and Programming Rubric [Make a Copy](#)
- **Design a Digital Scene** - AP Rubric [Make a Copy](#)
- **Design a Digital Scene** - Project Guide [Make a Copy](#)
- **[Deprecated] Design a Digital Scene - Planning Guide** [Make a Copy](#)
- **[Deprecated] Design a Digital Scene - Project Overview and Rubric** [Make a Copy](#)

## Vocabulary

- **Abstraction** - a simplified representation of something more complex. Abstractions allow you to hide details to help you manage complexity, focus on relevant concepts, and reason about problems at a higher level.

# Teaching Guide

## Getting Started

**Goal:** Review the programming constructs covered thus far, recall how they can be used within Top-Down Design to break down problems, and frame the coming project as a further exploration of the concept of abstraction.

## Activity

### **Design a Digital Scene**

#### Review the Project

##### **Distribute:**

Give each student a copy of the following (digital copies available on code studio):

- **Design a Digital Scene - Project Guide**
- **Design a Digital Scene - AP Rubric**
- **Design a Digital Scene - Project and Programming Rubric**

**Read Requirements:** Read through the guidelines of the project together and address any high-level questions about the aims of the project. Students will have a chance to review the requirements once placed in groups.

##### **Emphasize and call out connections to the AP**

**Create PT:** Students will be going through many of the same processes for this project as they will for the AP Create PT. The things we are not doing here are:

- student is not coming up with the idea for the project - we are framing it as *Design a Digital Scene*
- we are not making a video of code running
- we are ignoring the writing prompts about algorithms

We'll address these things later in Unit 5.

**Place Students in Groups:** Groups will ideally be 3 or 4 students for this project. You may place students in groups yourself or allow them to select their partners.

#### Complete Group Project Planning Guide

Groups should use the Activity Guide's **Group Project Planning Guide** to collaboratively develop their scene description and select a target image. They will then fill in the Project Component Table with the individual components of the scene, as well as their associated function names and descriptions. Finally, they will assign each function to one of the group members.

#### Start Programming

#### Suggested Project Pacing

A proposed schedule of the steps of this project is included below, as well as more thorough explanations of how to conduct the various stages.

##### **Day 1**

- Review the project guidelines and the rubric.
- Assign students to groups to follow the Group Project Planning guide.
- Groups complete the Project Description document.
- Groups break target scene into high-level functions, define their behavior and complete the Project Component Table.
- Students begin programming individual components.

##### **Day 2**

- Students continue to work on programming their individual functions.
- Groups begin to recombine their functions and students begin work on their digital scenes.

##### **Day 3**

- Students finalize their digital scenes.
- Students complete their reflection questions and submit their projects.



We recommend using this guide on the first day of the project to help groups get organized and focus on the project requirements. It is not a document we recommend assessing or evaluating directly, beyond basic completion. See the **project submission** section below for more details.

## 🖥️ Code Studio levels

### Lesson Vocabulary & Resources 📄

Teacher Overview

Student Overview

#### AP-style student submission

[View on Code Studio](#) 🔗

*View on Code Studio to access answer key(s)*

#### Exemplar programming projects

These sample App Lab projects contain inline comments explaining how they might be scored against the Project Programming Rubric.

*View on Code Studio to access answer key(s)*

Please note there is small multi-choice assessment in the next lesson, the "Unit 3 Chapter 1 Assessment." You might use it immediately after, or as part of, evaluating this project.

**Q:** Where do I find the assessment that used to be linked in this space?

**A:** It has been moved into the online version you see for the "Unit 3: Chapter 1 Assessment" in the lesson that follows this one.

## Design Your Components

🖥️ 2

*(click tabs to see student view)*

### How To: Share Code with Teammates 📄

Teacher Overview

Student Overview

#### Recombine Code

[View on Code Studio](#) 🔗

Students will need some way of recombining their code. Possible solutions are:

- emailing links to their individual code
- creating a shared document / spreadsheet into which students can paste links

## Challenge: Design Your Digital Scene

🖥️ 4

*(click tabs to see student view)*

## Written Reflection and Program Code

**Reflection Questions:** Students can complete the reflection questions using the **Practice PT - Written Responses - Student AP Response Template** or simply write them into a plain text document.

**Program Code:** Students should simply submit their project code through Code Studio by clicking the Submit button where they composed their project.



#### 💡 Teaching Tip

## Project Submission

It is up to you to define and provide instructions for how you want to collect student projects. The things you can collect are:

**1. Student written responses** - you can collect a digital doc (e.g. Google doc, Word doc), an AP-style PDF sent to you by some means (digital drive, email, etc.) or even a printed hardcopy. Use the **Design a Digital Scene - AP Rubric** to score it. An exemplar is available in the teacher-only section on Code Studio.

**2. Student code** - You should always request they submit the project through Code Studio so it gets locked in. You may *additionally* want to have students mimic the AP requirement of submitting a PDF of their code with the abstraction they developed highlighted with a rectangle drawn around it. We recommend using **CodePrint** to do this. You can collect this as a PDF or ask students to print out a hardcopy.

If you would like to assess the student code for the programming concepts and skills developed in the unit use the **Design a Digital Scene - Project and Programming Rubric**. Exemplars are available in the teacher-only section on code studio.

**3. Group planning guide** - As mentioned above we do not recommend evaluating or assessing the group planning guide beyond basic completion. If you plan to use the **Design a Digital Scene - Project and Programming Rubric** the planning guide may be a useful artifact or aid for assessing the collaboration aspects of the project.

**Reflection and Code Submissions:** Make a determination of how best students can submit their reflection responses and Code.

If you want to mimic the actual performance task then:

1. Have students write their responses in a document and save as a PDF
2. Have students copy their code into **CodePrint**, draw a rectangle around the abstraction they are writing about, and then print/save that as a PDF

However, if you want to save those extra steps you can have students simply submit a digital document and submit their App Lab project through the Code.org site. You might ask students to identify with a comment in the code the abstraction they wrote about for their written responses.

## Wrap Up

**Presentation (Optional):** If time allows, students may wish to have an opportunity to share their digital scenes with one another. One option is to print out their digital scenes, but consider other options like creating a “Digital Art Gallery” by posting all links to a shared document.

## Extended Learning

**Incorporate Another Group’s Functions:** Students who finish early or wish to have an added challenge can attempt to incorporate the functions of another group into their digital scenes.

## Standards Alignment

CSTA K-12 Computer Science Standards (2011)

- ▶ **CL** - Collaboration
- ▶ **CPP** - Computing Practice & Programming
- ▶ **CT** - Computational Thinking

Computer Science Principles

- ▶ **2.2** - Multiple levels of abstraction are used to write programs or create other computational artifacts
- ▶ **4.1** - Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages.

- ▶ **5.1** - Programs can be developed for creative expression, to satisfy personal curiosity, to create new knowledge, or to solve problems (to help people, organizations, or society).
- ▶ **5.3** - Programming is facilitated by appropriate abstractions.
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