**Exploring Computer Science (ECS) Syllabus**

**Instructor:** Ms. Ticey Little  
**Course Title:** Exploring Computer Science (ECS)  
**Grade Level:** 9th and 10th

**School Year:** 2024-2025  
**Classroom:** E114  
**Email:** tlittle@sumter.k12.al.us  
**Phone:** (205) 652-1501]  
**Office Hours:** 8:00AM - 8:54AM, Monday-Friday

**Course Goals:**

*Exploring Computer Science (ECS)* is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of *Exploring Computer Science* is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today’s students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

**Course Topics:**

**Unit 1: Human Computer Interactions (4 weeks)**

**Topics to be addressed:**

* Computers and the Internet
  + Models of Intelligent Behavior
  + Societal impacts of computing

**Topic Description:**

In this unit students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Students will experiment with internet search techniques, explore a variety of websites and web applications and discuss issues of privacy and security. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students will learn that “intelligent” machine behavior is not “magic” but is based on algorithms applied to useful representations of information, including large data sets. Students will learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Students will gain an appreciation for the many ways in which computing-enabled innovations have had an impact on society, as well as for the many different fields in which they are used. Connections among social, economic and cultural contexts will be discussed.

**Objectives:**

The student will be able to:

* Analyze the characteristics of hardware components to determine the applications for which they can be used.
* Use appropriate tools and methods to execute Internet searches that yield requested data.
* Evaluate the results of web searches and the reliability of information found on the Internet.
* Explain the differences between tasks that can and cannot be accomplished with a computer.
* Analyze the effects of computing on society within economic, social, and cultural contexts.
* Communicate legal and ethical concerns raised by computing innovation.
* Explain the implications of communication as data exchange.

**Unit 2: Problem Solving (4 weeks)**

**Topics to be addressed:**

* Algorithms and abstraction
* Connections between Mathematics and Computer Science
* Societal impacts of computing

**Topic Description:**

This unit provides students with opportunities to become “computational thinkers” by applying a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts. The range of contexts motivates the need for students to think abstractly and apply known algorithms where appropriate, but also create new algorithms. Analysis of various solutions and algorithms will highlight problems that are not easily solved by computer and for which there are no known solutions. This unit also focuses on the connections between mathematics and computer science. Students will be introduced to selected topics in discrete mathematics including Boolean logic, functions, graphs and the binary number system. Students are also introduced to searching and sorting algorithms and graphs.

**Objectives:**

The student will be able to:

* Name and explain the steps they use in solving a problem.
* Solve a problem by applying appropriate problem-solving techniques.
* Express a solution using standard design tools.
* Determine if a given algorithm successfully solves a stated problem.
* Create algorithms that meet specified objectives.
* Explain the connections between binary numbers and computers.
* Summarize the behavior of an algorithm.
* Compare the tradeoffs between different algorithms for solving the same problem.
* Explain the characteristics of problems that cannot be solved by an algorithm.

**Unit 3: Web Design (5 weeks)**

**Topics to be addressed:**

* Web page design development
* Computers and the Internet
* Algorithms and abstraction
* Societal impacts of computing

**Topic Description:**

This section prepares students to take the role of a developer by expanding their knowledge of algorithms, abstraction, and web page design and applying it to the creation of web pages and documentation for users and equipment. Students will explore issues of social responsibility in web use. They will learn to plan and code their web pages using a variety of techniques and check their sites for usability. Students learn to create user-friendly websites. Students will apply fundamental notions of Human Computer Interaction (HCI) and ergonomics.

**Objectives:**

The student will be able to:

* Create web pages to address specified objectives.
* Create web pages with a practical, personal, and/or societal purpose.
* Select appropriate techniques when creating web pages.
* Use abstraction to separate style from content in web page design and development.
* Describe the use of a website with appropriate documentation.

**Unit 4: Introduction to Programming (6 weeks)**

**Topics to be addressed:**

* Programming
* Algorithms and abstraction
* Connections between mathematics and computer science
* Societal impacts of computing

**Topic Description:**

Students are introduced to some basic issues associated with program design and development. Students design algorithms and create programming solutions to a variety of computational problems using an iterative development process in Scratch. Programming problems include mathematical and logical concepts and a variety of programming constructs.

**Objectives:**

The student will be able to:

* Use appropriate algorithms to solve a problem.
* Design, code, test, and execute a program that corresponds to a set
* of specifications.
* Select appropriate programming structures.
* Locate and correct errors in a program.
* Explain how a particular program functions.
* Justify the correctness of a program.
* Create programs with practical, personal, and/or societal intent.
* Use abstraction to reduce complexity.

**Unit 5: Computing and Data Analysis (6 weeks)**

**Topics to be addressed:**

* Data and Information
* Algorithms and abstraction
* Connections between mathematics and computer science
* Programming
* Societal Impacts of computing

**Topic Description:**

In this unit students explore how computing has facilitated new methods of managing and interpreting data. Students will use computers to translate, process and visualize data in order to find patterns and test hypotheses. Students will work with a variety of large data sets that illustrate how widespread access to data and information facilitates identification of problems. Students will collect and generate their own data related to local community issues and discuss appropriate methods for data collection and aggregation of data necessary to support making a case or facilitating a discovery.

**Objectives:**

The student will be able to:

* Describe the features of appropriate data sets for specific problems.
* Apply a variety of analysis techniques to large data sets.
* Use computers to find patterns in data and test hypotheses about data.
* Compare different analysis techniques and discuss the tradeoffs among them.
* Justify conclusions drawn from data analysis.

**Unit 6: Robotics**

**Topics to be addressed:**

* Robotics
* Algorithms and abstraction
* Connections between mathematics and computer science
* Programming
* Societal impacts of computing

**Topic Description:**

This unit introduces robotics as an advanced application of computer science that can be used to solve problems in a variety of settings from business to healthcare and how robotics enables innovation by automating processes that may be dangerous or otherwise problematic for humans. Students explore how to integrate hardware and software in order to solve problems. Students will see the effect of software and hardware design on the resulting product. Students will apply previously learned topics to the study of robotics.

**Objectives:**

The student will be able to:

* Identify the criteria that describe a robot and determine if something is a robot.
* Match the actions of the robot to the corresponding parts of the program.
* Build, code, and test a robot that solves a stated problem.
* Explain ways in which different hardware designs affect the function of a machine.
* Describe the tradeoffs among multiple ways to program a robot to achieve a goal.

**Materials:**

* **Textbook:** Goode, J. & Chapman, G. [2019] *ECS Exploring Computer Science*, University of Oregon
* **Supplies:** Notebook, pen/pencil, USB drive, access to a computer with internet

**Grading Policy:**

* **Classwork:** 50%
* **Tests:** 40%
* **Final Exam:** 10%

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| --- | --- |
| **Letter Grade** | **Numerical Grade (100-point scale)** |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |

**Classroom Expectations:**

* Be respectful and supportive of peers.
* Come to class prepared and ready to learn.
* Engage actively in classroom activities and discussions.
* Follow all school and classroom policies.

**Attendance Policy:**

* Regular attendance is essential for mastering course content.
* Inform the instructor in advance if you will be absent.

**Make-Up Work**

1. **Excused Absences** - If a student is absent for any excused reason, the student **shall be allowed** to make up assignments and other work missed during said absence or absences at a time agreeable to the teacher. Students shall be given a reasonable opportunity to learn the lessons missed due to excused absences. Given the number of days missed due to excused absences, students shall be given an appropriate time period in which to complete the assignment(s). For assignments that were due on the day in which the student was absent, provided that the due date was previously communicated prior to the student’s absence, the student should be prepared to turn in the assignment upon returning to school. A teacher may require the student to make up work after school hours, in which case advanced notice will be given to allow the student to arrange necessary transportation.

• The parent or guardian shall be responsible for arranging necessary make-up work.

• Time limit: Excuses for absences must be turned in within three (3) days of the student returning to school from an absence. Arrangements for make-up work should be made within three (3) days after returning to school from an excused absence.

1. **Unexcused Absences at the high school level** – Students may not receive credit for

make- up work resulting from an unexcused absence. Absences resulting from out of school suspension are considered excused; however, a suspended student will have the opportunity to make up and receive credit for major projects and tests **(not daily assignments, homework, or quizzes).**

1. **Note:** The teacher is not responsible for reteaching the material. It is the student’s

responsibility to secure information for work missed. **For unexcused absences teachers may enter a 0% for any work missed until that work is made up.** Exceptions for unusual circumstances will be left up to the principal’s discretion.

**Contact Information:**

Please reach out via email or phone if you have any questions, need assistance, or would like to discuss your progress in the course.

**Signature:**  
**Date:**  
**Student's Name (Printed):**  
**Parent/Guardian's Name (Printed):**  
**Parent/Guardian's Signature:**  
**Date:**