

# **USA: Advanced Placement curriculum**

## **Computer Science Principles**



Andrea Sterbini – [sterbini@di.uniroma1.it](mailto:sterbini@di.uniroma1.it)

# **USA:      AP Computer Science Principles** **(an Advanced Placements course)**

AP: Advanced courses for High School students (==> credit 4 uni.)

Computational Thinking practices vs. main topics

P1: Connecting Computing

Big Idea 1: Creativity

P2: Creating Computational  
Artifacts

Big Idea 2: Abstraction

Big Idea 3: Data and Information

P3: Abstracting

Big Idea 4: Algorithms

P4: Analyzing Problems and  
Artifacts

Big Idea 5: Programming

P5: Communicating

Big Idea 6: The Internet

P6: Collaborating

Big Idea 7: Global Impact

# USA: Many CSP curricula available

Curriculum	Course Delivery	Programming Language / Environment
CodeCombat	Web Based	JavaScript / Python / HTML
The Beauty and Joy of Computing	Web Based edX	Snap!
Mobile CSP	Web Based	App Inventor
UTeach CSP	Web Based	Scratch / Processing
PLTW CSP	Canvas LMS Printable Student Content	Scratch / App Inventor / Python / HTML
Code.org CSP	Web Based	App Lab / JavaScript (Blockly)
CS50 AP	Wikispaces	Scratch / C
CS Matters	Face to Face	Python
EarSketch	Web Based: make music	Python / JavaScript
CodeHS	Web Based	JavaScript

# The BJC curriculum (Beauty and Joy of Computing)

<https://bjc.edc.org>

Unit 1: Introduction to Programming

Unit 2: Abstraction

Unit 3: Data Structures

Practice CREATE TASK

Unit 4: How the Internet Works

Unit 5: Algorithms and Simulations

CREATE TASK

<== EXAM

Unit 6: How Computers Work

*Unit 7: Fractals and Recursion*

*Unit 8: Recursive Functions*

# Unit 1: Introduction to Programming

## 5 Lab units (plus some optional)

Pair programming: Students work in pairs and swap role during the unit

Discussion of what to do as a way to enforce ANALYSIS before implementation

- 1) move a sprite randomly, greet, save the program
- 2) Gossiping Sprites: use functions to select a random message to “say”,  
define functions, ask something
- 3) Polygons: draw, repeat, ask numbers
- 4) *Protect Privacy* *(focus on social issues)*
- 5) Follow the mouse or another sprite

Optional projects: Pong, drawing, random sentences,

# Unit 2: Abstraction

- 1) Variables: local (number guessing game) and global (score of the game), Import/Export blocks
  - 2) Lists: shopping list app, quiz app
  - 3) Making decisions: If-the-else, Predicates, Boolean expressions, list filters
  - 4) Math library: making new math functions
  - 5) *Copyright and Fair Use* (focus on social issues)
- Optional: modelling language (plurals), mastermind, kaleidoscope, automated fortune teller

**NOTICE:** the suggested programming style is FUNCTIONAL

# Unit 3: Data Structures

- 1) Complex drawings (cycles)
- 2) ADT: managing a contact list (name surname phone number ...), by defining its builder and getters/setters
- 3) Tic-tac-toe: check for winning game, lists comparison, map
- 4) *Robots and AI: introduction and implications to Society*
- 5) *Computers and work: new works, impact on work*

Optional projects: drawings, animations, music

# **AP CREATE TASK (practice)**

Kids practice how to organize the design and development of the “AP create task exam” with the help of teachers and peers

- 1) Using a Development Process to Organize Your Coding
- 2) Choosing Your Project
- 3) Implementing Your Development Process
- 4) Testing Your Project
- 5) Communicating About Your Project
- 6) Evaluating Your Work

During the exam they will have to work by themselves



# Unit 4: How the Internet Works

- 1) Computer Networks: Network redundancy, internet addresses, history
- 2) Cybersecurity, cryptography: Caesar cypher project
- 3) *Social networks, cyberbullying, censorship, search engines*
- 4) Data representation and compression

# Unit 5: Algorithms and Simulations

- 1) Search algorithms and efficiency
- 2) Models and simulations: distributions of flipping a coin, spread of a virus, bank queue
- 3) Analysing data:
- 4) Unsolvable and Undecidable problems, Paradoxes, the Halting problem
- 5) *Computer and Wars: cyberwar, drones, autonomous weapons, ethics*
- 6) Tic-Tac-Toe with a Computer Player

EXAM (CREATE TASK)

# Unit 6: How Computers Work

(optional)

## 1) Computer abstraction hierarchy

Application

Programming Languages

Libraries

Operative System

Hardware

Components

Integrated Circuits

Gates

Transistors

## 2) History and Impact of Computers

# ***Unit 7: Fractals and Recursion***

***(optional)***

## **1) Trees in a Forest**

Recursive case

Base case

## **2) Recursion Projects**

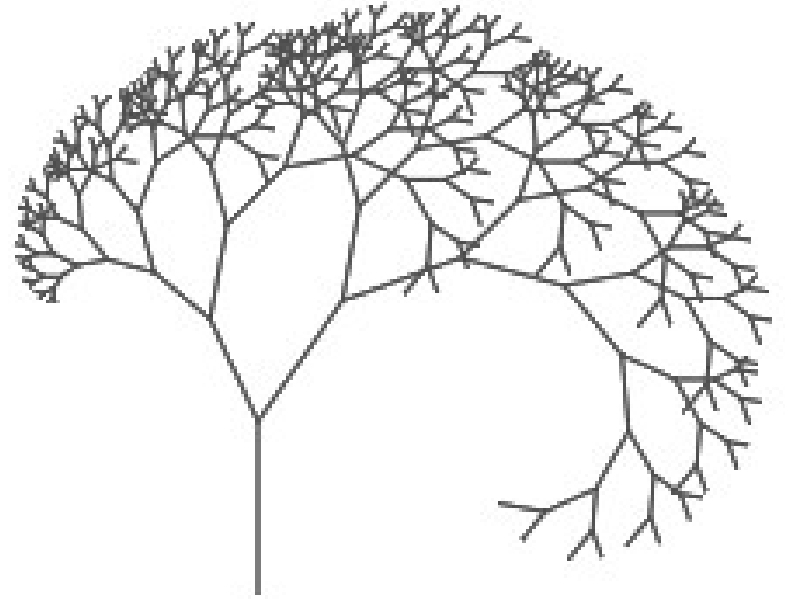
Triangle Fractal

Koch Snowflake

Lévy C-Curve Fractal

Fractals in Nature

Recursive Mondrian



## ***Unit 8: Recursive Functions***

***(optional)***

**1) Recursive Reporters (functions)**

**2) Base conversion**

**3) Subsets**

**4) Higher Order Functions (on lists)**

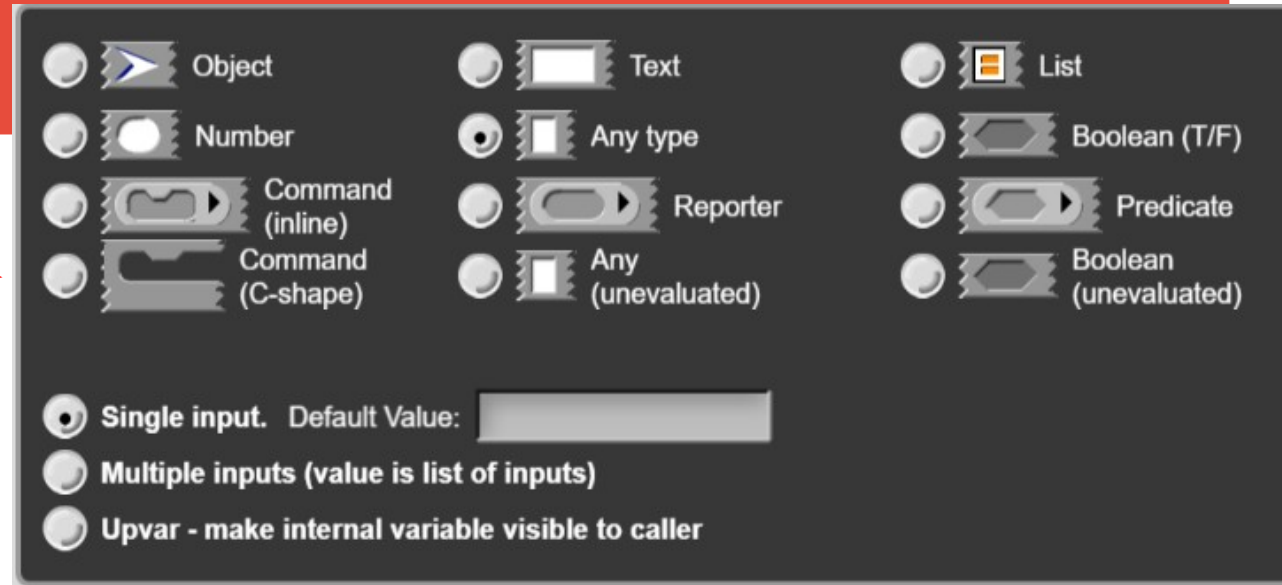
**Optional Projects: Pascal/Tartaglia triangle, Sorting**

# Snap!

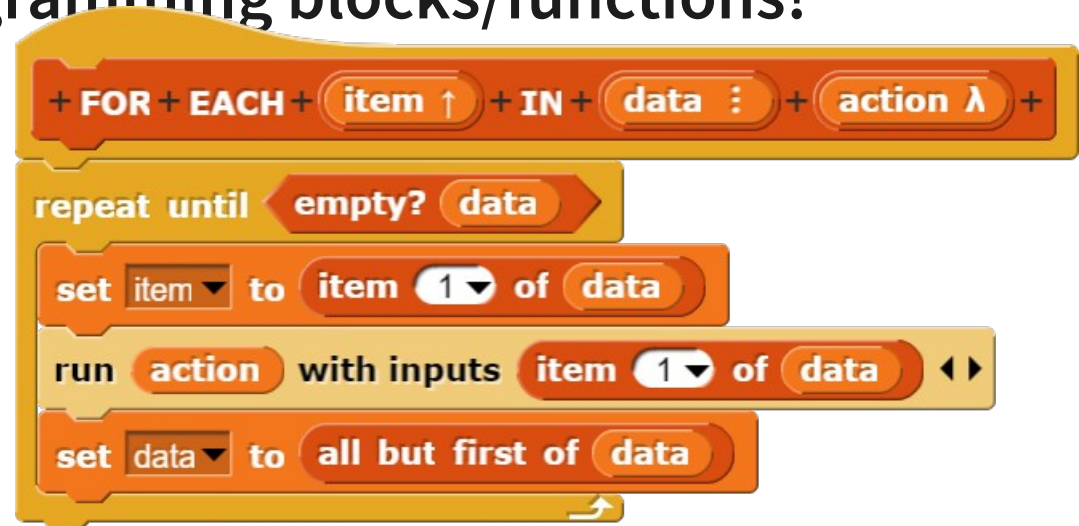
## Other features

Code arguments!

Arguments by reference!



This allows building meta-programming blocks/functions!



# Robot maze exploration example

+ \$robot + follow + left + wall + until + goal +

repeat until  at goal?

if **CAN\_MOVE** left

ROTATE\_LEFT

MOVE\_FORWARD

else

if **CAN\_MOVE** forward

MOVE\_FORWARD

else

if **CAN\_MOVE** right

ROTATE\_RIGHT

MOVE\_FORWARD

else

ROTATE\_LEFT

ROTATE\_LEFT

With maze searching using the "follow a wall" approach, it's critical you rotate AND move when one of the sides is free.

Ditto

+ **CAN\_MOVE** + direction = forward +

script variables **can move?**

tell clone to

warp

if direction = right

ROTATE\_RIGHT

if direction = left

ROTATE\_LEFT

if direction = backward

ROTATE\_LEFT

ROTATE\_LEFT

MOVE\_FORWARD

set size to 10 %

set can move? to not touching  ?

delete this clone

report can move?