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# INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES

## COURSE SYLLABUS

SWEETWATER HIGH SCHOOL

INSTRUCTOR: ARTURO LOPEZ

[CSE 3 COMPUTER SCIENCE COURSE](#)

UNIVERSITY OF CALIFORNIA, SAN DIEGO

DR. BETH SIMON

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### **Contact Information**

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<b>SWEETWATER CANVAS PROGRAM WEB SITE:</b>	<a href="https://sweetwaterschools.instructure.com/login">https://sweetwaterschools.instructure.com/login</a>
<b>AFTER SCHOOL TUTORING HOURS:</b>	Varies from week to week
<b>SWEETWATER HIGH SCHOOL WEB ADDRESS</b>	<a href="http://suh.sweetwaterschools.org/">http://suh.sweetwaterschools.org/</a>

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### **Course Description**

The "Introduction to Computer Science Principles" course at Sweetwater High School is based upon the [CSE3](#) course taught at both [UCSD](#) (University of California San Diego) and [SDSU](#) (San Diego State University) and the [Computer Science: Principles AP Course Project](#).

#### ***What is this course about?***

You have used computers your whole life. Mostly you don't even think about it. Your phone has several computers in it, your iPad, your Kindle, your TV, your car has several in it unless it is an antique, and on and on. Most devices with an on/off switch contain computers these days. And they continue to be more widely used – planes fly without pilots, vehicles can drive on highways autonomously, social media like Facebook and Twitter add features every month that allow new forms of interaction.

That list probably contains no surprises to you – it describes how the world is. You're doing just fine with today's technology. Luckily, this class isn't about how the world is. The world will change. This class is about what you need to know for the world that hasn't yet arrived, and which you will create – regardless of your chosen major or intended career.

## ***What does this course offer to you?***

In this course, you will gain the basic level of understanding computers and computation that we think ALL college graduates and high school students should have – to be prepared to create the future. Last century, competence was defined by the three Rs: reading, writing and arithmetic. They are required to pursue a professional career in any discipline. This is the 21st century, and it's clear that computing is poised to permeate not only our professional work, but also our society. So think of understanding and skills of computing as a fourth 'R', necessary for any discipline. After this class, you will stand out from other college and high school graduates in your preparation to work with new technologies of the future.

Students who previously took the course described some of the following things they got out of it:

- **Confidence:** “It has given me confidence that I'm able to figure things out on a computer that I never would have thought that I could do.”
- **View of Technology:** “Now, every time I find myself playing a video game, I actually understand what makes it work. That these games are not magically produced, that it takes time, skill, and sufficient funds to create these games. I appreciate these games more than before taking this class.”
- **Analysis Skills:** “Programming allows a person to think more logically, thinking in order and debugging allows the user to gain valuable problem solving skills. Aspiring to go to law school, thinking logically is extremely important and I think this has helped.”
- **Communication Skills:** “In today's technologically-centered world, using a program like ALICE gives us valuable exposure to discussing things technically with other people and explaining clearly what we are trying to do.”
- **Organizational Skills:** “Through ALICE, I learned to stay organized and structured in anything I do, including studying for other classes. Although at first, thinking with several concepts at a time was very difficult, now I am more confident.”

## ***What will this course teach you?***

This course will teach you the basics of programming concepts and computational thinking based upon the following.

- CSE 3 Fluency with Information Technology course from UCSD (taught by Dr. Beth Simon).
- [College Board Computer Science: Principles](#).

This means that you will learn how to write instructions for the computer to perform a certain task.

By learning to control the computer through a basic programming language, you will get the opportunity to develop skills that will enable you to deal with general issues on the computer – in any area. Why do you have to “learn to program”, when you may never program again in your life? Programming is actually the simplest manner in which to deal with a computer.

Comparably, other applications you use (Photoshop, Word, Facebook, Picasa, etc.) are much more complex. We want you to start with a simpler model, one more in your control, to gain the basic understanding of how computers work. At the end of the term, you'll then explore one

application – Excel – to practice applying your new knowledge in a specific context. Then, in the future, no matter what new application you use, you can apply that knowledge to figuring it out and making it work for you.

This course will also teach students organizational skills, goal setting, critical reading and writing, problem solving, study skills, identifying and properly using available learning resources. Students will develop a **digital portfolio** showcasing their learning.

### ***How will you (and the teacher) know if you are making progress in your learning?***

The course offers you a number of opportunities to get feedback on whether you are learning what you need to know. Learning computing isn't done by reading about it. Moreover, we care more about your development of analysis and communication skills regarding computing than whether you can "just do it". For each topic, you will be able to get practice and feedback in the following ways:

- **Exploratory modules and projects with on-line book:** You will complete exploratory projects based on modules that guide you in understanding a topic by creating programs on the computer to get the basics down.
- **Guided Practice Assignments:** The instructor, your classmates, and you will work on creating projects together in the computer lab based on the topic you are learning. This will reinforce the computing principle you are learning from the exploratory modules in the on-line book.
- **Independent Assignments Lab:** You will be expected to demonstrate your mastery of the concepts from the on-line book modules by completing labs and projects. You are expected to come prepared to lab -- having done the relevant exploratory projects and assignments and having engaged with and learned the material in lecture and on-line modules. You are expected to complete your lab during the session, but you will be able to get assistance from not only tutors, but your fellow students. Labs and projects will be posted in advance and you are encouraged to look over them before you come to lab.
- **Quizzes (Clicker Questions):** At the beginning of lecture, you will take a quiz answering a few basic questions from the homework – this is your incentive read the on-line book to do the exploratory projects and provide feedback to you on whether you are ready to attend lecture.
- **Discussion Peer Instruction Questions (Clicker Questions):** During lecture, you will deepen your understanding of computing concepts and develop technical analysis and communication skills by discussing challenging questions in a team of three students, guided by the instructor.
- **Technology and Society:** You will be given various activities exploring issues on involving technology and society. These activities will require you to use discussion forums, Internet resource finding/analysis, and wiki development.
- **Performance Tasks:** The through-course component is comprised of two performance tasks — separately, these tasks require students to engage with programming and the Internet.
- **Midterm and Final: a midterm and final will be given in order for you to**

**demonstrate mastery of the topics and concepts presented in class.**

### ***College Board: Computer Science Principles Learning Objectives***

AP® Computer Science Principles is designed to introduce students to the central ideas of computer science, to instill ideas and practices of computational thinking, and to have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content, includes computational and critical thinking skills, and engages students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

The students are required to learn the following **seven big ideas** based on the College Board's Computer Science Principles objectives.

Taken from [Curriculum Framework: February 2014](#)

1. Computing is a creative activity.
2. Abstraction reduces information and detail to facilitate focus on relevant concepts.
3. Data and information facilitate the creation of knowledge.
4. Algorithms are used to develop and express solutions to computational problems.
5. Programming enables problem solving, human expression, and creation of knowledge.
6. The Internet pervades modern computing.
7. Computing has global impacts.

### ***College Board: Computer Science Principles Performance Tasks***

The learning objectives will be targets of two different types of assessment: an end-of-course exam and a **through-course assessment component**. The through-course component is comprised of two performance tasks — separately, these tasks require students to engage with programming, and the Internet.

Students will be asked to demonstrate learning by applying computer science skills and practices to the learning objectives, including related knowledge from the enduring understanding and essential knowledge statements.

Like an exam, the performance tasks represent an opportunity designed to gather evidence of student learning with regard to the learning objectives. The tasks measure what is taught in the course, including computational thinking skills.

Performance tasks assess student achievement in more robust ways than are available on a timed exam. Additionally, there are a number of learning objectives that are difficult to measure using a traditional exam but that lend themselves well to a performance task.

These performance tasks require an extended level of effort. Depending on their nature, they could take several weeks to complete.

***Pilot AP College Board Student Learning Objectives (LOs):***

**Big Idea I: Creativity**

**1.1:** Creative development can be an essential process for creating computational artifacts. The student can ...

**LO 1.1.1** apply a creative development process when 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. The student can ...

**LO 1.2.1** create a computational artifact for creative expression

**LO 1.2.2** create a computational artifact using computing tools and techniques to solve a problem.

**LO 1.2.3** create a new computational artifact by combining or modifying existing artifacts.

**LO 1.2.4** collaborate in the creation of computational artifacts.

**LO 1.2.5** analyze the correctness, usability, functionality, and suitability of computational artifacts.

**1.3:** Computing can extend traditional forms of human expression and experience. The student can ...

**LO 1.3.1** use computing tools and techniques for creative expression.

**Big Idea II: Abstraction**

**2.1:** A variety of abstractions built upon binary sequences can be used to represent all digital data. The student can...

**LO 2.1.1** describe the variety of abstractions used to represent data.

**LO 2.1.2** explain how binary sequences are used to represent digital data.

**2.2:** Multiple levels of abstraction are used to write programs or create other computational artifacts. The student can...

**LO 2.2.1** develop an abstraction when writing a program or creating other computational artifacts.

**LO 2.2.2** use multiple levels of abstraction to write programs.

**LO 2.2.3** identify multiple levels of abstractions being used when writing programs.

**2.3:** Models and simulations use abstraction to generate new understanding and knowledge. The

student can...

**LO 2.3.1** use models and simulations to represent phenomena.

**LO 2.3.2** use models and simulations to formulate, refine, and test hypotheses.

### **Big Idea III: Data**

**3.1:** People use computer programs to process information to gain insight and knowledge. The student can...

**LO 3.1.1** use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.

**LO 3.1.2** collaborate when processing information to gain insight and knowledge.

**LO 3.1.3** explain the insight and knowledge gained from digitally processed data by using appropriate visualizations, notation, and precise language.

**3.2:** Computing facilitates exploration and the discovery of connections in information. The student can...

**LO 3.2.1** extract information from data to discover and explain connections, patterns, or trends.

**LO 3.2.2** use large data sets to explore and discover information and knowledge.

**3.3:** There are trade-offs when representing information as digital data. The student can...

**LO 3.3.1** analyze how data representation, storage, security, and transmission of data involve computational manipulation of information.

### **Big Idea IV: Algorithms**

**4.1:** Algorithms are precise sequences of instructions for processes that can be executed by a computer and are implemented using programming languages. The student can...

**LO 4.1.1** develop an algorithm for implementation in a program.

**LO 4.1.2** express an algorithm in a language.

**4.2:** Algorithms can solve many but not all computational problems. The student can...

**LO 4.2.1** explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time.

**LO 4.2.2** explain the difference between solvable and unsolvable problems in computer science.

**LO 4.2.3** explain the existence of undecidable problems in computer science.

**LO 4.2.4** evaluate algorithms analytically and empirically for efficiency, correctness, and clarity.

**Big Idea V: Programming**

**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). The student can...

**LO5.1.1** develop a program for creative expression, to satisfy personal curiosity or to create new knowledge.

**LO5.1.2** develop a correct program to solve problems.

**LO5.1.3** collaborate to develop a program.

**5.2:** People write programs to execute algorithms. The student can...

**LO5.2.1** Explain how programs implement algorithms.

**5.3:** Programming is facilitated by appropriate abstractions. The student can...

**LO5.3.1** Use abstraction to manage complexity in programs.

**5.4:** Programs are developed, maintained, and used by people for different purposes. The student can...

**LO5.4.1** Evaluate the correctness of a program.

**5.5:** Programming uses mathematical and logical concepts. The student can...

**LO5.5.1** Employ appropriate mathematical and logical concepts in programming.

**Big Idea VI: Internet**

**6.1:** The Internet is a network of autonomous systems. The student can...

**LO 6.1.1** explain the abstractions in the Internet and how the Internet functions.

**6.2:** Characteristics of the Internet influence the systems built on it. The student can...

**LO 6.2.1** explain characteristics of the Internet and the systems built on it.

**LO 6.2.2** explain how the characteristics of the Internet influence the systems built on it.

**6.3:** Cybersecurity is an important concern for the Internet and the systems built on it. The student can...

**LO 6.3.1** identify existing cybersecurity concerns, and potential options that address these

issues with the Internet and the systems built on it.

**Big Idea VII: Global Impact**

**7.1:** Computing enhances communication, interaction, and cognition. The student can...

**LO 7.1.2** explain how people participate in a problem solving process that scales.

**7.2:** Computing enables innovation in nearly every field. The student can...

**LO 7.2.1** explain how computing has impacted innovations in other fields.

**7.3:** Computing has a global affect — both beneficial and harmful — on people and society.

**LO 7.3.1** analyze the beneficial and harmful effects of computing. The student can...

**7.4:** Computing innovations influence and are influenced by the economic, social, and cultural contexts in which

they are designed and used. The student can...

**LO 7.4.1** explain the connections between computing and economic, social, and cultural contexts.

**Schedule of Topics**

By the end of this course, you should master a sufficient number of programming constructs/concepts in order to gain a thorough understanding of how computers work (conditional control flow, iteration) and to gain appreciation for the value of abstraction (e.g., methods, parameters).

The schedule of topics are as follows

<i>Semester 1</i>	<i>College Board Learning Objectives</i>
<ul style="list-style-type: none"> <li>● Welcome and introduction to programs required for course.               <ul style="list-style-type: none"> <li>○ District Google Gmail account.</li> <li>○ Delicious account (social bookmarking Web site).</li> <li>○ CANVAS and/or Moodle Web site (Course Web site) account.</li> <li>○ Using Google programs such as Google Docs.</li> <li>○ Sharing features within Google accounts.</li> <li>○ ALICE program.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● <b>Module 1: Introduction to ALICE environment</b> (Telling a Story; download from <a href="http://ALICE.org">ALICE.org</a>).               <ul style="list-style-type: none"> <li>○ Computer Programming.</li> <li>○ Planning.</li> <li>○ Storyboarding.</li> <li>○ Testing.</li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1,
<ul style="list-style-type: none"> <li>● <b>Modules 2 and 3: Methods</b> (Dividing the Story; Stories from Pieces; acting the same).               <ul style="list-style-type: none"> <li>○ <b>Abstraction.</b></li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1,
<ul style="list-style-type: none"> <li>● <b>Technology &amp; Society Assignment 1:</b> <ul style="list-style-type: none"> <li>○ <b>Information Quality/Technology Risks</b></li> <li>○ <b>(Performance Task Explore Report)</b></li> </ul> </li> </ul>	7.1.1, 7.1.2?, 7.2.1, 7.3.1, 7.4.1
<ul style="list-style-type: none"> <li>● <b>Modules 4 and 5: Parameters</b> (Acting the Same; Acting Differently).</li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1,
<ul style="list-style-type: none"> <li>● <b>Module 6: Events</b> (Getting into the Story).               <ul style="list-style-type: none"> <li>○ <b>Sequential Execution.</b></li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1,

	5.4.1,
<ul style="list-style-type: none"> <li>● <b>Module 7: Mathematical Expressions and Functions</b> (Calculating Realism). <ul style="list-style-type: none"> <li>○ Algorithms.</li> <li>○ Abstraction.</li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1, 5.5.1,
● <b>Technology &amp; Society Assignment 2:</b>	
<b>Semester 1 Performance Task: Internet</b>	
<i>Semester 2</i>	
<ul style="list-style-type: none"> <li>● <b>Module 8: If Statements</b> (Choosing your Path). <ul style="list-style-type: none"> <li>○ Variables.</li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1, 5.5.1,
<ul style="list-style-type: none"> <li>● <b>Module 9: Compound Boolean Expressions and Nested If Statements</b> (More Complex Control of Execution).</li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1, 5.5.1,
<ul style="list-style-type: none"> <li>● <b>Module 10: Loops</b> (Doing Things Over and Over).</li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1,
<ul style="list-style-type: none"> <li>● <b>Module 11: Lists</b> (Grouping Items Together). <ul style="list-style-type: none"> <li>○ Arrays.</li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1, 5.5.1,
<ul style="list-style-type: none"> <li>● <b>Modules 12 and 13: Applying Computational Concepts to Computer Applications.</b> <ul style="list-style-type: none"> <li>○ Introduction to Spreadsheets.</li> <li>○ Spreadsheets: Working with Large Data Sets.</li> </ul> </li> </ul>	1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.5, 1.3.1, 2.2.1, 2.3.1, 2.3.2, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 4.1.1, 4.1.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.4.1, 5.5.1
<b>Performance Task Assessment: Investigate</b>	<a href="#">Look at LO's for Investigate</a> >, 5.1.3
<b>Semester 2 Performance Task: Create</b>	

<b>Not covered:</b>	2.1.x (digital representation of data - blown to bit or a cs unplugged) Make College Board aware of discouraging students from CS. Math background issues. Turn students off. Understanding how to use numbers encoding is a bit much. Numbers and letters are encoded in certain way is cool; "how" is not. 2.2.3 (not covered as interpreted by the College Board). 3.3.1 "how the internet works" - maybe a tech and society? 4.2.1 (Maybe look at CS Unplugged) 4.2.2 (Maybe belongs to an Advanced Course) 4.2.3 (Maybe belongs to an Advanced Course) 4.2.4 (Maybe belongs to an Advanced Course) Big Idea 6 Not Covered (Internet) Big Idea 7 (Global Impact) For these big ideas, does every essential knowledge <i>letter</i> need to be covered?
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### **Textbook and Student Materials**

Instead of a traditional, static, "textbook" -- in this course we provide all necessary materials online. You will be asked to read and do exercises using these materials before each class. You can read more about this in the "How to Do Exploratory Homework" section.

- On-line textbook:
  - [Expeditions through ALICE](#).
  - URL: <https://sites.google.com/a/eng.ucsd.edu/expeditions-through-ALICE/home>
- **USB drive** (also known as a jump, flash or thumb drive). Try to get a 128 MB drive as the minimum. This will be used to back up the files you create in this class. You can purchase this at any computer, electronics or office store.
- Student binder including a minimum of 10 clean writing sheets or a notebook.

- Blue or black ink pen and a No. 2 pencil.
- Class notes (keep them dated and numbered in the class folder).
- Daily participation in class discussion.
- If *absent*, students are **responsible** for making up missing assignments.
- All missing assignments must be turned in 1 week after receiving assignments.
- All missing assignments are due one week prior to the end of the quarter or semester.

## Grading Policy

Students' academic grades will be based on the following an available on [jupitergrades.com](http://jupitergrades.com):

Categories	Percentage of Grade
<i>Clicker Quizzes</i>	5%
<i>Clicker Discussion Questions</i>	5%
<i>Module Questions</i>	5%
<i>Technology and Society</i>	5%
<i>Labs</i>	15%
<i>Programming Exercises</i>	10%
<i>Performance Task Project</i>	15%
<i>Midterm</i>	15%
<i>Final</i>	25%

The grading scale is as follows:

Letter Grade	Percentage	Meaning
<b>A</b>	100 – 90%	Student has Mastered standards.
<b>B</b>	89 – 80%	Student Exceeds standards.
<b>C</b>	79 – 70%	Student Meets standards.
<b>D</b>	69% - 60%	Student is below the expected standards.
<b>Fail</b>	Below 59%	Student does not meet standards.

### **Missing or Turning Assignments in Late**

Missing or turning in assignments late have severe consequences on your grade.

Please, to the best of your ability, do not miss assignments. If you miss an assignment, you are allowed to do the following.

Turn in it 1 to 2 days late: highest grade you can receive is 70%.

Turn in it 3 to 4 days late: highest grade you can receive is 60%.

After the 4<sup>th</sup> day, the highest grade you can receive is a 50%.

### **Redoing Assignments**

You can redo some assignments and only if you got a D or an F grade. The highest grade you can receive is 70% or a C-, *if you do it correctly*. The instructor will decide which assignments can be redone.

You have up to one week to redo the assignment. You can only redo the assignment *after school or at lunchtime if the room is open*.

Take responsibility for yourself. It is up to you to make up or redo assignments! It is, after all, your grade.

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### **Citizenship Grades and Attendance Policy**

Students' citizenship grades will be based on the following:

- Attendance.
- Expected Student Behaviors.
- Student effort in class.
- Student materials.

The attendance policy is set forth by Sweetwater High School, their class participation is set forth in the *Students' Responsibilities* section of the Sweetwater High School handbook, and the student effort is set by the **scholarship** grade.

If a student receives an “**F**” grade in scholarship, the highest grade a student will most likely receive is a “**C**” grade in citizenship.

For attendance, each **block class** equals **2 school hours**. Therefore, if a student misses *one block class*, it will count as *two absences*.

**13-hour absences, either excused or unexcused, will result in an F grade in Citizenship!**

**20-hour absences, either excused or unexcused, will result in an F grade in both Scholarship and Citizenship.**

**A combination of 5 tardies and/or truancies will result in an F grade in Citizenship!**

The following tables list the highest grade possible a student can get if they have tardies, truancies or absences.

#### **Quarter Grades**

<b><i>Absences (In Hours)</i></b>	<b><i>Tardies</i></b>	<b><i>Truancies</i></b>
A: 0 - 2	A: 0	A: 0
B: 3	B: 1	B: 1
C: 4	C: 2	C: 2
D: 5	D: 3	D: 3
F: 6 or more.	F: 4 or more.	F: 4 or more.

## Semester Grades

<b><i>Absences (In Hours)</i></b>	<b><i>Tardies</i></b>	<b><i>Truancies</i></b>
A: 0 - 4	A: 0 - 2	A: 0
B: 5 - 7	B: 3	B: 1
C: 8-10	C: 3	C: 1
D: 11-12	D: 4	D: 2
F: 13	F: 5 or more.	F: 3 or more.

**Tardies:** There is no reason for being late. If you are tardy, it can be cleared by attending the detentions in the library.

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### ***Expected Student Behaviors***

The students are *expected to obey the following rules and behave in the following manner:*

1. **Respect** the dignity of fellow students and the instructor. The instructor will in turn treat the student with the utmost respect. This includes the following:
  - a. Please do not talk to the teacher in a disrespectful or rude manner.
  - b. Please watch the tone of your voice. The teacher is not one of your friends! The teacher, in this course at least, is someone that deeply cares about your education. Do not talk to the instructor as if they are one of your friends at school. Talk to the teacher as an adult person.
  - c. ***Appropriate body language.*** When asked to do something that is required for the class, please do not do the following:
    - i. Make inappropriate facial gestures (no dirty looks please!).
    - ii. Do not roll your eyes.
    - iii. Do not slouch in your chair. Please sit up straight.
  - d. Do not slam your books or backpack on the floor.
  - e. ***Do not challenge the teacher in the classroom.*** If you choose to do so, you will be sent to the office.
2. No eating, drinking or chewing gum is permitted in class.
3. Grooming or applying makeup is not permitted.
4. Do not throw objects in the classroom or write on equipment.

5. Do not talk unless permission is given.
6. Do not play around the computers. You are responsible for the cost of the computer if you damage the equipment by horsing around.

Inappropriate or disruptive behavior is unacceptable in this class. Problems will first be discussed with the student. On **second** offense, a referral will be written and the student will be sent to the principal's office for further disciplinary action. At the teacher's discretion, a referral will be sent to the principal's office **immediately without a first warning if deemed necessary**.

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### **Electronic Devices**

Electronic devices are not allowed to be on during this course unless permitted by the instructor. Your education and those of your classmates are the reason you are here in school.

Sometimes having these electronic devices prevent you from doing your best in school. You are not allowed to have the following on or open unless given permission by the instructor. These items should be off and in your backpacks:

- Ipod's.
- Cell phones.
- MP3 or CD players of any type.
- Any other electronic device I have not mentioned that is distracting to others and your own learning.

You will be asked to turn off the device only once during the semester, asked to put it away in your backpack and you will have an automatic detention.

The second time you are caught doing this, the device will be confiscated (taken away), given to the Assistant Principal, and your parent(s) will receive a phone call from me.

The third time will be a referral and suspension. Please follow these rules.

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### **Parents Responsibilities**

Your participation of helping your teenager to learn the above stated objectives is critical for their success for this course and for their future academic and career choices.

The students are required to bring their materials everyday to class as we may use them on a daily basis. If the students do not bring their materials or choose to not follow the rules, then a **DETENTION** will be assigned immediately after class for at least 5 minutes. If your son or daughter does not follow the rules a second time, I will contact you immediately.

If your son/daughter is unwilling to put forth the maximum effort required in completing the assignments in class, I will be calling you by phone to inform you that your son/daughter is refusing to participate and do the best they can in class. By talking to them, I hope you can explain to your son/daughter the importance of trying to do their very best in class.

If the students refuse to do their best or to complete the assignments in class, then a detention will be assigned that same day during nutrition break, lunchtime or after school. The detention is normally from 5 to 30 minutes, depending on the students' behavior or actions.

If the student is unable to attend detention that day, we will then call home and make arrangements for the student to attend a detention after school for **1 hour the following day**.

Both your teenager and I look forward to working with you on this exciting learning venture that will promote your teenager's success for the future.

At the end of this document, you will find a form that requires your signature. Your signature means that you agree to be a part of the learning process of your teenager's education.

Please return the form through your teenager. It is part of their grade.

I am truly excited about the projects that are to be developed by your teenager. With your guidance and help, we will all provide the best learning environment for the teenagers.

I look forward to working with both you and your teenager.

Respectfully yours,

Arturo Lopez

Computer Science: Principles Instructor

Sweetwater High School

**PLEASE READ, SIGN, AND RETURN THIS PAGE ONLY TO MR. LOPEZ BY \_\_\_\_\_ (for your first graded assignment). Students who fail to turn in this acknowledgement will receive an "F" and "U" for a grade until it is turned in, regardless of grade in class.**

I have read and understand Mr. Lopez's **Computer Science: Principles Syllabus and Class Requirements**. I further understand a passing grade of at least 60% is needed for the semester in order to receive full credits for the course.

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Signature of Student:

Period: \_\_\_\_\_. Date: \_\_\_\_\_.

Student E-mail address: \_\_\_\_\_.

**For Parents and Guardians:**

I have read and understand Mr. Lopez's syllabus and class requirements. I know that I may call Mr. Lopez at (619) 474-9700, extension 38215 or reach him via email: (arthur.lopez@sweetwaterschools.org) with concerns regarding my student in his class, and he will contact me so we may discuss my concerns.

\_\_\_\_\_  
Printed Parent Name

\_\_\_\_\_  
Signature of Parent:

Date: \_\_\_\_\_.

Home Phone: \_\_\_\_\_.

Work Phone: \_\_\_\_\_ . Extension: \_\_\_\_\_.

Parent E-mail address: \_\_\_\_\_.

***\* Please complete the Parent/Student Information Form on the class website to provide me w/ preferred method of contact and any additional information you feel I may need to know about your student.***