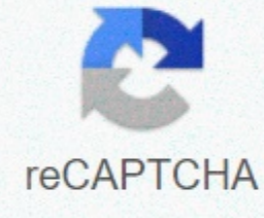




I'm not robot



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Teach them where they live mobile CSP is a project-based curriculum. Student projects focus on building socially useful, place-based mobile apps. In this way, student learning is closely related to their interests and is based in schools, homes and communities. The curriculum navigation curriculum is currently hosted in two separate branches described below. The student and teacher branches look similar, but you can see the difference between students by looking at the navigation bar. Teacher Branch – GreenThe Teach Mobile CSP branch is specific to instructors and provides supplementary and supporting materials for utilizing teachers, including sections on lesson planning, discussion prompts for professional development meetings, and pedantics for computer science education. The mobile CSP content is displayed in the companion student branch mentioned above. Access the teacher branch here. Student Branch - The Student Mobile CSP Branch contains all student-facing materials. Teachers must be used directly during the school year when the student enrolls in the student branch of the course. Teachers complete classes during the summer PD period available through this branch. Access the student branch here. Additional resources available now! Teachers participating in mobile CSP research projects provide additional resources and teacher resources only to those who share research data with mobile CSP projects. For more information on mobile CSP research projects, see here. If you're already a Mobile CSP Research insider and don't have access to these additional resources research@mobile-csp.org request access by email to your account. Difficulty Level: Basic Class Type: Curriculum Subject: Computer Science Grade Level: Resource URL: Mobile Computer Science Principles (Mobile CSP) Advanced Placement Computer Science Principles (AP CSP) Curriculum and approved provider of professional development. Students learn computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity. A full set of free, publicly licensed, mobile CSP curriculum and training materials are available online. Developed and piloted at Trinity College, Mobile CSP is currently also partnering with St. Scholastica University. Both are supported by the National Science Foundation. Since 2013, the Mobile CSP project has provided professional development to more than 400 teachers across the United States and reached more than 6,000 students. In 2017-18, more than 600 teachers and 10,000 students CSP Curriculum. The Mobile Computer Science Principles Course (Mobile CSP) meets all the requirements of the University Council's new AP Computer Science Principles Course, which is designed to help expand the participation of computer science among high school girls and minorities. The Mobile CSP course uses MIT app inventors, a visual programming language, to provide a rigorous programming-based introduction to computer science using a project-based curriculum. Students learn computer science by building socially useful mobile apps. In this way, student learning is closely related to their interests and will be based in schools, homes and communities. The Mobile CSP Professional Development (PD) program aims to prepare teachers to teach mobile CSP Advanced Placement (AP) courses approved by the College Board. PD is designed to be accessible to new and experienced CS teachers who have access to computer science (CS). PD is focused on providing teachers with two types of PD tailored to those involved in research projects. Restrictions on registered Connecticut CE teachers. | Fill out the CCC kbinkhorst@capitalcc.edu.VirtualPartnerInfosys or contact Karen Vincost. U.S. and PathfindersFoil On-Line Immersion July 19 - July 24 \$1015 per person. Public school teachers DonorsChoose.org free of charge by raising money through the New York Infosys Foundation America. In addition, the first five Massachusetts public high school teachers who agree to teach the course as an AP in 2020-21 will be able to attend for free thanks to funding from the College Board and CZI. Enrollment Information and To Apply Here: Minnesota PartnersAusWest Minnesota State University: Contact dan.kaiser@smsu.eduFormatHybrid ExtendedDates June 8, 2020 - July 10, 2020 | Monday, June 8 to Thursday, June 11, and Thursday, July 9; All remaining work will be completed online for the holidays from June 29 to July 4. Cost-free tuition for accepted teachers. Salaries available to those involved in research projects. Enrollment Limited to Cinesota CE Teachers | Please contact Dan Kaiser For more information and/or dan.kaiser@smsu.edu registration. From June 22, 2020 to July 4, 2020, online partner CS Education Format Online Immersion includes \$1,750 in grade support following PD. Partial scholarships available to all teachers. Massachusetts public high school teachers who agree to teach the course with the AP in 2020-21 may receive full scholarships funded by the College Board and CZI. For more information, www.mobile-csp.org/scholarships the school and apply for a scholarship. Registration RegistrationCS Education FormatOnline Extension June 22, 2020 to July 25, 2020, \$3,000 per teacher registration includes grade support under PD. Partial scholarships available to all teachers. Massachusetts public high school teachers who agree to teach the course with the AP in 2020-21 may receive full scholarships funded by the College Board and CZI. For more information, www.mobile-csp.org/scholarships the school and apply for a scholarship. Register here! Partner National Center - For \$75 per teacher on June 29-30, 2020 or July 30-31, 2020, or August 10-11, 2020, for \$75 per teacher, please contact the University Board and CI for info@mobile-csp.org information. Registered teachers who completed the full mobile CSP PD before fall 2019 can enroll here. The device focuses on understanding the APP Inventor development environment and mobile computing, as well as related topics in the CS principle curriculum. It set the stage for the rest of the process, emphasizing the collaborative and creative nature of computing. The introduction of pair programming as an educational tool. I have a dream tutorial and this lesson requires some modifications for elementary school learners. Includes markings. And essential questions. Since my students worked at Scratch, my hooks and contrasts will be a discussion about Scratch and MIT application inventors. Keywords: computer devices that follow the instructions; Step-by-step instructional programs where your computer follows the required questions: What is the difference between a purpose-built computer and a universal computer? What is event programming? Why do I need a user interface? This tutorial introduces the concept of if-else conditions that allow your app to ask questions and make decisions that are fundamental to artificial intelligence. Keywords: Event -1 day another thing happens. conditional decisions based on conditions that support multiple results; Loops run the same sequence multiple times as a required question: What are computational artifacts? How do I create a program that develops creative expression, meets curiosity, or generates new knowledge? With a hook code.org some of the lessons I learned. Start with a few real-life inspiration examples: If you all raise your hands, I'll clap. Otherwise, I'll touch my nose. Afterwards, as the entire class touched their noses until they raised their hands, they all applauded to admit that they had ended up conditional. What just happened? Students will try to play by play of the event, and it will be up to you to guide them towards your intended path. I gave you the 'terms' right? I said I would do one thing under one condition, but if that condition wasn't met, I would do another. Conditionality is how a computer makes decisions. Next, you can try another one. This time, throw in the Else term. Again, I would put my hand on my ass. This is similar enough to the first case that they should be able to deduce other words, but if there is a problem, go ahead and explain that it is very similar to other words otherwise. This section contains many new terms and definitions. The main purpose of this lecture is to introduce students to different levels of abstraction in computer 2.4 lesson plan2.4 Student Reflection I dream part 3 / Project in this class to complete some small programming projects in which students can add enhancements to the application I dream of and also create their own soundboard applications. I used to divide this lesson into 2 lessons. The first lesson is to change I have a dream app. It takes some time to introduce the accelerator block and the text that speaks the block. The keyword in this first part is debugging. For the second class, it will be difficult for students to pair programs that create their own soundboard app abstractions. My learners can figure it out. This section uses the keywords and definitions of abstractions. I need to volunteer a little more thoroughly to find the appropriate resources to mention in the lesson plan. I need to come back to this lesson and develop a fix. 2.6 Lesson Plan 2.6 Student Reflection BB: Digital Explosion Reading Chapter is represented by all binary numbers or bits - a chapter of blown up on bits that make all the digital intellectuals of the day. And it provides some provocative examples of the social meaning of this digital explosion. 2.7 Lesson Plan2.7 Student Reflection Binary Number 2.8 Student Reflection Plan2.8 In this unit of Student Reflections you must learn to create an application that uses a global positioning system (GPS) to display your latitude and longitude, pointing north using orientation sensors, using canvas components for painting, animating arrows and thinking abstractly about problems of various sizes. Do you have or need to know to teach this lesson effectively? What specific elements in this course (e.g., activities, etc.) do you want to change? How do I modify or add interactive exercises (formative assessments)? 2.9 Lesson Plan 2.9 Student Reflections This class can dig deeper into the foundation of understanding the basic components of a computer and how it works, other logical components, and programming concepts. Do you have or need to know to teach this lesson effectively? What specific elements in this course (e.g., activities, etc.) do you want to change? How do I modify or add interactive exercises (formative assessments)? 2.10 Lesson Plan 2.10 Student Reflective Pair Programming-in-a-Box provides all the components you need to successfully use pair programming methods in your classes. Teachers often start by showing students the following video before using pair programming for the first time. It is recommended that you use pair programming for the first exercise in the lesson. Students may feel fear by the need to write their first program. Working in pairs helps alleviate some of that anxiety. Introducing Laurie Williams pairing Laurie William's site on pair-pair programming programming illuminated by the Agile Alliance's Pairing Programming Guide This unit focuses on the app inventor's drawing and painting capabilities and related topics in the CS Principles curriculum. The introduction of project-based learning as an educational tool. Keywords: Initially, add additional yellow buttons and change the point size to charge students. I will leave to change the canvas photo in the class. As a class we're going to step by step and then add a camera to the app Why event handler 2 needs 3.3 Paint Pot Project 3.3 Student Reflections 3.4 Images3.4 Representing Student Reflections: Electronic Document Paint Pot 2 Tutorial 3.6 Paint Pot 23.6 Student Reflection Essential Questions: How does the Application Inventor's List Picker component work and how can I use it in the application? Do you use the Start Activity component in App Inventor? Keywords: Global Positioning System (GPS), Application Programming Interface, or API - Specifications that describe exactly how programs can interact with each other. 3.11 Maps App Tutorial 3.11 Student Reflections Google Maps API Project-based learning is an educational way for students to learn knowledge and skills by working long hours to investigate and respond to complex questions, problems, or challenges (BIE, 2013). The computer science principles curriculum relies on project-based learning (PBL), particularly the performance tasks used in assessments. App Inventor software also relies heavily on the idea that students can best learn when solving real-world problems related to themselves and their communities based on the theory of the creation of Jean Piaget. Why teach with project-based learning? Project-based learning: Overview Unit 4: Animation, Simulation, and Modeling This device focuses on simulation and modeling, which belong to the larger concept of abstraction. The use of growth mindsets as an educational tool has been introduced. Coinflip Simulation4.4 Coin Flip Simulation4.4 Student Reflex Coin Flip Experiment4.5 Coin Flip Experiment4.5 Student Reflex Doctor Nansu Generator 4.6 PRNG4.6 Student Reflection Real Model4.8 Real Model4.8 Student Reflexor 5 Algorithm and Procedure Abstract Abstraction Abstraction

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