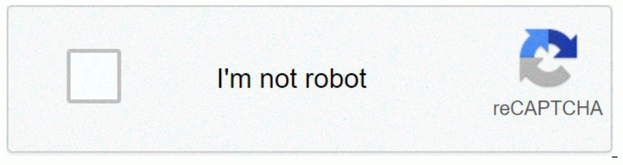

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Code org unit 3 lesson 6 answers quizlet

Students use and edit a series of simple applications to identify a small set of programming commands. They monitor the way the code runs by slowing down the code and comparing programs that work each time to those that respond to user actions such as button clicks. At the end of the lesson, students discuss what they have observed and are introduced to some key vocabulary to describe the operation of programs. The purpose is to write this lesson in investigative style, a common format for the lesson that will be used in the remaining programming units. In this type of lesson, students are encouraged to investigate the labor law and make simple adjustments to understand how they work. This lesson presents a number of concepts and vocabulary about what programs are and how they run them that need to be enhanced in future lessons. The agenda modifications to warm-up (0 minutes) activity (30 minutes) wrap (15 minutes) define a program as a sequence of commands that are executed or run by a computer explaining the differences between how serial programs are implemented and event-based definition of comments as feedback or documents in a program that does not affect how the program implements the review of example applications and claims that students will be asked to respond to each review of the information covered in the slides at the end of the lesson heads up! Please make a copy of any documents you plan to share with students. CSP Unit 3 - introduction to application design - attention presentation, teachers! If you are actually teaching or in a classroom away from the community, please read the full lesson plan below, then click here to access the modifications. Teaching advice get active: There's a lot to do in this lesson. Access the main activity as quickly as possible. Instant Ideas: If you need to claim when students come considering asking them 2-3 list of differences between a natural language and a programming language and why these differences need to exist. Yesterday's notes taught us that we need to create a new type of language, a programming language, in order to communicate clearly the instructions. Today is a big day. We'll get the first taste of programming that looks like it, and we'll see different ways in which we can use these tools to deliver our instructions to a computer. Teaching the preparation tip for this lesson: The best way to prepare for this lesson is to go through the experience yourself. Check out the three apps in Code Studio for an idea of how they work. Then go to the code investigation and actually try to answer all the questions for each app. To help you, however, answers are provided on the teachers tab only for verified teachers. Show the icon in the foreground: If your room allows it, display the code at the front of the room. When students mention specific lines of code, you actually go to that line and read through it together. Discuss Lines of code: As you run discussions, model talk about programs by calling fonts of code specifically, as in I can see that when the playSound block is highlighted on line 2 plays audio.... Save adjustments for the end: This lesson can be tight on time. Instead of students modifying code each time, you can save the edits to end the code investigation and have students choose the single application they want to modify. OK to break things: When using widgets in units 1 and 2 it is not really possible to break things. This is a little different from how things work in App Lab where it is possible to write code that may not work at all. Encourage students to that this is ok. Using blocks makes it easy to avoid errors, and if students need to, they can use the version history to set the code back to its original state. Group: Put students in pairs. One student for each group must go to the lesson on the code studio. Offer: If possible in your room, view the studio levels code at the front of the category. Level 2: Students must work on the three tasks for a few minutes. Generalize the room with the assurance that the pairs actually discuss the prompt and cooperate to modify the program. Once it seems that all groups have had the opportunity to do so bring the class together. Discussion: Do students share the results of their discussions with the class. You don't need to use the official vocabulary yet, but make sure all students see the same things. The code works on one line at a time. Strings need to go in quotes. Numbers don't need to. The yellow highlight shows you the code line that runs in block or text mode. The turtle slider changes the speed at which the symbol works. At full speed (all the way to the right) there is no longer any highlight. Level 3: Run this level the same way. Students must complete all three claims and then bring the class together after a few minutes for a discussion. Discussion: Once again students must share the results of their discussions and amendments with the Chamber. Here are some good points to draw if they don't come naturally in the discussion. The console.log prints the text in the Debug ConsoleProperty collection changing the properties of the items on the screen. These should be familiar from using design mode. The console.log needs one entry while the setProperty needs three hovering over the block in the toolbox to help you know what kind of information to put in each entry. Level 4: Run this level the same way. Students must complete all three claims and then bring the class together after a few minutes for a discussion. Discussion: Once again students must share the results of their discussions and amendments with the Chamber. Here are some good points to draw if they don't come naturally in the discussion. OnEvent makes the program responsive to the user. You can add a code inside of it that would Run when something happens. Changing the second entry changes the type of interaction that will make the code inside the run. The code is out onEvent immediately. The code will run within onEvent only when the event occurs. Even if the code is after onEvent, it will run first if it is outside any onEvent Level 5: Run this level the same way. Students must complete all three claims and then bring the class together after a few minutes for a discussion. Discussion: Do students share the results of their discussions and anything else they noticed. Here are good points to draw. PlaySound will play the audio you choose from audio library lines that start with/call comments and don't actually work. It helps you understand your code. Level 6: Run this level the same way. Students must complete all three claims and then bring the class together after a few minutes for a discussion. Discussion: Do students share the results of their discussions and anything else they noticed. Here are good points to draw. A random number chooses a new random number each time, between the high and low value given onEvent takes many different types of events, not just mouseOver and click. Depending on the situation different ones more logical. Discussion goal: Make this discussion quick to help link the previous lesson to this lesson. Help bring out some of the following points. Programming languages are much more accurate than natural language programming languages and very strict programming languages may feel a little awkward at first. Prompt: Think about your experiences today and in the previous lesson. How does the programming language differ from the natural language? Awesome post notes! Today was our first chance to check out what programming in lab applications is like. So far we've only learned a few blocks but we've already seen that they will allow us to make a wide range of software types. We'll get a lot of time to practice using them, but before we do let's get some vocabulary in your journal to make sure we use the same words to talk about what we saw today. Vocabulary enhancement tip instruction: A lot of the vocabulary presented here is taken directly from the AP window. Images are designed to help link definitions to the experiences they had in this lesson. Help students make these connections not only by writing definitions but by talking about how they relate to what they've seen. Daily: Go through every vocabulary word (program statement, program, sequential programming, event-driven programming) and give students a chance to record every piece of information. Great post notes today! I've learned a lot so far about programs. It is important to remember that programs need to work for a variety of inputs and outputs. That's what makes interactive APIs so fun! Today, you, too. How to describe a program behavior or how the program works when it runs and how the user interacts with it. When we talk about how programs run, we can describe both what the program does and specifically how the program data achieves this goal. We will continue to practice using these words and progress in the future you will get more opportunities to practice programming. Start thinking about how to use what you've learned today in your project. Rating: Check the understanding of the question understanding (s) solutions can be found in each lesson on Code Studio. These questions can be used to get an exit ticket. What is the difference between a serial program and an event-based program? CSTA K-12 Computer Science Standards (2017) AP - Algorithms and programming 3A-AP-16 - The design and development of computer artifacts frequently for practical intentions, personal expression, or to address a societal issue by using events to start instructions. CSP2021 AAP-2 - The way phrases are sequenced and merged into a program that determines the aAP-2 calculated result. B - Represents a step-by-step algorithm using sequential code statements. AAP-2. B.2 - The code statement is part of the program code that expresses an action that is being performed. AAP-2. B.6 - Perform sequential statements in the order in which they appear in the code section. AAP-3 - Programmers divide the problems into smaller and more manageable AAP-3 pieces. E - To generate random values: A. Type expressions to create potential values. B. Evaluate expressions to determine possible outcomes. AAP-3. E.2 - Using a random number creation in a program means that each execution may result in a different result. CRD-2 - Developers create and innovate using the CRD-2 repeatdesign process. B - Explain how the code section or program functions. CRD-2. B.1 - A program is a set of program terms that perform a specific task when run by a computer. The program is often referred to as a program. CRD-2. B.3 - The program needs to work for a variety of inputs and situations. CRD-2. B.4 - Software behavior is how the program works during implementation and is often described by how the user interacts with it. CRD-2. B.5 - A program can generally describe what it does or in more detail by everything the program does and how program data can perform this function. CRD-2. C - Select entries (entries) to a program. CRD-2. C.2 - An event is associated with the procedure and availability of input data to a program. CRD-2. C.3 - Events can be created when you press a key, click a mouse, start a program, or by any other specific action that affects the execution flow. CRD-2. C.5 - In event-based programming, program statements are performed when they are run rather than through a sequential flow of the control. Control.

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