# Unit 4: Digital Media Processing Copied from: AP Computer Science Principles, Copied on: 12/15/21

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**Computer Science Principles**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# AP Computer Science Principles, Grades 9-12

# Digital Media Processing

**Belleville Board of Education**

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## Unit Overview

Use of a coding environment to programmatically manipulate digital images and audio.

Digitalization, is the process of converting information into a digital (i.e. computer-readable) format, in which the information is organized into bits. The result is the representation of an object, image, sound, document or signal (usually an analog signal) by generating a series of numbers that describe a discrete set of its points or samples. The result is called digital representation or, more specifically, a digital image, for the object, and digital form, for the signal. In modern practice, the digitized data is in the form of binary numbers, which facilitate computer processing and other operations, but, strictly speaking, digitizing simply means the conversion of analog source material into a numerical format; the decimal or any other number system that can be used instead.

## Enduring Understanding

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or ilustrations that are not needed or used.

**Enduring understandings**:

- Summarize important ideas and core processes that are central to a discipline and have lasting value beyond the classroom;
- Synthesize what students should understand - not just know or do - as a result of studying a particular content area;
- Frame the Big Ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills;
- Transfer to other fields and adult life;
- "Unpack" areas of the curriculum where students may struggle to gain understanding or where they demonstrate misunderstandings and misconceptions;
- Provide a conceptual foundation for studying the content area;
- Articulate what students should "revisit" over the course of their lifetimes in relationship to the content area;
- Are framed as declarative sentences that present major curriculum generalizatios and recurent ideas.

**Examples:**

- **Enduring Understanding**: Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.

- **Essential Question**: How is reading a process for constructing meaning from text?

## Essential Questions

How does abstraction help us in writing programs, creating computational artifacts, and solving problems?

- How can computational models and simulations help generate new understanding and knowledge?

- Why are some languages better than others when used to implement algorithms?

## Exit Skills

- Students will be able to use appropriate terminology when describing the size of digital files.
- Identify and compare the size of familiar digital media.
- Explain why the optimal amount of compression is impossible or "hard" to identify.
- Explain factors that make compression challenging.
- Describe the purpose and rationale for lossless compression.
- Explain how images are encoded with pixel data.
- Describe a pixel as an element of a digital image.
- Encode a B&W image in binary representing both the pixel data (intensity) and metadata (width, height).
- Explain why image width and height are metadata for a digital image.
- Use the Pixelation Tool to encode small color images with varying bits-per-pixel settings.
- Explain the color encoding scheme for digital images.
- Determine the benefits of using hexadecimal numbers for representing long streams of bits
- Explain the difference between lossy and lossless compression.
- Explain the relative benefits or drawbacks of different file formats, particularly in terms of how they compress information.
- Explain the difference between open source and licensed software.

## New Jersey Student Learning Standards (NJSLS-S)

- 8.2.12.E.1
- 8.2.12.C.2

| | |
|---|---|
| | knowledge. |
| TECH.8.2.12.E.1 | Demonstrate an understanding of the problem-solving capacity of computers in our world. |
| TECH.8.2.12.E.2 | Analyze the relationships between internal and external computer components. |
| TECH.8.2.12.E.3 | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). |
| TECH.8.2.12.E.4 | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). |
| TECH.8.2.12.E.CS1 | Computational thinking and computer programming as tools used in design and engineering. |

## Interdisciplinary Connections

- English
- Math
- Science

| | |
|---|---|
| LA.RH.6-8.7 | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| LA.RST.6-8.7 | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| LA.WHST.6-8.1.B | Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. |
| LA.WHST.6-8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| | Functions |

## Learning Objectives

Procedural Programming:

- Compare and contrast the programming capabilities of a visual programming language with those of a text-based programming language.
- Write programs in a text-based programming language that make use of parameterized methods to invoke specific behaviors.
- Understand the importance of using proper punctuation and syntax when coding in a text-based programming language.
- Use event handlers to respond to mouse and keyboard input.
- Write code using common programming constructs like conditional statements for selection and loops for iteration.

Image Manipulation:

- Examine the structure of images as compositions of pixels.
- Explore methods of representing color, including the various colors that can be produced by the combination of different ratios of red, green, and blue light.
- Modify the color channels of pixels in an image to produce a variety of effects.
- Design algorithms for modifying the pixels in an image in prescribed ways to create custom image filters.
- Explore encoding schemes of common image file formats.

Audio Manipulation:

- Analyze the differences between analog and digital sound.
- Investigate the roles that sampling rate and bit depth play in determining the quality of digitized sound.
- Explore methods of programmatically generating digital audio as well as altering and modifying digital audio by adjusting volume, pitch, and sampling rate.
- Evaluate the effects of compression algorithms in reducing the amount of data needed to represent an audio sample.

Global Impact:

- Evaluate the positive and negative consequences of digitally altering images.
- Discuss the ethics of digitally manipulating images.
- Discuss the issues related to intellectual property.
- Explore the limitations and rights associated with a number of common licenses, including Creative Commons.

## Suggested Activities & Best Practices

In this project based learning unit students will learn on the Edhesive simulator that:

Students will use various problem solving strategies to collect input, store information, and generate outputs.

Students will learn to read and write information to data files.

This unit also investigates various ethical issues arising in computer science.

Students will also explore and learn how to create arrays, and how to write programs that declare, initialize, modify and access these arrays.

Students will write algorithms with nested structures, and sub-programs, and algorithms that perform simple data management tasks.

### Best Practices

- **CS Teaching Tips** Tips to help teachers anticipate students' difficulties and build upon students' strengths. Funded by a National Science Foundation Grant.

## Assessment Evidence - Checking for Understanding (CFU)

Formative Assessments

• Think, pair, share review questions from text.

• Practice mini-programs to strengthen concepts as taught.
• Teacher Observation

• Utilizing Gliffy.com to flowchart programs

Summative Assessments

• Chapter Test

• End of Chapter Projects from book.

example: https://quizlet.com/76598385/ap-computer-science-a-flash-cards/

Alternate Assessment

Written reports

Benchmark Assessments

Students will write algorithms with nested structures, and sub-programs, and algorithms that perform simple data management tasks.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Code.org curriculum, Edhesive curriculum

## Ancillary Resources

General Resources:

- Computers and Internet Access
- AP Central at Collegeboard.org
- Massive Open Online Course
- Code.org
- Multimedia Applications Tools
- Abelson, H., Ledeen, K., and Lewis, H. R. Blown to Bits: your life, liberty, and happiness after the digital explosion. Upper Saddle River, N.J.: Addison-Wesley, 2008.

AP Approved Programming Resources:

(may choose one or more)

- Alice - This 3-D modeling environment allows students to create and animate 3-D worlds. This environment lends itself well to creating stories and games.
- App Inventor - This open-source Web application allows students to create their own applications on mobile devices. App Lab - This is a programming environment for creating web applications with JavaScript. It allows students to develop programs and toggle back and forth between block-based and text-based programming modes.
- EarSketch - This browser-based application allows students to create their own music using either JavaScript or Python. Greenfoot - This Java IDE is designed for use in education to create two-dimensional graphic applications, such as simulations and interactive games.
- Java - There are several IDEs that can be used to write in Java. The Java language allows students to create and solve problems that vary widely in difficulty.
- JavaScript - This language is commonly used to create interactive effects within Web browsers.
- Lego Mindstorms NXT - This product integrates programming with Lego bricks and sensors to create

and program robots. The instructions are assembled by linking together function blocks.

- Processing - This programming language was initially created to serve as a software sketchbook, and it can be used to teach programming using a visual context.
- Python - This language has the benefit of readability that might be helpful to new programmers.
- Scratch - This blocks-based programming language allows students to build scripts to run animations. This product can be downloaded and installed on a computer or run in the browser.
- Snap! - This Scratch-style programming language is block-based and allows users to define new primitives in JavaScript. Users can read and write information from the Internet using server-defined APIs and make mobile applications.
- Swift - This programming language is designed for use with iOS, OS X, tvOS and watchOS. This environment allows students to create their own Apple apps and includes interactive environments that allow students to see the effects of changes or additions to code as they type.

Design and Development Process:


- "What Is the Software Development Life Cycle?" Official Blog Airbrake Bug Tracker. https://airbrake.io/blog/insight/what-is-the-software-development-life-cycle
- "Engineering Design Process." https://www.teachengineering.org/ engrdesignprocess.php
- "The Engineering Design Process." http://www.eie.org/overview/engineeringdesign-process Mohammed, Nabil, Ali Munassar, and A. Govardhan.
- "A Comparison Between Five Models of Software Engineering." IJCSI International Journal of Computer Science 7.5 (2010): 94-101.
- Open Source:
- "What Is Open Source?" Opensource.com. https://opensource.com/resources/whatopen-source
- Open Source Initiative. http://opensource.org/


## Technology Infusion

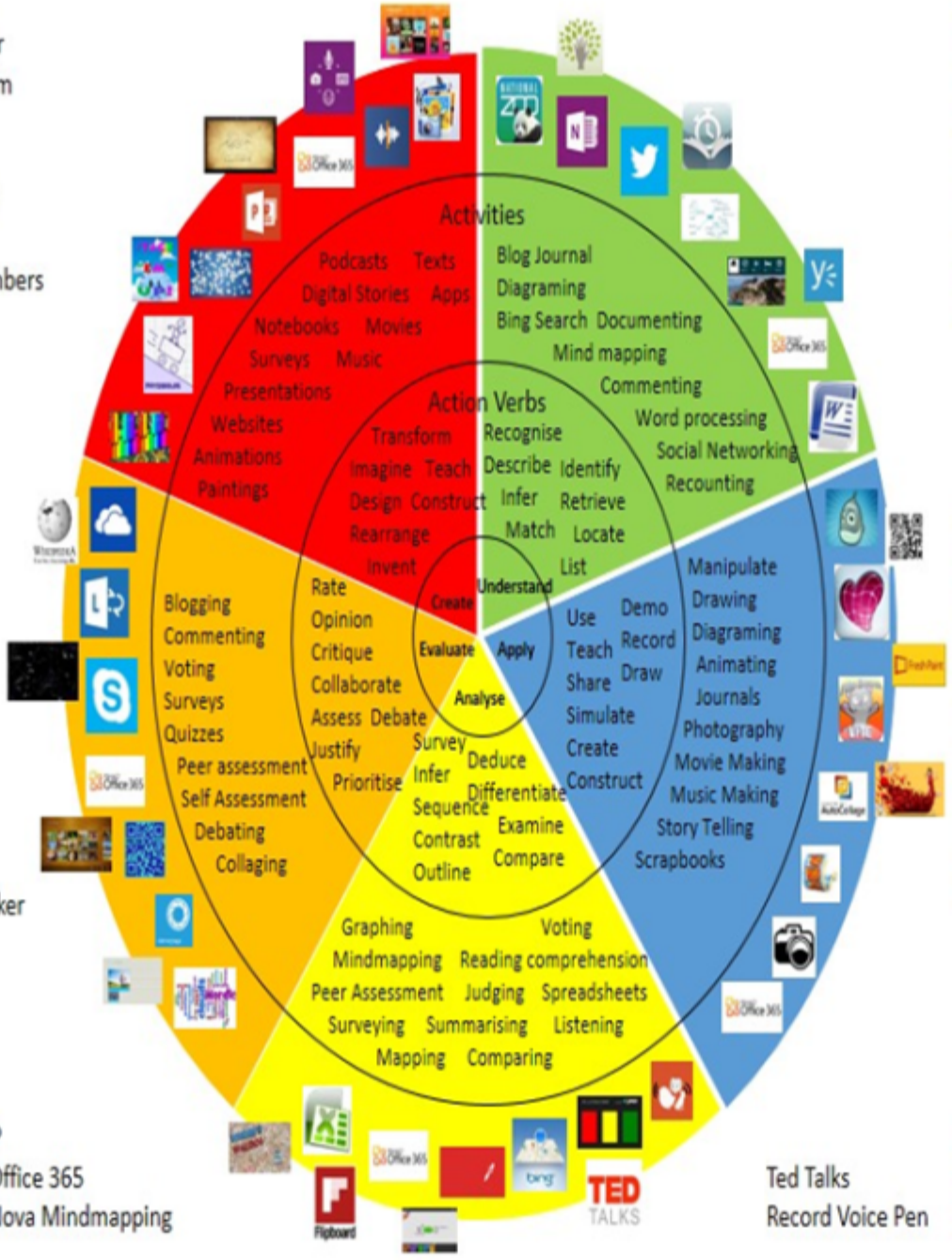
Please reference video links and websites listed under Ancillary Resources and Suggested Activities & Best Practices.

Technology Infusion and/or strategies include chromebooks online materials google/powerpoint slides

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

21st century themes: The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |

## 21st Century Skills/Interdisciplinary Themes

21st century themes: The unit will integrate the 21st Century Life and career standard 9.1 strands A-D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork, and leadership, and cross cultural understanding and interpersonal communication

**21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

| | |
|---|---|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.<br>Functions |

## 21st Century Skills

**21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

| | |
|---|---|
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |

## Differentiation

***Exemplar: Flipped Classroom, Video to support class lesson***

• Technology Resources • Teacher Tutoring • Peer Tutoring • Cooperative Learning Groups • Differentiated Instruction • Follow all IEP Modifications/504 Plan

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning

- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Supporting lesson with additional resources such as instructional videos, you tube and online instruction where applicable

***Exemplar: Adapting existing materials, simplifying or supplementing materials for Special Education Learning other options are below.***

- **Break** tasks into smaller subtasks.
- **Provide** additional practice to ensure mastery.
- **Substitute** a similar, less complex task for a particular assignment.
- **Develop** simple study guides to complement required materials.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Exemplar: eDictionaries / Google translate

When used correctly, technology never fails to transform a classroom. Allow your students to use eDictionaries in your classroom to look up unknown words. Any regular dictionary will do, but eDictionaries allow students to hear the pronunciations of words. As you might imagine, this is extremely helpful for anyone learning a second language.

**English Language** Learning adaptations that can be employed in the unit, using the ones identified below.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

# Exemplar: Peer Support

Sometimes, all you have to do is assign a peer to help keep a student at risk on task. Peers can help build confidence in other students by assisting in peer learning.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Exemplar: Grouping • Group gifted students with other gifted students or higher-level learners.

**Talented and Gifted** adaptations that can be employed in this unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: