



South Florence Freshman Academy

**Syllabus: Fundamental Of Computing
2022-2023
South Carolina Course #5023**

Introduction: Fundamental of Computing is designed to introduce students to the field of computer science through an exploration of engaging and accessible topics. Through creativity and innovation, students will use critical thinking and problem-solving skills to implement projects that are relevant to students' lives. They will create a variety of computing artifacts while collaborating in teams. Students will gain a fundamental understanding of the history and operation of computers, programming, and web design. Students will also be introduced to computing careers and will examine societal and ethical issues of computing.

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Objectives: Using a project-based learning environment, students will successfully complete the learning objectives for each unit of instruction described below.

Supplies Needed:

- A spiral bound notebook for journaling . **This is required.**
- Pens and pencils.
- There are videos that are part of the curriculum so headphones will also be used. You will need your own headphones and will need to have them with you each class period.

Units of Instruction:

Unit 1 Safety and Ethics

1. Review school safety policies and procedures
2. Review classroom safety rules and procedures
3. Identify major causes of work-related accidents in offices.
4. Describe the threats to a computer network, methods of avoiding attacks, and options in dealing with virus attacks.
5. Identify potential abuse and unethical uses of computers and networks.
6. Explain the consequences of illegal, social, and unethical uses of information technologies, e.g., piracy; illegal downloading; licensing infringement; and inappropriate uses of software, hardware, and mobile devices.
7. Differentiate between freeware, shareware, and public domain software copyrights.



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8. Discuss computer crimes, terms of use, and legal issues such as copyright laws, fair use laws, and ethics pertaining to scanned and downloaded clip art images, photographs, documents, video, recorded sounds and music, trademarks, and other elements for use in Web publications.
9. Identify netiquette including the use of email, social networking, blogs, texting, and chatting.
10. Describe ethical and legal practices in business professions such as safeguarding the confidentiality of business-related information.
11. Discuss the importance of cyber safety and the impact of cyber bullying.

Unit 2 Employability Skills

1. Identify positive work practices (e.g., appropriate dress code for the workplace, personal grooming, punctuality, time management, and organization).
2. Demonstrate positive interpersonal skills (e.g., communication, respect, and teamwork).

Unit 3 Student Organizations

1. Explain how related student organizations are integral parts of CTE courses.
2. Explain the goals and objectives of related student organizations.
3. List opportunities available to students through participation in related student organization conferences/competitions, community service, philanthropy, and other activities.
4. Explain how participation in CTE student organizations can promote lifelong responsibility for community service and professional development.

Unit 4 Human Computer Interaction

1. Identify the various functional components of a computer.
2. Match a list of computer terms and definitions/functions.
3. Describe the interaction of the various functional components of the computer.
4. Decide on a computer purchase recommendation for a given use (e.g., highly portable, gaming, video editing, student use).
5. List at least three strengths and weaknesses of each of the various Internet technologies such as mapping sites, encyclopedia sites, office automation online software, and cloud content creation.
6. Use at least two of these Internet technologies such as mapping sites, encyclopedia sites, office automation online software, or cloud content creation.
7. Discuss and create advanced searches using at least three search engines.



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8. Evaluate the results of Web searches and reliability of information found on the Web.
9. Find real world examples where artificial intelligence can and cannot be used with current technology.
10. Describe three examples of the use of technology in non-technical professions through sources such as newspapers, magazines, interviews, or the Internet.

Unit 5 Problem Solving

1. List and describe the four steps of the problem-solving process.
2. Apply and evaluate the problem-solving process using a variety of strategies (diagram/picture, systematic lists, divide and conquer, find the pattern, guess and check, etc.).
3. Write algorithms that use simple and complex logic statements (relational operators and Boolean operators).
4. Demonstrate counting in binary and convert between decimal and binary numbers.
5. Describe and analyze selected searching and sorting algorithms.
6. Describe how minimal spanning trees and graph concepts are used to solve problems.

Unit 6 Web Design

1. Describe issues of social responsibility in Web use and the relative merits of the influence of the Web on society, personal lives, and education.
2. Identify and demonstrate the use of basic HTML.
3. Demonstrate image editing skills for the Web using an image editor.
4. Identify and demonstrate the use of basic CSS structures.
5. Identify and describe a variety of page layout styles.
6. Identify and use a variety of Web page elements (e.g. tables, graphics, video, sound, navigation).
7. Implement additional functionality using DHTML code snippets.
8. Identify and use HTML5 features.
9. Create and present a Web project using HTML, HTML5, CSS, and JavaScript.

Unit 7 Introduction to Programming

1. Plan, code, test, and execute a program that:
 - a) manipulates and modifies text and numbers.
 - b) utilizes various appropriate data types.
 - c) utilizes objects.
 - d) includes mouse and/or keyboard inputs and accompanying screen outputs.



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- e) uses decision structures.
 - f) uses repetition structures.
 - g) uses multiple scripts/methods/functions within an object.
2. Explain the benefits of consistent, well organized programming style.
 3. Convert a word problem into code using top-down design.

Unit 8 Mobile Computing

1. Describe mobile applications and the constraints of mobile devices.
2. Design a user interface/screen layout for a mobile application.
3. Identify and implement the use of maps and location awareness in mobile applications.
4. Identify and implement the use of multimedia (i.e. audio, video, etc.) in mobile applications.
5. Identify and implement the use of device-based sensors and actuators in mobile applications.
6. Identify and implement the use of information applications (e.g., address book, calendar) in mobile applications.
7. Code and test a mobile application that solves a stated problem.

Unit 9 Software Development using High Level Language

1. Create a basic graphical application.
2. Write an application using pair programming concepts.
3. Use basic Input/output concepts.
4. Use the concepts of software development activities, models and design teams.
5. Identify and use data types and math operations.
6. Identify and use procedures (subroutines, functions, methods, etc.)
7. Identify and use conditional control statements.
8. Identify and use common looping structures.
9. Identify and use lists.
10. Write and present an application using loops, conditionals, and lists.

Unit 10 Database Design and Programming

1. Relate the importance of databases to everyday life.
2. Distinguish between data and information and give examples of each
3. Explain how data becomes information.
4. Describe the importance of identifying information requirements.



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5. Define and use database design terms (entities, attributes, relationships, UUIDs)
6. Distinguish between an entity and an instance of an entity.
7. Name and describe attributes, distinguish between an attribute and its value.
8. Identify mandatory and optional attributes; explain attribute volatility.
9. Define the purpose of normalization in database design.
10. Define and compose database business rules and assumptions.
11. Define database table terms, including row, column, field, primary key, and foreign key.
12. Create and modify database tables using SQL.
13. Identify and use basic data types.
14. Create basic query statements using SELECT and FROM clauses.
15. Use the correct SQL syntax to select specific rows and/or columns in a table, modify the way data is displayed, and perform calculations using arithmetic expressions and operators.
16. Define and use comparison conditions including BETWEEN, IN, LIKE, and NULL.
17. Design, create, modify, and query a simple relational database.

Unit 11 Robotics

1. Determine if an object is a robot by identifying the features of a robot.
2. Describe the steps that happen when a computer processes an instruction.
3. Match the actions of the robot to the corresponding parts of the program.
4. Code and test a robot to solve a stated problem.
5. List and explain ways in which different sensors affect the function of a machine.
6. Compare/contrast multiple ways to program a robot to achieve a goal.

Grading and Evaluation Criteria

Florence District 1 Grading guidelines will be followed.

Students will be allowed to make up missed work and graded assignments during an approved absence. The student must take initiative to make up the work by checking in the Google Classroom and the assignments tab. Work must be completed within five school days of the student's return to school. Failure to make up assignment work within the time frame will result in a zero.

Grading Categories:

Formative 45%

Summative 55%

The semester grade is calculated as



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- Quarter 1--45%
- Quarter 2--45%
- Final Exam--10%

Letter grades correspond to the following numerical equivalents:

“A” 90-100 (Excellent)

“B” 80-89 (Above Average)

“C” 70-79 (Average)

“D” 60--69 (Below Average)

“F” 59 and Below (Failure)

Homework is not usually given for this course other than to study for announced quizzes and tests.

Late Work Policy

When students do not turn work in on the assigned due date, the following policy will go into effect:

- Students will receive a 10% deduction per day for the first five days after the due date.
- Students who turn work in after the five-day allotted time, will receive a maximum grade, per assignment, of a 50.
- Students may submit late work up until one week prior to the end of each quarter.
- Late assignments will be graded and given a grade that is 50% of the earned academic grade. (Example: assignment is turned in 4 weeks late. The earned academic grade is an 80. The grade will be recorded in the gradebook as a 40. Work that is late past the 5-day mark will only be given 50% of the earned academic credit.)
- Students must email the teacher with the subject line of the late work being turned in along with the original due date. Failure to notify the teacher that work is submitted will result in the zero remaining in the gradebook.
- Students who choose not to turn in the work will receive a grade of zero.

In the event that an assignment is not submitted by the due date, all teachers, per district policy, will issue a 0 as a placeholder until the work has been submitted.

Student Signature _____

Parent/Guardian Signature _____