Florida Navigating Technology Middle School Course

Middle School (120 Contact Hours)

Course Overview and Goals

Learning Environment

The course utilizes a blended classroom approach. The content is a mix of web-based and physical activities. Each module of the course is broken down into lessons. Lessons are composed of short video tutorials, interactive learning pages, quizzes, explorations, and free-response prompts.

Technology Requirements

To complete all activities and exercises in this course, students must have access to the 3rd party sites and tools listed here: Florida Navigating Technology Middle School Course Links.

Prerequisites

The Florida Navigating Technology Middle School course is designed for complete beginners with no previous background in computer science. The course is highly visual, dynamic, and interactive, making it engaging for those new to computer science.

More Information

Browse the content of this course at https://codehs.com/course/26424/overview.

Course Breakdown

Module 1: Tracy the Turtle Adventures (1 week/10 hours)

Students will learn how to use basic commands, variables, and functions in their programs using the Python programming language.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37410

Topics Covered	• Intro to Tracy's Grid World • Debugging with Error Messages • Functions • Color • Effects • Size

	• Variables • Input/Output

Example Assignments	• A Day at the Carnival
	  ○ Students will help Tracy through a day at the carnival and will learn basic Tracy commands, how to call and define functions, and how to add artistic effects to their programs.
	• Stuffed Bear Prize
	  ○ You'll need to help finish drawing the bear before Tracy can bring it home. To finish the bear, fill in the commands that make up the function definitions by following the provided steps.
	• Shipwreck
	  ○ Direct Tracy through the shipwreck yard without running into any of the ships. Once she reaches the yellow star, she has made it out! The difference here, though, is that the ships will be located in random positions every time the program is run, so we'll need to use user input to direct Tracy through the shipwreck yard as the program is running.
	• Sea Turtle
	  ○ Get user input to tell Tracy where the tallest sea grass is so she can go meet a turtle and ask about her cousin.

Module 2: Exploring Computing (1 week/10 hours)

Students explore different technologies and the impact they have on our world.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37489

Topics Covered	• History of Computing • Software • Hardware • Operating Systems • Cloud Computing • Ethics and Legal Considerations • The Future of Computing
Example Assignments	• History of Computing ○ *Jigsaw: Computer Interaction Over the Decades:* In this activity, students are going to work in small groups to research what it was like to interact with computers over the various decades. For each section, students will want to consider what was typical for most computers. For example, GUI interfaces were first used in the 1970s, but they were not typical until the 1980s. • Cloud Computing

	○ *Case Study: Cloud Computing vs. Physical Computing:* Is cloud computing more efficient? Is physical computing the way to go? Students will read through a case study for a middle school that needs to decide between implementing a cloud computing solution or a physical computing solution. What are the pros and cons of each? Which way would you ultimately choose to implement? ● Hardware ○ *Brainstorm: New Computer Components:* In this activity, students are going to work with a partner to brainstorm 3 new components for a computer. It can be an entirely new idea or an improvement of an existing component. For each idea, answer the following questions: What is it? Does it replace something, or is it an additional item? If it replaces something, what is it replacing? How will this be helpful in the future?

Module 3: Exploring Code with Karel (1 week/10 hours)

Students learn the basics of programming by giving Karel the Dog commands in a grid world.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37413

Topics Covered	● Syntax ● Syntax Errors ● Comments ● Debugging ● Functions ● For Loops ● Conditional Statements ● if/else Statements ● While Loops ● Control structures ● Decomposition
Example Assignments	● Karel's Evening Walk ○ Take Karel on a walk around the north side of the pond. Remember the directions Karel can face and write a program to move Karel along the path from one edge of the world to the other. Karel should be facing south at the end of the path. But wait! Karel noticed a missing tennis ball laying on the path. Go ahead and let Karel pick it up along the walk. ● Pick Up Tennis Balls ○ Karel needs help picking up the tennis balls lying around the dog park. Create a program that uses two for-loops and ends with Karel in the lower-right corner facing to the right or east. ● Stay Out of the Lake

	○ This program is supposed to train Karel to walk up to a lake at any park, but not to jump in. But right now there is a bug! Help fix the bug so that Karel stops moving when reaching the edge of a lake. ● Path to Dog House ○ Karel needs to stay on the pathway to get to the dog house. Make sure Karel continues moving until inside the dog house. Use at least 3 functions, 1 while loop, 2 conditionals, 1 if/else statement, and 1 nested if statement.

Module 4: Exploring the Internet (1 week/10 hours)

Students are introduced to network protocols and different strategies used to protect online information.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37490

Objectives / Topics Covered	● What is the Internet? ● Need for Protocols ● Impact of the Internet ● Cybersecurity ● CIA Triad ● Encryption ● Steganography
Example Assignments	● Network Simulation ○ In this simulation, there are six devices in a network. Click the green RUN button to start the simulation. Clicking on a device will prepare it to send a message. Clicking on a second device will send the message to that device. ● Internet in My Daily Life ○ Envision a normal day, from the time you wake up to the time you go to sleep. In what ways do you use the Internet during your day? For what purposes do you use the Internet? As you go through a normal day in your mind, write down all the ways you use the Internet. Include the device you use and the purpose. ● Cybersecurity ○ Students will learn what is meant by *cybersecurity* and explore a few news worthy cyber attacks. They will also discuss the *Internet of Things* and the increase in connected devices. ● Project: Steganography ○ In the following activity, you will see a picture and the corresponding color codes associated with the pixels. There is a message hidden in the first 12 pixels! Below is the method used to hide the message. Your mission will be to reverse the process and find the secret message!

Module 5: Exploring Digital Citizenship (1 week/10 hours)

Students learn about Internet etiquette and how to stay safe on the world wide web.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37491

Objectives / Topics Covered	• Digital Footprint • Cyberbullying • Internet Safety • Privacy & Security • Information Literacy • Copyright • Hacking Ethics • Cyber Hygiene

Example Assignments	• Digital Footprint and Reputation
	  ○ *Building a Positive Digital Footprint:* Spend some time reflecting on you and your friends' social media activity. Give an example of a social media post that builds a positive digital footprint. How does the post build a positive digital footprint? Give an example of a social media post that builds a negative digital footprint. How does the post build a negative digital footprint? Thinking about your digital footprint, are you going to make any changes in what you post on social media? How about what you write to share in a group message? Why or why not?
	• Internet Safety
	  ○ *Scenario: School Stranger:* You begin to receive direct messages on Instagram from a person you don't recognize. They claim to go to your school, and they know a lot of information about your classes and teachers. They also follow a lot of your classmates, so you believe them. After a bit, they start asking questions about you and your friends. What steps should you take to respond to this situation?
	• Information Literacy
	  ○ *Evaluate the Source 1:* Take a look at this resource, and consider the following questions: What evidence do you see that this source is credible? What evidence do you see that makes you question the source's credibility? Is this a credible source?

Module 6: Exploring Art with Code (1 week/10 hours)

Students explore the intersection of art and technology by creating art programs using p5.js.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37412

Objectives / Topics Covered	• p5.js • Variables • Loops • Color Transitions • Shape Transformations • Direction • Keyboard Data

Example Assignments	• Creative Coding
	  ○ Learn what creative coding is and how you can use it to create cool art!
	• MouseX and MouseY
	  ○ Let's practice using the mouseX and mouseY together by recreating the following sketch.
	• Grayscale to Color
	  ○ Let's recreate an animation where the color of the shapes transitions from grayscale to color.
	• Project: Animate an Emoji
	  ○ Create a p5.js animation with your own emoji.

Module 7: Exploring Game Design (1 week/10 hours)

Students learn the basics of video game design elements, game mechanics, and sprite and world design.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37414

Objectives / Topics Covered	• Intro to Games • Unpacking a Game • Categorizing Games • Intro to JavaScript • Variables • Libraries • Program Structure • The Canvas • Your First Sprite • Physics of Sprites

Example Assignments	• Debugging: Hiking App
	  ○ The code in the editor has four bugs that you need to fix in order for the program to run and display the output properly. Try to run this program and see what happens. Use the error messages to help guide you to the line that needs fixing.
	• The Elevator
	  ○ In this exercise, you are going to create a simple elevator animation.

	The basic program structure has been provided in the starter code. Below is all the code you need to create the animation. You need to copy and paste each code block into the appropriate space in the program. Each space needs only one code block. ● Exploration: Shapeshifter ○ Read through the starter code and predict what you will see on the canvas when you run the program. Run the program and see! Were you right? You need to adjust the code so that a rectangle of width 200 and height 400, filled with any shade of blue, will appear on the canvas instead!

Module 8: Exploring Web Design 1 (1 week/10 hours)

Students explore HTML and CSS styling as they work to create their homepage.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37415

Objectives / Topics Covered	● HTML ● Structure of an HTML Page ● Formatting Text ● Creating Links ● Incorporating Images ● Using Lists ● Applying Styling ● Introduction to CSS Styling ● Homepage
Example Assignments	● Creating Your First Webpage ○ It's time to create your first HTML page. Starting with an HTML file, add two sets `h1` tags. Be sure to include both the open tag and closing tag for each! Inside of the tags introduce yourself and say something that you like to do. ● Wiki Page ○ Have you ever noticed that a Wiki article, such as one you find in Wikipedia, has links to some specific keywords to help give you more details? Those links are just using hyperlinks inside of a paragraph. In this activity, you are going to create a short Wiki article. It can be on any topic you want, but you need to include at least three links integrated into your article. Your article should be one to two paragraphs long and use well-constructed sentences. ● Styling a List ○ For this exercise, you are given a starter code that has some CSS styling. Your task is to add the styling for the unordered list.

Module 9: Exploring Data and Spreadsheets (1 week/10 hours)

Students synthesize all they've learned in this course to complete a project where they use a device to collect and analyze data to find an answer to a question they have.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37416

Topics Covered	• Data as a Resource • Using Databases • Introduction to Spreadsheets • Sort and Filter • Statistical Measures • Models • Visualizing Data

Example Assignments	• Sort and Filter
	  ○ *Influential Women:* In this exercise, students will learn about remarkable women who have made significant contributions in fields like Science, Literature, and Environmentalism, while having the opportunity to sort and filter data to uncover interesting facts and connections about these inspiring figures.
	• Statistical Measures
	  ○ *Mammal Statistics:* In this exercise, students will explore data on common mammals while calculating the mean, median, and mode of various data points to derive meaningful insights.
	• Visualizing Data
	  ○ *Create a Dashboard:* In this exercise, students will explore running analytics data and create an engaging running dashboard, a powerful tool that consolidates essential information and data visualizations in one place.
	• Project: Tell Your Story
	  ○ *Draft a Design:* For this activity, students will take time to explore data storytelling designs and draft their own story. They can create their infographic directly in the spreadsheet or sketch their design on paper, in PowerPoint, or using a program of their choice.

Module 10: Exploring Web Design 2 (1 week/10 hours)

Students will learn the basics of web aesthetics and design principles which will allow them to take their web design skills to the next level. This module culminates in a project that will guide them through the web planning process and create a multi-page website.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37417

Topics Covered	• Webpage Aesthetics • Webpage Design

	• Citing Image Sources • Adding Pages • Creating a Sitemap • Wireframing

Example Assignments	• Fix the Contrast
	  ○ This site in this exercise has a poor use of contrast. Let's improve the contrast by changing the CSS in the `<style>` tag.
	• Redesign the Site
	  ○ The site in this exercise makes poor use of alignment, repetition, and proximity. Let's improve the site by making a few changes.
	• Make a Collage
	  ○ Now that you know how to find and cite images you can use, create a collage containing six images that you find on the internet.
	• Add a Style Sheet
	  ○ Add a CSS file named `style.css` to this project to style this page. Make all of the images 100px by 100px. Give the list items a font size of 24 pixels.

Module 11: Emerging Technology & AI (2 weeks/20 hours)

Students explore the rapidly evolving world of artificial intelligence and robotics, learning how these technologies are shaping our future. They experiment with AI tools that can generate text, images, and translations; train their own machine learning models; investigate AI's role in accessibility; and explore real-world robotics applications in healthcare, delivery, and companionship. The module emphasizes both the exciting possibilities and ethical considerations of AI.

Browse the full content of this unit at https://codehs.com/course/26424/explore/module/37417

Topics Covered	• What is AI? • AI-generated text and images • Communicating with AI and training models • AI and accessibility • Real-world robotics and their applications • Ethical considerations and bias in AI

Example Assignments	• AI Generated Text: AI Characters
	  ○ Have a conversation with an AI that takes on the personality of a chosen character or object, then reflect on its responses.
	• AI Generated Images: Identification
	  ○ Play *Quick, Draw!* to see how AI guesses your drawings and analyze how it learns to recognize shapes.
	• Write Your Own Alt Text!
	  ○ Practice writing descriptive alt text for images, then compare with AI-generated descriptions.

	• Virtual Robot Explorer ○ Guide a simulated robot through challenges, using scanning and planning to complete tasks efficiently.