



Statewide Framework Document for: 110201

Computer Programming

Standards may be added to this document prior to submission but may not be removed from the framework to meet state credit equivalency requirements. Performance assessments may be developed at the local level. In order to earn state approval, performance assessments must be submitted within this framework. **This course is eligible for 1 credit of science.** The Washington State Science Standards performance expectations for high school blend core ideas (Disciplinary Core Ideas, or DCIs) with scientific and engineering practices (SEPs) and crosscutting concepts (CCCs) to support students in developing usable knowledge that can be applied across the science disciplines. These courses are to be taught in a [three-dimensional manner](#). The details about each performance expectation can be found at [Next Generation Science Standards](#).

School District Name	
Course Title: Computer Programming	Total Framework Hours: 180
CIP Code: 110201 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: December 29, 2020
Career Cluster: Information Technology	Cluster Pathway: Programming and Software Development
Course Summary: This course focuses on the general writing and implementation of generic and customized programs to drive operating systems. The course generally prepares individuals to apply the methods and procedures of software design and programming to software installation and maintenance. Instruction includes software design, low- and high-level languages and program writing; program customization and linking; prototype testing; troubleshooting; and related aspects of operating systems and networks.	
Eligible for Equivalent Credit in: <input type="checkbox"/> Math <input checked="" type="checkbox"/> Science	Total Number of Units: 4

Unit 1: Graphics		Total Learning Hours for Unit: 45
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> • Algorithms • Data Structures • Objects, Methods, and Abstractions <p>For Science equivalency, assessments must have a scientific focus. Science content from the following resources could be included in assessments: NASA, HOAA, CDC, Dept. of Fish & Wildlife, and Dept. of Ecology.</p>		
<p>Leadership Alignment: (Districts to complete for each unit)</p> <p><i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to communicate clearly through their group project presentation. 		
<p>Industry Standards and/or Competencies:</p> <p>Computer Science Teachers Association Standards - Computer Science Concepts and Practices:</p> <p>Collaboration</p> <ol style="list-style-type: none"> 3. Evaluate programs written by others for readability and usability. <p>Computing Practice and Programming</p> <ol style="list-style-type: none"> 1. Use advanced tools to create digital artifacts (e.g., web design, animation, video, multimedia). 6. Anticipate future careers and the technologies that will exist. <p>Computers and Communications Devices</p> <ol style="list-style-type: none"> 3. Identify and select the most appropriate file format based on trade-offs (e.g., accuracy, speed, ease of manipulation). 4. Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls, server capability). <p>Community, Global, and Ethical Impacts</p> <ol style="list-style-type: none"> 1. Demonstrate ethical use of modern communication media and devices. 5. Identify laws and regulations that impact the development and use of software. 7. Differentiate among open source, freeware, and proprietary software licenses and their applicability to different types of software. 		
Aligned Washington State Academic Standards		
Science	<p>Washington Science Standards (Next Generation Science Standards): Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):</p> <p>The local district must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.</p> <p>HS-LS2-1 - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p>	

	HS-ESS3-1 - Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity HS-ESS3-2 - Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios	
Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Obtaining, Evaluating, and Communicating Information	ETS1B: Developing Possible Solutions	Cause and Effect

Unit 2: The Web	Total Learning Hours for Unit: 45
Performance Assessments: (Districts to complete for each unit) <i>Example assessments for this unit include:</i> <ul style="list-style-type: none"> The Internet and The Web Shopping and Social Networking on the Web Security and Cryptography For Science equivalency, assessments must have a scientific focus. Science content from the following resources could be included in assessments: NASA, NOAA, CDC, Dept. of Fish & Wildlife, and Dept. of Ecology.	
Leadership Alignment: (Districts to complete for each unit) <i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i> <i>Example:</i> <ul style="list-style-type: none"> Students will demonstrate the ability to communicate clearly through their group project presentation. 	
Industry Standards and/or Competencies: Computer Science Teachers Association Standards - Computer Science Concepts and Practices: Collaboration <ol style="list-style-type: none"> 1. Use project collaboration tools, version control systems, and Integrated Development Environments (IDEs) while working on a collaborative software project. 3. Evaluate programs written by others for readability and usability. Computing Practice and Programming <ol style="list-style-type: none"> 1. Use advanced tools to create digital artifacts (e.g., web design, animation, video, multimedia). 3. Classify programming languages based on their level and application domain. 4. Explore principles of system design in scaling, efficiency, and security. 6. Anticipate future careers and the technologies that will exist. 8. Deploy various data collection techniques for different types of problems. Computers and Communications Devices <ol style="list-style-type: none"> 1. Discuss the impact of modifications on the functionality of application programs. 	

3. Identify and select the most appropriate file format based on trade-offs (e.g., accuracy, speed, ease of manipulation).
4. Describe the issues that impact network functionality (e.g., latency, bandwidth, firewalls, server capability).

Community, Global, and Ethical Impacts

1. Demonstrate ethical use of modern communication media and devices.
4. Summarize how computation has revolutionized the way people build real and virtual organizations and infrastructures.
5. Identify laws and regulations that impact the development and use of software.
6. Analyze the impact of government regulation on privacy and security.
7. Differentiate among open source, freeware, and proprietary software licenses and their applicability to different types of software.
8. Relate issues of equity, access, and power to the distribution of computing resources in a global society.

Aligned Washington State Academic Standards

Science	Washington Science Standards (Next Generation Science Standards): Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs): The local district must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.	
Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Analyzing and Interpreting Data	LS1D: Information Processing	Patterns
Asking Questions and Defining Problems	ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Asking Questions and Defining Problems	LS1D: Information Processing	Patterns
Analyzing and Interpreting Data	ETS1B: Developing Possible Solutions	
Asking Questions and Defining Problems	LS1A: Structure and Function	
Asking Questions and Defining Problems	LS2D: Social Interactions and Group Behavior	
Constructing Explanations and Designing Solutions	LS2D: Social Interactions and Group Behavior	
Developing and Using Models	ETS1B: Developing Possible Solutions	
Developing and Using Models	LS1D: Information Processing	
Obtaining, Evaluating, and Communicating Information	ETS1B: Developing Possible Solutions	
Planning and Carrying Out Investigations	ETS1C: Optimizing the Design Solution	

Performance Assessments: (Districts to complete for each unit)

Example assessments for this unit include:

- Visualizing Data and Discovering Knowledge
- Inventing Android Apps
- Deoxyribonucleic Acid (DNA) Off the Chain- The Human Genome project is an amazing technological program that couldn't be done without the help of computers. In this task, students write a short program that helps them to conduct basic analyses on the building blocks (nucleotides) of DNA for any string of DNA. After starting small with some sample input files, students demonstrate they can handle input data for longer DNA strings from the National Center for Biotechnology Information.

For science equivalency, assessments must have a scientific focus. Science content from the following resources could be included in assessments: NASA, NOAA, CDC, Dept. of Fish & Wildlife, and Dept. of Ecology.

Leadership Alignment: (Districts to complete for each unit)

Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.

Example:

- Students will demonstrate the ability to communicate clearly through their group project presentation.

Industry Standards and/or Competencies:

Computational Thinking

3. Critically examine classical algorithms and implement an original algorithm.
4. Evaluate algorithms by their efficiency, correctness, and clarity.
6. Compare and contrast simple data structures and their uses (e.g., arrays and lists).
8. Use models and simulations to help formulate, refine, and test scientific hypotheses.
9. Analyze data and identify patterns through modeling and simulation.
10. Decompose a problem by defining new functions and classes.

Collaboration

3. Evaluate programs written by others for readability and usability.

Computing Practice and Programming

2. Use tools of abstraction to decompose a large-scale computational problem (e.g., procedural abstraction, object-oriented design, functional design).
6. Anticipate future careers and the technologies that will exist.
8. Deploy various data collection techniques for different types of problems.

Computers and Communications Devices

1. Discuss the impact of modifications on the functionality of application programs.
3. Identify and select the most appropriate file format based on trade-offs (e.g., accuracy, speed, ease of manipulation).

Community, Global, and Ethical Impacts

1. Demonstrate ethical use of modern communication media and devices.

2. Analyze the beneficial and harmful effects of computing innovations.

Aligned Washington State Academic Standards

<p>Science</p>	<p>Washington Science Standards (Next Generation Science Standards): Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs):</p> <p>The local district must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.</p> <p>HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>
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Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Analyzing and Interpreting Data	ETS1B: Developing Possible Solutions	Patterns
Asking Questions and Defining Problems	ETS1A: Defining and Delimiting an Engineering Problem	Patterns
Asking Questions and Defining Problems	ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Asking Questions and Defining Problems	ETS1B: Developing Possible Solutions	Systems and System Models
Constructing Explanations and Designing Solutions	ETS1B: Developing Possible Solutions	Stability and Change
Developing and Using Models	ETS1B: Developing Possible Solutions	Systems and System Models
Obtaining, Evaluating, and Communicating Information	ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Obtaining, Evaluating, and Communicating Information	ETS1B: Developing Possible Solutions	Systems and System Models
Analyzing and Interpreting Data	ETS1C: Optimizing the Design Solution	
Engaging in Argument from Evidence	ETS1B: Developing Possible Solutions	
Engaging in Argument from Evidence	ETS1C: Optimizing the Design Solution	

Unit 4: Simulation	Total Learning Hours for Unit: 45
<p>Performance Assessments: (Districts to complete for each unit)</p> <p><i>Example assessments for this unit include:</i></p> <ul style="list-style-type: none"> • Classes and Agents • Discrete and Continuous Simulations • Simulation Design Problem <p>For science equivalency, assessments must have a scientific focus. Science content from the following resources could be included in assessments: NASA, NOAA, CDC, Dept. of Fish & Wildlife, and Dept. of Ecology.</p>	
<p>Leadership Alignment: (Districts to complete for each unit)</p> <p><i>Leadership alignment must include a unit specific project/activity that aligns with the 21st Century Leadership Skills.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to communicate clearly through their group project presentation. 	
<p>Industry Standards and/or Competencies:</p> <p>Computer Science Teachers Association Standards - Computer Science Concepts and Practices:</p> <p>Computational Thinking</p> <ol style="list-style-type: none"> 3. Critically examine classical algorithms and implement an original algorithm. 4. Evaluate algorithms by their efficiency, correctness, and clarity. 6. Compare and contrast simple data structures and their uses (e.g., arrays and lists). 7. Discuss the interpretation of binary sequences in a variety of forms (e.g., instructions, numbers, text, sounds, images). 9. Analyze data and identify patterns through modeling and simulation. 10. Decompose a problem by defining new functions and classes. <p>Collaboration</p> <ol style="list-style-type: none"> 1. Use project collaboration tools, version control systems, and Integrated Development Environments (IDEs) while working on a collaborative software project. 2. Demonstrate the software life cycle process by participating on a software project team. 3. Evaluate programs written by others for readability and usability. <p>Computing Practice and Programming</p> <ol style="list-style-type: none"> 2. Use tools of abstraction to decompose a large-scale computational problem (e.g., procedural abstraction, object-oriented design, functional design). 4. Explore principles of system design in scaling, efficiency, and security. 6. Anticipate future careers and the technologies that will exist. <p>Computers and Communications Devices</p> <ol style="list-style-type: none"> 1. Discuss the impact of modifications on the functionality of application programs. 2. Identify and describe hardware (e.g., physical layers, logic gates, chips, components). <p>Community, Global, and Ethical Impacts</p>	

2. Analyze the beneficial and harmful effects of computing innovations.

7. Differentiate among open source, freeware, and proprietary software licenses and their applicability to different types of software.

Aligned Washington State Academic Standards

Science	Washington Science Standards (Next Generation Science Standards): Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs): The local district must list one or more projects to be completed in this unit that will cumulatively address all of the following additional SEPs, DCIs, and CCCs.				
	HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.				
	HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.				
	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.				
	HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.				
	HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.				
	HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.				
	HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.				
			Science and Engineering Practice	Disciplinary Core Idea	Crosscutting Concept
Constructing Explanations and Designing Solutions				ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Constructing Explanations and Designing Solutions				ETS1B: Developing Possible Solutions	Stability and Change
Constructing Explanations and Designing Solutions				ETS1B: Developing Possible Solutions	Systems and System Models

Developing and Using Models	ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Developing and Using Models	ETS1B: Developing Possible Solutions	Stability and Change
Developing and Using Models	ETS1B: Developing Possible Solutions	Systems and System Models
Developing and Using Models	ETS1C: Optimizing the Design Solution	Systems and System Models
Using Mathematics and Computational Thinking	ETS1A: Defining and Delimiting an Engineering Problem	Systems and System Models
Using Mathematics and Computational Thinking	ETS1B: Developing Possible Solutions	Systems and System Models
Analyzing and Interpreting Data	ETS1C: Optimizing the Design Solution	
Constructing Explanations and Designing Solutions	ETS1C: Optimizing the Design Solution	
Engaging in Argument from Evidence	ETS1C: Optimizing the Design Solution	
Planning and Carrying Out Investigations	ETS1B: Developing Possible Solutions	