UNIT 3
OVERVIEW

THE “BIG IDEA”

In the introduction to his doctoral dissertation exploring remix culture, Andres Monroy-Hernandez (the lead designer of the initial version of the Scratch online community) included three quotes:

Building on other people’s work has been a longstanding practice in programming, and has only been amplified by network technologies that provide access to a wide range of other people’s work. An important goal of creative computing is to support connections between learners through reusing and remixing. The Scratch authoring environment and online community can support young designers in this key computational practice by helping them find ideas and code to build upon, enabling them to create more complex projects than they could have created on their own.

The activities in this unit offer initial ideas and strategies for cultivating a culture that supports reusing and remixing. How can you further support sharing and connecting?

LEARNING OBJECTIVES

Students will:
+ gain familiarity in and build understandings of the benefits of reusing and remixing while designing
+ develop greater fluency with computational concepts (events and parallelism) and practices (experimenting and iterating, testing and debugging, reusing and remixing)
+ explore computational creation within the genre of stories by designing collaborative narratives

KEY WORDS, CONCEPTS, & PRACTICES

+ reusing and remixing
+ make a block
+ backpack
+ stage
+ pass-it-on story
+ pair programming
+ scratch screening
+ design demo

NOTES

+ Reusing and remixing support the development of critical code-reading capacities and provoke important questions about ownership and authorship. Consider different strategies for how you might facilitate, discuss, and assess cooperative and collaborative work.
This unit focuses on helping students develop their storytelling and remixing abilities through a variety of hands-on and off-computer design activities, providing opportunities for students to work collaboratively and build on the creative work of others. Building on initial experiences from Unit 2, the activities in this unit are designed to help students develop deeper fluency in the computational concepts of events and parallelism and the computational practices of experimenting and iterating and reusing and remixing. Each capacity-building activity is designed to help students build up storytelling projects by discovering new blocks and methods for programming interactions between sprites and backdrops, culminating in a Pass It On project.

**POSSIBLE PATH**

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<td><strong>CHARACTERS</strong></td>
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<tr>
<td>Create your own Scratch blocks using Make a Block.</td>
<td>How do you coordinate interactions between sprites using timing and broadcasting?</td>
<td>What's the difference between the Stage and sprites?</td>
<td>Help! Can you debug these five Scratch programs?</td>
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