

McKinley Technology High School 2015-2016

McKinley Technology Education Campus

Address: 151 T Street NE

Washington, DC 20002

Website: www.mckinleytech.org

School Office: 202-281-3950

School Fax: 202-576-6279

Principal: Dr. Louise Jones

G.R.I.T. - Goals, Responsibility,

Integrity and Tenacity

- Having goals, motivation and self-empowerment
- Responsibility for learning - focusing, note taking, and class preparation
- Honesty and an ethic of contributing to community
- Persevering through adversity. Our Motto: "No Excuses, Just Solutions"

Professionalism

- Doing quality work
- Workplace etiquette: courtesy, punctuality, and respect for deadlines
- Career seeking skills including: networking, preparing a quality resume, and interviewing
- Dressing for Success (uniform policy)

Critical Thinking

- Creativity and innovation
- Research and analysis
- Problem Solving
- Self-evaluation and reflection

Communication

- Listening and persuading
- Presentation and public speaking skills (in-person and using electronic media)
- Networking skills

Teamwork

- Collaboration
- Group leadership
- Project Management

Science, Technology,

Engineering and Math (STEM)

Mastery

- Understanding a variety of STEM careers and having at least one concentration
- Using technology for research, analysis, and collaboration
- Applying concepts from Science, Technology, Engineering, & Math

Teacher: Ms. Wiscount
Department: Information Technology
STEM Track: Computer Science
Course: Exploring Computer Science

Contact Information

Room: 346
Classroom Phone:
Not available (use cell #)
Personal Cell Phone:
570.640.3756
Email:
melanie.wiscount@dc.gov

Teaching Schedule

A1 – Honors CS Principles
A2 – Exploring CS
A3 – Planning
A4 – Exploring CS
B1 – Cybersecurity
B2 – Cybersecurity
B3 – Planning
B4 – Video Game Design

Office Hours: Both Lunches on A & B days
Course Website: Canvas LMS

DCPS Grading Scale

A-/A – 90-92, 93-100
B-/B/B+ – 80-82, 83-86, 87-89
C-/C/C+ – 70-72, 73-76, 77-79
D/D+ – 64-66, 67-69
F – 0-63

"No Excuses, Just Solutions"

MTHS Computer Science

STEM Track

Exploring Computer Science

Cybersecurity

Honors Computer Science

Principles

Video Game Design

Artificial Intelligence (2016-2017)

Exploring Computer Science Grading Scale Breakdown

Classwork/Flipped Classroom- 30%	Quizzes/Exams/Projects- 30%	Online Writing Journal - 20 %	Professionalism- 20%
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Academic Mission: MTHS helps students develop skills and habits they need to succeed in their lives, education and careers. Our six "McKinley Pillars of Success" adapt the 21st Century Skills needed for today's careers with those of McKinley's unique STEM learning culture. The Pillars serve as standards of success for our students and our academies community.

Exploring Computer Science is the introductory CS problem-based learning course in the McKinley Tech Computer Science STEM track. Students will develop sequential logical thinking as they create algorithms to solve relevant problems. The course content will be online accessing a variety of well-respected coding educational websites and forums learning the 21st century way with

collaboration and self-paced learning. Students will work on individual and team work.

Exploring Computer Science Units:

- Advisory 1: Karel
 - Advisory 1: Mobile App Development
 - Advisory 2: Binary Conversion
 - Advisory 2 : Video Game Design
 - Advisory 2: HTML/CSS
 - Advisory 3: MIT Scratch & Carnegie Mellon Alice
 - Advisory 4: Python
 - Advisory 4: Data Gathering & Analysis
- What is needed for success?**
- A focused attitude & intention to learn
 - Exhibiting the NAF MTHS Six Pillars of Success
 - Attendance

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Course Objectives: Throughout this course, students will gain experience in employing the following computational practices:

- Design and implement creative solutions and artifacts.
- Apply abstractions and models.

- Analyze their computational work and the work of others.
- Use text-based and Blockly® code to create programs.
- Connect computation with other disciplines.
- Communicate thought processes and results.
- Work effectively in pairs and teams.

Teacher Academic Behavioral Expectations

Be ready.

BE ONE TIME!

Be seated at bell, working on the bellringer.

Be ready to learn, share, and collaborate with teacher & peers.

Be ready to learn and teach with a professional and focused attitude and intention.

Be ready to design and own your personal learning and grade.

Be responsible.

BE IN SCHOOL POLICY UNIFORM!

Complete and submit your own work.

SUBMIT YOUR ASSIGNMENTS ON TIME!

Complete work with quality, giving your best performance to the task.

Help others when they need your help.

If absent, find out what was missed checking the Canvas course site, complete work, and hand in before the next class after absence.

Be responsible for your own learning.

Follow cell phone policy below with no exception.

Note: Cell phones will be used at specific times for instruction and learning. Cell phones can only be used in the classroom when directed by teacher.

Be respectful.

Be attentive to content, discussion, instruction, assessment, peers, and teacher.

Be respectful to others, including their property, computer work station, and class time.

Be respectful to yourself by doing your BEST!

FOOD, DRINKS AND GUM ARE NOT ALLOWED IN THE COMPUTER LAB.

Be safe.

Keep yourself and others safe in the classroom at all times.

Follow all classroom, MTHS, and DCPS policies.

Report anything you feel is unsafe to the teacher.

Note: If you are **Tardy** for class you **MUST** have a **PASS** to enter the classroom either from Ms. Coles, the office, or the teacher with whom you were with before arriving late to class.

Note: If you are out of uniform, you will not be able to enter the room with the article of clothing that does not meet uniform policy. You need to create the solution without being late to class. If you need to go to the restroom to change, you will be tardy for class and those consequences will follow.

Consequences:

1. Warning & One-to-One Discussion During or After Class
2. Referral to Administrator & Phone Call Home
3. Referral to Administrator, Phone Call Home, and Parent-Student-Teacher Conference with NAF IT Director or AP or Dean
4. Referral to Administrator and NAF IT Director, Phone Call Home, & ISS request

All behavior not conducive to creating a rich environment for me to teach and you and your peers to learn will be documented in Engrade, Aspen, & Educators Handbook for full disclosure to parents, guardians, and school & NAF administrators.

**** Severe offenses will prompt immediate administrative referral as delineated in Chapter 25 on dcps.dc.gov.**

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⚡ Academic Grading Categories ⚡

Online Writing Journal (20%): Your *Exploring Computer Science Online Journal* will be a KEY to your success in this course and the easiest part of your grade. You will write entries during EVERY class. You will be completing your warm-ups, class notes, discussion notes, and learning reflections in this notebook. You will earn points during the year at unannounced times for a completed notebook. You are responsible for all Online Writing Entries on days that you are absent for class (full or partial class—check Canvas to see class online writing journal tasks). It is an easy way to build your writing skills, improve your grade and your learning!

Professionalism (20%): This grading category is important in both your grade as well as future internship recommendations and opportunities. Your professionalism grade will be determined by your exhibition of the MTHS NAF Six Pillars of Success (includes time management [arriving to class on time, submitting assignments in on time], meeting teacher expectations, participating in academic discussions with pairs and groups, submitting assignments on time and by the next class which were missed due to absence, going beyond teacher and assignment expectations (this is where “extra credit” comes into play [helping other students in class without being prompted by teacher, videos for CS TV, joining Cyber Patriot or FBLA are examples])). Look over the NAF MTHS Six Pillars of Success often and develop those soft skills for your academic grade, your internship, your college acceptance, your success, and your future.

A school-wide goal is to encourage and develop our students’ critical thinking and questioning skills. As such, our teachers will model on a daily basis how to develop and ask Costa’s level 1, 2 and 3 questions and then engage students in the development of their own questions. Student inquiries following Costa’s level, 1, 2, and 3 level questioning will fall into the Professionalism category for classroom discussion.

Classwork & Flipped Classroom (Outside of Class) Assignments (30%): Student classroom assignments and activities will be graded while students are learning the content. Assignments and activities will help students excel in the content and much of it will be done as a class. It is important that students are on task to complete the work the entire class period. If the student does not complete the classwork, it will be expected that the student will complete it as homework and have it submitted before midnight of the day the assignment is assigned. If you are absent on a particular day, you are responsible to submit it before the start of the NEXT class. It is your responsibility to see me or email me if you have any questions on the assignment.

Quizzes, Projects, Portfolios, & Exams (30%): Projects will provide students real-world applications and real-world relevance to the procedural (how-to) and conceptual (what and why) knowledge they develop in this course. Students will have the opportunity to apply and showcase their learning through the quizzes and tests but more so their project performance exhibiting personal interests and strengths. There will be class quizzes (at beginning of period which cannot be made up if you are late to class with an unexcused tardy) and a project at the end of each unit. You will showcase your projects on your student portfolios for internship opportunities. Exams will be scheduled throughout the school year.

Students/Parents/Guardians Part in Student Grade

Grades will be entered into Engrade inside ten school days after an assignment is due

(Assignments submitted on time have priority to be graded over late assignments).

It is highly recommended by the teacher that students/parents/guardians check students’ grades, attendance, and behavior documented in Engrade, Aspen & Canvas.

Please contact me if you do not receive an invitation to receive an access code from Engrade.

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🔗 Important Websites for this Course 🔗

- **Engrade** (online gradebook): <http://www.engage.com>
- **Aspen** (new student management system; replaces DC STARS): <http://aspen.dcps.dc.gov>
- **Canvas** (learning management system; replaces Blackboard): <http://dcps.instructure.com>



For success, students need to take ownership of their grades!
Please review the new DCPS Grading & Reporting Policy found on the DCPS website.

🔗 Course Academic Policies 🔗

New DCPS Grading Policy: In adherence to the new DCPS grading policy, any student who is failing the course at progress report time will need to create an Instructional Student Support Plan, using the template provided by the district, and have it approved by both teacher and parent(s)/guardians(s).

Late Work Policy: It is highly advised to submit assignments/activities/projects by due dates. If you miss a class or part of a class, **it is your responsibility to find out what you missed on the course CANVAS webpage (classwork & Flipped Classroom assignments) and submit the work BEFORE the START of the NEXT CLASS PERIOD.** It is also your responsibility to see me during my planning periods or both lunches, or email me if you have any questions about the assignment(s) you missed. This includes class and Flipped Classroom assignments and your online notebook entries.

A **deduction** of points (10%) will be made on any assignment/activity/project which is submitted late. **The last day late assignment/activity/project may be handed into teacher for grading and points towards your grade is one school week (5 school days) after the due date.** If the student did not turn in assignment by 5 school days after due date, student will have a zero for the assignment/activity/project. Excessive late submissions will affect my internship student recommendations. No exceptions. In college, there are no extensions on assignment due dates.

Tardy Policy: If you are tardy to my class, you need to have a pass to enter the room. All tardys will be documented in Engrade and Aspen for parent/guardian, school administrator, and NAF administrator viewing. After you are tardy three times, a phone call home to request a conference between the student, parent, and teacher will be scheduled and held. Mr. Holm, the NAF IT Director in charge of internships may also be present for the meeting. Excessive tardiness will affect my internship student recommendations.

Uniform Policy: Students must be in uniform in the classroom to enter the classroom. Wearing the correct school uniform is **mandatory** of NAF McKinley Technology High School scholars. If the student is wearing an article of clothing that is not on the school's uniform policy, the student will be asked to take it off or change **BEFORE** entering the classroom. After one uniform infraction/warning in the classroom, the parent will be called to review the uniform policy with the student. Excessive uniform violations will affect my internship student recommendations.

Please read over the MTHS School Uniform Policy on the next page.

If you have any questions, please ask me, a Dean, or a principal.

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MTHS Uniform Policy

MTHS is a uniform school and students MUST wear their uniform every day. The required uniform guidelines are:

- Gray pants (no jeans, sweatpants, leggings, leather pants, shorts, pencil skirts, or form-fitting dresses)
- Gray, maroon, or plaid skirt or jumper of an appropriate length, which is no more than two inches above the knee. No pencil skirts, shorts or form-fitting dresses.
- White or maroon shirt with the McKinley Tech logo or Academy logo
- SOLID White, Gray, Black, or Maroon sweater (NO logos, designs, or stripes on sweaters are permitted)
- Hooded sweatshirts are not permitted unless otherwise authorized by the administration. Administration will detail what school organizations are allowed to wear their sweatshirts; until this is communicated NO sweatshirts are allowed.
- Students are required to wear a belt.
- Hats and hoods must be removed upon entering the building.
- All outerwear including coats, jackets, vests, and hooded sweatshirts, must be placed in the student's locker.
- All clothing must be worn appropriately, i.e., pants at waist level (NO SAGGING), no rolled pant legs, and no undergarments should be visible.
- Clothing must be clean and in good repair.
- No open-toed shoes, sandals, or high heels.
- Administration will conduct uniform checks randomly during homeroom, classroom, and advisory periods. Students in violation of the stated dress code will be subjected to the proper consequence.

Adhering to the school's uniform policy is part of being a successful McKinley Tech scholar!

RTI

Response to Intervention (RTI) is an evidence-based, data-driven, interdisciplinary framework to create, coordinate, and monitor interventions for students who are exhibiting signs of unsatisfactory attendance, poor behavior, and/or academic concerns. If a student exhibits attendance, academic, or behavior issues in my course which become obstacles in the student's success in my course, I will recommended the student to the RTI program at McKinley Tech.

Community for Teaching & Learning

Getting along with others and adding to the learning will create a strong learning environment for all. Be prepared and excited to be a part of the learning as a teaching student. Helping others without being asked by the teacher will also earn you points in the Professionalism academic grading category.

We all learn from each other. Every single person in the room matters. We are a team!

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🔗 Student & Parent/Guardian Course Compliance Agreement 🔗

Students and Parents/Guardians: Please read the entire syllabus, sign this section of the syllabus verifying that you read and understood the content, and return this page completed to Ms. Wiscount at the beginning of the second class. If you have any questions, please email (melanie.wiscount@dc.gov) or call me (570.640.3756).

Parents/Guardians and students are asked to sign below stating that they have read and understood the course syllabus and agree to adhere to the guidelines of MTHS, the course, and the teacher, and be subject to its conditions.

Course: Exploring Computer Science

Teacher: Ms. Wiscount (Email: melanie.wiscount@dc.gov | Cellphone: 570.640.3756 up to 9:00 p.m. on weeknights)

I _____ and _____
(student name - please print) (parent or guardian name - please print)

have read and understood the Exploring Computer Science Syllabus and will follow its policies, guidelines, expectations, and consequences with the end goal of rich academic success in this course for the student.

Student's Signature: _____

Parent/Guardian's Signature: _____

Parent/Guardian's Contact Information (please write legibly):

Phone Numbers: What phone number do you prefer I use to call first? [Check] Home ☐ Cell ☐ Work ☐

Home: _____

Cell: _____

Work: _____ **Ext:** _____

Email Addresses: (please write legibly). Emails will be used to send Engrade invitations.

*****Parent Email Address:** _____

*****Student Email Address:** _____

Thank you! I look forward to having your student in class this school year! Please know you can contact me by email or phone with the above contact information.

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