



# Theron L. Swainston Middle School 19/20

## School-Wide Rules (Safety, Organization, Achievement, Respect)

1. Keep food and drink in the cafeteria
2. Keep hands, feet, objects, and unkind words to yourself
3. Hats, unacceptable clothing, hoop earrings and other nuisance items will be confiscated and returned only to a parent/guardian.
4. Regulation 5136 states: The use of personal cell phones, beepers, pagers or any other electronic communication devices is prohibited on all district school campuses during the instructional day. As long as use is not disruptive, students may use these devices during scheduled lunch periods and while on the bus. These devices must remain off during instructional time including and any time between classes. These items will be confiscated if used other than the times indicated above.
5. Place all litter in trash cans
6. Students will be prepared and ready for instruction daily
7. Refrain from chewing gum on campus
8. Show respect for yourself, others, and school property

## THUNDERBIRD NORMS

- NO ONE HAS THE RIGHT TO HURT ANOTHER PERSON.
- EDUCATION AND THE CLASSROOM ARE ESSENTIAL PRIORITIES.
- SHOW PRIDE IN YOUR SCHOOL.
- ALWAYS ACT AS A RESPECTFUL LADY OR GENTLEMAN.
- NEVER BEHAVE IN A WAY TO MISREPRESENT YOURSELF, YOUR FAMILY, YOUR PEERS, OR YOUR SCHOOL.

## BEHAVIOR- Possible consequences

- 1st Offense- Verbal Warning
- 2nd Offense- Phone Call Home with Teacher Consequence
- 3rd Offense- Parent Conference with Counselors
- 4th Offense- Social Worker Interventions
- 5th Offense- Dean's Referral

*\*Students engaging in severe classroom disruptions will be subject to immediate dean's referral and discipline.*

## TARDY POLICY- Progressive Steps

- 1<sup>st</sup> Tardy--Warning
- 2nd Tardy--Parent Contact
- 3<sup>rd</sup> Tardy--Lunch Detention
- 4th Tardy-- After School Detention
- 5th Tardy-- After School Campus Beautification Project
- 6th Tardy--Tardy Star On

*\*Students with subsequent tardy issues will be investigated for possible habitual truancy issues which would result in the issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144).*

## Course Expectations

**Ms. Martin**  
**Computer Science and Applications**

Course Description: This one-semester course provides students with skills in computer education and technology. Areas of emphasis include computer science, computational thinking, productivity applications, and digital citizenship. Instructional practices incorporate integration of diversity awareness including application of all cultures and their important contributions to society. This course is appropriate for grades six through eight. **This course fulfills the one-half computer credit required for high school graduation.**

### • Course Goals:

1. To examine the relationship between hardware and software in computing systems.
2. To apply computational thinking to algorithms, problem solving, abstraction, and connections.
3. To design and develop computational artifacts.
4. To determine methods for data storage, collection, and visualization.
5. To generate documents utilizing productivity applications.
6. To explore system failures and options for troubleshooting.
7. To create digital text, images and sound for communication and collaboration.
8. To identify network security risks associated with cyber attacks and threats.
9. To research issues related to safety, invasion of privacy, data security, and the ethical use of information.

### • Practices:

#### **P1 Fostering an Inclusive Computing Culture**

- P1.1 Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.
- P1.2 Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.
- P1.3 Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

#### **P2 Collaborating Around Computing**

- P2.1 Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
- P2.2 Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
- P2.3 Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
- P2.4 Evaluate and select technological tools that can be used to collaborate on a project.

### **P3 Recognizing and Defining Computational Problems**

- P3.1 Identify complex, interdisciplinary, real-world problems that can be solved computationally.
- P3.2 Decompose complex real-world problems into manageable sub problems that could integrate existing solutions or procedures.
- P3.3 Evaluate whether it is appropriate and feasible to solve a problem computationally.

### **P4 Developing and Using Abstractions**

- P4.1 Extract common features from a set of interrelated processes or complex phenomena.
- P4.2 Evaluate existing technological functionalities and incorporate them into new designs.
- P4.3 Create modules and develop points of interaction that can apply to multiple situations and reduce complexity.
- P4.4 Model phenomena and processes and simulate systems to understand and evaluate potential outcomes.

### **P5 Creating Computational Artifacts**

- P5.1 Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.
- P5.2 Create a computational artifact for practical intent, personal expression, or to address a societal issue.
- P5.3 Modify an existing artifact to improve or customize it.

### **P6 Testing and Refining Computational Artifacts**

- P6.1 Systematically test computational artifacts by considering all scenarios and using test cases.
- P6.2 Identify and fix errors using a systematic process.
- P6.3 Evaluate and refine a computational artifact multiple times to enhance its performance, reliability, usability, and accessibility.

### **P7 Communicating About Computing**

- P7.1 Select, organize, and interpret large data sets from multiple sources to support a claim.
- P7.2 Describe, justify, and document computational processes and solutions using appropriate terminology consistent with the intended audience and purpose.
- P7.3 Articulate ideas responsibly by observing intellectual property rights and giving appropriate attribution.

- **Course activities**

- The majority of the students' work will be completed on the computer; therefore, most of the assignments will be accomplished during class. It is the students responsibility to makeup all missing assignments after absences. All work handed in will be assessed based upon the written criteria for the assignment. Homework will be issued only when necessary and may be substituted for missing in class assignments.

- **Evaluation**

- Criteria for arriving at students grades (Percentages Broken Down)
  - Tests/quizzes 50%
  - Projects 30%
  - Classwork 15%
  - Participation/Homework 5%

- **Semester Grades**

- Quarter One & Two = 45 % each - Semester Exam = 10%
- Quarter Three & four = 45% each - Semester Exam = 10%

- **How and when students will be advised of their grades**

- Parents and students are urged to check the Infinite Campus Portal regularly
- Passwords will be provided through the Infinite Campus sign-up
- Grades will be posted periodically in class

### **Explanation of student grades**

A	100 – 90%
B	89 – 80%
C	79 – 70%
D	69 – 60%
F	0 – 59%

- Citizenship/Behavior Expectations:  
Students are expected to:
  - Respect the rights of others and accept responsibility for their own behavior.
  - Follow all rules found in the SWAINSTON Middle School Handbook.
  - Participate in class activities politely and cooperatively.
  - Be seated quietly at the start of class and write in agenda.
- Make-up Work
  - All make up arrangements must be made within three days after returning to class from an absence.
  - Students must request make up work before school, after school, or during any other designated time. Make up will not be issued during passing periods.
- Absences/Excused Absences  
All Absences are now considered unexcused.
- Agenda Expectations/Responsibilities
  - Write objective daily in notebook and any homework listed.
- **Supplies needed for this course**
  - 2 pocket folder with 3 prongs with lined paper (30 sheets)
  - 2 Pencils (**only pencils are allowed in Computer Class**).
  - Ear buds
- Explanation of fees (if applicable)
  - Individual Notebook (If it is lost, notebooks will be available for purchase in the library or student store.)
  - Fees apply if equipment is damaged.

Teacher's hours of availability---Before school 7:30-8:00 AM Limited/After school 2:15pm-2:30pm



**Please sign and return this last page only.**  
**Ms. Martin Computer Science & Applications**  
**Swainston Middle School Course Expectations 19-20**

Student's Name:

Student's Number:

**Student:**

- ☐ I have read and understand the school rules listed above.
- ☐ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- ☐ I have read and understand the course expectations provided for this course.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

**Parent/Guardian:**

- ☐ I have read and understand the school rules pertaining to my child.
- ☐ I have read and understand the progressive discipline steps for inappropriate behavior and tardies.
- ☐ I have read and understand what is expected of my child in this course.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



**Supplies needed for this course**

- 2 pocket folder with spiral notebook
- 2 Pencils (**only pencils are allowed in Computer Class**).
- Ear buds