



Syllabus: Practices & Policies

| 2021-2022 | | Franklin High School | |
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| Section 1: Course Overview | | | |
| <i>Course Title</i> | Digital Design and Computer Coding 3-4 | | |
| <i>Instructor Info</i> | Name: Mr. Rowe | Contact Info: | jrowe@pps.net Call anytime on the remind Mobile app |
| <i>Grade Level(s)</i> | 9, 10, 11, 12 | | |
| <i>Room # for class</i> | Room: S-145 | | |
| <i>Credit</i> | Type of credit: Elective | # of credits per semester: 0.5 | |
| <i>Prerequisites (if applicable)</i> | Passing Coding 1 and 2 with a grade of C or better. | | |
| <i>General Course Description</i> | Students in this course will leave feeling confident in writing understandable object oriented code and 3 small group projects. We expose students to the many different ways teams manage their workflow and the many careers in software design from project manager to UI and quality assurance. Students end the year with a demo of one of their 3 projects. The demo is appended to their web portfolio. For example 511.digitalfhs.com Students have the option of enrolling in Portland Community College Dual Credit for the course CIS 122. Students have the option of studying for the AP Computer Science Test. | | |
| Section 2: Welcome Statement & Course Connections | | | |
| <i>Personal Welcome</i> | Students are more important than the content. We want students to enjoy coding but more importantly we want students to feel a sense of inclusion and engagement with fellow students | | |



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| | <p>and the classwork. Please call me or email me if you have ideas about what has delivered joy to your student in classes or camps in the past for your student.</p> <p>When you finish this class we invite you to take 8 other computer science electives. Coding 3/4 is year 2 and the 3rd year of coding is Coding 5/6. We also offer Robotics 1,2,3 and 4 Taking 6 semesters of computer courses qualifies students for an extra Program of study status at high school graduation. Computer jobs are high demand and high wage.</p> |
| <p><i>Course Highlights</i> (topics, themes, areas of study)</p> | <p>All course content is on our website: LMS.PPS.NET Graded work is at the top our modules in LMS</p> |
| <p><i>Course Connections to PPS ReImagined Vision</i></p> | <p>Using our code camps and other coding lessons students will read and analyze information, ask relevant questions, solve problems and develop software projects. They use strong number skills in code. They are also strong scientific investigators; students are able to explore why code works and often fails, asking questions, conducting research, constructing hypotheses, designing fixes and drawing conclusions about why it's working or not. We will take breaks and learn positive mental health habits from each other to maintain a high quality of life. They can investigate the history of technology and human culture from multiple perspectives and understand how, traditionally, historical stories have been shaped by dominant cultures, and how these narratives have shaped current events and technology. Coding students really enjoy digital technology and the growing abundance of artificial intelligence apps, websites and functions. We use technology-based devices that simulate human processes such as speech and pattern recognition, seeing, speaking, learning, and analyzing, to enhance human abilities to solve problems.</p> |
| <p>Section 3: Student Learning</p> | |
| <p><i>Prioritized Standards</i></p> | <p>The following standards will be explored in the course: Object based code, Writing your own functions, Teamwork, Organization, Input, Output, Math, Conditions, Loops, Variables, Arrays, Documenting and Commenting Code, Using Functions written by others, Logic and Algorithms, Problem Solving, Project Completion, Independent projects, Team Projects, Self Assessment, Practice and appropriate humor and self care.</p> |





I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:

Coding Students are skilled, creative **problem solvers** who collaborate effectively to write code and help each other when they are stuck. Students will start to find a rare and **deep core knowledge of code** yet also have an appreciation with graphics, creativity, and self expression both individually and in groups. Tech students understand how our communities have been impacted by racial injustice in technology and everyday life and will commit to being **Transformative Racial Equity Leaders**. They can embrace bugs, glitches and discomfort and **adapt and be resilient** as they go from failure to solutions. They **communicate** in a variety of situations (code and in person) to become **effective** and aware of the corrections needed to balance **power** in a society that creates wider gaps as measured by income and other equity factors. Students can identify and regulate their own **positive** and negative emotions and interact with others skillfully and with self-awareness, social-awareness, **balanced self confidence and sense of self**. Students are prepared to live and work in a global environment that rewards coding students with high wage and high demand jobs. This allows them to be **influential and global stewards** and have their basic needs met for food, safety and housing. We build interest in **reflecting** on other points of view and empower classmates to accept, appreciate, and show **empathy** toward others, especially those with disabilities and mental-health challenges who are often some of the top technology innovators in schools and business. Coders graduate feeling **optimistic about their futures**, inspired by awareness of and the immediate value of income and networking found with coding and IT skills in the adult world.

Differentiation/ accessibility strategies and supports:

I will provide the following supports specifically for students in the following programs:


The differentiation strategies used in this course are based on the evidence of work saved by students and teachers including but not limited to our LMS assignments, projects, notebooks and code camps. Differentiation strategies in place are here to meet the needs of ALL learners (including TAG, ESL, Special Ed...)


Strategies listed in a student's IEP or 504 Plan
Survey and email input from guardians and students on needs for a TAG, IEP, 504 or SPED status
Posting objectives
Emphasizing Key Terms and Vocabulary
Use of paper journals
Providing clear expectations of tasks and assignments
Utilizing steps, help slides and help videos to create scaffolding techniques
Self-paced projects and software
Visual electronic aids in help slides and help videos for assignments
Printout of instructions in native language when needed and requested




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| | <p>Interpreters (if needed or requested) for example our Lionsbridge contractors</p> <p>Hands-on learning projects (kinesthetic)</p> <p>Visual electronic aids (screen sharing, email, slides, videos)</p> <p>Tutoring (one on one help in tutorial)</p> <p>Supplies</p> <p><i>Captions and translations are essential for students who are English Language Learners or have a different way of processing audio and written instructions. We often use captions on youtube videos. I suggest students see me in tutorial for help with captions or use of google translation plugins, apps and translate.google.com - I will always attempt to use our school code to make calls using Lion's bridge translation contractors when needed.</i></p> <p><i>Talented & Gifted: I contact families asking them for what has worked best for their students in the past so that their TAG abilities are maximized without maximizing stress on students or parents.</i></p> |
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| <p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 Guest Speakers <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 School wide CRLE offerings shared on slides and LMS <input type="checkbox"/> Complete or update a resume and add a URL to one of their coding projects <input type="checkbox"/> Students can apply for a mentor through our SUN program pps.net/domain/1165 <input type="checkbox"/> CTE students receive real-world, industry-relevant, hands-on learning experiences, both in the classroom and in the community where industry professionals share their skills and expertise to bring real-world authentic learning opportunities. |
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 **8/27 Work** **Section 4: Cultivating Culturally Sustaining Communities**

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| <p>Tier 1 SEL Strategies</p> | <p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): I will email to all students, parents and guardians a welcome message near the 5th week of school that includes our class expectations and an optional survey that asks parents about how we can celebrate their student's race, ability, language, and gender. We will adjust shared agreements as needed. For example: In the start of the pandemic we had to adjust many shared agreements.</p> |
| <p><i>Shared Agreements</i></p> <p></p> | |



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| | <p>I will display our Agreements in the following locations: Shared Google Drive, Walls, Slide Shows, LMS.PPS.NET , and the welcome email to students and families. Class Expectations Poster</p> <ol style="list-style-type: none"> 1) Come on time 2) Start class alone with the quiet warm up, one new page every day, fill it up 3) Seek help in many ways, others want to help you 4) Only give your best work, behave so others can do the same and feel safe 5) No eating/drinking in the room, consume outside, visible to us 6) Volunteer to keep the room clean, without asking, even a mess that's not yours 7) Follow school wide climate guide, and district rules, like the SUP 8) Complete work on time, late work graded late in tutorial only 9) Phones used with one earbud for a long playlist. Text or call family in the hall, no other apps without teacher approval. |
| | <p>My plan for ongoing feedback through the year on their effectiveness is: Working one to one with students in project time (after the warm up) Checking in with students in person or email or Remind.com Student surveys Restorative justice practices Grades and assignment completion data</p> |
| <p><i>Student's Perspective & Needs</i></p>  | <p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> Get to know students throughout the year Offering students optional opportunities so teachers can better know students Examine personal biases Elevate students' languages and cultures Be open to revise my policies, practices, and lessons Support families with communication on key free resources by our school and government Respect student and guardian cultures Be mindful of intent vs impact |



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| | <p>Families can communicate what they know of their student’s needs with me in the following ways: Please email me or call me on the remind app. You know your student better than me.</p> |
| <p><i>Empowering Students</i></p>  | <p>I will celebrate student successes in the following ways: See the section on showcasing student work below. I will give lots of positive compliments in the warmup and class.</p> <p>I will solicit student feedback on my pedagogy, policies and practices by: checking in with students in class. Using Synergy communication tools to families over email and the Remind School Communication app.</p> <p>When class agreements aren’t maintained (i.e. behavior) by a student I will approach it in the following ways: Positive practice, try to find agreement on why the agreement was broken. Find new more positive methods to meet the student's needs which might be the reason they avoided the class expectation. Reteach the rule. Silent and kind gesture to the student. Often with marks on we might not understand words and facial expressions. Check for teacher bias. Warn the student and email later. Give myself a teacher break from the situation or ask the student to take a break. Just because students don’t see the teacher make an instant correction does not mean the teacher accepts the behavior. Unacceptable behavior may be observed by the teacher and addressed silently and later. Involve guardians when there is a repeat behavior or the learning of other students is disrupted without remorse or to a more serious nature.</p> |
| <p><i>Showcasing Student Assets</i></p>  | <p>I will provide opportunities for students to choose to share and showcase their work by having students save their work and using the “share” button to capture a URL to be shared with trusted friends and parents over email. Our code camps allow students to have read only access to see the best work of their fellow students. We have a teacher workshop in the BlackbirdCode.com - The teacher workshop has lots of fun showcase games written by students - I often email these to all students. Our Robotics classes have a student showcase on our LMS. - There are many other ways students can share code and showcase their work on our code camps and LMS discussions.</p> |



Section 5: Classroom Specific Procedures

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| <i>Safety issues and requirements (if applicable):</i> | Safety: Students must not unplug any school equipment in our room. Students in Robotics 3-4 must wear safety glasses and comply with all the league safety rules in rulebook 1 and 2. This includes but is not limited to when students are working tools or doing any type of construction or maintenance of the robot. Protective glasses as listed in the rulebooks are required at all times when in the robotics work areas at our FTC events offsite. |
| <i>Coming & Going from class</i> | We follow the school policy that students need a gold hall pass before they leave the room. We teach that students must sign out on paper or other forms. Students may leave silently if they make eye contact with me and signal they plan to leave before they leave. I understand the importance of students taking care of their needs. Families please: email franklinattend@pps.net to report an absence. Please see the section attendance below for more details on coming to class late and then avoiding a robo call. |
| <i>Submitting Work</i> | <p>I will collect work from students in the following way: LMS.PPS.NET is where students write a reflection and then hit submit to signal they have completed the steps for an assignment . Sometimes I collect notebooks.</p> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Student can check in by email and attend tutorial</p> |
| <i>Returning Your Work</i> | <p>My plan to return student work is the following: <i>Timeline: See section 8 below about returning student work.</i> <i>What to look for on your returned work:</i> <i>Revision Opportunities: In Tutorial we look at the LMS assignments to check what part of the returned work needs revision.</i></p> |
| <i>Formatting Work (if applicable)</i> | <p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Paper Journals are very important. Students should have at least one page of notes every day of class. Students will grade their own notebook based on our class rubric. This includes but is not limited to these criteria: Notebook questions and Answers should be clear, written and complete. Notebooks should be organized as follows: Pages should be in order, one page for every day of class. At the top of the page there should be a header. Below the warmup should be 1/2 page of lecture notes or more. It should be readable.</p> <p>The format of other work can be found on LMS.PPS.NET The module at the top of our course is called “graded work” . Each assignment has what’s needed to be considered passing as PR or HP.</p> |



Attendance

Absent marks show up as UNV for Unverified

Absent marks show up as "unexcused"

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Our system does not say: "absent" - The reports show "Unexcused" or UNV for absent students.

I ask guardians to help by using 3 apps below for grades and attendance:

- 1- Remind School Communication App and logon
- 2- Parent Vue app (Logon mandatory)
- 3- Email yearly verification (See footnotes)

1) Install the Remind App. I ask that guardians and students go to the iTunes or Google Play App store and install and use the app called "Remind School Communication" - Then logon with the phone and email used by PPS to contact guardians.

2) Install the Parent Vue Mobile App. If login fails please call our school (503)916-5140 press zero for help

If a student is absent, I can help them get caught up by: Having the student email me and then attending tutorial. Please use the following guidelines when coming and going from class: I take attendance at the start of class. Students who arrive after the bell should remind me to take attendance again. When the bell ends class and before leaving class late students should check that I have updated their record that day to avoid a robot call. This avoids the problem when a student arrives beyond the bell and the family is given a robo call that they were not present when attendance was taken. I take attendance at the bell and students are marked absent if they do not respond and can't be found. Students who miss 26% of class or more are marked absent. This is a school and state policy.

The PPS attendance policy is found here

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.10.012-AD.pdf>

and <https://www.pps.net/domain/1294>

See PPS Administrative Directive 4.10.012-AD

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/4814/4.10.012-AD.pdf>

Section 6: Course Resources & Materials



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| <i>Materials Provided</i> | <p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> A Computer in our computer lab Pencils or writing instruments One notebook at the start of the year for students who don't get their own notebook. After school students use the Library and Sun Center after school to get a new notebook if needed. |
| <i>Materials Needed</i> | <p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> An 80 page spiral notebook or heavy duty 80 page composition notebook. No Large multiple subject notebooks - They may not be shared with other teachers. No Glued notebooks - They come apart and are not permitted <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p> |
| <i>Course Resources</i> | <p>Here is a link to resources that are helpful to students and guardians during this course: LMS.PPS.NET and Parent Vue pps.net/Page/2341 BlackbirdCode.com PopFizz.io CodeHS.com and Replit.com and Remind School Communication pps.net/Page/15513</p> |
| <i>Empowering Families</i> | <p>The following are resources available for families to assist and support students through the course:</p> <p>bit.ly/ppsOBSERVE This helps guardians observe their student work on LMS.PPS.NET - I post grades to LMS before they are posted to ParentVue/Synergy. See section 8 on grades.</p> <p>Guardians can email me if their students use blackbirdCode and the guardian would like a weekly report.</p> <p>See the links above for students. These all work for parents as well. The coding apps all have built in help systems and documentation. These include but are not limited to BlackbirdCode.com PopFizz.io CodeHS.com and Replit.com</p> |

Section 7: Assessment of Progress and Achievement



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| <i>Formative Assessments</i> | As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Paper journals that students update daily in class, Notes that happen in those daily journals, practice flash cards or non credit quizzes on QuizIZZ.com or other learning apps. See the section above for our Prioritized Standards. |
| <i>Summative Assessments</i> | As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Multiple learned abilities are maximized. Abilities where the student struggles to show evidence are not posted to grades. I seek out the following evidence: An interview with me, writing a reflection, having a project that is authored by the student using original work rather than work that is copied and pasted, graphics projects such as artwork or 3d artwork, |
| <i>Student Role in Assessment</i> | Students and I will partner to determine how they can demonstrate their abilities in the following ways: Following the steps on each assignment and then going on to the next step. When all the steps are complete the student writes a reflection and submits work on the LMS. This signals they are ready to be graded on that assignment. See the section above Prioritized Standards |

**Section 8: Grades
Progress Report Cards & Final Report Cards**

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| <i>Accessing Grades</i> | Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: LMS.PPS.NET for assignments. LMS is where I first post student grades. Later in the grading period those same scores are transported to the Parent Vue app for the official graded assignments and report cards. Because the district has 2 systems this creates a lot of work for teachers and students. This is why the LMS is used first, and ParentVue second. This is why late work is graded late. Students always get full credit for late work, but the points for late work do not show up in both systems. This is why late work must be turned in by the student in person in our tutorial. See Section 4, our class expectations on late work. |
| | I will update student grades at the following frequency: Sometimes daily depending on the assignment or code camp. Grades will be posted in the LMS 7 days after they are due in the LMS. Grades are transported to the Parent VUE app before PPS deadlines and often much sooner. Work that misses the assignment deadline will not have a penalty, but may not show up until the PPS deadlines for teachers to submit grades. Late work is graded only in tutorial. |



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| | <p>Many of our code camps provide weekly reports and daily progress can be found if students log on with their parents at their side. For example. Have your student logon to blackbirdCode.com and check that they are done with the stage listed in our LMS assignments and ParentVue. For example: Have your student bring home their journal and check that they have one page for every day of class. For example: Have your student login to LMS and check the assignments with you at their side. If you see a button “re-submit” that means the student has turned in their work. It does not mean the work is complete so read the assignment details. If you only see a button “start” the work has not been submitted to the teacher. The most current grading progress can be found if students and parents click on assignment links in LMS.PPS.NET This provides a grade status. Parents should not see any marks of 2 or 1 or zero. That’s CP and DP as listed below. Other examples of code camps we use are POPfizz.io and Replit.com and CodeHS.com</p> |
| <p><i>Progress Reports</i></p> | <p>I will communicate the following marks on a progress report:</p> <p>HP is 4 points - Highly Proficient - The work turned in shows evidence above the work listed. The teacher may have a list of HP evidence required. The score of 4 may not be possible for simple work or early assignments.</p> <p>PR is 3 points - Proficient. The work turned in shows evidence of what the teacher requested. For early work, or simple work the highest score may be a score of 3.</p> <p>CP is 2 points - Not Proficient, Close to Proficient - The work listed in our LMS was not completed by the student. Partial work completed. Come to tutorial and re-submit in person.</p> <p>DP is 1 point - Developing , not even close to proficient. - The work may not be started. It's possible the work was not submitted when the teacher graded the class. The work is started but missing 51% or more of the work expected. Come to tutorial and re-submit in person.</p> <p>Video with more tips: youtu.be/P8UIhGDMRns</p> |
| <p><i>Final Report Card Grades</i></p> | <p>The following system is used to determine a student’s grade at the end of the semester:</p> <p>In the semester and at the end of the semester your student will be given a transcript grade of A,B,C,D,F. We follow the PPS policy for proficiency grading. This means the assignments will be marked HP and PR as passing, and CP and DP as the assignment is not complete and needs to be redone and turned in for tutorial. The vocabulary in our footnotes is an essential part of our projects and assessments.</p> |



If we have 12 standards and your student lacks evidence of proficiency in one of those standards the highest grade possible is a D. This is because a critical standard has no evidence to maximize. Here's an example: A passenger plane pilot is graded on 4 standards: Landing, Takeoffs, Safety, and Handling Turbulence. If they are good at 3 but bad at landing they're not ready to move on. If they are proficient at half the standards and highly proficient at the others, they earn an A. Nobody expects a perfect student. We want all skills to be understood, and some skills to be things they enjoy and do well naturally.

Those PPS policy links are here: bit.ly/FHSSBG and bit.ly/ppsPROFICIENCY

I use this system for the following reasons/each of these grade marks mean the following: See above, same for progress reports.

Footnotes and Other Needed info (if applicable)

SUN has started Tutoring and Meals after school. Monday-Thursday, from 3:45-4:15pm in the cafeteria, ALL students are able to eat supper FOR FREE! We just ask students for their ID # and to eat outdoors when possible.

Academic Tutoring and Mentoring-Monday, Wednesday and Thursday from 3:45-5:15pm is open for students to drop in the Library to receive help, work independently or have a safe space to be. Contact our Sun Director Destiny Bucasas dbucasas@impactnw.org room SS-110

We follow these district policies:

The franklin handbook is here. We call this the climate Guide (39 pages)
<https://www.pps.net/Page/9414>

The District Handbook is here: We call this the Student Rights and Responsibilities Handbook (33 pages)
<https://www.pps.net/Page/13621>

The district has technology policies. They are all essential but one of the most import is the RUP, This is a 10



page Responsible Use Policy for technology (10 pages)

<https://www.pps.net/Page/629>

I can't reach guardians sometimes. If you have not received email and texts from me it means the district does not have your contact data. I ask that Guardians and Parents update their information every year by visiting our school to give us your updated phone and email names. Guardians and parents can also update information every year online . Use the Tab "Yearly Verification" on the PPS website

<https://www.pps.net/Page/2341>

ParentVUE/StudentVUE Information

ParentVUE

Yearly Verification

StudentVUE

Full details of PPS attendance are here:

<https://bit.ly/ppsATTEND>

Important vocabulary all students should have in notebooks: We use these for projects, rubrics, assessments: algorithm, API, argument, arrays, attribute, body, C++, cache, canvas, child object, class, class, cohesion, command line, comments, comparison operators, compiler, concatenation, const, constructor, constructor, coupling, CSS, data types, declare, DOM, external style sheet, file, flow charts, FTP, function, github, JavaScript, head, hexadecimal, HTML, HTML forms, id, img tag, indenting, innerHTML, input, integer, Java, JavaScript, jquery, keyboard shortcuts, literal value, local variable, logical operators, loops, machine code, method, modularity, new, object property, objects, output, parameter, parent object, pass by reference, pass by value, points, property, prototype, pseudocode, Python, recursion, refresh, return statement, scope, scoping, selector, string, style, sub-folder, sublime, switch, tags, ternary operator, test plan, this, variables, web server

footnotes: CTE tips ([here](#)) and

