



## Girls Academic Leadership Academy

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# Exploring Computer Science

2017-2018

Grade-Level Theme:

Coming of Age

## Course Description

This course starts with teaching foundational skills in problem solving that can be used for any problem. Students then apply the problem solving cycle to various field of Computer Science. Assignments will be posted on [www.mrlanda.com/ecs.html](http://www.mrlanda.com/ecs.html)



### GOALS

- Experience different fields of Computer Science
- Apply the Problem Solving Cycle
- Implement Creative solutions

## Course Topics:

1. Human Computer Interaction
2. Problem Solving
3. Programming using Scratch
4. Web Design
5. Data Analysis
6. E-Textiles

## Required Materials

The following is a required supplies list:

1. Pens & Pencils
2. Notebook
3. USB Flash Drive

## Course Texts:

UCLAs Exploring Computer Science Curriculum  
([www.exploringcs.org/curriculum/](http://www.exploringcs.org/curriculum/))

## Classroom Expectations

- ALWAYS TRY THE PROBLEM
- SHARE YOUR KNOWLEDGE
- TEACH OTHERS
- TAKE RISKS
- EXPLORE

## School Expectations

- SHOW RESPECT
- COME TO CLASS PREPARED
- PARTICIPATE FULLY
- MAKE MISTAKES
- SPEAK POSITIVELY
- ALWAYS DO YOUR BEST

## Assessments:

**Minor assessments:** Minor assessments are not scored for correctness (unless otherwise noted). Their purpose is to inform our learning practices in the moment and let us know if it's okay to move on or if we need more instruction.

*Examples:*

- Classwork handouts
- Homework
- Journals

**Major assessments:** Major assessments are formally scored for DEPTH OF UNDERSTANDING rather than percentages. Although these assessments are formal, they are not permanent; students still have the opportunity to demonstrate mastery for full credit. Understanding “**course content**” later than expected is not shameful, and students’ hard work should be recognized with equal scores as their peers who caught on more quickly.

*Examples:*

- Projects
- Presentations
- Project Reflections

## Grading Scale

Semester grades are determined by level of mastery as described below:

Grade	1 <sup>st</sup> Semester Criteria	2 <sup>nd</sup> Semester Criteria
<b>A</b>	>50% of Learning Targets at 3.5 or higher AND NO Learning Targets below a 3	>75% of Learning Targets at 3.5 or higher AND NO Learning Targets below a 3
<b>B</b>	> 50% of Learning Targets at a 3 or higher AND NO Learning Targets below a 2	> 75% of Learning Targets at 3 or higher AND NO Learning Targets below a 2
<b>C</b>	NO Learning Targets below a 2	NO Learning Targets below a 2
<b>D</b>	Maximum of 3 Learning Targets below a 2	Maximum of 3 Learning Targets below a 2
<b>F</b>	More than 3 Learning Targets below a 2	More than 3 Learning Targets below a 2

## Mastery Rubric

Students are given multiple opportunities to demonstrate proficiency, and all graded assignments include rubrics with areas of focus for particular assignments.

4-Point Rubric	Description
<b>4</b>	In addition to a level 3 performance, in-depth inferences and applications go beyond what was explicitly taught in class.
<b>3</b>	No major errors or omissions regarding any of the information and/or processes that were explicitly taught in class.
<b>2</b>	No major errors or omissions regarding the simpler details and processes, but major omissions or errors regarding the complex ideas and processes.
<b>1</b>	With help, a partial knowledge of details and processes.

## Grading Policy

This course and the grading policy are designed to emphasize the idea that growth is possible, and supported by giving students the opportunity to see what they are doing well and where they can improve. The goal is to elicit more meaningful responses to feedback and more accurately reflect students' progress towards mastery.

Grades are determined by using multiple assessments to gauge mastery of each learning target. Because students are given multiple opportunities to demonstrate proficiency, students are expected to demonstrate growth throughout each semester.

## Academic Honesty

Students at GALA are expected to make choices that reflect excellence, leadership, wellness, and honor. As a GALA student, you will:

- Trust the value of your own intellect
- Demonstrate your own achievement
- Accept corrections as part of the learning process
- Undertake research honestly and credit others for their work

Adapted from: <https://integrity.mit.edu/>

	Learning Targets for Unit 1: Human Computer Interaction
LT1	Analyze the characteristics of hardware components to determine the applications for which they can be used.
LT2	Use appropriate tools and methods to execute Internet searches which yield requested data.
LT3	Evaluate the results of web searches and the reliability of information found on the Internet.
LT4	Explain the differences between tasks that can and cannot be accomplished with a computer.
LT5	Analyze the effects of computing on society within economics, social, and cultural contexts.
LT6	Communicate legal and ethical concerns raised by computing innovation.
LT7	Explain the implications of communication as data exchange.