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|  | **John T Magee Middle School** |
| *[STEAM]* |

**Instructor:** [Mr. Kamen]

**Room #:** [10]

**Phone:** 847-546-8800 ext.[enter your phone extension]

**Email:** [jkamen@rlas-116.org]

**COURSE DESCRIPTION**

[This class will teach you the basics of using Google Classroom and Google Apps. You will also be participating in some hands-on building activities based on personal choice.]

**COURSE OBJECTIVES:**

* [Learn the basiscs of Google Classroom and it’s functions
* Learn how to use Google Apps for Education]
* Explore different hands on building activities from Lego and K’nex materials based on areas of interest
* SMART goal creation experience

**REQUIRED TEXT**

[Internet websites that provide research on areas of interest.]

**SUPPLIES**

[Pencils, agenda, technology device (phone, tablet, or computer) at home that can sync up with Google Classroom.]

**CLASS POLICIES**

[Students discuss the PBIS matrix after learning about the course and classroom setup and materials. Together, we decide on the best behaviors for a respectful, responsible, and safe environment.]

**ASSIGNMENTS & LATE WORK**

**Daily Assignments**

Daily, in-class activities help the teacher monitor how well you are learning and provide a means of communication between you and your teacher about your learning needs. You should consider daily assignments and activities as an opportunity to “show what you know.”

[Students can expect to collaborate with their groups and build their simple machines and robots and document their progress about what worked and what did not for their projects.]

**Homework and Practice**

**All** assigned work is important and meaningful for your learning and therefore is expected to be completed in a timely manner. Your teacher must make adjustments to lessons based on what you and your classmates have learned and what you have yet to learn. Thus, homework and practice activities communicate to the teachers about *how you are doing in class*. Completion of homework or practice by the assigned due date is *critical* for you to get the greatest benefit from the work.

Students create their prototypes and keep making changes to make their best final projects possible that match their rubric requirements. ]

**Late Work**

To ensure success, it is important that you turn all of your work in on time. Any work turned in late will only be accepted up to a week before the end of the quarter in which it was assigned. Dates will be provided to you by the teacher.

**Work Habits**

Effective work habits in this class are critical both to enable and demonstrate your learning. Because student learning is our most important goal, regular attendance, timely arrival to class, proper time management, strong effort, positive attitude, and active participation are necessary for successful work habits. You will be required to evaluate your performance via a written self-assessment quarterly. After conferencing and/or providing feedback with you about your self-assessment, the teacher will summatively assess your performance. See the rubric the teacher provides for assessment criteria.

[Students communicate the ideas and steps they take for their simple machine and robot projects in Google Classroom documents that they share among people in their group. Everyone in the group adds to the makeup of their creations!]

**ASSESSMENTS**

**Diagnostic Assessments**

You will complete short diagnostic assessments at the beginning of each unit of instruction. The purpose of the diagnostic assessment is to determine what and how much prior knowledge you bring to each unit. Your teacher will use the information to make adjustments, if necessary to the unit of study. You, as a responsible student, are expected to use the results of the diagnostic assessment to evaluate what you know about the upcoming unit of study and to prepare yourself for the effort required to successfully master the required concepts and skills.

**Formative Assessments**

You will complete regular formative assessments throughout the unit of instruction. Typically, formative assessment occurs weekly. Formative assessments are designed as a “check-up” on your learning progress toward mastery of the concepts and skills in each unit of instruction (identified in “Course Objectives” above). Your teacher will use the information gained from the formative assessments to make adjustments, if necessary, to the unit of study. You will be expected to use the results of the formative assessment to evaluate your progress toward the learning objectives and to make adjustments to your learning efforts as a result of the information provided by the assessments.

**Summative Assessments**

Each summative assessment provides the opportunity for students to demonstrate mastery of critical concepts and skills in the content area. Summative assessments are designed to be a final evaluation of what students have learned. Consequently, students’ grades are a reflection of their performance on the summative assessments.

[3 different simple machine or robotic projects will be completed over the course of 9 weeks.]

**GRADING POLICY and GRADING SCALE**

**Grading Scale on Rubric**

Grades in [STEAM] will be assessed primarily using a four-point rubric. The conversion of the rubric to the standard grading scale is explained below:



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| *Each 4-point rubric will have the following categories:* |
| * **4 - Exceeds**
	+ Student has demonstrated both an excellent understanding of required concepts and mastery of essential skills. Student consistently displays a superior performance on course expectations.
* **3 - Proficient**
	+ Student has demonstrated both a good understanding of required concepts and mastery of essential skills. Student consistently meets course expectations.
* **2 - Basic**
	+ Student has demonstrated a basic understanding of required concepts and mastery of essential skills. Student generally meets minimum course expectations.
* **1 - Below Basic**
	1. Student infrequently demonstrates a basic understanding of course concepts and lacks mastery of essential skills. Student generally to regularly does not meet minimum course expectations.
* **0 - Not Evident**
	+ Student demonstrates little to no evidence of a basic understanding of course concepts and little to no mastery of essential skills, and/or evaluation of student understanding of concepts and mastery of skills is not possible due to lack of evidence. Student regularly does not meet minimum course expectations.
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