The Morgan School

Freshman Course

The expectations and assessment tools used to evaluate student performance are designed to reinforce The Morgan School Mission Statement and student responsibilities. Please carefully read and become familiar with the challenges and expectations presented in this course syllabus.

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Foundation Skills and Competencies:

*The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.*

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.

2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.

3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.

4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.

5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.

6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.

7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.

8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.

9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.

10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.

11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

The Morgan School Mission Statement

The Morgan School cultivates intellect and character in partnership with families and the community. Students learn in a rigorous academic and student-centered environment that prepares them to become resourceful, productive, healthy citizens in a global society.

Academic Expectations (AE):

The Morgan School graduate:

* **AE1**: Uses standard English to read, write, and speak effectively
* **AE2**: Communicates and receives information through oral, written, visual, artistic, and technical means of expression
* **AE3**: Applies basic computational skills and mathematical techniques to solve quantitative problems
* **AE4**: Utilizes critical and creative thinking skills for problem solving and decision-making
* **AE5**: Employs tools of technology to research, process, and communicate information
* **AE6**: Works independently as well as cooperatively to achieve goals

Civic and Social Expectation:

The Morgan School graduate:

* Demonstrates respect for all members of the school community
* Manages time to meet the demands of academic responsibilities along with social and extra-curricular activities
* Accepts responsibility for his or her own actions and behavior
* Recognizes the importance of social and civic responsibilities to a community
* Exhibits an understanding of diverse perspectives and cultures
* Understands the importance of physical fitness and healthy lifestyle choices

Credits: Half year / ½ credit

Required Materials:

• Google Account (your .net account provided by the school)

• Flash drive (\*\*optional\*\*)

• Pen / Pencil

Essential Questions:

• How do we prepare ourselves to be responsible 21st century citizens / learners?

• What technologies help create 21st century learners?

• How can we use these technologies both within and outside the classroom?

Course Overview:

This course is designed to introduce you to a variety of technologies that will enhance your knowledge base regarding the Internet and increase your media literacy. The course has been divided into 7 units, each focused on better preparing you for both your Morgan experience and your real-world experience. These seven units are:

• Introduction to Morgan

• Learning Styles

• Civics/Democracy

• Public Speaking

• Careers

* Leadership/Community
* Information/Integrity

A new “tool” or “technology” will be introduced and utilized within each unit to help you gain a better understanding of how to find, synthesize, and present information. Some of these technologies include: Animoto, Audacity, Photo Story, Prezi, Wikispaces, Edublogs, etc.

You will be held accountable for the work assigned, and work not submitted on time will be considered late and receive zero credit. We will spend class time working on small and large-scale projects, each having its own timeline and deadline. Please be sure to use your time wisely and effectively.

Class Expectations:

• You must come to class prepared each day. This means being ready to work!

• Plan to meet in the Library Computer Lab unless I inform you otherwise.

• Actively participate by listening to your classmates and teacher.

• Stay focused and involved by asking questions and expressing your opinions and insights on the materials being studied.

• ALWAYS treat your classmates with respect. Disrespect will not be tolerated under any circumstances.

Attendance/Missed Assignments:

• You are expected to be in class on time, every day. If you are more than 10 minutes late to class without a pass, you will receive a cut. Three cuts will result in a loss of credit for the course.

• You are allowed 10 absences per semester. After 10 absences, you will lose credit for the course unless you can provide the office with valid documentation of extenuating circumstances.

• If you are absent from class, you have 1 week from the day you return to make up any missed work. It is YOUR responsibility to obtain the work missed (notes, handouts, etc). There is a labeled tray for your class period where you will find any handouts that were distributed in class during your absence. Please be timely about retrieving these, as I will empty the tray at the end of each week.

Class Work Policy:

Class work is critical to your success in the class, as you will receive a grade for Freshman Course. Please come to class ready to work.

• We will spend class time completing all assignments, each with its own timeline and due date.

• Late work will NOT be accepted. Assignments are due at the start of class on the posted due date.

**The International Society for Technology in Education NETS**

**(National Education Technology Standards):**

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

• Apply existing knowledge to generate new ideas, products, or processes

• Create original works as a means of personal or group expression

• Use models and simulations to explore complex systems and issues

• Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

• Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

• Communicate information and ideas effectively to multiple audiences using a variety of media and formats

• Develop cultural understanding and global awareness by engaging with learners of other cultures

• Contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

• Plan strategies to guide inquiry

• Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

• Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

• Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

• Identify and define authentic problems and significant questions for investigation

• Plan and manage activities to develop a solution or complete a project

• Collect and analyze data to identify solutions and/or make informed decisions

• Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

• Advocate and practice safe, legal, and responsible use of information and technology

• Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

• Demonstrate personal responsibility for lifelong learning

• Exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

• Understand and use technology systems

• Select and use applications effectively and productively

• Troubleshoot systems and applications

• Transfer current knowledge to learning of new technologies

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Honesty/Academic Integrity: All work submitted by a student should be a true reflection of her/his own effort and ability. If the work submitted to the teacher is not, then the student has violated this policy and the principles concerning the importance of honesty and integrity.

*Cheating* is the practice of misrepresenting the work a student does by obtaining work done by someone else and submitting that work as a student’s own, or having prior access to specific questions for which a student will be held accountable on an exam, quiz, daily assignment, or project. This definition also includes a student that helps another student in either of the above circumstances unless permission has been given by the teacher.

*Acts of cheating include, but are not limited to, the following:*

• claiming credit for work that is not the product of a student’s own honest effort

• gaining unwarranted access to materials or information so that credit may be dishonestly claimed by others

• surreptitiously using or hiding materials or information

• plagiarism (copying without giving credit)

• using old exams, test, quizzes, projects, and answer keys to copy or memorize specific questions and answers

**NOTE:** Tests that are permanently returned to students by the teacher, and are the property of the student, are exempt from this rule.

• using study aids not permitted by the teacher

• providing information to, or seeking information from another student regarding material that is on an exam, test, quiz, or project

• submitting school work that does not reflect a student’s own work, including homework

• knowledge of or tolerating any of the above

Any behavior that can be defined as cheating represents a violation of the mutual trust and respect essential to the educational process at The Morgan School. Consequences for cheating and/or plagiarism shall be academic in nature unless incidences that are major require disciplinary action. Consequences for cheating will take into account grade level of the student and the severity of the misrepresentation.