COURSE TITLE: Programming, Games, Apps, and Society	
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Forsyth County Schools
Course Syllabus 2022/2023

Course Description: Are you ready to design and develop? The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.

Standards: Forsyth County offers many State Board of Education approved CTAE Career Pathways with three sequenced courses. *To view course standards, pathway guides, and plans of study, visit the following links:*

Standards: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-pathway-courses.aspx

Programs of Study:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Programs-of-Study.aspx

Standard 1 in all CTAE courses is to demonstrate employability skills required by business and industry. This includes communication, demonstrating creativity, exhibiting critical thinking and problem-solving skills, modeling work readiness traits required for success in the workplace, and applying the appropriate skill sets to be productive in the workplace. Standard 1 also places emphasis on presenting a professional image through appearance, behavior, and language.

CTSO Affiliation (Career Tech Student Organizations): CTSOs are co-curricular organizations with leadership programs and competitive events which reflect current curriculum standards and competencies for the instructional programs they serve. Teachers infuse CTSO activities into the instructional activities, thereby helping students see the real world value of their academic studies. The CTSO for this course appears below, and students are encouraged to take advantage of these additional leadership opportunities.

FBLA: The mission of Georgia FBLA is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

Required Assignments: Each Unit will include formative assignments that build skills, concepts, and/or vocabulary. Summative assignments will be in the form of projects, presentations, and/or tests, as appropriate for the topics in the Unit. Each semester will include 12-24 formative grades and 6-12 summative grades, with at least one project each semester being worth a double summative, and the midterm & final being worth a double summative. Because this course includes work on large projects, many formative grades may be "progress checks". High grades on "progress checks" do not necessarily imply a high grade on the final summative grade. As a 3rd-year Pathway course, this course also includes the GA BEST curriculum, which focuses on employability soft skills needed for college and career readiness. The GA BEST assignments are collected into an on-line portfolio throughout the year, and much of the grade in this course comes from the GA BEST work. Also, as a 3rd-year Pathway course, students will do review work for the End of Pathway test. Some of this review work will be graded. Experience has shown that students who rigorously pursue the review work have good results on the EOP exam.

Availability for Extra Help: Help sessions are available in my room on Monday or Wednesday afternoons until 5:00pm, any morning between 7:30 and 8:00AM. Other times are available by appointment. If you are coming in the afternoons, please let me know ahead of time. Also, please note that these times are subject to change.

Makeup Work: *Make up work is defined as work assigned during a student's absence, not work assigned prior to an absence. The student has five (5) school days upon returning to school to complete make-up work. The teacher has the discretion to grant a longer period to make up work, if there are extenuating circumstances.*

Grading Calculations:
Non-EOC Course Average = 50% (1st Sem. Course Work) + 50% (2nd Sem. Course Work)
1st and 2nd Semester Course Work = 75% Summative + 25% Formative

Grading Policy:
A = 90 − 100
B = 80 − 89
C = 70 − 79
Failing = Below 70

Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/ research papers/presentations.

Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations.

A quality point is provided to students who successfully complete the entire course which is designated as Advanced Placement, International Baccalaureate, or Dual Enrollment.

Learning Resources/Textbook(s): All learning resources, both print and digital, are meant to support and enhance the student learning experience of this class. Below are the names of the textbooks and websites that will be used in this course. Some of the web-based resources require parent permission per federal regulations. Federal laws that guide parent permission requirements are as follows:

- **Children's Internet Protection Act (CIPA):** The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. Any harmful content contained within inappropriate sites will be blocked. http://fcc.gov/cgb/consumerfacts/cipa.html

- **Children's Online Privacy Protection Act (COPPA):** COPPA applies to commercial companies and limits their ability to collect personal information from children under 13years of age. No personal student information is collected for commercial purposes. https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0
- **Family Educational Rights and Privacy Act (FERPA):** FERPA protects the privacy of student education records and gives parents the right to review records. Under FERPA, schools may disclose directory information in certain circumstances. http://www2.ed.gov/policy/gen/guid/fpco/ferpa

Please review the resource list. Each website related to the curriculum resources is provided along with their privacy policies. Should you have any questions regarding these resources immediately contact the course teacher via email or phone.

Name of Resource*	Hard copy /Website	Privacy Policy
Virtual Job Shadow	Website	https://www.virtualjobshadow.com/resources/policy/
EVERFI Digital Lessons	Website	https://everfi.com/privacy-policy/
TestOut Online Training	Website	https://www.testout.com/company/privacy
Certiport/Pearson Microsoft Resources	Website	https://home.pearsonvue.com/privacy
Adobe Certified Associate (ACA)	Website	https://home.pearsonvue.com/privacy
Adobe Creative Cloud	Website	https://www.adobe.com/
Talk Hiring Job Interview Practice	Website	https://www.talkhiring.com/privacy-policy
YouScience	Website	https://www.youscience.com/privacy-policy/
YouScience	Website	https://www.youscience.com/privacy-policy/

* The following resources are county approved. These resources may vary by school due to sequencing, pacing, curriculum design, and/or individual needs of students.

Parent Initial for Approval **	Name of Resource	Website	Privacy Policy
	Nearpod	https://nearpod.com/	https://nearpod.zendesk.com/hc/en-us/articles/360049188592
	NCH Express Accounts	https://www.nchsoftware.com/accounting/index.html	nch.com.au
	Flipgrid	https://flipgrid.com/	https://legal.flipgrid.com/privacy.html
	CodeHS	https://codehs.com/	https://codehs.com/privacy
	Repl.it	https://repl.it/~	https://repl.it/site/privacy
	Code.org	www.code.org	Code.org Privacy Policy
	Live Oak Computer Science	www.liveoakcs.com	https://liveoakcs.com/privacy-policy-for-big-southern-software/

** The following resources are web-based resources that require parent permission. By signing the syllabus, the parent is approving these resources. Should you have any questions regarding any of these classroom resources, please contact your student's teacher via email.

Dress for Success: Career and technical education pathways in Forsyth County incorporate Dress for Success Days throughout the school year. These experiences allow students to foster confidence and continue to develop a positive self-image, while understanding the importance of dressing well for their future profession. At certain intervals throughout the course, students will analyze industry standards of the profession and study the importance of dressing well for a job interview. This will culminate into being fully prepared for Community Mock Interviews which occur as students complete a career pathway.

Industry Credentialing/Credentials of Value (EOPA): Students are encouraged to select a career pathway beginning in the ninth or tenth grade that is connected to college and career goals. This course is one of three courses in the career pathway chosen by a student. At the conclusion of the third pathway course, students will be required to take an industry credentialing assessment. This assessment provides

students an opportunity to demonstrate what they have learned by completing an online, nationally recognized exam and allows students the ability to earn a FCS Pathway Medallion and State Career Pathway Diploma Seals upon graduation. Student directory information may be shared with credentialing vendors offering the assessment.

The rigorous/technical coursework that you have been taking or will take in future years will provide you the foundational knowledge you will need for this exam. Your teacher will provide you the testing details and share the study guide and resources that are available to also assist you in preparation for this industry certification exam.

Credential of Value (EOPA) Assessment Name: IT Specialist Software Development
Credential of Value (EOPA) Assessment Vendor: Certiport

I, _____, have read this course syllabus and approve of its contents. I agree to allow my student to use each of the classroom resources listed in the learning resource section. I will support my student following the classroom expectations outlined in this course syllabus. I agree that I am the person who is legally allowed to consent for my student whose name is listed below.

_____
Student's Name (Print)

_____
Parent's Name (Print)

_____   _____
Parent Signature   Date