Dear Parents/Guardians and Students:

Course Description:

Python Programming I is a beginning course (not intended for experienced programmers) in which students can learn and practice coding in an online environment that requires only a modern web browser and Internet connection. No special software is required to complete this course. The course includes video content, practice labs, and coding projects. Communication, critical thinking, and lifelong learning skills are reinforced through the completion of course activities.

** This course is an MTA Certification "Python 98-381" course this semester. There is more information here: https://docs.microsoft.com/en-us/learn/certifications/exams/98-381

Absences:
Due to the length of the block and class time, it is *imperative* that a student be in class every day. Board policy states that a student can miss **no more than 10 days** of school per semester.
If a student is absent, they are required to go to our class website for work that has been missed.

PBL Statement:
Students who apply to attend Vernon Malone College & Career Academy are attracted by the programs offered through Wake Technical Community College (WTCC). These programs all rely on highly relevant, hands-on instruction to ensure students' learning and success. Therefore, it is imperative that the Core Academic program provided by Wake County Public Schools (WCPSS) high school teachers provide the same highly relevant, hands-on experience. At VMCCA we use Project Based Learning (PBL) to ensure this happens.

PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. (Buck Institute for Education) In addition, PBL implementation focuses on success skills such as collaboration, critical thinking, creativity, communication, time management, and reflection. It's through this method that VMCCA teachers teach their content. In addition, we strive to develop integrated projects with the program areas taught by WTCC faculty. For more information about PBL you can visit www.bie.org or visit. In addition, you can view our website to preview the different driving questions students are answering in their classrooms.

BYOD Statement:
Bring Your Own Device, or BYOD, is a program through which students who opt in will be allowed to bring their own technology device to school for academic use. Students are not required to bring in a device, but if they choose to do so, will register their device with the school & use the WAKE-BYOD Wi-Fi access point.

With information being so readily available, students have become consumers of knowledge. At Vernon Malone, we utilize Project Based Learning as one of our primary instructional tools. BYOD pairs perfectly with this, as students who opt in will bring different tools to the group projects. Ideally, students who opt in would bring a primary device to school, rather than a secondary device. A primary device is technology that has a keyboard, like a laptop or a chrome book. These devices allow for more flexibility for the student, as they can be used for research, note-taking, and writing. Secondary devices, like cell phones or even iPads, are great for research, but unrealistic for note-taking or writing purposes. As students at Vernon Malone engage in a lot of writing and online note taking, primary devices are perfect for BYOD!

Student Behavior Expectations:
·   Be on time, task and target
·   Be responsible and always show integrity
·   Be respectful to the space, people, and around you
·   Keep a positive attitude and have fun!

Grading Policies and Procedures:

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

At Vernon Malone College and Career Academy, we believe that a grade is a fair and consistent measurement that gauge's student mastery of learning objectives. Their purpose is to communicate to all stakeholders a student's level of understanding about established objectives. We believe achievement should be communicated separately from information about a student's effort and behavior.

The information below shares specific information about grading at our school.

There are two types of assessment: formative and summative.

Summative assessments are designed to evaluate students' academic achievement at the end of a sequence of instruction. Only summative assessments will count toward a student's grade for the grade to reflect only the academic achievement.

Formative assessments are designed to provide the student with direction for improvement and to provide the teacher with direction for instruction. All formative assessments will receive feedback, and performance on formative assessments will be reflected in the student effort and behavior grade.

Homework

The following are district-wide expectations for homework:

- Assignments:
  - The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
  - Homework assignments shall be specific, within the student' ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.
  - Homework assignments are not to be given as punishment or busy work.
  - Homework assignments will not require the use of books or materials, which are not readily available in the home or accessible to the student.

The following are school-wide expectations for homework:

- Homework, summative or formative, should not exceed an average of 30 minutes per class each night;
- Aside from long-term projects, should not be scheduled during student breaks;
- Summative Homework will count for no more than 15% of the grade.
- Summative homework may be completed throughout the duration of a unit of study or within 5 days of the date assigned, whichever comes first.
- Summative homework will be accepted for a penalty of 10 points per day.
- Summative homework will not be accepted after the summative assessment and unit of study has been completed.
- Summative homework that is not turned in within the 5 day window or by the end of the unit, whichever is soonest, will be calculated as a zero (0).
- All formative homework should receive feedback.

Extra Credit

The following are school-wide expectations for extra credit:

- Extra credit will not be offered to students. We commit to assigning students meaningful, purposeful work to facilitate learning. All of it is essential to mastery of learning objectives. If additional practice is needed for mastery, it will be assigned.

Missed Work

The following are district-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student' control, and the nature of which would not support make-up work the day of return
- If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration will be given in the case of extended absences due to injury or chronic illness.

The following are school-wide expectations for missed work:

- *If the missed work is not related to absences*, students will have up to five (5) days to turn in the assignment.
- For each day a summative assignment is late, 10 points will be deducted from the earned grade.
- PowerSchool, by default, does not calculate missing work in the grade. Teachers will enter missed work as a zero throughout the quarter to indicate that it is missing. At the end of a grading quarter, any missing work will be recorded as a zero (0).

For all students, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of standards.

The following are school-wide expectations for how we support prevention-intervention efforts:

Hawks Nest Tutorial schedules will be discussed by your teachers and will rotate based on subject area.

Resubmission of Assignments
- Students will be allowed to resubmit summative assignments at teacher discretion. They will be allowed one resubmission for an assignment. Teachers will determine when a resubmission is allowed, the timeframe in which it is allowed, and whether whole or part of the resubmission will be done.
- If students don't complete a set of formative/ practice homework assignments and then fail the related summative assessment, they must go back and complete all the formative tasks before they can retake the assessment.
- For resubmissions, the new grade will replace the original grade whether it is higher or lower.
- If a student **earns below a 50** in the first quarter and then passes the second quarter and the final exam for the course, the teacher may go back and increase the first quarter grade to a 50 to calculate the final grade.

Calculating Grades

The following are school-wide expectations for calculating grades:
- Grading Scale for Summative Assessments:
    - Major Assessments (Unit Final Practice / Projects):   50%
    - Minor Assessments (Unit Lessons):   35%
    - Homework / Daily Assessments   15%

Range of Summative Assessments in a Quarter:

- In order to maintain consistency in calculation, all teachers will include a minimum of 10 assessments per quarter* as part of the student's grade (* per semester for year-long courses)
- Grading Scale for Formative Assignments*:
    - Mastered   2
    - Not Yet Mastered   1
    - Not Yet Submitted   0

*All formative assignments will receive feedback and will be reflected in the student effort and behavior grade.
- Teachers are committed to updating their grades in PowerSchool at a minimum of every two weeks.

All students are now on the following 10-point grading scale below.

A = 90 – 100	I = Incomplete
B = 80 – 89	WF = Withdrawal with an F
C = 70 – 79	FF = Failure due to absences
D = 60 – 69	
F = 59 – 0	

Student Passes/Agenda: At VMCCA class time is precious and we want to limit the amount of time that students are out of class. To that end, teachers will protect the first 10 minutes and the last 10 minutes of class. No students should be in the hallway during those times, even with a pass, unless it is an emergency.

All students will receive a student agenda and must use their agenda for student-initiated hall passes. Students are limited to six passes per class per semester, and barring documented medical issues, will not be permitted out of class once they've exhausted their passes. For teacher/administrator-initiated requests (to the office for check out, counselor, etc.) there will be office passes that may be completed for students. If class is in session, students should not be in the hallways without a pass.

Teacher Availability: Teachers will be available during *Smart Lunch* when not holding Hawks Nest

Unit Topics:

Unit 1 Understand Python Language Basics

1.01 Python and Jupyter Basics

1.02 Functions

1.03 Conditionals

1.04 nesting and Loops

Unit 2 Understand Python Data Structures

2.01 Sequence Indexes

2.02 Sequence Manipulation

2.03 Sequence Iteration

2.04 Working with Files

Unit 3 - Understand variables and naming conventions

3.01 Python Modules

3.02 More-Powerful Statements

3.03 Methods and Structures for Robust Code

3.04 Proper Functions

If you have any questions concerning this Expectation Manifest, **PLEASE** feel free to contact me through email at **smeserve@wcpss.net**, phone **919-856-8119**, or a pre-scheduled **personal visit**.

Please fill out the following information and leave any feedback/comments that could help me help your child to have a successful year. Thank you!

Student Name (print)_____

Parent Name(s)_____

Address_____

_____

Phone #_____

Parent Signature(s)_____

_____

Student Signature_____

Feedback/Comments: