Computer Studies Course Outline ICS2O

Prerequisite:	None	*Teacher:*	Mr. Jadyn Wu
Semester:	Fall 2025, Quadmester	*Room:*	Computer Lab
Course Website:	yuudachixmmy.github.io/ICS2O-Notes/	*Supplies:*	Pencil, Binder
Course Language:	Javascript, using Code.org's App Lab		headphones.

Overarching Learning Goals:

1. **Programming**: Students will write simple programs using fundamental programming concepts.
2. **Social and Ethical Issues:** Students will describe the impact of computers and technologies on society.
3. **Engineering:** Students will demonstrate an understanding hardware, networking and system software.

Unit Outline:

Units of Study	Curriculum Content	Activities/Projects	Time
1. Introduction	Hardware, Operating Systems, Housekeeping, Widgets, Careers	Sheets, Programs, Hardware Activities, Test	Sept
2. Decisions	If Statements, Networks, Security, Home computer choices	Sheets, Programs, Boolean Expression Activities, **Escape Room Project**, Test	Sept-Oct
3. Repetition	Looping Structures, Addiction, Ergonomics, Animation, E-waste	Sheets, Programs, Boolean Expression Activities, **Animation App Project**, Test	Oct-Nov

Course Specific Assessment Details:

Teachers use informed professional judgment to determine a student's final grade. Grades are based on evidence from observations, conversations and products.

Category	%	Learning Goals	Observations	Conversations	Products
Knowledge and Understanding	 30%	• Computer science content and understanding	• Participation • Listening and speaking skills.	• Question Response • Conferencing.	• Completion of basic coding exercises.
Communication	 20%	• Explaining concepts and social issues. • Designing user-interfaces.	• User Interface Design Choices. • Written expressions.	• Group Work • Classroom contributions.	• User interface design. • Terminology • Written explanations. • Code Documentation.
Application	 30%	• Use of computing constructs to write code.	• Program problem solving • Manipulative use (robots, circuits)	• Conferencing • Question response	• Use of computing constructs to write code.
Thinking	 20%	• Design diagrams. • Complex problems. • Engineering decisions.	• Project Self-Assessment	• Asking relevant questions	• Planning Skills. • Research. • Creative thinking. • Decision Making.

Assessment, evaluation and reporting activities will focus on the achievement of overall expectations.

- There will be no formal final exams during the quadmester model.
- Culminating activities, such as projects, demonstrations, performance tasks, and essays can be used instead to determine students' marks.

Final Mark Calculation = 70% Term + 30% Projects

Hybrid Model School Timelines

School start and end times for students will remain the same as in previous years, though students will have a shortened day in the classroom. Students who are scheduled to be at school in-person will start at their regular start times and will be dismissed after 150 minutes of in-person learning. Once they arrive home, it is expected they will join their classmates with distance learning.

Missed Summative Term Assessments

Students who know ahead of time that they will miss an assessment are to discuss the situation beforehand with the subject teacher. Students should be prepared to complete any missed assessment on **the first day of return** to school or as negotiated with the teacher. Students who are absent on the day of the assessment for reasons such as illness, field trip or suspension are responsible for:

- The work covered and assigned during the class
- The handing in of assignments at a time previously negotiated with a teacher
- The writing of any missed tests at a time previously negotiated with the teacher.

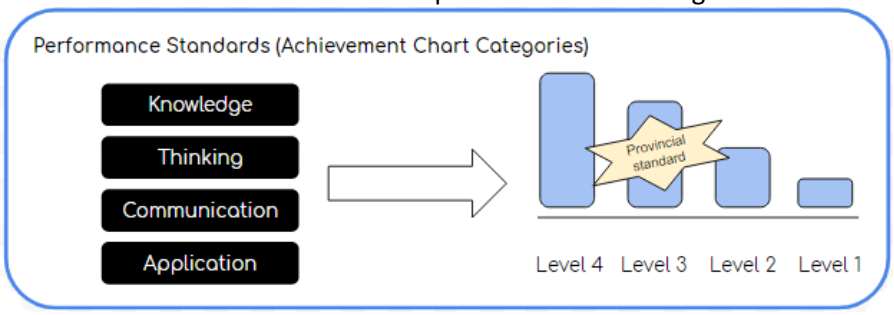
After a legitimate prolonged absence (more than two days) the student is to make arrangements with the subject teacher immediately upon returning to school for an alternative date for the missed assessment. Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task. At reporting time, the teacher will use professional judgment to determine if the student has missed key evaluations or too many evaluations. If there is insufficient evidence of achievement to validate a passing grade, the credit will be in jeopardy.

Understanding Assessment:

Throughout the course, students will develop their Learning Skills:

Responsibility | Organization | Independent Work | Collabouration | Initiative | Self-Regulation

The primary purpose of assessment and evaluation is to improve student learning.



To ensure that the process of assessment, evaluation and reporting is valid and reliable, and to ensure that this process leads to the improvement of learning for all students, Brampton Centennial Secondary School adheres to the fundamental principles outlined in *Growing Success*, ensuring all practices and procedures are:

Fair, transparent & equitable for all students.

Communicated clearly to students, parents, at appropriate points throughout the course.

Ongoing, varied in nature, and administered over a period of time to provide **multiple opportunities** for students their learning.

Develop students' **self-assessment skills** to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Carefully planned to relate to the curriculum expectations and learning goals and to the interests, learning styles and preferences, needs, and experiences of all students.

Providing ongoing **descriptive feedback** that is clear, specific, meaningful and timely.

Supportive of all students, including those with special needs.