GRIMSHAW PUBLIC SCHOOL
"Inspiring Our Students Today For Tomorrow's Future"

CTF: STEM Course Outline
2023/24
Teacher: Wendy Pimm

I. Key Message/Expectations

❖ **Regular attendance** – To be successful students must be attending classes and completing the work associated with learning the concepts and skills of the course. The student is responsible for getting notes and doing the work that was assigned if they are absent/late. If the student knows that they will be away, please notify the teacher so the student can pick up their work so they do not fall behind.

❖ **Arrive on time/ Be prepared** – It is expected that you are at your desk ready to start class when the bell goes. If you are unable to avoid being late, please enter the classroom with a minimum of disruption. Handouts, quizzes, assignments, notes and exams are to be kept in order in a binder.

❖ **Cell phones -** Cell phone usage in class is not acceptable, cell phones as calculators are not permitted, as such, Phones are to be put in the cell phone box at the beginning of class. Any issues having cell phones together, please leave your cell phone in your locker.

❖ **Work Habits** – It is expected that the student uses their class time to the best of their abilities for the whole period of every class. Respectful behaviour is a necessity to all members of the class and shall be reciprocated. I will be available during class as well as during success to help explain and work through problems and issues, when asked.

❖ **Attitude** – Another necessity for this course is independence and accountability. You are responsible for keeping up with the work, asking for help if needed, and completing assignments.

II. Course Overview

STEM education helps students develop an understanding and appreciation of each of the core subjects of science, technology, and mathematics. At the same time, it supports a more holistic understanding and application of skills and knowledge related to engineering design and innovation. STEM learning integrates and applies concepts, processes, and ways of thinking associated with these subjects to enable students to design economical, ethical, innovative, and sustainable solutions to technical and complex real-world problems.

Skills developed through STEM education include computational thinking, coding, innovation, and scientific and engineering design. These skills are in high demand in today's globally connected world, as advancements in science and technology continue to impact all areas of our lives. **(https://www.dcp.edu.gov.on.ca)**

III. Scope and Sequence

There is time to go through about 6 different multidisciplinary STEM activities. Each activity will be group or partners to promote teamwork that is very important for STEM. Lastly the marks for this these activities will be individually based off individual work only based on the group activity.

IV. Teaching Methodology

Discussions, lectures, group and partner work. Google form reflections based on the activities will be assessed for marks.

V. Assessment

Formative Assessment:

There will be a variety of formative assessments throughout the course. Formative assessment is designed to help students learn, provide practice and feedback and help students improve (O'Connor. 2012). Group activities and discussion.

Summative Assessment:
Each section of the course will include one Google Form that summerizes the activities and key points of the section. These will be independent and mandatory for students. It is from these forms that all marks will be given.

Any student who participates in the section without completing the Form will be given a grade of 10%. Should the form be completed prior to the end of the section, please notify Mrs Pimm so that the mark can be adjusted accordingly.

Marks will be updated on Powerschool. For information on how to access PowerSchool, please contact the school.

VI. Resources

Students should be coming to class on time with a folder or binder with paper.