Computer Literacy 8 Overview

Content Area: **Computer Science & Business**
Course(s): **COMPUTER LITERACY 8**
Time Period:
Length: **90 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

BOARD OF EDUCATION

Course Adoption: 4/21/1986

Curriculum Adoption: 4/21/1986

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

The Computer Literacy course provides students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheet, and database applications, but also may include the various uses of computers in modern society and coding. Specific course content aligns with state standards to promote students' technological literacy.

COURSE SCOPE AND SEQUENCE

Sequential Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Introduction (Welcome) • Hardware vs. Software • Input vs. Output • Troubleshooting • Parts of the Windows Explorer Screen • Parts of the Word Screen • Vocabulary • Class Procedures • Technology Resource Policy • Understanding School Technology (E-mail, Remote File Access, Moodle, Google Drive, etc.)	8.2.8.E.2 8.2.8.E.4 8.2.12.E.4	1	5 days	─ Welcome Packet Quiz 1 ─ Vocabulary Word List
Microsoft Word • Using drawing tools & pictures • Editing, Spell Check, & Proofreading • Research using Reliable Sources/Databases & Citations • Formatting with indent markers/font styles • Tab stops, page breaks & Columns • Creating & Formatting a Newsletter • Vocabulary	8.1.8.A.1 8.1.8.A.2 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.E.1	1	17 days	─ Lab 3 - Format 2 ─ MS Word Quiz ─ Global Issue Research ─ Global Issue Newsletter ─ VocabularyWord List ─ Portfolio

• Portfolio Assignment	8.1.12.A.1 8.1.12.A.3 CCSS.ELA-LITERACY.RI.8.1 CCSS.ELA-LITERACY.RI.8.2 CCSS.ELA-LITERACY.W.8.1.D CCSS.ELA-LITERACY.W.8.2.A CCSS.ELA-LITERACY.W.8.2.B CCSS.ELA-LITERACY.W.8.6 CCSS.ELA-LITERACY.W.8.8 CCSS.ELA-LITERACY.RST.6-8.7 Social Studies: 6.2.12.A.6a 8.1.12.A.1 Visual and Performing Arts: 1.3.8.D.6			Assignment
Microsoft Excel • Using the spreadsheet • Entering and Editing • Formulas and Formatting • Functions • Graphing • Sorting	8.1.8.A.1 8.1.8.A.2 8.1.8.A.3 8.1.8.A.4 8.1.8.A.5	1	20 days	‒ GameStop ‒ MS Excel Quiz 1 & 2 ‒ Sorting & Filtering Questions ‒ Checkbook

• Filtering • Pivot Tables • Vocabulary Word search/Crossword • Portfolio Assignment	8.1.8.E.1 8.2.8.E.1 8.2.8.E.3 CCSS.ELA-Literacy.SL.8.5 CCSS.ELA-LITERACY.W.8.1.D CCSS.ELA-LITERACY.RST.6-8.7 Science: RST.6-8.7 8.1.12.A.1			– Checkbook Reflection – Periodic Chart handout – Periodic Chart Project – Periodic Chart Project Reflection – Vocabulary Word Search/Crossword - Portfolio Assignment
MS Access • Sorting • Filtering • Creating and Editing a Database • Creating Queries • Formatting a Database • Creating Reports • Creating Landscape Reports • Totals and Numeric Fields • Comparing Databases to Spreadsheets • Portfolio Assignment	8.1.8.A.5 8.1.8.E.1 8.2.8.E.4 8.2.12.E.4 CCSS.ELA-LITERACY.RST.6-8.7 RST.6-8.7 8.1.8.A.2 8.1.12.A.3	2	19 days	-Periodic Table -Sort & Filter Do Now Quiz -Graded Do Now -Population Report -Access Project Pt.1 & Pt. 2 -Portfolio Assignment
Storytelling Alice • Starting Alice • Creating and Animating an Alice world • Vehicle Property, Do Together, Loops & Invisibility • Camera fade, Lighting,	8.2.8.E.1 8.2.8.E.3 8.2.8.E.4 8.12.8.E.3 8.12.8.E.4	2	12 days	– StoryTelling Alice Movie – Portfolio Assignment

Changing Scenes, Titles, Camera Angles • If/Else Statements and Creating Variables • Portfolio Assignment	Visual and Performing Arts: 1.3.8.D.6 8.1.12.A.1			

Coding
 	
• Students are introduced to HTML, CSS and/or JavaScript through online resources such as:
  ○ Khan Academy
  ○ General Assembly/Dash
• Portfolio Assignment
	8.2.8.E.1
	8.2.8.E.3
	8.2.8.E.4
	8.12.8.E.3
	8.12.8.E.4
	
	Visual and Performing Arts:
	1.3.8.D.6
	
	8.1.12.A.1
		2	9 days	‒ Dependent upon online resources used.
				
				‒ Portfolio Assignment

Digital Citizenship • Digital Permanence • Cyber-Bullying • Computer Ethics • Creative Commons • Social Networking • Digital Footprint • Portfolio Assignment	8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5 8.2.12.B.3 8.1.12.A.1 8.1.12.D.4	1	8 days	‒ Ethics Assignment ‒ Information Travels ‒ Digital Citizenship Quiz ‒ Broken Friendship ‒ Portfolio Assignment

Course Name: Computer Literacy – Grade 8 - #2462

Course Number	School Numbers	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2462	055	S	8	2.50	210	R	04/21/86

-

Textbooks and Other Resources

Teacher created Unit Materials

Microsoft Word

Microsoft Excel

Storytelling Alice/Coding Software

Microsoft Access

Digital Literacy Resources from the Internet

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.	
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	
LA.W.8.1.D	Establish and maintain a formal style.	
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.	
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
SOC.6.2.12.A.6.a	Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.	

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
TECH.8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.
TECH.8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
TECH.8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
TECH.8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Grading and Evaluation Guidelines

GRADING PROCEDURES

We use Total Points to calculate grades through the Genesis software program. Assignments of higher difficulty are assigned a higher point value than those of lower difficulty levels, rather than using weighted grading.

Other Details