

COURSE NAME: **8th Grade Computer**

LENGTH OF COURSE: **Nine (9) Weeks**

GRADE LEVEL: **8th Grade**

MATERIALS USED:

Text: **Keyboarding textbooks from previous years (prior to current book adoption) are used for skill learning.**

Equipment: **Personal Computers**

Software: **Edotyping.com
WordPad
Office 2010(and newer versions as available)**

OTHER RESOURCE MATERIAL:

Department Style Manual and various business education/computer references

COURSE DESCRIPTION:

This course will be one to acquaint students with the role of computers in the world of business, as well as their individual lives. The units of study to be offered in the six weeks may include: technology concepts, technology operations, social, ethical and human issues of technology, technology as a productivity tool, technology as a communication and collaboration tool, and technology as an information research tool.

OBJECTIVES:

Proficiency

Indicators

<p>A. Students demonstrate functional understanding (including the use of appropriate terminology) of technology concepts, systems and operations, and their interactivity.</p>	<ol style="list-style-type: none"> 1. Describe a basic computer system and identify computer classifications and associated purposes (e.g. desktop, laptop, handheld, server) 2. Explain the relationship between an operating system (system software--Windows, Linex, UNIX, MAC, mobile) and application software (word processing, spreadsheets, etc.) 3. Explain the use of and the difference between temporary memory (RAM), permanent memory (ROM), and storage 4. Explain the information processing cycle (input, process, storage, output, devices) 5. Explain the purpose and necessity of file management, including folders and filenames 6. Identify and discuss the variety of technologies used in society, including future trends
<p>B. Students use hardware and software components and understand the use of input and output devices</p>	<ol style="list-style-type: none"> 1. Demonstrate correct posture and arm/hand position 2. Demonstrate correct home keys hand position and keystroking 3. Demonstrate correct reaches to and keying of alphabetic keys, number/symbol keys, and special purpose keys 4. Demonstrate correct use of the 10-key pad 5. Demonstrate increasing speed proficiency so that a minimum of 30 words a minute with no more than 2 errors per minute is achieved by grade 8 6. Demonstrate improvement in keyboarding proficiency (speed and accuracy)
<p>C. Students understand the social, legal, ethical, and human issues related to technology use. Students practice responsible use of hardware, software, and data. Students interact positively with technology independently and in collaboration with others.</p>	<ol style="list-style-type: none"> 1. Demonstrate safe, legal, and responsible use of information and technology (e.g. passwords, firewalls, spam, security, AUP, social networking) 2. Apply ergonomic techniques to information technology tasks to avoid injury 3. Demonstrate compliance with the school's Acceptable Use Policy 4. Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers (e.g., piracy; illegal downloading; licensing infringement; inappropriate use of software, hardware, and mobile devices) 5. Demonstrate appropriate etiquette in the use of technology 6. Explain cyber bullying and its potential consequences

	7. Explain how changes in technology affect the workplace and society (e.g., computer recycling, telecommunicating, mobility, efficiency, and security)
D. Students use technology as a tool to enhance learning and creativity. Students are able to use technology to increase productivity in developing models, publications, and other creative works.	<ol style="list-style-type: none"> 1. Demonstrate operations common to software applications 2. Integrate data between word processing, worksheet, and presentation applications 3. Select appropriate software for completing projects 4. Follow instructions (instructor, text, manuals, and/or screen) 5. Work independently and as a team member (includes efficient use of time, organization of work, etc.) 6. Handle and use of supplies/equipment 7. Demonstrate appropriate conduct in the classroom
E. Students use a combination of text, sounds, images, video, and animation to produce presentations, and projects.	<ol style="list-style-type: none"> 1. Create well-organized, informative presentations through the use of templates, autocontent, and wizards 2. Use basic design guidelines to enhance visual presentations 3. Modify presentations 4. Present multimedia project using appropriate delivery technique
F. Students use technology to enhance the effectiveness of communication, including collaboration. .	<ol style="list-style-type: none"> 1. Apply the rules of digital communication etiquette. 2. Explain terms associated with the safe, effective, and efficient use of the Internet (e.g., passwords, firewalls, spam, security).

Reading Standards for Literacy in Technical Subjects 6-8

RT

The standards below begin at grade 6; standards for K-5 reading in technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 6-8.RT.1** Cite specific textual evidence to support analysis of technical texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3** Follow precisely a multistep procedure when performing technical tasks.

Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context relevant to *grades 6-8 texts and topics*.

- 6-8.RT.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6-8.RT.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- 6-8.RT.7 Integrate 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).
- 6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- 6-8.RT.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- 6-8.RT.10 By the end of grade 8, read and comprehend technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 6-8

WT

The standards below begin at grade 6; standards for K-5 writing in technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 6-8.WT.1 Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2 Write informative/explanatory texts, including technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WT.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WT.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- 6-8.WT.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WT.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.
- 6-8.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 6-8.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Reading

The grades 6-8 standards on the following pages define what students should understand and be able to do by the end of grade 8. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

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Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COURSE CONTENT:

4 Weeks	Review the keyboard and practice keyboarding problems:
5 Weeks	Acquaint students with the techniques of introductory word processing (letters, reports i.e. cover letters and resumes) (i.e. inserting information into a file, deleting information from a file, deleting the complete file, saving to a disk, loading from a disk, composing at the keyboard, printing a file or document, formatting a document)

EVALUATION METHODS:

- A. Timed Writings.
- B. Written quizzes/exams.
- C. Student work assignments.
- D. Overall work attitude and effort displayed by each student.

All grades will be calculated using the approved grading scale for the school:

100 – 97	A+	79 – 77	C+
96 – 93	A	76 – 73	C
92 – 90	A-	72 – 70	C-
89 – 87	B+	69 – 67	D+
86 – 83	B	66 – 63	D
82 – 80	B-	62 – 60	D-
		59 and less	F

Vocabulary will be used for each chapter and additional will be used when given by the English department. Mathematics will be used whenever possible to reinforce the common core.

CLASSROOM RULES AND PROCEDURES:

Each student in a business education class is expected to:

- Show respect for instructor and fellow classmates.
- **BE IN THE ROOM AND GETTING READY TO WORK WHEN BELL RINGS!**
- Place all books and materials underneath your desk—or at front of room—only your copy/book and class folder should be on top of the desk.
- Do NOT fiddle with keyboard, computer, monitor, etc.!
- Do NOT write on the desk or in the textbook.
- No grooming in the room.
- No food or drink in the room.
- Chewing gum is permitted, *if you do not blow bubbles, pop gum, etc.*
- Be sure to follow the teacher's instructions for operating the computer/printers.
- At the end of class, close your software program, remove disk, and place it with your class folder and textbook in assigned container/area.
- **DO NOT change ANY screen savers, icons, background/wallpaper, etc., etc.**
- **ALL students to follow the guidelines for Internet usage that is described in the student handbook—and Internet usage will only be accessed with teacher permission. [NO use of chat rooms, message boards, etc.]**
- **Cheating will not be tolerated. The guidelines set forth by the Nettle Creek School Board will be followed. Please review**

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I have received, read, and acknowledged my cooperation of the above:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Teacher Signature: _____

Date: _____