Glendale Unified School District

Middle School

December 12, 2017

Department:	Career Technical Education
Course Title:	Intro to Computers & Technology
Course Code:	5115GV
Grade Level(s):	7-8
Course Credits:	5
Recommended Prerequisite:	none
Recommended Textbook:	Information to Computers and Information Technology 2nd Edition, Emergent Learning (Author), 2010 Pearson Information to Computers and Information Technology Student Workbook 2nd Edition
Course Overview:	Intro to Computers and Technology is an introductory course for the Information and Communications Technologies industry sector. This course will review the keyboard layout, finger placement, and typing accuracy. Students will learn web literacy and understand how to navigate the Internet while being safe. Students will also learn how to be good digital citizens. Novice or coder, students will learn coding to learn new skills or build upon current skills.

Course Content:

Unit 1 – Web Literacy (5 weeks)

STANDARDS
CCSS RTS 2, 3, 5, 6, 8
CCSS WHST 4, 6
Information and Communication Technologies
Knowledge and Anchor Standards 2.4, 2.5, 2.6, 2.7
Technical Knowledge and Skills 10.9
Information Support and Services Pathway A2.4, A3.5

A. Students will learn web literacy, basic computer terms, how to conduct searches on the internet, and how to validate information on a website. Students will learn to read and understand the components of an URL, evaluate content on a web site, find and ask about the author, look at links going to and coming from websites, understanding search engines and how to conduct good searches, and netiquette. Students will take notes and apply various strategies in evaluating content on websites. Students will practice searching and narrowing searches on the internet. Students will use google classroom to collaborate with peers and teachers on assignments.

B. Using the skills students learned in class, students will conduct a short research project on a specified topic using more than one search engine, evaluate the websites for fact or opinion, synthesize information, choose the top three to five websites for use within their research project, and create a presentation about the specified topic including creating a resource page. Students will use the Internet for their research, google classroom for obtaining and turning in their assignment, and google/office 365 documents to create their assignment.

Unit 2 – Digital Citizenship (5 weeks)

STANDARDS
CCSS SL 2
CCSS RST 2, 3, 5, 6, 8
CCSS WHST 4, 6
Information and Communication Technologies
Knowledge and Anchor Standards 2.4, 2.6

A. Students will learn about information literacy, privacy and security, self-image and identity, creative credit and copy write, cyberbullying, internet safety, relationships and communications, and digital footprint and reputation. Students will learn through direct instruction and digitalcompus.org. Students will interact within digitalcompus.org given a scenario and decisions to make and throughout each course with various outcomes. Students will discuss with partners how and why some choices were positive, negative, or neutral. Then students will write a reflection on what choices are good choices to make in a given situation, which choices they should not make, and if something like this has already happened what they did that was good or what they need to do next time to make better choices for all involved.

B. Students explore how decisions made in their digital lives can impact their relationships in the future. Through a choose-your-own-path format, students play through various perspectives of a storyline, each with its own digital citizenship dilemma. The varied story paths and multiple decision points encourage students to play repeatedly in order to explore alternative courses of action. Students will then write a reflection about the relevance of each topic in their own personal life. Students will be assigned one topic to create a poster/presentation to share with other middle school students about positive digital citizenship.

Unit 3 - Introduction to Coding (10 weeks)

STANDARDS
CCSS RST 3, 4
CCSS WHST 2
Information and Communication Technologies
Knowledge and Anchor Standards 2.4, 2.6
Information Support and Services Pathway A6.2, A6.3

A. Using Creative Coding Through Games and Apps by Microsoft students will learn the fundamentals of programming and computational thinking while being creative, curious, and collaborating with others. Students will gain confidence in working with technology, and learn how to solve real world problems using computers. Students analyze the structure, elements, and logic of a computer games.

B. Students will work in the TouchDevelop environment completing lessons that will have the students being able to describe what a computer program is, use and implement common program control structures, read code in the TouchDevelop environment, and create and publish TouchDevelop apps and games. Using the coding concepts students learn in TouchDevelp, students will code their own interactive story, animation, or game in scratch (http://scratch.mit.edu/) to demonstrate understanding of given parameters.