

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: MS Tech Apps 7

Course Number: 10757

Course Prerequisites: None

Course Description: You learned some tech app basics, and now it's time to explore new software that will help you with content creation. In this course, you will practice being a member of a team- listening to other's ideas and advocating for your own- and learn how to break a problem into steps represented with a flowchart. With the steps defined, you'll put your ideas into action coding a robot in Scratch and a Rock, Paper, Scissors game. Finally, you'll look at various content creation methods like Google apps, blogs, podcasts, and videos, and think about who your audiences might be. Let's move beyond the basics and into the ever-expanding world of tech apps.

Suggested Grade Level: Grade 7

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 65, CSPG 33

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 10003

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Edynamic Learning
Publisher: Virtual Learning
ISBN #: Click or tap here to enter text.
Copyright Date: Click or tap here to enter text.
WCSD Board Approval Date: Click or tap here to enter text.

Supplemental Materials: Click or tap here to enter text.

Curriculum Document

WCSD Board Approval:

Date Finalized: 4/25/2023
Date Approved: 6/26/2023
Implementation Year: 2023.2024

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**Marking Period 1/3**

Unit 1: Where Do Your Footprints Lead? - Navigating the internet is fun! There's so much information out there to discover. The internet is a place where influencers and business people can get noticed and make money. But before you jump online and start scrolling, there are some important things to consider. Your choices and interactions online affect your digital footprint. Knowing the risks and rewards of life online will help you build a strong reputation and keep you safe.

Unit 2: Developing Your Toolkit - Now that we know how to stay safe online, we can start exploring and creating! Let's learn about traditional skills and tools used to explore and create content. We'll cover where to look when you need help learning a new skill or new software. Improving your typing speed will make you faster and more productive at your day-to-day tasks. Finally, we'll explore how tools and technology have advanced in recent years and how these tools can help us create new and exciting types of content.

Unit 3: Go with the Flow: Have you ever wondered how companies can make products that work so well? There's so much amazing stuff out there: software that edits photos with ease, vehicles that drive themselves, games that seem to let you do almost anything, and even rockets that travel to distant planets and land safely back on Earth. Before these products worked as they do now, designers had to spend hours trying things out and making their designs better. We can use the same design process that builds rockets in our own problem-solving challenges!

Marking Period 2/4

Unit 4: Think Like a Computer: Code and algorithms exist for all the tasks we do on our devices. Something as simple as taking a photo with our phone requires an algorithm. As you press the photo button, an algorithm checks the quality settings, adjusts lighting and focus, takes the photo, plays the shutter sound, applies effects, saves the photo to a location, and names the image based on date and time! In this unit, we'll try our hand at visual and text-based coding as we learn all about algorithms, how we can identify them, and how we can use them in our day-to-day lives.

Unit 5: Collaborating with Confidence - Group work. People usually have strong reactions: we like it or hate it. But no matter our feelings, we need to know how to be productive team members. Let's learn about the most simple and effective method for structuring teams. Then, we'll explore some strategies that team players use to better communicate and collaborate with one another. Finally, we'll explore ways and tools that teams function in the modern digital world. By mastering these skills, you may soon discover that teams everywhere are looking for a member just like you!

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Unit 6: Connect with Your Audience -We've analyzed our digital footprints and thought about how to contribute positively to online interactions. We've used some new software and discovered that even with new software we are likely to find familiar processes. We've discussed problem-solving and collaborative strategies. Now we're ready to promote content online! Let's look at how to prepare content for its launch into the real world.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Describe how your behavior is tracked online and what you can do to maintain a positive digital footprint		MP 1/3
Identify three ways to respond to haters		MP 1/3
Analyze media for its use of facts or misinformation		MP 1/3
Use keywords and Booleans to your advantage while searching online		MP 1/3
List and explain the potential weak points of online usage		MP 1/3
Explain why a password manager is a helpful tool		MP 1/3
Describe the difference between a software program, app, and web app and give examples of each		MP 1/3
Identify useful tools on Windows, macOS, and Chromebook devices		MP 1/3
Locate online resources that help a user learn new software		MP 1/3
Give examples of how technological advancements have changed some industries		MP 1/3
Explain some of the global trends in technology		MP 1/3
Describe the design process and how it applies to team-based projects		MP 1/3
Identify the qualities team members, including leaders, must possess		MP 1/3
Use flowcharts to decompose problems		MP 1/3
Create a flowchart to assist in goal-setting		MP 1/3
Create spreadsheets to manage data		MP 1/3
Describe how if statements are used in code and everyday life		MP 2/4
Identify the parts of an algorithm		MP 2/4
Use loops to improve a script		MP 2/4
Explain the main uses of various programming languages		MP 2/4
Script and debug a game using textual programming		MP 2/4
Define the underlying hierarchy and structure of a team		MP 2/4
Communicate effectively as part of a team		MP 2/4
Identify different types of content ownership and copyright applications		MP 2/4
Use advanced collaboration techniques to share and work on files with others		MP 2/4
Reach your intended audience when posting content online		MP 2/4
Edit content for maximum effect on distinct social media platforms		MP 2/4
Identify different tools designed to increase your influence and productivity		MP 2/4
Describe how collaboration can help with both personal and team projects		MP 2/4

<p style="text-align: center;">WARREN COUNTY SCHOOL DISTRICT</p> <p style="text-align: center;">PLANNED INSTRUCTION</p>
--

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Quizzes, homework, discussions

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Unit assessments and semester exam