COURSE DESCRIPTION

Course Title: MS Tech Apps 8
Course Number: 10758
Course Prerequisites: None

Course Description: Few things move faster than ever-changing technology, and it's important to try and stay up-to-date on this modern digital transformation. In this course, you will get a guided tour through this towering technological landscape from hacking and hardware, understanding algorithms and basic cybersecurity, and even implementing powerful tools like Google apps. You will also improve your ability to type, code, and use audio and video editing software. In the end, you will learn all about how to be an effective and responsible digital citizen in a cyberworld that is only growing increasingly quick and complex. Let's get up to speed!

Suggested Grade Level: Grade 8
Length of Course: One Semester
Units of Credit: .5
PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 65
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: 10015
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.

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: Getting Savvy about Cyberspace - Internet technology has transformed every aspect of modern life. From group video chats to virtual assignments and having dinner delivered to our doorsteps, our ability to use modern technology to our advantage has never been greater than it is right now! But while this technology offers incredible advantages, it can also spell serious trouble when it's used the wrong way. Interacting online thoughtlessly or inappropriately can lead to immediate *and* long-term trouble. The good news is that by learning how to manage your online interactions in positive ways, you can easily avoid these issues. In this unit, you will discover how to use this technology as a responsible digital citizen.

Unit 2: Building Your Technology Toolkit - Technology seems to change practically overnight. Cutting-edge gadgets are soon replaced by faster, more powerful, and more efficient versions which get all the attention—for now, at least! This kind of progress can be overwhelming, but the benefits are hard to ignore. Yesterday's advances in technology quickly led to the new products and applications of today, and those in turn set the stage for the tools of tomorrow. In this unit, we'll look more closely at how technology has transformed our world and at ways that you can maximize technology's benefits.

Unit 3: Be Part of the Solution - Think of that movie you've been dying to see. Did you know that some movies can take as long as four years to make but show in theaters for only about four weeks? It's true. And that long list of names rolling at the end of the movie names the dozens—sometimes hundreds—of people who receive *some* credit for solving the problems on route to making the movie a reality. The same goes for games, apps, and electric cars, to name a few. But the products we enjoy didn't get made by accident. They all took an enormous amount of time, effort, and teamwork to produce. In this unit, you'll explore how this kind of collaboration takes place. You'll also discover the skills you can develop and the tools you can use to tackle the problems you want to solve.

Marking Period 2/4

Unit 4: Using Text-Based Algorithms - Did you know that the world runs on largely invisible commands communicated in mathematical languages? Think about your favorite game or app. What do you like the most about it? Is it the graphics that grab your attention? Or has the music hooked you and brought you back for more? Whatever it is, the fact is that a programmer had to code the product so that it would work properly. But that's the tip of the iceberg! In our modern tech age, code runs virtually everything. In this unit, we'll begin exploring text-based languages and how they operate. We'll also take an in-depth look at one text-based language in particular, and you'll learn how programmers use languages to create a variety of software products all around the world.

Unit 5: This is Just a Formality - Social media has totally transformed not only how we interact with one another but also how we live our lives. If you're stuck on a math problem, you can bet YouTube has a video that can help you solve it. If you're looking for a recipe for banana bread, you can choose from any number of them on Pinterest. We share mind-boggling amounts of information across the internet. But this kind of easy access can make things a little *too* comfortable and familiar. Professionalism and formal interaction are still vital to our social interactions—even online. In this unit, we will evaluate the contexts for various kinds of social interaction. Then, we will turn to tools designed to help you stay focused and productive while working online. Finally, we'll wrap up the unit by reviewing standards that apply to creating and consuming online digital content. That way, you'll be prepared for any online interaction!

Unit 6: Now, Put It All Together - Today's technology moves quickly. From searching the internet to sending and receiving messages, we want our content, and we want it NOW! Cutting-edge developments are ready to send today's tech into tomorrow's sales bins. But tomorrow's tech is about more than just surfing the web at sonic speed. Fresh features and peak performance are qualities that continue to drive demand. In this unit, we'll identify, compare, and even *combine* multiple content tools designed to deliver the quality your audiences crave. By learning to build your brand now, you'll set yourself up for sustained success, both today and into the increasingly interconnected world of tomorrow.

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Explain how online activity relates to the user both now and in the future		MP 1/3
Relate how laws and norms work to keep internet users interacting fairly		MP 1/3
Convey the importance of cybersecurity for keeping internet users safe		MP 1/3
Recognize the signs of cyberbullying and the impact it can have on its victims		MP 1/3
Identify new or emerging technologies and explain the ways they impact society		MP 1/3
Explain methods of interfacing with computer technology such as data storage options and file-naming conventions		MP 1/3
Implement shortcuts and troubleshooting techniques for tech gadgets and software		MP 1/3
Evaluate the quality and progress of computer keyboard performance		MP 1/3
Identify skills and tools to help you identify the nature of a problem		MP 1/3
Engage a process designed to break problems down into more manageable parts		MP 1/3
Describe how practical pseudocode can clarify procedures and instructions		MP 1/3
Demonstrate how flowcharts enhance teamwork and communication		MP 1/3
Describe the steps of the software development process		MP 2/4
Recognize differences between computing data, such as binary code and bits		MP 2/4
Compare modern software tools used for coding with text-based languages		MP 2/4
Identify the building blocks of the Python coding language		MP 2/4
Explain the two foundational operations for using the Python coding language		MP 2/4
Distinguish between various types of online social interactions		MP 2/4
Relay the importance of ethics and laws for posting content online		MP 2/4
Spot ways content can be crafted to convey a biased point of view		MP 2/4
Share strategies for sourcing accurate and relevant online content		MP 2/4
Process and organize relevant data using appropriate applications		MP 2/4
Craft different forms of media content to connect with a global audience		MP 2/4
Develop and deliver in-person presentations pitched to popular audiences		MP 2/4
Build brand recognition using tools to launch and develop a personal website		MP 2/4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		

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 exams