



# Queen of Heaven School

Growing in Faith, Knowledge and Grace

Hello and welcome to the 2015-2016 school year! The curriculum for computer technology class in eighth grade is meant to teach students about the impact that multimedia has on our digital world and society with emphasis of digital advertising, and the importance of social media. Please take the time to review the curriculum below. I have also attached my grading policy as well as my code of conduct that is to be signed and returned.

I look forward to a positive, exciting and eventful year!

Sincerely,

Mrs. Bloom

*Keep Calm and Tech On*

## **8th Grade "Multi-Media Mania"**

### ***Introduction***

- Introduction to the Computer Lab and AUP

### **Digital Advertising**

- Learn about the impact that digital media has on our society and create an advertisement in Adobe Flash. Skills acquired: Learn how to use vector drawing tools. how to use the timeline, masking, layers, scripting and animation.

### **Create an Educational Game**

- Create an online learning game using YoYoGames or Gamestar Mechanic. The 8th grade students will determine an educational subject (math, english, spanish, art) and a theme (sports, shopping, school days, etc.) and use storyboards to plan their game design. Final products may be submitted into contests, and will be evaluated by peer and age appropriate volunteers.

### **Video Production**

- Create a "My Life" video and a collaborative 8th grade graduation video. In this lesson students will learn how to scan, download and edit photos using Picasa photo editor. They will also learn how to edit music and record their voice.

### **8th Grade Memory Book**

**Message board and class Edmodo site for participation and may be assigned as homework from time to time.**

## **Eighth Grade Learning Standards covered via the above curriculum:**

### **ISTE NETS\*S Standards Met**

#### **❖ Creativity and innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

#### **❖ Communication and collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- d. Contribute to project teams to produce original works or solve problems

#### **❖ Research and information fluency**

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

#### **❖ Critical thinking, problem solving, and decision making**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

#### **❖ Digital citizenship**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

#### **❖ Technology operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

### **Common Core Standards**

*"Students who are college and career ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."*

- CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- CCSS.ELA-LITERACY.W.8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
- CCSS.ELA-LITERACY.RST.6-8.5 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.
- CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.



# Queen Of Heaven

Roman Catholic Elementary School

**K-8<sup>th</sup> Grade Computer Education**

**Mrs. Bloom**

**Grading Policy and Procedures**

Most projects in computer class for eighth grade are spread over a few classes and require more time. For large projects, students will be graded at a halfway point to ensure proper comprehension of instructions/skills and to make certain that student success is at the forefront. They will then be re-assessed at the completion of the project.

Students are continuously evaluated based on the skills being addressed. Rubrics are used for grading in all aspects of my computer technology classes. Before submitting their project, students are required to “check off” their rubric as they complete their assignment.

**Sample of Rubric:**

Project Criteria	Did you meet it?	Score
The PowerPoint Presentation is error free and is well written?		_____/25
The PowerPoint Presentation has at least one animation per slide of the story?		_____/10
The PowerPoint Presentation has a minimum of 3 slide transitions throughout the entire story?		_____/10

**Grades are weighted accordingly:**

Participation 10%      Project Checkpoints 25%      Skills Assessed 15%      Major Projects 50%

Homework (Edmodo Discussion Questions) is required at the eighth grade level. Because of the importance of technology and making certain that eighth grade skills are acquired, the student may be asked to complete assignments at home/stay after to complete an assignment if they fall behind or do not complete an assignment on the due date. Late assignments will acquire point deductions.



K-8<sup>th</sup> Grade Computer Education

Mrs. Bloom

Code of Conduct

# Respect<sup>3</sup>

(Respect to the 3<sup>rd</sup> Power)

- ✓ **Respect** and be courteous to all adults that enter the computer lab.
- ✓ **Respect** one another.
- ✓ **Respect** the technological equipment and furnishing in the computer lab.

In addition:

- ✓ *You will come prepared and ready to learn each and every computer class and make certain that all assignments are completed on time!!!!*
- ✓ *You will also abide by the computer Acceptable Use Policy.*

### Your Rights & Responsibilities

**You have the right to:**

- \*A safe learning environment
- \*Make choices
- \*Your own thoughts and ideas
- \*Be treated fairly
- \*Be yourself

**You are responsible for:**

- \*Maintaining a safe learning environment
- \*The consequences for your choices
- \*Respecting others
- \*Your own actions

**Consequences if you chose to break a rule (during one class period):**

**First Time:** Name written on teacher's personal board and a warning will be given.

**Second Time:** One check after your name and I will speak with your homeroom teacher and you will receive a demerit.

**Third Time:** A second check is placed after your name, I will speak with your homeroom teacher and a phone call will be placed at home.

**Fourth Time:** Third Check after your name, possible after school detention and a student discipline referral will be written and given to Mrs. Damico

Parents, please review with your child and sign below. Forms are due by your child's next computer class. Thank you.

I have read and understood Mrs. Bloom's Code of Conduct and Grading Policy

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name and Grade

