

SHANGHAI COMMUNITY INTERNATIONAL SCHOOL

COMPUTER 4 2003-2004 COURSE DESCRIPTION

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Overview

To live, learn and work successfully in an increasingly complex and information-rich society, students must be able to use computer technology effectively. The purpose of this course is to help students develop the computer technology skills and attitudes toward learning necessary to thrive in the academic environment of Shanghai Community International School, and beyond. This course uses SCIS Technology Student Learning Goals and the following general guidelines:

1. **All students will learn the appropriate use and care of a variety of computer technologies to form a basis for communication, information access, information production, and presentation skills.**
2. **All students will utilize a range of computer technologies to access information.**
3. **All students will utilize computer technology to effectively communicate ideas and information.**
4. **All students will learn about the potential for abuse, misrepresentation and inappropriate use of computer technology, and how to avoid these situations.**

For each of the above guidelines, students will develop themselves in the following areas:

Core Technology—Students will learn the proper handling and care of computers and computer equipment along with a variety of media equipment such as audio, video, and digital media devices. This basic foundation of knowledge is essential for students so that they are well prepared to effectively use computer technology as a tool in their coursework.

Information Access—Access to information is essential to prepare students for the 21st Century. The rapid increase in the amount of information available on the Internet illustrates the importance and relevance of this to students. All students will learn to use various tools and techniques available to gather, evaluate and process information.

Information Production and Presentation—Technology has dramatically changed how information can be created and expressed. All students will be provided the opportunity to effectively create, develop, and communicate their ideas and information using a variety of computer software applications and presentation technologies.

Communications—Technology has brought about significant changes in how people communicate and exchange information throughout the world. All students will learn to use various communication techniques via electronic media.

Ethical Considerations—Technology enables students to access and use a variety of information sources worldwide. Along with this opportunity, students will learn about the potential for abuse, misrepresentation, and inappropriate use of computer technology. Avoiding plagiarism and the proper citing of electronic information sources will be covered in this course.

In the first trimester, students will investigate, identify and use elements of SCIS computer technology, including:

- **Computer hardware and basic computer operation**—identifying and using common Input, Processing, Storage, and Output devices
- **Operating systems**—especially folder and file management (Windows 98)
- **Computer networks**—navigating in the SCIS Windows LAN and the Internet WAN
- **Word processing across the Grade 5 curriculum**—learning to create various types of documents using a word processor to meet the needs of Grade 5 classes; developing word processing skills such as formatting text, inserting graphics, wrapping graphics, using text boxes, creating and formatting tables, using hyperlinks, creating document templates, spell checking/thesaurus use, general layout skills for desktop publishing and using various other functions in a word processing program (Microsoft Word)
- **Computer research skills and techniques**—using various Internet search engines and Boolean logic searches, locating and evaluating Internet web sites for academic research and other educational purposes (not for "surfing the Web"); using a CD-ROM encyclopedia or other CD-ROM sources (Microsoft Internet Explorer, Microsoft Encarta Encyclopedia 2000)

Special emphasis will be placed upon learning proper techniques for citing research source materials (books, printed material, on-line sources, CD-ROMs) and creating properly formatted Works Cited pages and internal citations for academic writing (in conjunction with the Library and Language Arts). Various integrated computer technology projects will be coordinated with Fifth Grade classes which will require computer research and documentation skills.

- **Digital image collection and use**—finding and saving digital picture files for use in other applications from the Internet, CD-ROM sources, by scanning, and by using a digital camera for use in other applications (Microsoft Internet Explorer, Microsoft Encarta 2000, HP scanning software and hardware, various digital cameras and software)
- **PowerPoint Portfolio: Investigate, plan, create and publish a PowerPoint Portfolio** containing examples of best and favorite works from different Fifth Grade classes as an ongoing activity using all computer skills acquired this year;
- continue to master touch typing using **Typing Software** (*follow typing guidelines and homework*).
- **Typing software**—developing proper touch typing techniques and form on a STANDARD AMERICAN ENGLISH QWERTY keyboard, and proper use of typing tutor programs (Mavis Beacon 9, Typing Tutor IV); students will take home a copy of TYPING TUTOR IV on diskette to practice touch typing skills at home.

The following is standing Computer homework for the entire year:

1. 10 to 15 minutes of proper typing practice 4 or 5 times a week.
2. Use TYPING TUTOR IV or another suitable typing program.
3. Follow our established typing guidelines for proper touch typing techniques and form. Performance assessments (timed typing tests) will be given to students each term. Students are therefore highly encouraged to practice at home in the manner in which they will be tested at school—i.e. using the same software and proper form.
4. Typing practice in class will be limited, due to the short length of computer classes, and the need to cover other elements of the computer curriculum during class time.
5. Typing is an essential computer skill that SCIS students should master quickly. Homework practice is the best way to do this.

During the second trimester, students will investigate, identify and use:

- **Operating systems**—especially folder and file management (Windows XP)
- **Presentation software**—creating and formatting slides, using and formatting text on slides, inserting graphics, using transitions and animation effects to enhance slides (but not overusing these special effects), using hyperlinks on slides to create interactive learning modules, etc. (Microsoft PowerPoint)
- **Word processing software**—continuing to create a variety of word processing documents to meet the word processing needs of students' various classes (Microsoft Word)
- **Spreadsheet software**—basic spreadsheet creation and use for creating charts and graphs, and sorting (Microsoft Excel or other spreadsheet software)
- **Computer research skills and techniques**—continuing practice in locating, evaluating, using and citing various electronic sources
Students will engage in a major, integrated Science, Social Studies, or Language Arts research and presentation PowerPoint project which will require computer research and documentation skills starting in the second trimester and possibly carrying into the third trimester.
- **Continue to develop PowerPoint Portfolio** containing examples of best and favorite works from different Fifth Grade classes as an ongoing activity using all computer skills acquired this year
- **Typing software**—continuing to master touch typing; the same typing homework guidelines apply as in previous trimester (Mavis Beacon 9, Typing Tutor IV).
- **Graphic Organization software**—We will use Inspiration 7.5 to as a critical thinking tool to create mind webs, flow charts, procedural plans, outlines and other such graphic organizers.

Students should continue their standing Computer homework—proper typing practice for 10-15 minutes a day, 4 or 5 times a week, using a typing program.

In the third trimester, students will:

- finish their major PowerPoint projects (as time necessitates)
- **Graphic Organization software**—We will continue to use Inspiration 7.5 to as a critical thinking tool to create mind webs, flow charts, procedural plans, outlines and other such graphic organizers.
- investigate **Web Page and Web Site creation using a web page editing program**, time permitting (Macromedia Dream Weaver or other web site development program)
- **Continue to develop PowerPoint Portfolio** containing examples of best and favorite works from different Fifth Grade classes as an ongoing activity using all computer skills acquired this year
- continue to master touch typing using **Typing Software** (same guidelines apply as in previous trimester).

Students should continue their standing Computer homework—proper typing practice for 10-15 minutes a day, 4 or 5 times a week, using a typing program.

- * Please keep in mind that computer skills are cumulative. That is, the skills learned and practiced in the first trimester by their nature will be applied time and again throughout the course of the year. For example, while the syllabus (year long plan) for this course states that we are working with presentation software second

trimester, students must remember that every skill they've learned and practiced in first trimester will also be used in second trimester, even though we are focusing on a new piece of software or skill.

Assessment and Grading

Assessment and evaluation (grading) of Computer 6 students' achievement are extensions of SCIS Technology Student Learning Goals (ESLRs). Students will be assessed in a variety of ways.

- **Criteria based Assessment**—Students will complete various **in class assignments** and **extended projects** (larger assignments that span several class periods and require students to complete tasks at home between computer classes) in the course of learning new computer technology skills. In these assignments and projects, students will generally have a “check list” of tasks to accomplish, and a grading rubric with which they can evaluate how well they have completed the various tasks in the assignment/project.
- **Performance Assessment**—During each term and/or unit of study, students can expect to have at least one **comprehensive unit or term test**, as well as a few (2 to 5) shorter **quizzes**. Tests will generally have both a written and practical portion, and students will sometimes be able to use the computer and computer software, without opening any previously saved document, as a resource during the test. Quizzes will most often be short answer questions with hand written responses. **Typing tests** are another example of in class **performance assessments** that will be used each term in computer class.
- **Observational/Anecdotal Assessment**—Positive Learning Attitudes and Behavior ESLRs will most often be assessed via teacher observation and notation, as well as in the evaluation of student notes and project portfolio materials. The evaluation of these assessments will be reported both as a part of a student's overall course grade and in anecdotal teacher comments (progress reports).
- **Student Self-Assessment**—As part of the technology design process (investigating, planning, creating and evaluating), students will engage in various forms of self and peer assessment and evaluation tasks.

Grading, (evaluation of student achievement) uses the SCIS standard Achievement grading scale. Whenever possible, grading rubrics will be given to students so that they can self-evaluate their work, and understand their final marks on various assessments. For grading and reporting purposes, assessments fall into the following categories:

- **Projects and Assignments** (both in class and extended beyond class time) will be worth 80% of each term grade.
- **Typing** will account for 10% of each term grade.
- **Positive Learning Attitudes and Behavior** (participation, preparedness, goal setting and using time effectively, class work habits, staying on task, demonstrating self control, following directions, etc.) will comprise the final 10% of each term grade.

Required Materials

Students should have ready access to a computer at home, preferably with Windows 98 or newer (Win 2000, ME, XP) in English, and with an English keyboard (American English, if possible).

- **USB Flash Drive (memory stick).** Recommended 32 MB or larger capacity.

GRADE 4 TYPING SPEED GOALS 2003-4

TYPING SPEED WORDS PER MINUTE (WPM) * You must have 90% Accuracy or Better on the Timed Typing Test in order to register a valid typing score for the Trimester.	Letter Grade
> 40 wpm	6
30-40 wpm	5
20-29 wpm	4
10-19 wpm	3
< 10 wpm	2
Cannot Finish Test	1