

**East Penn School District**  
Curriculum and Instruction

**Curriculum for: Grade 8 Computers**

**Course(s): Grade 8 Computers**

**Grades: 8**

**Department: Computer/Business Applications**

**Length of Period (average minutes): 40**

**Periods per cycle: 6**

**Length of Course (yrs): ½ (trimester)**

**Type of offering: Exploratory**

**Credit(s) awarded: .33**

**Developed by: Brent Haley, Mark Caccavo, Rett Fisher, Melissa Heft**

**ADOPTED: June 10, 2019**

Entrepreneurship/Business Communications		
Enduring Understandings & Essential Questions	Skills and Knowledge	Standards
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● People experience and interpret media differently.</li> <li>● The design process is created to manipulate targeted audiences.</li> <li>● Personal online choices impact one's own digital environment.</li> <li>● Successful businesses require a well-prepared business plan.</li> <li>● Entrepreneurship connects community needs, products/services, and business skills.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● How does media shape our perceptions of reality?</li> <li>● How can digital communication be both creative and effective?</li> <li>● How is imagery manipulated to create a perception?</li> <li>● How is my digital footprint impacting the marketing that surrounds me?</li> <li>● How does an understanding of marketing concepts help entrepreneurs?</li> <li>● How does an individual become an entrepreneur?</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying entrepreneurship opportunities based on career goals, needs, and ideas.</li> <li>● Using photo editing programs to enhance advertising, to manipulate perceptions, effectively communicate ideas.</li> <li>● Creating media to capture an audience</li> <li>● Recognizing the tools and techniques to effectively communicate.</li> <li>● Self-reflecting to recognize how they have been persuaded by various means of communication.</li> <li>● Creating websites to convey a message or an idea</li> <li>● Using CSS Rules, including jpegs, gifs, and color to enhance a website.</li> <li>● Using various coding languages to create and design a website.</li> <li>● Evaluating a community need to establish a business</li> <li>● Create a website, advertisements, and an App to promote the business idea.</li> <li>● Understanding the need of a budget for personal and professional lives.</li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the difference between creator and end-user</li> <li>● that their online decisions impact their daily lives</li> <li>● that effective digital communication impacts the decision making process instantaneously</li> <li>● imagery impacts our perceptions</li> <li>● the steps in producing a business plan</li> </ul>	<p><b>ISTE Standards</b></p> <p>--2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>--5b Students collect data or identify relevant data sets, use digital tools to analyze them and represent data in various ways to facilitate problem-solving and decision making.</p> <p>--6c Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p><b>CSTA Standards</b></p> <p>--2-NI-04, Model the role of protocols in transmitting data across networks and the Internet.</p> <p>--2-NI-05, Explain how physical and digital security measures protect electronic information.</p> <p>--2-AP-16, Incorporate existing code, media, and libraries into original programs, and give attribution.</p> <p><b>Business, Computer, Information Technology Standards--BCIT</b></p> <p>--15.3.8.B, Produce a wide variety of business documents with a focus on content, style, and format.</p> <p>--15.3.8.E, Choose appropriate electronic resources to meet project need.</p> <p>--15.3.8.U, Identify and employ various electronic communications options.</p>

		<p>--<b>15.9.8.L</b>, Explain how technologies are used in marketing to gain a competitive advantage.</p> <p><b>CEW Standards</b></p> <p>--<b>13.1.8.E</b> Analyze the economic factors that impact employment opportunities.</p> <p>--<b>13.2.8.E</b> Explain the importance of the essential workplace skills/knowledge such as, but not limited to: communication, personal initiative, technical literacy, technology.</p> <p>--<b>13.3.8 D</b> Analyze budgets and pay statements such as expenses.</p> <p>--<b>13.4.8.B</b> Evaluate how entrepreneurial traits influence career opportunities.</p> <p>--<b>13.4.8.C</b> Identify and describe the basic components of a business plan.</p>
<b>Physical Computing/Coding</b>		
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● Computer programming languages are necessary for the interaction of a user and the device.</li> <li>● Coding can be used for problem solving and creation.</li> <li>● Coding is a set of directions to accomplish a task, an element of programming.</li> <li>● Creating apps will effectively communicate ideas.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● What does coding look like from start to finish?</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Creating a basic app that meets the needs of the community.</li> <li>● Running, editing, debugging lines of code to create a final outcome.</li> <li>● Troubleshooting techniques to solve a coding problem.</li> <li>● Using programming languages to code animations</li> <li>● Emerging programming languages to create applications to communicate ideas.</li> </ul> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the difference between block coding and other programming languages</li> <li>● how computers help humans solve problems.</li> <li>● use the problem-solving process to create digital content</li> </ul>	<p><b>CSTA Standards</b></p> <p>--<b>2-CS-02</b> Design projects that combine hardware and software components to collect and exchange data.</p> <p>--<b>2-NI-05</b> Explain how physical and digital security measures protect electronic information.</p> <p>--<b>2-AP-16</b> Incorporate existing code, media, and libraries into original programs, and give attribution.</p> <p>--<b>2-AP-12</b> Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</p> <p>--<b>2-NI-04</b> Model the role of protocols in transmitting data across networks and the Internet.</p> <p>--<b>2-IC-23</b> Describe tradeoffs between allowing information to be public and keeping information</p>

<ul style="list-style-type: none"><li>● How can individuals develop technology to create positive experiences?</li><li>● How does the user, hardware and software interact?</li><li>● How do I express my ideas through coding an animation?</li><li>● How does consumer need inspire innovation?</li></ul>		<p>private and secure.</p> <p><b>CEW Standards</b></p> <p>--<b>13.1.8.E</b> Analyze the economic factors that impact employment opportunities.</p> <p>--<b>13.1.8.F</b> Analyze the relationship of school subjects, extracurricular activities, and community experiences to career</p> <p>--<b>13.3.8.C</b> Explain and demonstrate problem solving.</p> <p>--<b>13.4.8.B</b> Evaluate how entrepreneurial traits influence career opportunities.</p>
---	--	---