Business Educations and Computer Science Course Syllabus
Martin Luther King, Jr. Middle School
545 Hill St, SE, Atlanta, GA 30312
(404) 802-5400
Mrs. S. Francis

Course Description

The goal of this course is to provide all middle school students with an introduction to the principles of computer science, basic keyboarding skills, Internet safety and usage, and computer applications. Students will explore how personality traits and personal values align with career choices and will develop a career plan. Personal, professional, and ethical standards of behavior for the workplace will be examined and reinforced in the classroom.

Objectives

By the end of the course, students will demonstrate an understanding of the following as it applies to Business Education and Computer Science:

- o Introduction to the basic computer components and the safe utilization of computer equipment
- o Utilize tools available to explore career planning and personal development.
- o Develop and apply keyboarding skills utilizing current technology.
- o Exploration of how personality traits and personal values align with career choices
- o Examine the professional, ethical, and safety issues involved in the efficient use of the Internet.
- o Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
- o Understand and apply basic skills in word processing, spreadsheet, database, desktop publishing, and multimedia presentation software.

6th Grade GPS Standards

1. Students will identify computer system components
2. Students will identify and demonstrate computer maintenance and safety.
3. Students will develop an individual career plan reflecting their personal traits and values.
4. Students will develop keyboarding skills by touch with speed and accuracy
5. Students will discuss internet safety and security issues.
6. Students will utilize the Internet as a resource
7. Students will develop and model employability skills
8. Students will utilize word processing software.
9. Students will develop and apply basic spreadsheet skills.
10. Students will develop and apply basic database skills.
11. Students will develop and apply basic desktop publishing skills
12. Students will acquire basic knowledge and skills of multimedia/presentation software.

8th Grade Literacy in Technical Subjects Common Core GPSc

1. Students will cite specific textual evidence to support analysis of science and technical texts
2. Students will determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Students will follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4. Students will 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*.
5. Students will 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.

6. Students will analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7. Students will 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)
8. Students will distinguish among facts, reasoned judgment based on research findings, and speculation in a text
9. Students will compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently

8th Grade Writing Standards for Literacy in Technical Subjects Common Core GPS

1. Students will write arguments focused on *discipline-specific content*.
2. Students will write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Students will, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
6. Students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
7. Students will conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Students will draw evidence from informational texts to support analysis reflection, and research.
10. Students will write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Projects:
Mini projects are infused within the curriculum, (i.e. Word, PowerPoint, Excel, Publisher, Careers)

FBLA:
The development of positive personal qualities and leadership is a vital component in career success. In this course that development is achieved through a variety of methods, which include Future Business Leaders of America(FBLA). FBLA is a student organization that is designed to enhance this class. FBLA provides career and leadership development through peer interactions, adult mentoring, and competitions based on knowledge and skills learned in the classroom.

Evaluation

		Grading Scale	
Classwork	30%	A = 90-110	
Homework	10%	B = 80-89	
Projects	10%	C = 70-79	
Quiz	20%	F = 69 - 0	
Tests	30%		

Make-up Policy

All students should check the make-up bin when you return for any handouts or worksheets. Place any completed makeup work in the make-up bin. All tests and quizzes must be made up after school. It is your responsibility to see me to set up a time to do this.

Class Rules and Expectations

Be Respectful -   No profanity, rude statements, and follow teacher's directions the 1st time.

Be Responsible –   Accept responsibility for your personal actions, don't bring items that are not a part of the instructional program

Be Ready to Learn - Be on time, Raise your hand before you speak out or get out of your seat. Wait for the teacher to acknowledge you.

Classroom Materials

- Pen or Pencil - Minimum 2 GB flash drive
- Notebook Paper - Headphones (preferably ear buds)

Consequences
- ❖ 1st Offense: Warning
- ❖ 2nd Offense: Call to parent
- ❖ 3rd Offense: Detention
- ❖ 4th Offense: Referral

Computer Usage
- ➢   Using the computer is a privilege, not a right!

- ➢   If you abuse your privilege, you will lose it!

Parents,

Please sign below to certify that you and your child have read and understand the syllabus and return.

Student's Signature: _____   Date: _____

Parents' Signature: _____   Date: _____

Students needing access to the computers may come after school. I will be available most evenings until 5:20. Parents, the easiest way to communicate with me is via e-mail: sfrancis@atlanta.k12.ga.us