



2023-2024 COURSE SYLLABUS

Introduction to Software Technology

Teacher: Marc R. Dastous

Room Number: A403

Semester: Fall 2023 | Spring 2024

Textbook: CodeHS

Website: <http://CTAEMrD.Dastous.us>

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Tutorial Days: Mondays

Tutorial Hours: 3:45-4:45PM

Tutorial Location: A403

Course Description:

Introduction to Software Technology is the foundational course for Web & Digital Design Pathway. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

Students will not only understand the concepts but apply their knowledge to situations and defend their actions, decisions, and/or choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America, FBLA, are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world.

Pathway SAMPLE OCCUPATIONS:

Occupation Specialties	Entry Level of Education Needed	2012-2013 Annual Wage	Annual Openings 2012-2020
Web Developers	Bachelor's Degree	\$68,200	190
*Computer System Analysts	Bachelor's Degree	\$73,800	810
Computer Programmers	Bachelor's Degree	\$75,400	230

Source: Georgia Department of Labor/ONET. *Georgia's HOT Careers to 2020 for more information on high-skilled, high-wage & high-demand occupations.

Students in this pathway will complete an End of Pathway Assessment (EOPA) in HTML Development in preparation for careers in web and digital communications. These careers involve creating, designing and producing interactive multimedia products and services, including the development of digitally generated or computer enhanced media used in business, training, entertainment, communications and marketing. Sample interactive media occupations include web designer, webmaster, 3D animator, virtual reality specialist, multimedia producer and graphic artist. Organizations of all types and sizes use digital media to communicate with existing and potential customers, to track transactions and to collaborate with colleagues. Interactive media experts can find employment opportunities in organizations of all sizes and types due to the rate of technology change in business and reliance on mobile technology.

Prerequisite: Entry Level Course



Introduction to Software Technology Course Standards

IT-IST – 1	Demonstrate employability skills required by business and industry.
IT-IST – 2	Establish a personal online career portfolio and begin uploading relevant artifacts.
IT-IST – 3	Explore, research, and present findings on positions and career paths in technology and the impact of technology on chosen career areas.
IT-IST – 4	Demonstrate effective professional communication skills (oral, written, digital) and practices that enable positive customer relationships.
IT-IST – 5	Identify, describe, evaluate, and use appropriate technology for given situations.
IT-IST – 6	Understand, communicate, and adapt to a digital world
IT-IST – 7	Use computational thinking procedures to analyze and solve problems.
IT-IST – 8	Create & organize web pages through the use of a variety of web programming design tools.
IT-IST – 9	Identify and explain the building blocks, principles, and ways to access code within programming languages used today.
IT-IST – 10	Design, develop, test, and implement programs using high-level programming languages.
IT-IST – 11	Describe, analyze, develop, and follow policies for managing ethical and legal issues in the business world and in a technology-based society.
IT-IST – 12	Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

Course Units/ Topics:

Unit 1	Digital Citizenship & Cyber Hygiene (1 Week)
Unit 2	Computer Science Careers (1 Week)
Unit 3	Computing Basics (1 Week)
Unit 4	Operating Systems and Software (2 weeks)
Unit 5	Programming with Turtle Graphics (5 weeks)
Unit 6	Programming with Karel (5 weeks)
Unit 7	Karel Challenges (2 weeks)
Unit 8	Web Design (6 weeks)
Unit 9	Web Design CSS (3 weeks)
Unit 10	JavaScript and Graphics (4 weeks)
Unit 11	Web Development (7 weeks)
Unit 12	If time permits we will explore JavaScript Control Structures
FBLA- leadership development, community service, and employability skills (taught throughout the year)	
Careers & Professional Skills (taught throughout the year)	
Information Technology Careers (taught throughout the year)	
This course is project based. Students will be expected to complete a variety of projects in order to demonstrate mastery of the lesson.	



Evaluation and Grading:

Course Components		Weights		Grading Scale	
Classwork (grading floor of 50)		40%		100-90	A
Summative		60%		89-80	B
				79-70	C
				69-0	F
				Not Evaluated	NE
TOTAL		100%			

**NE (not evaluated): Tasks may be entered into the "Classwork" category as not evaluated/not graded/unweighted in order to record formative tasks included in instruction.*

CLASSWORK CATEGORY:

- Grading floor of 50
- "Missing" calculated as 50
 - Graded tasks with earned scores of 50 or below are entered as 50.

SUMMATIVE CATEGORY:

- Students' grades are entered as earned.
- Reassessment opportunities are Mandatory for all students on summative tasks (including tests and quizzes) when they score 69% or below. This reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score if higher. Students have one opportunity for reassessment.

The reassessment opportunity does not apply to final exams.

- ***For classes with content on Edgenuity:*** If the student has not demonstrated mastery of the content during the reassessment opportunities, the student may be assigned Edgenuity. If assigned Edgenuity, students must take the assessments in a teacher-proctored environment. Courses aligned with Edgenuity:
 - Social Studies: World History, US History, Economics, American Government
 - Language Arts: American Literature, Ninth Grade Literature, World Literature, British Literature
 - Math: Algebra, Geometry, Advanced Algebra, Pre-Calculus
 - Science: Biology, Environmental Science, Chemistry, Physics

LATE ASSIGNMENTS: A late assignment is defined as work submitted after the teacher collected the assignment.

- Tasks in the formative classwork category must be submitted by the date of the summative assessment (or reassessment) for that unit.
- For tasks in the summative grading category, late work deadlines are outlined below.
- Teachers should enter an "M" into IC if a formative classwork task is missing. If the student turns the task in prior to the deadline (see first bullet above), the assignment will be scored based on mastery of the standard(s) and entered into the grade book.



Summative Task Deadlines: 2023-2024 School Year

First semester August 1-December 15, 2023	Midpoint: 10/6	Deadline 9/25 for tasks and reassessments in the summative category that were due 8/1-9/22
		Deadline 12/4 for tasks and reassessments in the summative category that were due 9/25-12/1
Second semester January 3-May 24, 2024	Midpoint: 3/15	Deadline 3/4 for tasks and reassessments in the summative category that were due 1/3-3/1
		Deadline 5/13 for tasks and reassessments in the summative category that were due 3/4-5/10

For AP Classes: All late formative classwork in AP classes will be assessed a 20% penalty. Deadlines noted above also apply to AP classes.

CAMPUS PORTAL FOR PARENTS AND GUARDIANS: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

SCHOOLGY is a K-12 educational learning management system and an all-in-one platform for teaching, learning, assessing, and reporting grades and data. The goal for an LMS is to allow a school to have a central piece of technology to be the platform for communicating with students, teachers, families, and administration. Students access Schoology through MyBackpack.

REQUIRED MATERIALS:

- pen/pencil
- flash drive
- Headphone or Earbuds

SCHOOL-WIDE BEHAVIORAL EXPECTATIONS: Be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

CLASSROOM EXPECTATIONS:

- All virtual and hybrid classes will be held on zoom.us.
- Arrive ON time (If you are early = on time, On time = late, Late = unemployed)
- ACTIVELY participate
- Remain on task
- Embrace the use of the 5Cs (communication, collaboration, creativity, critical thinking, & citizenship)
- Cellphones must be locked up during class, a secure lockbox is located at the front of the room.
- No Eating & Drinking during class



ACADEMIC DISHONESTY: It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work always to support a positive learning environment in the school. Cheating, plagiarism, and other acts of academic dishonesty are strictly prohibited. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. Examples of violations of this rule include but are not limited to: copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected.

ACADEMIC DISHONESTY WITH A DEVICE: Use of a cellular phone without the consent of a school administrator or school staff during a test, quiz, or completion of a graded assignment is considered cheating and is strictly prohibited.

SCHOOL-WIDE EXPECTATIONS:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

For additional help, Tutor ATL info: <https://tutoratl.org>

PROGRESS REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under "Students in danger of not meeting academic expectations" for further information. Teachers will:

- Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an assistant principal of serious problems that are affecting classroom performance.
- Set up parent conferences as necessary.



ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

Our Vision: A high-performing school where educators inspire, families engage and students love to learn.

Our Mission: Every student will graduate college and career ready with a dedication to community involvement and service.

Midtown Graduate Profile (5 Cs): Creative, collaborative, critical thinker, communicative, and a good citizen.

For Mental Health Crisis you may call the Georgia Crisis & Access Line at 1-800-715-4225.

Resources:

<https://suicidepreventionlifeline.org/>

<https://namiga.org/georgia-crisis-and-access-line/>

<https://www.crisistextline.org>

See Something Say Something Anonymous Line: 1-844-5-SAYNOW

School Counseling Site for Resources/Documents:

<https://www.atlantapublicschools.us/Page/46013>





Receipt of Syllabus

Course Name: *Introduction to Software Technology*

Teacher Name: Mr. Marc R. Dastous

Student Signature

Parent/Guardian Signature

Date

Date