



Digital Literacy Disclosure Document

Teacher: Mrs. Smith
Class: A2, A3, A4, B7, B8
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Room: C112

This course is a foundation to the digital world that provides a broad understanding of key applications, computing fundamentals, and living online. Students will have opportunities to use technology and develop skills that promote creativity, critical thinking, productivity, and collaboration in the classroom and day-to-day life. This course is aligned with the international Society for Technology in Education (ISTE) for Students, the K-12 Computer Science Standards, and industry standards for Digital Literacy Certification. The alignment of these national and international benchmarks will ensure that students complete this course as a prerequisite to transition successfully to the 9 - 12th grade digital studies courses.

Course Goals:

In successfully completing this course, students will gain a basic understanding of:

- Keyboarding Efficiency - Demonstrate an acceptable level of keyboarding skill & proper technique.
- Information Processing Cycle – Fundamental concepts of network architecture, hardware, software, concepts of computing & troubleshooting.
- Global Collaborator - Use a variety of digital tools to collaborate & navigate the internet.
- Digital Citizen - Online safety, data security, legal & ethical responsibilities in the digital world.
- Knowledge Constructor – Practice file management, word processing, presentations, spreadsheets, & databases.
- Creative Communicator - Utilize basic tools to create and edit digital media: images, audio, & video.

Class Rules:

At Timberline Middle School, students are taught school-wide behavioral expectations, called the Grizzly Guide. The Grizzly Guide states that students are respectful, responsible, resourceful, and brave.

Teachers at Timberline specifically teach the Grizzly Guide and reinforce it by distributing "Pawsitive" Tickets, which students can exchange for prizes.

When a student's behavior is contrary to the Grizzly Guide, he or she is re-taught the behavioral expectations with immediate feedback from an adult. If the student repeats the inappropriate behavior after being re-taught, teachers may provide an opportunity to re-direct the student's behavior through a Think Time, where the student completes a reflective worksheet, and apology. Major behavioral infractions, such as physical violence or vandalism, result in an office referral.

See the online Student Handbook for more information about the Grizzly Guide and Timberlines school-wide positive behavior plan.

Helpful Information:

Participation from every student is required. Student's participation will be graded on the following items each day and is worth 5 points daily:

- 2 pts. = using time wisely (staying on task)
- 1 pt. = starting (Edutype) warm up on time (first few minutes of class)
- 1 pt. = participating in class (listening and following directions)
- 1 pt. = using correct technique while typing

Required Materials:

Students must bring a pair of headphones (compatible with school computers) to class every period. Each student is assigned a computer and will be responsible for its care. Any damage to the equipment or system is assessed for the replacement cost of the computer.

Grading Policy:

Grades are based on three categories: tests/quizzes (40%), assignments (40%), and participation (20%). Grades will be given according to the following scale:

100-94	A	79-77	C+
93-90	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69-67	D+
83-80	B-	66-64	D

Homework Policy:

Students will only have homework if they do not finish their assigned work in class or are absent. Students who are absent for any reason must check Canvas and make up missed work.

Attendance & Citizenship Policy:

The attendance & citizenship policy is found in your student handbook and complies with the Americans with Disabilities Act. Timberline Middle School offers education to all enrolled and does not discriminate on the basis of race, color, religion, gender, disability, or national origin. Students who have a problem with another student or any school employee should talk to the school administration or a counselor about their concerns. Students needing special accommodations are encouraged to contact the instructor for alternative arrangements.