

Computer Literacy Through Applications

Unit Title: Fundamentals, Word and Excel

Stage 1: Desired Results

Standards & Indicators:

9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

9.3.IT.2 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.

9.3.IT.3 Demonstrate the use of cross-functional teams in achieving IT project goals.
practices.

9.3.IT.4 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

9.3.IT.5 Explain the implications of IT on business development.

9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

9.3.IT.7 Perform standard computer backup and restore procedures to protect IT information.

9.3.IT.8 Recognize and analyze potential IT security threats to develop and maintain security requirements.

9.3.IT.9 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.CFR.6	Identify and explain the consequences of breaking federal and/or state employment or financial laws.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
9.1.12.EG.1	Review the tax rates on different sources of income and on different types of products and services purchased.	Tax rates vary based on your financial situation.
9.1.12.EG.2	Explain why various forms of income are taxed differently.	Tax rates vary based on your financial situation.
9.1.12.PB.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).	Innovative ideas or innovation can lead to career opportunities.

Computer Literacy Through Applications

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Central Idea/Enduring Understanding:</u> Understand the different types of programs to enhance their computer skills associated with the Microsoft Office Package, IC3, MS Publisher and MS FrontPage.</p> <p>Apply the previously learned objectives from those programs to establish their computer knowledge for personal, college and/or workplace.</p> <p>Recognize, create, and extend the performance of the programs introduced through several activities pertaining to the appropriate programs.</p> <p>Use various types of materials in conjunction with projects, activities and real-life situations to enhance their knowledge and performance and feel comfortable with any of the programs in Microsoft Office, IC3, Publisher and FrontPage.</p> <p>Promote the certifications available with the Microsoft Office & IC3 programs.</p> </div> <div style="width: 45%;"> <p><u>Essential/Guiding Question:</u></p> <p>Can you name three different computers? Explain the difference between external and internal components. How does RAM affect the performance? What should be considered when selecting a computer? How is data inputted into a computer? Name five different types of computer software. What is the purpose of an operating system? How do you manipulate windows? How do you change display settings? How often should you spell check a document? Why add bullets, headers and footers? How does formatting and adding tables and pictures enhance a presentation? What is the difference between a workbook and a worksheet? Why is it important to correct the cell data? When should you add a function to a formula? How do the various functions in Excel enhance a document, spreadsheet or presentation?</p> </div> </div>		

Computer Literacy Through Applications

<u>Content:</u>	<u>Skills(Objectives):</u>
Computing Fundamentals - Computer Hardware Identifying Computers Hardware Components Performance Purchasing Decisions Computing Fundamentals - Computer Software Software Basics Types of Software Computing Fundamentals - Using an Operating System Operating Systems Desktop Basics Systems Settings MS Word - Introducing Word Entering Text Saving & Printing Creating new documents Find and Replace text Inserting symbols Spell Check & Grammar Tools MS Word - Formatting Paragraph & Character Styles Modify Paragraph formats Setting Tabs Adding bullets, numbering and outline numbering lists Creating headers and footers Inserting different types of page breaks MS Word - Tables and Graphics Create a table Selecting/inserting rows and columns Formatting tables Inserting pictures Changing column features MS Excel - Introducing Excel Managing workbooks Navigate and edit a worksheet Changing number formats, copying and moving data Correct cell data and formats MS Excel - Format and Print Worksheets Manipulate rows and columns Modify cell formats Styles and apply AutoFormats Print worksheets MS Excel - Tapping the Power of Excel Sorting and filter data	Identify various computers and explain differences and similarities. Identify the hardware components. Explain criteria for deciding on a computer to purchase. Describe the function of software and give examples. Demonstrate proper use of a computer operating system. Use Microsoft Word efficiently and effectively. Describe the functions in Microsoft Excel. Use the Excel program effectively and efficiently.

Computer Literacy Through Applications

Creating and revising formulas Adding functions to formulas Create and modify charts, graphics, and diagrams MS Access - Introducing Access Exploring the Database Window Enter, Edit and delete records Print database objects Enter, edit, and delete records in a form Create a database MS Access - Datasheets and Queries Sorting records Searching for data Filtering records Creating and modify queries Working with PivotCharts MS Access - Forms and Reports Create simple forms Create business reports Modify forms and reports	
--	--

Interdisciplinary Connections:

Computer Science and Design Thinking

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

English Language Arts Companion Standards

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Media Arts Standards

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Stage 2: Assessment Evidence

Performance Task(s):

Create edit, and format documents using Microsoft Office Software (Word, Excel,).

Produce form letters and documents containing charts and graphs by integrating information from all programs

Gather relevant information, while filtering out useless or unrelated information from the internet for a research paper.

Properly cite internet sources in a research paper.

Other Evidence:

Daily Do-Now activities

Vocabulary

Sketches/research

Participation

Following Class Procedures

Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Computer Literacy Through Applications

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration
Guided practice
Independent practice
Small group instruction
Individual instruction
Cooperative learning

Resources:

Microsoft Office
IC3
Microsfot Publisher
Microsoft FrontPage

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

**Be sure to only include applicable resources.*

Computer Literacy Through Applications

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Progress/Advance to the Next Activity • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Students may redo any assignment any time with no penalty 	<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized Instruction • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Students may redo any assignment any time with no penalty 	<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized Instruction • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Break down tasks into manageable units • Allow for repetition and/or clarification of directions • Students may redo any assignment any time with no penalty 	<ul style="list-style-type: none"> • IEP is followed • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized Instruction • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Break down tasks into manageable units • Allow for repetition and/or clarification of directions • Students may redo any assignment any time with no penalty <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Computer Literacy Through Applications

Unit Title: Access, PowerPoint, Publisher & FrontPage

Stage 1: Desired Results

Standards & Indicators:

9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

9.3.IT.2 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.

9.3.IT.3 Demonstrate the use of cross-functional teams in achieving IT project goals.
practices.

9.3.IT.4 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

9.3.IT.5 Explain the implications of IT on business development.

9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

9.3.IT.7 Perform standard computer backup and restore procedures to protect IT information.

9.3.IT.8 Recognize and analyze potential IT security threats to develop and maintain security requirements.

9.3.IT.9 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in

Computer Literacy Through Applications

		selecting the best tool for a given task.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.1.12.FP.7	Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.

<p><u>Central Idea/Enduring Understanding:</u></p> <p>Understand the different types of programs to enhance their computer skills associated with the Microsoft Office Package, IC3, MS Publisher and MS FrontPage.</p> <p>Apply the previously learned objectives from those programs to establish their computer knowledge for personal, college and/or workplace.</p> <p>Recognize, create, and extend the performance of the programs introduced through several activities pertaining to the appropriate programs.</p> <p>Use various types of materials in conjunction with projects, activities and real-life situations to enhance their knowledge and performance and feel comfortable with any of the programs in Microsoft Office, IC3, Publisher and FrontPage.</p> <p>Promote the certifications available with the Microsoft Office & IC3 programs.</p>	<p><u>Essential/Guiding Question:</u></p> <p>What is the difference between view and slide show?</p> <p>How do you manage a file?</p> <p>Why use the wizard to create a presentation?</p> <p>Why would you want to edit text?</p> <p>What is a slide?</p> <p>When should you add a hyperlink?</p> <p>Why insert a clip art to a presentation?</p> <p>When should customize a table?</p> <p>How do you create a chart?</p> <p>Why add sound and/or movie?</p> <p>What is a slide master?</p> <p>Why animate a presentation?</p> <p>Why explore the publisher window?</p> <p>Why should you include on a greeting card?</p> <p>Why create a calendar?</p> <p>How do you make a flyer informative?</p> <p>Why format?</p> <p>How do you print a flyer?</p> <p>Why use the Internet?</p> <p>What Is a web browser?</p> <p>Can you search on the Internet for a job?</p>
--	--

Computer Literacy Through Applications

	<p>How safe Is the Internet?</p> <p>What Is the difference between MS Word and MS FrontPage window features?</p> <p>What does HTML represent?</p> <p>What are templates?</p> <p>How do you save in MS FrontPage?</p> <p>What is a web font?</p> <p>Why would add a numbered lists?</p> <p>Why use hyperlinks?</p> <p>When should you add bookmarks?</p>
<p><u>Content:</u></p> <p>MSAccess</p> <p>Introducing Access</p> <p>Datasheets and Queries</p> <p>Forms and Reports</p> <p>MS PowerPoint</p> <p>Introducing PowerPoint</p> <p>Formatting a Presentation</p> <p>Enhancing a Presentation</p> <p>MS Publisher - Introducing Publisher</p> <p>Using the Internet</p> <p>MS FrontPage</p> <p>Introducing FrontPage</p> <p>Web Pages</p>	<p><u>Skills(Objectives):</u></p> <p>Explore database window</p> <p>Enter, edit and delete records</p> <p>Print database objects</p> <p>Create a database</p> <p>Sort records</p> <p>Search for data</p> <p>Filter records</p> <p>Create and modify queries</p> <p>Work with pivot charts</p> <p>Create a simple form</p> <p>Create a business report</p> <p>Modify forms and reports as needed</p> <p>Navigate PowerPoint Views and Slide Shows</p> <p>Manage files and folders</p> <p>Create a presentation using the wizard</p> <p>Insert, edit and modify text</p> <p>Manipulate slides</p> <p>Create hyperlinks</p> <p>Insert and modifying clip art</p> <p>Create and customize a table</p> <p>Create a chart</p> <p>Insert sound effects and movies</p> <p>Manage slide masters</p> <p>Animate the presentations</p> <p>Explore the Publisher Window</p> <p>Create a greeting card</p> <p>Create a calendar</p> <p>Create flyers</p> <p>Format & print documents</p> <p>Use appropriate information sources</p> <p>Use a Web Browser</p> <p>Search the Internet</p> <p>Understand the safety and legal issues</p> <p>Understand and operate FrontPage window features</p> <p>Describe HTML tags</p> <p>Create Web Site Using Template</p> <p>Save a Web Page</p> <p>Use various web fonts</p> <p>Use bulleted and numbered lists</p> <p>Add hyperllnks</p> <p>Insert bookmarks</p>

Computer Literacy Through Applications

Interdisciplinary Connections:

Computer Science and Design Thinking

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

English Language Arts Companion Standards

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Media Arts Standards

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

Stage 2: Assessment Evidence

Performance Task(s):

Create edit, and format documents using Microsoft Office Software (Word, Excel, Access).

Produce form letters and documents containing charts and graphs by integrating information from all three programs

Make multimedia presentations using Power Point.

Use Microsoft Publisher to create greeting cards, calendars and flyers

Gather relevant information, while filtering out useless or unrelated information from the internet for a research paper.

Properly cite internet sources in a research paper.

Design a basic web page using Microsoft FrontPage.

Other Evidence:

Daily Do-Now activities

Vocabulary

Sketches/research

Participation

Following Class Procedures

Projects assessed using rubrics focused on skills taught, safety protocols and processes used

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Whole group learning with teacher lecture, discussion, and demonstration

Guided practice

Independent practice

Small group instruction

Individual instruction

Cooperative learning

Resources:

Microsoft Office

IC3

Microsoft Publisher

Microsoft FrontPage

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)

Computer Literacy Through Applications

	<ul style="list-style-type: none"> • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
--	---

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Progress/Advance to the Next Activity • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Students may redo any assignment any 	<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized 	<ul style="list-style-type: none"> • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized 	<ul style="list-style-type: none"> • IEP is followed • Visual Learning • Auditory Learning • Quizzes and Tests are modified • Extra time is given on assignments • Preferential Seating • Individualized Instruction • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine

Computer Literacy Through Applications

time with no penalty	<p>Instruction</p> <ul style="list-style-type: none"> • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Students may redo any assignment any time with no penalty 	<p>Instruction</p> <ul style="list-style-type: none"> • Tutoring • Modify our curriculum content based on student's ability level • Use a consistent daily routine • Break down tasks into manageable units • Allow for repetition and/or clarification of directions • Students may redo any assignment any time with no penalty 	<ul style="list-style-type: none"> • Break down tasks into manageable units • Allow for repetition and/or clarification of directions • Students may redo any assignment any time with no penalty <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
----------------------	--	---	---

Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Fundamentals, Word and Excel		
45 Days	<p>Microsoft Office</p> <p>IC3</p> <p>Microsfot Publisher</p> <p>Microsoft FrontPage</p>	<p>9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.</p> <p>9.3.IT.2 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.3 Demonstrate the use of cross-functional teams in achieving IT project goals.</p> <p>practices.</p> <p>9.3.IT.4 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p> <p>9.3.IT.5 Explain the implications of IT on business development.</p>

Computer Literacy Through Applications

		<p>9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.</p> <p>9.3.IT.7 Perform standard computer backup and restore procedures to protect IT information.</p> <p>9.3.IT.8 Recognize and analyze potential IT security threats to develop and maintain security requirements.</p> <p>9.3.IT.9 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.</p>
UNIT 2: Access, PowerPoint, Publisher & FrontPage		
45 Days	<p>Microsoft Office IC3 Microsoft Publisher Microsoft FrontPage</p>	<p>9.3.IT.1 Demonstrate effective professional communication skills and practices that enable positive customer relationships.</p> <p>9.3.IT.2 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.</p> <p>9.3.IT.3 Demonstrate the use of cross-functional teams in achieving IT project goals.</p> <p>9.3.IT.4 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.</p> <p>9.3.IT.5 Explain the implications of IT on business development.</p> <p>9.3.IT.6 Describe trends in emerging and evolving computer technologies and their influence on IT practices.</p> <p>9.3.IT.7 Perform standard computer backup and restore procedures to protect IT information.</p> <p>9.3.IT.8 Recognize and analyze potential IT security threats to develop and maintain security requirements.</p> <p>9.3.IT.9 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.</p>