



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	<b>Computer Applications for Business Management</b>					
<b>Grade Level(s):</b>	<b>9-12</b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	<p>Computer Applications for Business Management is a five (5) credit, full year course that is open to students in grades 9-12 and meets Career &amp; Technical Education (Practical Arts) graduation requirements. The course can be taken as a 2.5 credit elective option during the first semester or the second semester, but this option would not satisfy the CTE graduation requirement.</p> <p>This is an introduction to computer-based applications used in the business world. Students will learn simulate real life and business concepts through software used by business organizations. These computer skills will increase student proficiency in college, career, and personal applications. The course incorporates advanced features of leading software technologies including Microsoft Word, Excel and PowerPoint and collaboration software such as Google Docs. Students will have the opportunity to earn a nationally certification and become a Microsoft Office Specialist</p>					
<b>Grading Procedures:</b>	<ul style="list-style-type: none"> <li>• Supportive Assessments --             <ul style="list-style-type: none"> <li>○ (Oral Presentations, Cooperative Activities, Module activities)</li> </ul> </li> <li>• Major Assessments &amp; Activities --             <ul style="list-style-type: none"> <li>○ (Tests, Benchmark Assessments, Projects)</li> </ul> </li> <li>• Minor Assessments &amp; Activities --             <ul style="list-style-type: none"> <li>○ (CW, Quizzes, Class discussions, Participation)</li> </ul> </li> </ul>					
<b>Primary Resources:</b>	<p>Cengage online textbook</p> <p>Cengage modules</p> <p>Online Resources</p>					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:**

Rachel Michael

**Under the Direction of:**

Jeffrey Snyder

DocuSigned by:  
*Jeff Snyder*  
238264344460446

DocuSigned by:  
*Steve Gregor*  
9270046A32FB472

DocuSigned by:  
*Jack McEneaney*  
3EE5088A518E43C

**Written: 7/8/2021**

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

**Units of Study**

**Semester 1: 2.5 Credits**

**Unit 1: Safety in the Lab and on the Web**

**Unit 2: Introduction to Computers & Common Features of Microsoft Office**

**Unit 3: Microsoft Word**

**Unit 4: Microsoft Excel**

**Unit 5: Google Applications – Documents and Sheets**

**Semester 2: 2.5 Credits**

**Unit 6: Microsoft Access**

**Unit 7: Microsoft PowerPoint**

**Unit 8: Desktop Publishing**

**Unit 9: Google Applications – Forms and Slides**

# Unit 1: Safety in the Lab and on the Web

**Unit Description:** Students will be made aware of potential safety hazards that exist in the classroom lab. Class discussion regarding ways to ensure classroom safety is centered on a safety lesson handout. Students will learn the definition of ergonomics and become aware of the most common physical health matters relating to computers. Students will observe through demonstration the proper way to sit at the computer to avoid health-related problems. Students will also discuss safety on the Internet and how to protect themselves.

**Unit Duration:** 1-2 week(s)

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.8 9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 CRP 1-12	NJSLSA.R1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R5

### Indicators:

Students will discuss computer safety and health risks.

Students will identify how to use protective measures to safeguard computers and data.

Students will assess privacy and security through a critical thinking challenge

### Understandings:

*Students will understand that...*

1. Various potential safety hazards exist in the classroom.
2. By acting in more safety conscious manner, accidents can be avoided.
3. Many of the most common health concerns relating to the use of computers can be avoided by adjusting the computer equipment to the proper height and sitting in the proper position when using the computer.
4. It is important to take frequent, short breaks when using the computer for long periods of time.
5. It is necessary to take precautions when using the internet to protect from Identify theft and fraud.
6. Both personal information and financial information should be protected on the internet.

### Essential Questions:

1. What physical accidents could occur while using a computer or working in a computer lab?
2. What impact does fraud and identity theft have on the consumer and on businesses?

## Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Looking at charts and diagrams</li> <li>• Photo analyzation</li> <li>• Reading and discussion of supplemental articles</li> <li>• Research of current events related to topic.</li> <li>• Participate in critical thinking challenges.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
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**Benchmarks:**

Unit 1 Benchmark Exam

Midterm Exam

## Learning Plan

**Learning Activities:****Computer safety (2-4 days)**

- Discuss potential safety hazards in the classroom and the importance of acting in a safety conscious manner.
- Watch and discuss module videos on personal health and safety risks of increased computer use.
- Examine computer safety and health risks through module readings and discussions.

**Cybersecurity and safeguarding data (3-5 days)**

- Discuss and answer questions while watching module videos on how to protect yourself from cybersecurity attack.
- Read and analyze module articles on protective measures to safeguard computers and data.
- Participate in a critical thinking challenge about privacy and security.
- Supplemental articles and current events on identity theft, cyberbullying, and computer threats.

**Resources:**

- Cengage: MindTap – Technology for success: Computer Concepts - Module 6 (security & safety)
- Supplemental handout: Safety in the classroom.
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

## Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.

<b>4.0</b>	<b>Students will be able to:</b>
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	<ul style="list-style-type: none"> <li>• Create a presentation that identifies privacy concerns related to data collection and demonstrate how an automated process generated the data.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a presentation that identifies privacy concerns related to data collection and determine if an automated process generated the data.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create a presentation that identifies privacy concerns related to data collection.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide ample opportunities for creative behavior.</li> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist students in getting organized.</li> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they</li> </ul>

	<p>are unable to do so in English.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li><input type="checkbox"/> • Variation of size: adapting the number of items the student is expected to complete</li> <li><input type="checkbox"/> • Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

## Interdisciplinary Connections

### Indicators:

- 9.3. IT.8 - Recognize and analyze potential IT security threats to develop and maintain security requirements.
- 9.4.12.DC.4 - Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users.
- 9.4.12.DC.6 - Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.DC.7 - Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

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**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

### Skills:

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 2: Introduction to Computers & Common Features of Microsoft Office

**Unit Description:** Introduction to computers will provide an understanding of the computer—how it works, the types of computers, how a computer memory works, and how we measure a computer’s processing speed. Students will also learn about computer hardware—the physical parts of the computer, and the two types of software— operating system software and application software. Students will become familiar with internet terminology and how the internet works. Telecommunications topics such as networking, telecommuting, and wireless computing will be discussed. Students will review data entry procedures. Students will be introduced to the basic functions of Microsoft Office. Students will establish a Google account to be used throughout the course. Students will also learn what their responsibilities are when using the computer and how to take care of their computers, peripherals, and data.

**Unit Duration:** 2 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.3. IT.7 9.3. IT.8 9.4.12.TL.1 CRP 1-12	NJLSA.R1 NJLSA.R2 NJLSA.R4 NJLSA.R5

### Indicators:

Students will discuss computer hardware and how to maintain its components.

Students will identify how to use software and applications.

Students will assess privacy and security through a critical thinking challenge

### Understandings:

*Students will understand that...*

1. It is important to have a basic understanding of the parts that make up a computer system and how a computer system works.
2. Taking care of the computer hardware, software, and computer data will help to avoid many computer problems.
3. To become more proficient in using the internet, it is important to become familiar with internet terminology and have a basic understanding of how the internet works.
4. There are certain responsibilities involved when using the internet.

### Essential Questions:

1. What are the various parts of a computer and what are their functions?
2. How has computer technology molded our business world and society as a whole?

## Assessment Evidence

### Performance Tasks:

- Pretest: Microsoft Office
- Graded Class work & assignments
- Projects
  - Chapter Assessment & Application

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences

<ul style="list-style-type: none"> <li>○ Using Email</li> <li>● Microsoft Office Basics Quiz</li> <li>● Role Plays and Practice exercises in connection with DECA and FBLA events</li> </ul>	<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Collaboration with others</li> <li>● Group work</li> <li>● Classwork</li> <li>● Homework</li> <li>● Teacher-created tests and quizzes</li> <li>● Teacher-created multimedia projects</li> </ul>
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**Benchmarks:**

Unit 2 Benchmark Exam

Midterm Exam

**Learning Plan****Learning Activities:****Computer Hardware (3-4 Days)**

- Discuss and answer questions while watching module videos on how computers represent data.
- Participate in a critical thinking challenge involving selecting a computer.
- Participate in module tasks to complete computer concept skill training.
- Supplemental articles and current events on categorizing various types of computer hardware and how to maintain hardware components.

**Software and Applications (5-6 Days)**

- Students will take an application pretest to gage prior knowledge and skills.
- Discuss and answer questions while watching module videos on trends in application development.
- Examine how to use apps as part of your daily life through module readings and discussions.
- Participate in a critical thinking challenge about working with applications.
- Participate in module tasks to complete computer concept skill training.
- Complete a worksheet identifying the basic toolbars in the Microsoft Office Programs.
- Create a Google Account (with parent permission) to be used for Google Applications, email, etc.

**Resources:**

- Cengage: MindTap – Technology for success: Computer Concepts - Module 3 (computer hardware) & 5 (software and apps)
- Software: Microsoft Office
- Supplemental handout: Safety in the classroom.
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Complete a critical thinking challenge to purchase a new computer and determine which software and hardware best suits their needs.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Complete a critical thinking challenge to purchase a new computer and explain the reason for their purchase.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Complete a critical thinking challenge to purchase a new computer.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Provide ample opportunities for creative behavior. <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	Assist students in getting organized. <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.

	<ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> </li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

## Interdisciplinary Connections

### Indicators:

- 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.
- 9.4.12.TL.1 - Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**ELA/Literacy-**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

**Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

**Skills:**

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 3: Microsoft Word

**Unit Description:** Using Microsoft Word, the word processing application within the Office suite, students will learn to create letters, reports, newsletters, and other text-based documents. Using basic word processing concepts, students will be able to edit and modify documents. Documents created will be enhanced by changing character formatting, inserting clip art and graphics, and adding borders and shading. Students will learn how to work more efficiently by using paste options, smart tags, and Wizards.

**Unit Duration:** 8-9 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.3.12. BM.1 9.3.12. BM.5 9.4.12.TL.1 CRP1-12	NJLSA.R1 NJLSA.R2 NJLSA.R4 NJLSA.R5

### Indicators:

Students will identify proper techniques used in creating letters and reports.  
 Students will demonstrate the ability to create a document using word and the correct commands.  
 Students will demonstrate the ability to revise a document.  
 Students will describe and demonstrate how to change the appearance of a document.  
 Students will apply proper techniques used in creating letters and reports.

### Understandings:

*Students will understand that...*

- Learning how to format a wide variety of documents will better prepare them for keying documents for college and/or employment purposes.
- Word has many features that will help them to save time and work more proficiently.
- Examples of documents that can be made in Microsoft Word include Business Letters, Reports, Communications, Newsletters, Tables, Calendars, Outlines, etc.
- Learning basic word processing concepts will help to create and edit text-based documents more efficiently.
- There are many ways to enhance the appearance of a document.

### Essential Questions:

- What are the major uses for Microsoft Word in the workplace?
- What features in Microsoft Word allow people to customize a document?

## Assessment Evidence

### Performance Tasks:

- Graded Class work assignments
- Projects
  - Writing a Personal Business Letter

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences

<ul style="list-style-type: none"> <li>○ Report formatting</li> <li>○ Resumes</li> <li>○ Outlines</li> <li>○ Creating Tables</li> <li>○ Creating newsletters</li> <li>○ Tables, Tabs, Indents</li> <li>● Microsoft Office Quizzes</li> <li>● Role Plays and Practice exercises in connection with DECA and FBLA events</li> </ul>	<ul style="list-style-type: none"> <li>● Independent writing/student conferences</li> <li>● Class discussions</li> <li>● Collaboration with others</li> <li>● Group work</li> <li>● Classwork</li> <li>● Homework</li> <li>● Teacher-created tests and quizzes</li> <li>● Teacher-created multimedia projects</li> </ul>
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**Benchmarks:**

Unit 3 Benchmark Exam

Midterm Exam

**Learning Plan****Learning Activities:****Module 1 – Creating and Editing a Document (4 Days)**

- Participate in Microsoft word simulations involving creating and editing a document.
- Examine how to create and edit documents in Microsoft Word.
- Complete projects reviewing how to create and edit documents in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.

**Module 2 – Navigating and Formatting a Document (4 Days)**

- Participate in Microsoft word simulations involving navigating and formatting documents.
- Examine how to navigate and formatting documents in Microsoft Word.
- Complete projects reviewing how to navigate and formatting documents in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 3 – Creating Tables and Multipage Reports (4 Days)**

- Participate in Microsoft word simulations involving creating tables a multipage report.
- Examine how to create tables a multipage report in Microsoft Word.
- Complete projects reviewing how to create tables a multipage report in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 4 – Enhancing Page layout and Design (4 Days)**

- Participate in Microsoft word simulations involving enhancing page layout and design.
- Examine how to enhance page layout and design in Microsoft Word.
- Complete projects reviewing how to enhance page layout and design in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 5 – Working with Templates, Themes, and Styles (4 Days)**

- Participate in Microsoft word simulations working with templates, themes, and styles.
- Examine working with templates, themes, and styles in Microsoft Word.
- Complete projects working with templates, themes, and styles in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 6 – Using Mail Merge (4-5 Days)**

- Participate in Microsoft word simulations using mail merge.
- Examine how to use mail merge in Microsoft Word.
- Complete projects reviewing how to use mail merge in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.

- Analyze Supplemental articles and current events.

#### **Module 7 – Collaborating with Others and Integrating Data (4-5 Days)**

- Participate in Microsoft word simulations involving collaborating with others and integrating data.
- Examine how to collaborate with others and integrate data in Microsoft Word.
- Complete projects reviewing how to collaborate with others and integrate data in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

#### **Module 8 – Customizing Word and Automating Your Work (4-5 Days)**

- Participate in Microsoft word simulations involving customizing word and automating your work.
- Examine how to customize word and automate your work in Microsoft Word.
- Complete projects reviewing how to customize word and automate your work in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

#### **Module 9 – Creating Online Forms Using Advanced Table Techniques (4-5 Days)**

- Participate in Microsoft word simulations involving creating online forms and advanced table techniques.
- Examine how to create online forms and advanced table techniques in Microsoft Word.
- Complete projects reviewing how to create online forms and advanced table techniques in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

#### **Module 10 – Managing Long Documents (4-5 Days)**

- Participate in Microsoft word simulations involving managing long documents.
- Examine how to manage long documents in Microsoft Word.
- Complete projects reviewing how to manage long documents in Microsoft word.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

#### **Other Activities**

- Supplemental Product Ideas: - Create a Table showing a work schedule or sales data - Create an internal memo including a calendar for an upcoming event.

#### **Resources:**

- Cengage: MindTap – Microsoft Word - Module 1-10
- Software: Microsoft Office, Word
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

### **Unit Learning Goal and Scale** (Level 2.0 reflects a minimal level of proficiency)

#### **Standard(s):**

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Engage and inform audiences with formal and informal presentations, papers, and spreadsheets using the appropriate computer software.</li> </ul>

<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary or basic content, such as: <ul style="list-style-type: none"> <li>○ Bulleted List, Print Layout View, Footnote, Tab Stop, Sizing Handles, Format Painter, Send to Back, Bring to Front, Notes Pane.</li> </ul> </li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Provide ample opportunities for creative behavior. <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	Assist students in getting organized. <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways. <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> </ul>

	<input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li><input type="checkbox"/> • Variation of input: adapting the way instruction is delivered</li> <li><input type="checkbox"/> • Variation of output: adapting how a student can respond to instruction</li> <li><input type="checkbox"/> • Variation of size: adapting the number of items the student is expected to complete</li> <li><input type="checkbox"/> • Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<input type="checkbox"/> Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

#### Indicators:

- 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3.12.BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12.BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 9.4.12.TL.1 - Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

### Skills:

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 4: Excel

**Unit Description:** Students will learn to use Microsoft Excel, the spreadsheet application within the Office suite, to analyze, chart, and manage data for personal, business, and financial use. Students will produce worksheets with formulas and functions, create visual representation of the data in the form of charts, and learn to publish data to the Web.

**Unit Duration:** 9-10 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3.IT.6 9.3.IT.12 9.3.IT.PRG.10 9.12.BM.1 9.12.BM.5 9.3.ST.2 CRP 1-12	NJSLSA.R1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R5

### Indicators:

Students will identify proper techniques when using a spreadsheet program.  
 Students will apply skills to use the sort/auto filter feature when completing a spreadsheet.  
 Students will demonstrate the ability to create charts and use formulas on a spreadsheet.

### Understandings:

*Students will understand that...*

- Excel is a powerful spreadsheet tool that can be used to analyze, chart, and manage data. 2.
- Businesses use Excel software to keep track of employee information, inventory, provide sales figures, etc.
- Formulas and functions can be keyed into a worksheet to perform various calculations. 2.
- Charts and graphs can be created easily in Excel to produce a visual representation of the data in a worksheet. 3.
- The appearance of worksheets can be improved using different formatting features.

### Essential Questions:

- Why is Microsoft Excel such a powerful workplace tool for organization and data management?
- What are the major functions of Microsoft Excel?

## Assessment Evidence

### Performance Tasks:

- Graded Class work assignments
- Projects
  - Creating a Spreadsheet
  - Formatting Spreadsheets
  - Formulas & Calculations
  - Creating Charts/Graphs

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others

- Advanced Functions
- Pivot Tables, Pivot Charts
- Excel Skill Quizzes
- Role Plays and Practice exercises in connection with DECA and FBLA events

- Group work
- Classwork
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

**Benchmarks:**

Unit 4 Benchmark Exam

Midterm Exam

**Learning Plan****Learning Activities:****Module 1 – Getting Started with Excel (2-3 Days)**

- Participate in Microsoft Excel simulations involving navigating through workbooks and worksheets.
- Examine how to navigate and formatting spreadsheets in Microsoft Excel.
- Complete projects reviewing how to navigate and formatting spreadsheets in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 2 – Formatting Workbook Text and Data (2-3 Days)**

- Participate in Microsoft Excel simulations involving formatting text and data in a workbook.
- Examine how to format text and data in a workbook in Microsoft Excel.
- Complete projects reviewing how to format text and data in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 3 – Performing Calculations with Formulas and Functions (4 Days)**

- Participate in Microsoft Excel simulations involving performing calculations with formulas and functions.
- Examine how to perform calculations with formulas and functions in Microsoft Excel.
- Complete projects reviewing how to perform calculations with formulas and functions in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 4 – Analyzing and Charting Financial Data (4 Days)**

- Participate in Microsoft Excel simulations involving analyzing and charting financial data.
- Examine how to analyze and chart financial data in Microsoft Excel.
- Complete projects reviewing how to analyze and chart financial data in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.
- Capstone Project for Modules 1-4

**Module 5 – Generating Reports from Multiple Worksheets and Workbooks (4 Days)**

- Participate in Microsoft Excel simulations involving generating reports from multiple worksheets and workbooks.
- Examine how to generate a report from multiple worksheets and workbooks in Microsoft Excel.
- Complete projects reviewing how to generate a report from multiple worksheets and workbooks in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 6 – Managing Data with Data Tools (4 Days)**

- Participate in Microsoft Excel simulations involving managing data with data tools.
- Examine how to manage data with data tools in Microsoft Excel.
- Complete projects reviewing how to manage data with data tools in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 7 – Summarizing Data with PivotTables (4 Days)**

- Participate in Microsoft Excel simulations involving summarizing data with PivotTables.
- Examine how to summarize data with PivotTables in Microsoft Excel
- Complete projects reviewing how to summarize data with PivotTables data in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 8 – Performing What-if Analyses (4 Days)**

- Participate in Microsoft Excel simulations involving performing what-if analyses.
- Examine how to perform what-if analyses in Microsoft Excel
- Complete projects reviewing how to perform what-if analyses in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.
- Capstone Project for Modules 5-8

**Module 9 – Exploring Financial Tools and Functions (4 Days)**

- Participate in Microsoft Excel simulations involving exploring financial tools and functions in a workbook.
- Examine how to explore financial tools and functions in Microsoft Excel.
- Complete projects reviewing how to explore financial tools and functions in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 10 – Analyzing Data with Business Intelligence Tools (4-5 Days)**

- Participate in Microsoft Excel simulations involving analyzing data with business intelligence tools.
- Examine how to analyze data with business intelligence tools in Microsoft Excel.
- Complete projects reviewing how to analyze data with business intelligence tools in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Modules 11 – Exploring PivotTable Design (4-5 Days)**

- Participate in Microsoft Excel simulations involving exploring PivotTable design.
- Examine how to explore PivotTable design in Microsoft Excel.
- Complete projects reviewing how to explore PivotTable design in Microsoft Excel.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 12 – Developing an Excel Application (Capstone Project) (4-5 Days)**

- Participate in Microsoft Excel simulations involving developing and Excel application.
- Examine how to develop and Excel application.
- Capstone Project for Modules 9-12

**Other Activities**

- Supplemental Product Ideas: <https://www.coolmathgames.com/0-coffee-shop> - Coffee Shop Simulation: Graph the results of sales based on recipe, weather, and price. 12.
- Role Plays and Practice exercises in connection with DECA and FBLA events

**Resources:**

- Cengage: MindTap – Microsoft Excel - Module 1-12
- Software: Microsoft Office, Excel
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

<b>Standard(s):</b> 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Develop a data entry application within Excel. Use Excel to create Workbook written and tailored to meet specific needs.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary or basic content, such as: <ul style="list-style-type: none"> <li>SUM Function, Range Finder IF Function, AVERAGE Function, MAX Function, MIN Function, Cell, Auto Calculate.</li> </ul> </li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> 9.3.12.BM.5 - Implement systems, strategies and techniques used to manage information in a business.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Employ and operate spreadsheet and presentation applications to prepare, deliver, organize, and manipulate presentations and data.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Recognize or recall specific vocabulary or basic content, such as: <ul style="list-style-type: none"> <li>SUM Function, Range Finder, IF Function, AVERAGE Function, MAX Function, MIN Function, Cell, Auto Calculate.</li> </ul> </li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
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<p><b>Struggling Learners</b></p>	<p>Assist students in getting organized.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<p><b>English Language Learners</b></p>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<p><b>Learners with an IEP</b></p>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> </li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<p><b>Learners with a 504</b></p>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

**Indicators:**

- 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3. IT.12 - Demonstrate knowledge of the hardware components associated with information systems.
- 9.3.IT.PRG.10 - Design, create and maintain a database.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**ELA/Literacy-**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

**Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
 Initiative and Self Direction  
 Information Media and Technology  
 Critical Thinking and Problem Solving

**Skills:**

Think Creatively and Work Creatively with Others

Reason Effectively

Solve Problems

Communication and Collaboration

Information, Media, and Technology Skills

Manage Goals and time

# Unit 5: Google Applications – Documents and Sheets

**Unit Description:** Google Apps gives students an opportunity to incorporate web-based software applications into daily computer use. Students will take the skills already learned using the programs Microsoft Office Suite to learn the skills needed to be productive and efficient in their use of Google apps. It will prepare students for learning and working in the 21st century through communication and collaboration tools. Real world student-centered activities will strengthen students' technology skills in the continually changing online Google community. Students will use Google Docs and Google sheets to create business documents and workbooks to collaborate with others in real-time.

**Unit Duration:** 3-4 Weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.3. IT.12 9.3.IT.PRG.10 9.12. BM.1 9.12. BM.5 9.3. ST.2 CRP 1-12	NJLSA.R1 NJLSA.R2 NJLSA.R4 NJLSA.R5

### Indicators:

Students will demonstrate the ability to create a document using Google Docs and the correct commands.  
 Students will describe and demonstrate how to change the appearance of a document.  
 Students will apply proper techniques used in creating letters and reports.  
 Students will identify proper techniques when using a Google Sheets.  
 Students will apply skills to use the sort/auto filter feature when completing a spreadsheet.  
 Students will demonstrate the ability to create charts and use formulas on a spreadsheet.

### Understandings:

*Students will understand that...*

1. Google Docs is a free, web-based office suite available anywhere and includes great collaboration features, requires no software installs, and provides access anywhere that has internet.
2. Documents will be in sync from computer to computer and there is no risk that the single computer being used will crash or lose the file.
3. Google Sheets is an online spreadsheet app that lets you create and format spreadsheets and simultaneously work with other people.
4. Some functions of Google Sheets include the ability to: Import and convert Excel, .csv, .txt and .ods formatted data to a Google spreadsheet,

### Essential Questions:

1. What are the benefits to using Google Apps for documents and presentations over a Microsoft program?
2. What are the functions of Google Sheets and how can the application be used to effectively share data?

Export Excel, .csv, .txt and .odds formatted data, as well as PDF and HTML files, Use formula editing to perform calculations on your data, and use formatting make it look a desired way, Chat in real time with others who are editing a spreadsheet, Create charts with data, Embed a spreadsheet — or individual sheets of your spreadsheet — on a blog or website

### Assessment Evidence

#### Performance Tasks:

- Participation grades for following guided lessons on Google Docs and Google Sheets
- Project Grade Using Google Sheets and Google Docs in the workplace.
- Role Plays and Practice exercises in connection with DECA and FBLA events

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

#### Benchmarks:

Skills Test on Understanding Google Docs and Sheets

Midterm Exam

### Learning Plan

#### Learning Activities:

#### Google Documents (7-9 Days)

- Create a word processing document (e.g., business letter, report, and table).
- Apply formatting features: fonts, paragraph styles, alignment, bullets/numbering, and line spacing.
- Examine how to insert and move text and objects (e.g., images, links, headers, and page numbers).
- Examine how to set permissions for sharing a document.
- Practice using the research tool from within a document.
- Observe and apply techniques to download and/or print a document.

#### Google Sheets (8-10 Days)

- Observe practice and apply concepts learned to create a spreadsheet. Enter text, dates, and numbers into rows and columns. Merge cells vertically and horizontally.
- Examine how to enter and edit formulas in a cell and/or use the formula bar.
- Practice using basic functions, (e.g., AVERAGE, SUM, COUNT, MIN, and MAX).
- Observe and apply techniques to format cells.
- Differentiate the different types of data used in Sheets, (e.g., currency, date, time, numbers, text, symbols, etc.
- Sort and manage data.
- Download and/or print a spreadsheet.
- Create a chart from data in a spreadsheet.

#### Other Activities

- Supplemental teacher made assignments practicing skills taught on topics of Google documents and Google spreadsheets.

- Project- Creating and Editing a Google Document. Possible examples include a business letter or resume.
- Project- Using Google Sheets to Create and format a spreadsheet, sort data, and create a chart for a business. Possible topics-make a business inventory counter with pricing formulas or sales

**Resources:**

- Google Apps
- <https://edu.gcfglobal.org/en/topics/googleapps/>
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):**

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

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Gain an understanding of internet platforms that allow users to create, share and edit work in a group setting.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary or basic content, such as:             <ul style="list-style-type: none"> <li>◦ Docs, Slides, Sheets, Forms, Share, Row, Column, Cell, Formula Bar, Merge.</li> </ul> </li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Provide ample opportunities for creative behavior. <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	Assist students in getting organized. <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has an Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li><input type="checkbox"/> • Variation of input: adapting the way instruction is delivered</li> <li><input type="checkbox"/> • Variation of output: adapting how a student can respond to instruction</li> <li><input type="checkbox"/> • Variation of size: adapting the number of items the student is expected to complete</li> <li><input type="checkbox"/> • Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed <a href="#">here</a></p>

	<a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Interdisciplinary Connections**

**Indicators:**

- 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3. IT.12 - Demonstrate knowledge of the hardware components associated with information systems.
- 9.3.IT.PRG.10 - Design, create and maintain a database.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**ELA/Literacy-**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

**Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
 Initiative and Self Direction  
 Information Media and Technology  
 Critical Thinking and Problem Solving

**Skills:**

Think Creatively and Work Creatively with Others

Reason Effectively

Solve Problems

Communication and Collaboration

Information, Media, and Technology Skills

Manage Goals and time

# Unit 6: Microsoft Access

**Unit Description:** Students will learn to use Microsoft Access, the database application within the Office suite to manage data. They will learn to create databases which include tables, forms, and queries. Students will sort data and use the data in the databases to create and format reports.

**Unit Duration:** 2 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.12 9.3.IT.PRG.10 9.12. BM.1 9.12. BM.5 9.3. ST.2 CRP 1-12	NJLSA.R1 NJLSA.R2 NJLSA.R4 NJLSA.R5

### Indicators:

Students will identify proper techniques used in creating databases.  
 Students will apply skills used to create databases using Access.  
 Students will demonstrate the ability to revise a database.  
 Students will describe and demonstrate how to change the appearance of a database.

### Understandings:

*Students will understand that...*

1. Databases help to organize and manage data.
2. Primary keys can be established to help maintain a database.
3. The four main functions of Access are tables, forms, queries, and reports.
4. Data can be manipulated by creating tables and queries.
5. Data in a database can be put into a report format for easy reading.

### Essential Questions:

1. What is the main function of Microsoft Access software?
2. How does Microsoft Access software collect, manipulate, organize, and share data?

## Assessment Evidence

### Performance Tasks:

- Graded Class work assignments
- Projects
  - Creating a Database
  - Running Queries
  - Using the Wizard to create forms and reports.
  - Using the design template to make reports and forms.
- Access Skill Quizzes
- Role Plays and Practice exercises in connection with DECA and FBLA events

### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

**Benchmarks:**

Access Final Project

Access Unit Test

Final Exam

**Learning Plan****Learning Activities:****Module 1 – Creating a Database (2 Days)**

- Participate in Microsoft Access simulations involving creating a database.
- Examine how to create a database in Microsoft Access.
- Complete projects reviewing how to create a database in Microsoft Access.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 2 – Building a Database and Defining Table Relationships (2 Days)**

- Participate in Microsoft Access simulations involving building a database and defining table relationships.
- Examine how to build a database and define table relationships in Microsoft Access.
- Complete projects reviewing how to build a database and define table relationships in Microsoft Access.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 3 – Maintaining and Querying a Database (2-3 Days)**

- Participate in Microsoft Access simulations involving maintaining and querying a database.
- Examine how to maintain and query a database in Microsoft Access.
- Complete projects reviewing how to maintain and query a database in Microsoft Access.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

**Module 4 – Creating Forms and Reports (2-3 Days)**

- Participate in Microsoft Access simulations involving creating forms and reports.
- Examine how to create forms and reports in Microsoft Access.
- Complete projects reviewing how to create forms and reports in Microsoft Access.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.
- Capstone Project for Modules 1-4

**Other Activities**

- Supplemental Product Ideas: -Create a database for a gym including membership, classes offered, fees, collected, etc. Run various reports.
- Role Plays and Practice exercises in connection with DECA and FBLA events

**Resources:**

- Cengage: MindTap – Microsoft Access - Module 1-4
- Software: Microsoft Office, Access
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

<b>Standard(s):</b> 9.3.IT.PRG.10 - Design, create and maintain a database.	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a database in Microsoft access. They will maintain and query their created database and create forms and reports using the data.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Create a database in Microsoft access.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<p>Assist students in getting organized.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate.</li> </ul> <p>Do not correct grammar or usage errors in front of the class.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation</li> </ul>

	<p>whenever possible.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li><input type="checkbox"/> • Variation of size: adapting the number of items the student is expected to complete</li> <li><input type="checkbox"/> • Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

### Interdisciplinary Connections

#### Indicators:

- 9.3. IT.12 - Demonstrate knowledge of the hardware components associated with information systems.
- 9.3.IT.PRG.10 - Design, create and maintain a database.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

### Themes:

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

### Skills:

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 7: Microsoft PowerPoint

## Unit Description:

Students will learn how to use PowerPoint, which is the presentation program within Microsoft Office that lets you create and save on-screen slide shows, printable slides, and published slideshows online. Students will create, run, and print informative, sales, and persuasive presentations that will be enhanced by adding graphics, charts, animation, transitions, sound, and video. To also improve the visual composition of slides, students will learn how to import data from other applications. Instruction will also be given on how to publish a presentation to the Web. Students will be instructed on tips for presenting a successful PowerPoint slideshow.

**Unit Duration:** 3 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.12. BM.1 9.12. BM.5 9.3. ST.2 1.1.12.D.1 1.1.12.D.2 CRP 1-12	NJLSA.R1 NJLSA.R2 NJLSA.R4 NJLSA.R5

### Indicators:

Students will identify proper techniques used in creating presentation in PowerPoint.  
 Students will apply skills used to manipulate information in presentations.  
 Students will demonstrate the ability to revise a presentation.

### Understandings:

*Students will understand that...*

1. PowerPoint is a presentation program that lets you create and save onscreen slide shows, printable slides, and published slideshows online.
2. It is important to incorporate public speaking and successful delivery tips for presenting a presentation to others.
3. A presentation can be run manually, automatically, or continuously.
4. A PowerPoint presentation can be published to the Web.
5. The features found in PowerPoint allow you to enhance the slides in your presentation with graphics, charts, animation, sound, and video.
6. There are many ways to create a presentation. You can create a unique presentation using a blank presentation, a presentation using slides that have been predesigned by using the Design Templates, or predesigned sets of slides that relate to a particular topic by using Template presentations.

### Essential Questions:

1. What are the uses for presentations in the business world?
2. How does one create a dynamic, professional PowerPoint presentation?

7. To enhance the visual composition of slides, you can import charts and worksheets created in Excel and tables and outlines created in Word.

### Assessment Evidence

#### Performance Tasks:

- Graded Class work assignments
- Projects
  - Creating a Presentation
  - Animating a Presentation
  - Presenting a Slideshow
- PowerPoint Skill Quizzes
- Role Plays and Practice exercises in connection with DECA and FBLA events

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

#### Benchmarks:

PowerPoint Unit Test  
Final Exam

### Learning Plan

#### Learning Activities:

##### Module 1 – Creating a presentation (1-2 Days)

- Participate in Microsoft PowerPoint simulations involving creating a presentation.
- Examine how to create a presentation in Microsoft PowerPoint.
- Complete projects reviewing how to create a presentation in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

##### Module 2 – Adding Media and Special Effects (2 Days)

- Participate in Microsoft PowerPoint simulations involving adding media and special effects.
- Examine how to add media and special effects in Microsoft PowerPoint.
- Complete projects reviewing how to add media and special effects in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

##### Module 3 – Applying Advanced Formatting to Objects (2 Days)

- Participate in Microsoft PowerPoint simulations involving applying advanced formatting to objects.
- Examine how to apply advanced formatting to objects in Microsoft PowerPoint.
- Complete projects reviewing how to apply advanced formatting to objects in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

##### Module 4 – Advanced Animation and Distributing Presentations (2 Days)

- Participate in Microsoft PowerPoint simulations involving advanced animation and distributing presentations.
- Examine how to create advanced animation and distribute presentations in Microsoft PowerPoint.
- Complete projects reviewing how to create advanced animation and distribute presentations in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.

- Analyze Supplemental articles and current events.

### **Module 5 – Integrating PowerPoint with Other Programs (2 Days)**

- Participate in Microsoft PowerPoint simulations involving integrating PowerPoint with other Programs.
- Examine how to integrate PowerPoint with other Programs in Microsoft PowerPoint
- Complete projects reviewing how to integrate PowerPoint with other Programs in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

### **Module 6 – Customizing Presentations and the PowerPoint Environment (2-3 Days)**

- Participate in Microsoft PowerPoint simulations involving customizing presentations and the PowerPoint environment.
- Examine how to customize presentations and the PowerPoint environment in Microsoft PowerPoint.
- Complete projects reviewing how to customize presentations and the PowerPoint environment in Microsoft PowerPoint.
- Observe practice and apply concepts learned in module readings and discussions.
- Analyze Supplemental articles and current events.

### **Other Activities**

- Supplemental Product Ideas: -Creating a sales pitch presentation for a new product. -Preparing and sharing a community Service project for a company's philanthropy department. 9.
- Role Plays and Practice exercises in connection with DECA and FBLA events

### Resources:

- Cengage: MindTap – Microsoft PowerPoint - Module 1-6
- Software: Microsoft Office, PowerPoint
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

<ul style="list-style-type: none"> <li>• <b>Standard(s):</b> 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.</li> </ul>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create and present presentations in Microsoft PowerPoint. They will add media, special effects, advanced animations, and advanced formatting to their presentations.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Create and present presentations in Microsoft PowerPoint.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Provide ample opportunities for creative behavior. <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	Assist students in getting organized. <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students' daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways. <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> </ul> </li> <li><input type="checkbox"/> <ul style="list-style-type: none"> <li>• Modifying the content, process or product</li> </ul> </li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</li> </ul>

### Interdisciplinary Connections

#### Indicators:

- 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 1.1.12.D.1 - Identify the basic elements of art and principles of design in diverse types of artworks.
- 1.1.12.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership, and effective management.

- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

#### **ELA/Literacy-**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

### **Integration of 21<sup>st</sup> Century Skills**

#### **Indicators:**

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

#### **Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

#### **Skills:**

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 8: Desktop Publishing

**Unit Description:** Students will learn how to use Publisher, which is the Microsoft publishing program. Using Publisher students will be able to create, format, edit, and print various publications such as newsletters, signs, resumes, brochures, business cards, greeting cards, and flyers. Students will learn how to improve the visual appeal of the publications by using font effects, color, pictures, and logos.

**Unit Duration:** 2 weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.3. ST.2 9.12. BM.1 9.12. BM.5 1.1.12.D.1 1.1.12.D.2 CRP 1-12	NJSLSA.R1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R5

### Indicators:

Students will identify proper techniques used in creating a variety of publications including calendars and flyers.

Students will apply skills used to create publications to appropriately and clearly present data.

Students will demonstrate the ability to revise publications in Publisher.

Students will describe and demonstrate how to change the appearance of a publication to meet the needs of a client.

### Understandings:

*Students will understand that...*

1. Publisher can be used to create a variety of publications.
2. Visual appeal is very important when creating publications.
3. Publisher has a variety of features to use to improve the appearance of publications.
4. Microsoft Publisher is an easy-to-use program designed for individuals and businesses.
5. Microsoft Publisher is designed with a simple interface that allows users to create and customize publications from pre-made templates.
6. Microsoft Publisher also allows publications to be made from scratch using user-determined dimensions

### Essential Questions:

1. Where in the business world would Microsoft Publisher be successfully implemented?
2. What does it mean when Microsoft Publisher is described as a "template program"?

## Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Graded class work and assignments</li> <li>• Projects <ul style="list-style-type: none"> <li>○ Create flyers.</li> <li>○ Create newsletters.</li> <li>○ Create Menus</li> <li>○ Create calendars.</li> </ul> </li> <li>• Publisher Skill Quizzes</li> <li>• Role Plays and Practice exercises in connection with DECA and FBLA events</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Informal checks for understanding</li> <li>• Independent reading/student conferences</li> <li>• Independent writing/student conferences</li> <li>• Class discussions</li> <li>• Collaboration with others</li> <li>• Group work</li> <li>• Classwork</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created multimedia projects</li> </ul>
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**Benchmarks:**

Publisher Final Project

Final Exam

**Learning Plan****Learning Activities:****Publisher Basics (4-5 Days)**

- Observe and apply techniques to learn the publisher interface and apply its options to a publisher template.
- Apply skills learned to produce a publication.
- Practice creating publications for different scenarios.

**Common Tasks in Publisher (4-5 Days)**

- Observe practice and apply concepts learned to work with text, shapes, and objects in publisher.
- Examine how to work with pictures and tables in publisher.

**Other Activities**

- Have students create a flyer for an organization at school.
- Students will create a personal calendar.
- Students will complete various projects in the Frillies' Pizza Desktop Publishing Simulation and/or similar simulations. Optional Project components include a logo, letterhead, newsletter, flyer, menu, brochure, etc.
- Role Plays and Practice exercises in connection with DECA and FBLA events

**Resources:**

- <https://edu.gcfglobal.org/en/publisher2010/>
- Software: Microsoft Office, Publisher
- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):** 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create multiple publications including, calendars and flyers. They will add formatted text, shapes, objects, pictures, and tables</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Create multiple publications including, calendars and flyers.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
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<b>English Language Learners</b>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate.</li> </ul> <p>Do not correct grammar or usage errors in front.</p>

	<p>of the class.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
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### Interdisciplinary Connections

#### Indicators:

- 9.3. IT.12 - Demonstrate knowledge of the hardware components associated with information systems.
- 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
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**Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

**Skills:**

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time

# Unit 9: Google Applications – Forms and Slides

**Unit Description:** Google Apps gives students an opportunity to incorporate web-based software applications into daily computer use. Students will take the skills already learned using the programs Microsoft Office Suite to learn the skills needed to be productive and efficient in their use of Google apps. It will prepare students for learning and working in the 21st century through communication and collaboration tools. Real world student-centered activities will strengthen students' technology skills in the continually changing online Google community. Students will use Google Docs and Google sheets to create business documents and workbooks to collaborate with others in real-time.

**Unit Duration:** 3 Weeks

## Desired Results

### Standard(s):

21 <sup>st</sup> Century Life and Careers	English Language Arts Standards
9.3. IT.6 9.12. BM.1 9.12. BM.5 9.3. ST.2 CRP 1-12	NJSLSA.R1 NJSLSA.R2 NJSLSA.R4 NJSLSA.R5

### Indicators:

Students will identify proper techniques used in creating databases.  
 Students will apply skills used to create databases using Access.  
 Students will demonstrate the ability to revise a database.  
 Students will describe and demonstrate how to change the appearance of a database.

### Understandings:

*Students will understand that...*

1. Google forms can be used to plan events, make a survey or poll, create a quiz, or collect other information in an easy, streamlined way.
2. Google Forms can be connected to spreadsheets in Google Sheets. If a spreadsheet is linked to the form, responses will automatically be sent to the spreadsheet. Otherwise, users can view them on the "Summary of Responses" page accessible from the Responses menu.
3. You can create a form from your Drive or from any existing spreadsheet.
4. Google Slides is a place to create, edit, collaborate, and present anywhere, for free.
5. Google slides can be customized for sharing purposes, collaborated on with anyone, and offers real-time solutions.

### Essential Questions:

1. What can Google Forms be used for in the business world?
2. How is Google Slides used efficiently in the workplace?

6. Google apps can be used on various mobile devices with web access, including advancements in phone apps.

### Assessment Evidence

#### Performance Tasks:

- Participation grades for following guided lessons on Google Forms and Google Slides
- Projects- Google Forms
- Role Plays and Practice exercises in connection with DECA and FBLA events

#### Other Evidence:

- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

#### Benchmarks:

Skills Test on Understanding Google Forms and Slides  
Final Exam

### Learning Plan

#### Learning Activities:

##### Google Forms (5-7 Days)

- Create a form using google apps.
- Apply skills on how to create basic forms with a variety of question types.
- Examine how to adjust settings to suit your needs.
- Practice sending forms in a variety of ways.
- Observe and apply techniques to organize and analyze responses.

##### Google Slides (6-8 Days)

- Observe practice and apply concepts learned to create a slideshow. Learn how to insert, arrange, and change the layout of slides.
- Examine how to cut, copy, paste, and format text in Google slides.
- Practice adding pictures, shapes, transitions, and animations.
- Apply skills on how to properly present slideshows.
- Examine how to insert and edit videos within a presentation.

##### Other Activities

- Project- Creating and Present a Google Slide show of an existing company profile highlighting the company name, logo, mission/vision statement, products/services, etc.
- Supplemental teacher made assignments practicing skills taught on topics of Google Forms and Google Slides.
- Project: Students will create a Google form for a business that could be used as a customer database, business order form, or customer satisfaction survey.

#### Resources:

- Google Apps
- <https://edu.gcfglobal.org/en/topics/googleapps/>

- Computer Lab, projector, Classroom management software, color & B/W printer
- Supplemental worksheets, and teacher made projects.
- More Resources can be found in Business Schoology Group

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):** 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Gain an understanding of internet platforms that allow users to create, share and edit work in a group setting.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize or recall specific vocabulary or basic content, such as:</li> <li>• Docs, Slides, Sheets, Forms, Share, Row, Column, Cell, Formula Bar, Merge.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<p>Provide ample opportunities for creative behavior.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create assignments that call for original work, independent learning, critical thinking, problem solving, and experimentation.</li> <li><input type="checkbox"/> Show appreciation for creative efforts.</li> <li><input type="checkbox"/> Respect unusual questions, ideas, and solutions.</li> <li><input type="checkbox"/> Encourage students to test their ideas.</li> <li><input type="checkbox"/> Provide opportunities and give credit for self-initiated learning.</li> <li><input type="checkbox"/> Avoid overly detailed supervision and too much reliance on prescribed curricula.</li> <li><input type="checkbox"/> Allow time for reflection.</li> <li><input type="checkbox"/> Resist immediate and constant evaluation.</li> <li><input type="checkbox"/> Avoid comparisons to other students.</li> </ul>
<b>Struggling Learners</b>	<p>Assist students in getting organized.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give short directions.</li> <li><input type="checkbox"/> Use drill exercises.</li> <li><input type="checkbox"/> Give prompt cues during student performance.</li> <li><input type="checkbox"/> Let students with poor writing skills use a computer.</li> <li><input type="checkbox"/> Break assignments into small segments and assign only one segment at a time.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate skills and have student's model them.</li> <li><input type="checkbox"/> Give prompt feedback.</li> <li><input type="checkbox"/> Use continuous assessment to mark students daily progress.</li> <li><input type="checkbox"/> Prepare materials at varying levels of ability.</li> </ul>
<b>English Language Learners</b>	<p>Use a slow, but natural rate of speech; speak clearly, use shorter sentences; repeat concepts in several ways.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When possible, use pictures, photos, and charts.</li> <li><input type="checkbox"/> Corrections should be limited and appropriate. Do not correct grammar or usage errors in front of the class.</li> <li><input type="checkbox"/> Give honest praise and positive feedback through your voice tones and visual articulation whenever possible.</li> <li><input type="checkbox"/> Encourage students to use language to communicate, allowing them to use their native language to ask/answer questions when they are unable to do so in English.</li> <li><input type="checkbox"/> Integrate students' cultural background into class discussions.</li> <li><input type="checkbox"/> Use cooperative learning where students have opportunities to practice expressing ideas without risking language errors in front of the entire class.</li> </ul>
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> • Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li><input type="checkbox"/> • Variation of input: adapting the way instruction is delivered</li> <li><input type="checkbox"/> • Variation of output: adapting how a student can respond to instruction</li> <li><input type="checkbox"/> • Variation of size: adapting the number of items the student is expected to complete</li> <li><input type="checkbox"/> • Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>

<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.
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### Interdisciplinary Connections

**Indicators:**

- 9.3. IT.6 - Describe trends in emerging and evolving computer technologies and their influence on IT practices.
- 9.3.12. BM.1 - Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- 9.3.12. BM.5 - Implement systems, strategies and techniques used to manage information in a business.
- 9.3. ST.2 - Use technology to acquire, manipulate, analyze, and report data.
- CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
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- CRP12. Work productively in teams while using cultural global competence.

#### **ELA/Literacy-**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the w

### **Integration of 21<sup>st</sup> Century Skills**

#### **Indicators:**

**Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:**

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

**The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:**

#### **Themes:**

Financial, Economic, Business and Entrepreneurship literacy  
Initiative and Self Direction  
Information Media and Technology  
Critical Thinking and Problem Solving

#### **Skills:**

Think Creatively and Work Creatively with Others  
Reason Effectively  
Solve Problems  
Communication and Collaboration  
Information, Media, and Technology Skills  
Manage Goals and time