

Department of College and Career Readiness

Computer Repair, Operations and Maintenance (C-ROM) - I Curriculum

5.0 Credits



Unit One

Computer Repair, Operations and Maintenance (C-ROM I)

Course Description

Computer Repair, Operations and Maintenance (C-ROM) I is a course designed to help students understand the basic, underlying concepts of the knowledge, skills and practices of the computer support industry by learning about its history, career opportunities, business ethics, health and safety, computer systems and troubleshooting skills.

Computer Repair, Operations and Maintenance (C-ROM) I is a five (5) credit course that spans four (4) units and meets daily for forty (40) minutes for the entire school year, or an equivalent with an alternate scheduling system. This course represents the first level of a three-year sequence of the program and targets 9th and 10th grade students interested in this field.

Computer Repair, Operations and Maintenance (C-ROM I)

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	IT Careers and Internet Safety	approx. 10 weeks
Unit 2	Computer Components and Repair Tools	approx. 7 weeks
Unit 3	Computer System Repair and Upgrade Issues	approx. 10 weeks
Unit 4	Website and Video Making Skills	approx. 8 weeks

Educational Technology Standards

8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.D.4, 8.1.12.D.5

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing

Career Ready Practices

strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Camera phone • Spell-checker • Online Translation Software 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Weebly to create a Website/Online Portfolio

Interdisciplinary Connections

English Language Arts

- Close reading of industry-related content
- Create a brochure for a specific industry

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession

World Language

- Translate industry-content
- Create a translated index of industry vocabulary

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards

8.1- Educational Technology

- 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3: Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.D.4: Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.2 Technology Education, Engineering, Design, and Computational Thinking

- 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.B.5: Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
- 8.2.12.C.2: Analyze a product and how it has changed or might change over time to meet human needs and wants.

9.3 Career and Technical Education: Information Technology Career Cluster

- 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
- 9.3.IT.5: Explain the implications of IT on business development.
- 9.3.IT.10: Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

Common Career Technical Core (CCTC) **Career Cluster Education & Training**

TI 04 – Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

- TI 04.1 – Explain legal issues faced by IT professionals.

TI 05 – Explain the implications of IT on business development.

- TI 05.1 – Demonstrate understanding of the impact of IT on businesses.

TI 10 – Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

- TI 10.1 – Describe the role of computer forensic investigators.
- TI 10.2 – Demonstrate the effective use of basic computer applications relating to forensics investigations.
- TI 10.3 – Identify criminal activity in relationship to cyber crime, the Internet and Internet trafficking.

Common Core State Standards

English Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Text Types and Purposes:

- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Mathematics

Building Functions:

- CCSS.MATH.CONTENT.HSF.BF.A.1.A
Determine an explicit expression, a recursive process, or steps for calculation from a context.

Modeling with Geometry:

- CCSS.MATH.CONTENT.HSG.MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

<p>Course: C-ROM</p> <p>Unit: 1 – IT Careers and Internet Safety</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>Unit 1 will provide students with a history of technology stemming from the very first computing device. Then students will be given the opportunity to explore different career fields related to the information technology career cluster. Lastly, students will explore good digital citizenship rules as well as understand the impact of their digital footprints.</p>
<p>New Jersey Student Learning Standards (NJSLS): 8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.D.4, 8.1.12.D.5, 8.2.12.B.4, 8.2.12.B.5, 8.2.12.C.2, 9.3.IT.4, 9.3.IT.5, 9.3.IT.10</p>	
<p>Common Career Technical Core (CCTC): TI 04.1, TI 05.1, TI 10.1, TI 10.2, TI 10.3</p>	
<p>Common Core State Standards (CCSS): RI.11-12.3, W.11-12.2, HSF.BF.A.1.A, HSG.MG.A.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine how historical characteristics of technology have contributed to and evolved to the modern-day industry.</p> <p>NJSLS: 8.2.12.B.4, 8.2.12.B.5, 8.2.12.C.2, 9.3.IT.5</p> <p>CCTC: TI 05.1</p> <p>CCSS: W.11-12.2 , RI.11-12.3, HSG.MG.A.1</p>	<p>Is a calculator a computer?</p> <p>How did the computer evolve to what it is today?</p> <p>How did the previous versions of computers evolve into what we know a computer is today?</p>	<ul style="list-style-type: none"> ▪ Investigate a specific technology in the history of technology timeline. ▪ Identify earlier creators of the computer, it's timeline, and for what purpose it was created. ▪ Describe the effect society had on technology and vice versa. 	<p>Graphic Organizer Create a timeline that follows the history of a researched technology and how it evolved.</p> <p>Presentation Create a PowerPoint explaining how a researched technology has impacted history and society.</p> <p>Close Reading/Writing Read: "Computers and</p>	<p>Article: History of Computers http://aleembawany.com/articles/history-of-computers/</p> <p>Video: History of Computers https://www.youtube.com/watch?v=LvKxJ3bQRKE</p> <p>Article: "Computers and Their Impact" http://www.csun.edu/~lic42878/computers.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> ▪ Define early technologies. 	<p>Their Impact” and write a reflection summary on examples from their life experiences</p> <p>Math Connection Describe the shapes used in the creation of a technology and how that shape relates to its productivity.</p>	
<p>Explore different careers in the Information Technology Career Cluster.</p> <p>NJSLS: 8.2.12.B.4</p> <p>CCTC: TI 04.1, TI 10.1, TI 10.2, TI 10.3</p> <p>CCSS: W.11-12.2, HSF.BF.A.1.A</p>	<p>What are some factors you need to consider before choosing a career?</p> <p>What differentiates a job from a career?</p> <p>How do you get the career that you want? What are the steps you need to take to get there?</p> <p>How do you get a job? What makes a</p>	<ul style="list-style-type: none"> ▪ Define job versus career. ▪ Locate different jobs in the IT Career Cluster. ▪ Calculate the annual salary using math formulas. ▪ Compare different colleges in NJ that have majors related to careers in the IT Field. ▪ Create a resume that demonstrates skills and 	<p>Career Test Students take a career test.</p> <p>Journal Write a journal entry from the perspective of an employer on what skills and attributes are required for a job at their IT company.</p> <p>Presentation Create a presentation that depicts the chosen career in the IT field with</p>	<p>Career Test https://www.careerwise.mnscu.edu/careers/clusterSurvey</p> <p>Job Search</p> <ul style="list-style-type: none"> - Monster.com - Indeed.com - CareerBuilder - SnagAJob <p>Comparing Colleges https://bigfuture.collegeboard.org/compare-colleges</p> <p>Comparing Salaries</p> <ul style="list-style-type: none"> - Glassdoor.com

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	successful interview?	accomplishments.	<p>details about how to attain that position, what studies are required, how much does the individual make annually, etc.</p> <p>Math Connection Choose a specific career in the IT field identify the standard of living an individual would have at the annual salary they are attaining.</p> <p>College Comparison Choose a specific career in the IT field and compare 3 colleges in NJ that have that major.</p>	
<p>Understand the risks of social media and what could be on your digital footprint.</p> <p>NJSLS: 8.1.12.D.4, 8.1.12.D.5, 9.3.IT.4, 8.1.12.D.2, 8.1.12.D.3</p>	<p>Where do my Facebook posts go?</p> <p>How can I change my future by what I post online?</p> <p>What are some precautionary measures</p>	<ul style="list-style-type: none"> ▪ Define digital footprint. ▪ Identify some of the privacy issues regarding social media. ▪ Identify some preventative 	<p>5 Golden Rules Work in groups to come up with your own 5 golden rules of how your peers can stay safe online.</p> <p>Journal</p>	<p>5 Golden Rules https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/british-council-think-u-know-internet-safety-poster.pdf</p> <p>Common Sense Media</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCTC: TI 04.1, TI 10.3</p> <p>CCSS: W.11-12.2</p>	<p>I can take to protect my digital footprint?</p> <p>How do you present yourself to the world online and offline?</p>	<p>measures one can take.</p> <ul style="list-style-type: none"> ▪ Understand how college and future employees use one’s digital footprint. 	<p>Write a reflection on your current digital footprint and assess whether it’s current status would help or hurt you when looking for a job and applying for colleges.</p> <p>Digital Poster Create a digital poster to reflect your/someone else’s digital footprint.</p>	<p>Video https://www.youtube.com/watch?v=HJ3qdP7tkOU</p> <p>Common Sense Media Video https://www.youtube.com/watch?v=FzOSWHFwO60</p>
<p>Understand consumer communication and ethics.</p> <p>NJSLS: 8.1.12.A.3, 8.1.12.C.1, 9.3.IT.4</p> <p>CCTC: TI 04.1</p> <p>CCSS: W.11-12.2</p>	<p>How do you present yourself to the world online and offline?</p> <p>What does it mean to be “professional”?</p> <p>What kind of work environment do you see yourself working in?</p> <p>What kind of people do you want to have in your work place?</p>	<ul style="list-style-type: none"> ▪ Define work ethics. ▪ Identify appropriate work ethics. ▪ Identify inappropriate work ethics. ▪ Identify the importance of having a “professional” work place. ▪ Understand how to approach an uncomfortable situation at 	<p>Journal Work in groups, imagine you are the employer. Make a list of work ethic characteristics you want your employees to have.</p> <p>What if? Game Give students real work scenarios and ask what they would do in each case.</p> <p>Graphic Organizer</p>	<p>Assignment Ideas https://dese.mo.gov/sites/default/files/E.2.pdf</p> <p>“The Office” Examples https://www.youtube.com/watch?v=vstg5c3c3g8 https://www.youtube.com/watch?v=AeW7XC5-c00</p> <p>Respect in the Workplace https://www.youtube.com/watch?v=OOBmOkQV5gc</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		work/school.	<p>List behaviors that are ethical against ones that are unethical in the work place.</p> <p>Report File a report that involves an unethical behavior witnessed at work.</p>	
<p>Explore search tools and methods and authenticate information.</p> <p>NJSLS: 8.1.12.D.5, 8.2.12.C.2</p> <p>CCTC: TI 05.1</p> <p>CCSS: RI.11-12.3, W.11-12.2</p>	<p>How does Google know what we are asking?</p> <p>What are some ways we can verify the information we find?</p> <p>What are some search shortcuts and tips?</p>	<ul style="list-style-type: none"> ▪ Identify tips to get better search results. ▪ Understand the “Rule of 3” ▪ Understand how search engines work. ▪ Identify ways to authenticate information. ▪ Define spiders. 	<p>Close Reading “Helping Children Find What They Need on the Internet” and follow with discussion questions.</p> <p>Research Assignment Students search various topics using search tools such as: “”, ~.</p> <p>Compare Results Students search same keywords on 2 different search engines to see which is better.</p>	<p>Close Reading http://www.nytimes.com/2009/12/26/technology/internet/26kidsearch.html http://learning.blogs.nytimes.com/2010/02/22/just-google-it-developing-internet-search-skills/?_r=0</p> <p>Close Reading https://docs.google.com/presentation/d/1V7ErXYT-Mgu1THp0VSOuAYH7otTZ9PLm0-Om00ooAal/present?slide=id.i7</p> <p>How Search Works Video https://www.youtube.com/w</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				atch?v=BNHR6IQJZs Lesson Plans https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html
<p>Explore copyright laws and fair use laws and their connection to our daily digital lives.</p> <p>NJSLS: 8.1.12.D.1</p> <p>CCTC: TI 04.1, TI 10.3</p> <p>CCSS: W.11-12.2,</p>	<p>How can I make responsible choices when I use other people’s creative work?</p> <p>What are the laws related to copying someone’s work online?</p> <p>What can be defined as someone’s creative work?</p> <p>How can I legally copy someone’s work for school?</p>	<ul style="list-style-type: none"> ▪ Understand Copyright Infringement and how it affects their lives. ▪ Understand Fair Use and how to apply it to their use of others’ works. ▪ Debate why something would/wouldn’t be considered fair use. ▪ Identify the criteria required to be considered fair use. ▪ Define “public domain” and how it affects society and popular movies today. 	<p>Scary Mary Watch and compare to the original “Mary Poppins” trailer and debate whether or not this is considered “fair use.”</p> <p>Movie Trailer Create a parody movie trailer of a famous film that would be considered “fair use.”</p> <p>Public Domain Movies Research a popular movie that was recreated and discuss how the creators were granted the rights to recreate the movie.</p>	<p>Four Points of Fair Use http://fileserv.net-texts.com/asset.aspx?dl=no&iid=2967</p> <p>Origin of Copyright Law Video https://www.youtube.com/watch?v=tk862BbjWx4</p> <p>Scary Mary https://www.youtube.com/watch?v=2T5_0AGdFic</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources

Unit 1 Vocabulary	
Abacus Analytical Engine Bernie Convention Calculating Clock Career Cluster Career Pathway Computer Copyright Infringement Digital Footprint Ellipses Fair Use	Identity Theft Integrated Circuit Interpersonal Skills Jacquard Loom Job Public Domain Search Engines Slide Rule Spiders Transistor Typewriter

Suggested Unit Projects

Choose At Least One

Email a student in a foreign country and discuss the impacts of computers on society in the US and their country. Create a diagram that shows the similarities and differences on its effects on society and the business world.

Create a video that displays unethical workplace actions and how to deal with the situation in a professional manner.

Suggested Structured Learning Experiences

InfoAge
 2201 Marconi Road
 Wall, New Jersey
<http://infoage.org/wp/infoage/exhibits/>

Liberty Science Center
 Liberty State Park
 222 Jersey City Boulevard
 Jersey City, NJ 07305
 Phone: 201-200-1000
<http://lsc.org/>

Military Technology Museum of New Jersey
 2201 Marconi Rd
 Wall, New Jersey
 Phone: 330-703-9902
<http://militarytechnj.wixsite.com/main/home>