



# **Computer Applications**

## ***Course Description***

Computer Applications is a 5-credit business course designed ultimately to prepare students to be productive in the college and career of their choice. Unit one provides students with opportunities to learn and practice effective and appropriate personal and digital communication skills, netiquette, health and safety in the workplace, and Internet ethics such as privacy, copyright infringement and plagiarism. Students will identify their learning styles so they can better advocate for themselves and recognize how they best learn information. Students complete self-assessments to best identify their strengths, weaknesses, values, abilities and skills to prepare for the career research project in the second unit. In unit two, a career research project is completed and student. Students prepare a career portfolio including resume, references, and cover letters in Microsoft Word, as well as learning interview skills to facilitate potential job acquisition. Additionally, students gain invaluable Microsoft Word skills, such as formatting, editing text, working with tables, lists and document management among many word processing skills. The students learn about the many facets of Microsoft Excel in unit three, including data collection and analysis and the many uses for these skills in the workplace. Students are taught in unit three, the tools for properly creating visually appealing and engaging Microsoft PowerPoint presentations including effective use of transitions, animations and slide show effects. Each unit contains a suggested time length, required materials, and recommended goals and objectives. A great deal of time is committed to Microsoft Word as many of the skills learned in this unit are transferrable to the remaining two units. Emphasis is placed on the interconnectedness of the three core Microsoft applications. Computer Applications is offered to students grades 9-12 and is comprised of 4 units: Computer Applications in the Workplace, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

## Computer Applications

### Pacing Guide

Unit	Topic	Suggested Timing
Unit 1	Computer Applications in the Workplace	approx. 4 weeks
Unit 2	Microsoft Word	approx. 14 weeks
Unit 3	Microsoft Excel	approx. 10 weeks
Unit 4	Microsoft PowerPoint	approx. 7 weeks

## Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ **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 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 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

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

## Enrichment

### Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Open-ended Activities
- Independent Student Options
- Projects Completed Individually or with Partners
- Self-Selection of Research
- Tiered/Multi-Level Activities for Ability Levels
- Digital and Classroom Resource-based Projects
- Individual Response Board via Google Classroom or Alternative Classroom Site
- Alternative Projects
- Text-to-talk or talk-to-text applications

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Student Generated Timelines, Maps, Charts, Graphic Organizers Using Microsoft Word, Excel or PowerPoint
- 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, Portfolios, PowerPoint Presentations, Gallery Walks
- Homework
- Use Google Docs, Sheets or Slides to Demonstrate Skills, Knowledge or Ability
- Rubric-based Business Application, Cross-curricular or Present and Publish Projects
- Photo, Video, Graphic Art, Radio, Song Utilization in Word, Excel, or PowerPoint Projects
- Create a Presentation and add Audio, Video, Sound or Narration
- Complete Assessments using Google Forms, presentations, or performance-based activities
- Use Tumblr or Symbaloo to Create Resource Boards
- Review and Critically Analyze Video-based Resources; use Digital resources to Respond - Google Docs & Forms, or MS Word

## Interdisciplinary Connections

### English Language Arts

- Journal writing
- Close reading of job search related content
- Create a travel or other sales brochure
- Keep a running word wall of topic-related vocabulary

### Social Studies

- Research the history of a given industry/profession
- Research prominent poets, authors or book genres to create newsletters
- Research geographic locations to prepare a presentation for travel in coordination with a budget spreadsheet and brochure

### World Language

- Translate industry-content using digital resources
- Create a translated index of topic-related vocabulary in a journal
- Generate a translated list of words and phrases related to workplace safety
- Create a presentation of common phrases or useful terms for travel to another country

### Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Create tables and spreadsheets with formulas to calculate various math functions
- Collect and analyze data using charts and graphs
- Develop a program in computer programming using various applications

### Fine & Performing Arts

- Create a poster for a social function
- Design, develop and create a book for presentation to the class
- Design a logo to represent a company for use on letterhead, invoices and presentations
- Perform for the class a formal job interview with one or two students

### Science

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

## New Jersey Student Learning Standards

### 9.3 – Career and Technical Education

#### Career Cluster: Various

- 9.3.12.BM.2 -- Describe laws, rules and regulations as they apply to effective business operations.
- 9.3.12.BM.3 – Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

#### Pathway: Various

- 9.3.12.BM-ADM.2 – Access, evaluate and disseminate information for business decision-making.
- 9.3.IT-WD.10: Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

## Common Career Technical Core (CCTC)

### Career Cluster - Various

9.3.12.BM.2 -- Describe laws, rules and regulations as they apply to effective business operations.

- BM.2.1 – Obtain and provided information in a business setting.
- BM.2.2 – Demonstrate ethical behaviors n the workplace.

9.3.12.BM.3 – Explore, develop and apply strategies for ensuring a successful business career.

- BM.3.1 – Develop self-understanding to recognize the impact of personal actions on others
- BM.3.2 – Develop personal traits and behaviors to foster career advancement.

9.3.12.BM-ADM.2 – Access, evaluate and disseminate information for business decision-making.

- BM-ADM.2.6 – Select appropriate writing method to produce a variety of reports.

9.3.12.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- ED.2 – Write informational correspondence to stakeholders in the learning environment.

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

- IT 04.1 -- Explain legal issues faced by IT professionals.
  - Identify issues and trends affecting computers and information privacy.

9.3.IT-WD.10 - Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.

- IT-WD.10.1 -- Explain the concept of intellectual property.
- IT-WD.10.2 – Differentiate between copyright and trademark.

## Common Core State Standards (CCSS)

### CCSS - English-Language Arts

#### Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

<p><b>Course:</b> Computer Applications</p> <p><b>Unit:</b> 1 – Computer Applications in the Workplace</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> This unit provides students with opportunities to learn and practice effective and appropriate personal and digital communication skills, netiquette, health and safety in the workplace, and Internet ethics such as privacy, copyright infringement and plagiarism. Students will identify their learning styles so they can better advocate for themselves and recognize how they best learn information. Students will complete self-assessments to best identify their strengths, weaknesses, values, abilities and skills to prepare for the career research project in the second unit.</p>
<p><b>New Jersey Student Learning Standards (NJSLs):</b> 9.3.12.BM.2, 9.3.12.BM.3, 9.3.12.ED.2, 9.3.IT.4, 9.3.12.BM-ADM.2, 9.3.IT-WD.10</p>	
<p><b>Common Career Technical Core (CCTC):</b> BM.2.1, BM.2.2, BM.3.1, BM.3.2, BM-ADM.2.6, ED.2.1, IT 04.1, IT-WD.10.1, IT-WD.10.2</p>	
<p><b>Common Core State Standards (CCSS):</b> RL.11-12.1, RL.11-12.2, W.11-12.4, W.11-12.7, W.11-12.10</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>To develop the skills needed to appropriately care and use computer equipment, and workplace and health and safety guidelines.</p> <p><b>NJSLs:</b> 9.3.12.BM.2, 9.3.12.BM.3</p> <p><b>CCTC:</b> BM.2.2, BM.3.1,</p>	<p>How will maintaining a safe and orderly workplace help me to be a successful employee in the workplace?</p> <p>Why is following Health and Safety guidelines important?</p> <p>How do the Health and Safety guidelines differ from one workplace to</p>	<ul style="list-style-type: none"> <li>▪ Identify potential hazards in the workplace.</li> <li>▪ Inspect the setting for environmental safety hazards.</li> <li>▪ Describe corrective actions for potential safety hazards.</li> <li>▪ Explain safe practices for the</li> </ul>	<p><b>Graphic Organizer</b> Create a three column graphic organizer outlining the potential hazards in various workplace environments.</p> <p><b>Editorial</b> Write an editorial supporting or opposing the remote workplace.</p> <p><b>Assessment</b></p>	<p><b>Young Worker Safety</b> <a href="http://www.cdc.gov/niosh/topics/youth/">http://www.cdc.gov/niosh/topics/youth/</a></p> <p><b>NJ Department of Labor and Workforce Development</b> <a href="http://lwd.state.nj.us/labor/lisse/safetyhealth_index.html">http://lwd.state.nj.us/labor/lisse/safetyhealth_index.html</a></p> <p><b>Guide for Developing a School District Safety</b></p>

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IT 04.1  <b>CCSS:</b> W.11-12.7, W.11-12.10	another?	storage and use of hazardous materials.	Multiple-choice, T/F, short answer.  <b>Poster</b> Student development of hazard signs based on hazard analysis.	<b>and Health Plan</b> <a href="http://webcache.googleusercontent.com/search?q=cache:VkTJO493XZwJ:www.nj.gov/education/cte/toolbox.htm+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:VkTJO493XZwJ:www.nj.gov/education/cte/toolbox.htm+&amp;cd=3&amp;hl=en&amp;ct=clnk&amp;gl=us</a>
Examine how historical technological equipment in the workplace have contributed to and evolved to modern-day technology in the workplace.  <b>NJSLS:</b> 9.3.12.BM.3  <b>CCTC:</b> ED.2.1  <b>CCSS:</b> W.11-12.7, W.11-12.4	To what extent has the workplace evolved in the past 50 years?  To what extent is technology prevalent in various workplaces? (office, manufacturing, retail, law enforcement, etc.)  How do I anticipate the workplace will change in the next 10 years?	<ul style="list-style-type: none"> <li>▪ Organize changes in technology logically.</li> <li>▪ Discuss the impact of technology in various work environments.</li> <li>▪ Envision a workplace of tomorrow and discuss how it will continue to evolve in the next 10 years.</li> </ul>	<b>Concept Map</b> Create a timeline of technology changes in a given work environment.  <b>Journal</b> Write a journal entry from the perspective of an employee in a specific work environment from 40-50 years prior.  <b>Venn Diagram</b> Create a Venn Diagram that compares and contrasts two employees from the	<b>Evolution of the Workplace</b> <a href="http://www.forbes.com/sites/jacobmorgan/2013/09/10/the-evolution-of-work/#3e3ac3347c1f">http://www.forbes.com/sites/jacobmorgan/2013/09/10/the-evolution-of-work/#3e3ac3347c1f</a>  <b>Video: Transform: Intel Workplace Transformation Intel IT Center</b> <a href="https://www.youtube.com/watch?v=ezej2vUYLxss">https://www.youtube.com/watch?v=ezej2vUYLxss</a>  <b>How are desks have changed</b> <a href="http://www.huffingtonpost.com/2014/10/02/how-desks-">http://www.huffingtonpost.com/2014/10/02/how-desks-</a>

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			same work environments from different time periods. <b>Short Response</b> Summarize the work experience and technologies used by an employee from a different time period and choose one that improved the work environment.	<a href="#">changed_n_5921246.html</a>
Evaluate the risks of sharing information online and understand what choices need to be made to protect personal privacy and others' online. <b>NJSLS:</b> 9.3.12.BM.2, 9.3.IT.4, IT-WD.10, <b>CCTC:</b>	What choices do I need to make to protect my privacy and the privacy of others online? How can I recognize the strategies that scam artists use to access private information? How can I guard against phishing and identity theft?	<ul style="list-style-type: none"> <li>▪ Identify eight phishing features.</li> <li>▪ Know and understand key terms: scams, identity theft, vulnerable, phishing, privacy, schemes, consequences, reputation</li> <li>▪ Recognize the consequences of damaging someone's reputation through</li> </ul>	<b>Decision Tree</b> Create a decision tree based on questions presented, regarding online privacy. <b>Close Reading</b> Read critically an article about a situation in which information posted online had unintended consequences and damaged someone's reputation.	<b>Financial Fraud Research Center</b> <a href="http://fraudresearchcenter.org/2012/11/scams-schemes-swindles-a-review-of-consumer-financial-fraud-research/">http://fraudresearchcenter.org/2012/11/scams-schemes-swindles-a-review-of-consumer-financial-fraud-research/</a>  <b>Common Sense Media</b> <a href="https://www.commonsensemedia.org/educators/scope-and-sequence">https://www.commonsensemedia.org/educators/scope-and-sequence</a>  <b>Privacy Today, Public</b>

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BM.3.1, ED.2.1, IT 04.1  <b>CCSS:</b> W.11-12.7, W.11-12.4		<ul style="list-style-type: none"> <li>▪ cyber bullying</li> <li>▪ Identify issues and trends affecting computers and information privacy.</li> </ul>	<b>Journal</b> Create a phishing email that demonstrates at least four of the eight phishing features discussed.	<b>Tomorrow</b> <a href="https://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-12">https://www.commonsensemedia.org/educators/lesson/private-today-public-tomorrow-9-12</a>
Develop the ability to identify and prevent plagiarism and copyright infringement.  <b>NJSLS:</b> 9.3.12.ED.02, 9.3.IT.4, IT-WD.10,  <b>CCTC:</b> ED.2.1, IT.4.1, IT-WD.10.1, IT-WD.10.2  <b>CCSS:</b> RL.11-12.1 W.11-12.7, W.11-12.4	What can I do to avoid plagiarizing work that belongs to another person?  What are the risks associated with plagiarism?  What is copyright infringement?  Why is some work copyright protected?	<ul style="list-style-type: none"> <li>▪ Identify and discuss the information necessary to prevent plagiarism or copyright infringement.</li> <li>▪ Discuss incidents or experiences with plagiarism or copyright infringements.</li> <li>▪ Evaluate differences and steps to ensure prevention.</li> </ul>	<b>Close Reading</b> Students will critically review the samples of plagiarism provided and indicate which items are examples of plagiarism.  <b>Assessment</b> Complete the copyright challenge: <a href="http://www.copyrightkids.org/cbasicsframes.htm">http://www.copyrightkids.org/cbasicsframes.htm</a>	<b>Copyright Basics</b> <a href="http://www.copyrightkids.org/cbasicsframes.htm">http://www.copyrightkids.org/cbasicsframes.htm</a>  <b>U.S. Copyright Office</b> <a href="http://www.copyright.gov/help/faq/">http://www.copyright.gov/help/faq/</a>  <b>Copyrights and Wrongs</b> <a href="https://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs">https://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs</a>
Complete a learning style evaluation to better understand the conditions in which they have the greatest	Under what conditions can I maximize my potential for the greatest academic achievement?  How can I be an	<ul style="list-style-type: none"> <li>▪ Discuss and analyze the three types of learning styles: visual, auditory, kinesthetic</li> <li>▪ Assess individual</li> </ul>	<b>Assessment</b> Complete an assessment and summarize the findings to determine learning style. "What's Your	<b>Video</b> Learning Styles: <a href="https://www.youtube.com/watch?v=fQYW6vYSGXs&amp;index=51&amp;list=FLePYvTIWE_9qhDBavgcqGIQ">https://www.youtube.com/watch?v=fQYW6vYSGXs&amp;index=51&amp;list=FLePYvTIWE_9qhDBavgcqGIQ</a>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>potential to learn.</p> <p><b>NJSLS:</b> 9.3.12.BM.3, 9.3.12.ED.2</p> <p><b>CCTC:</b> BM.3.2,ED 02.1</p> <p><b>CCSS:</b> W.11-12.7</p>	<p>advocate for myself and under which circumstances is it vital that I do so?</p> <p>Why do I tend to veer toward certain assignments and shy away from others?</p>	<p>learning style</p>	<p>Learning Style?" <a href="http://www.educationplanner.org/students/self-assessments/learning-styles.shtml">http://www.educationplanner.org/students/self-assessments/learning-styles.shtml</a></p>	<p><b>What's your learning style? Lesson plan</b> <a href="http://www.educationplanner.org/students/self-assessments/learning-styles-styles.shtml">http://www.educationplanner.org/students/self-assessments/learning-styles-styles.shtml</a></p> <p><b>Lesson Plan for Learning Styles</b> <a href="http://webcache.googleusercontent.com/search?q=cache:_8FqJIXZMTMJ:teachers.d11.org/teachers/eybakl/AnalyticsReports/Learning%2520Styles%2520Lesson%2520Plan.docx+&amp;cd=4&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:_8FqJIXZMTMJ:teachers.d11.org/teachers/eybakl/AnalyticsReports/Learning%2520Styles%2520Lesson%2520Plan.docx+&amp;cd=4&amp;hl=en&amp;ct=clnk&amp;gl=us</a></p>
<p>Acquire knowledge of goals and objectives in order to apply it toward a career research endeavor.</p>	<p>Why are goals and objectives not considered the same thing?</p>	<ul style="list-style-type: none"> <li>▪ Evaluate information pertaining to goals and objectives.</li> <li>▪ Think about a goal and define at least two objectives you will need to complete</li> </ul>	<p><b>Journal</b> After viewing the video, respond in writing in a minimum of two sentences to the question provided regarding the difference</p>	<p><b>Goals and Objectives</b> <a href="https://www.youtube.com/watch?v=mLEfPOMHHOM">https://www.youtube.com/watch?v=mLEfPOMHHOM</a></p> <p><b>Goals, Objectives and</b></p>

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<p><b>NJSLS:</b> 9.3.12.BM.3, 9.3.12.ED.2</p> <p><b>CCTC:</b> BM.3.2, ED 02.1</p> <p><b>CCSS:</b> W.11-12.7</p>	<p>To what extent will my search for a career be easier if I first identify my goals and objectives?</p> <p>Why is it important to understand the key features of setting goals and planning objectives?</p>	<p>to accomplish your goal.</p> <ul style="list-style-type: none"> <li>▪ Synthesize information presented on goals and objectives in order to openly discuss the differences and the need to establish them in the pursuit of a career.</li> </ul>	<p>between goals and objectives.</p> <p><b>Short Response</b> Think about your goal(s) and define at least two objectives you will need to complete to accomplish your goal(s) in the space provided below.</p> <p><b>Whole Group Discussion</b> Following study and activities about goals and objectives, the class will discuss their opinions on the topic.</p>	<p><b>Unit plans</b> <a href="https://webcache.googleusercontent.com/search?q=cache:GYwUTMz0z3IJ:hhttps://www.teachercreated.com/blog/2008/11/goals-objectives-and-unit-plans/+&amp;cd=2&amp;hl=en&amp;ct=clnk&amp;gl=us">https://webcache.googleusercontent.com/search?q=cache:GYwUTMz0z3IJ:hhttps://www.teachercreated.com/blog/2008/11/goals-objectives-and-unit-plans/+&amp;cd=2&amp;hl=en&amp;ct=clnk&amp;gl=us</a></p> <p><b>High School Career Development Lesson Plan</b> <a href="http://webcache.googleusercontent.com/search?q=cache:p_Ngti6LrzoJ:www.schoolcounselor.org/asca/media/asca/Resource%2520Center/Career%2520Development/Lesson%2520Plans/Career.pdf+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=us">http://webcache.googleusercontent.com/search?q=cache:p_Ngti6LrzoJ:www.schoolcounselor.org/asca/media/asca/Resource%2520Center/Career%2520Development/Lesson%2520Plans/Career.pdf+&amp;cd=1&amp;hl=en&amp;ct=clnk&amp;gl=us</a></p>
<p>Perform personal self-assessments to better understand their strengths, weaknesses,</p>	<p>Do I have a clear understanding of who I am and what I am good at?</p>	<ul style="list-style-type: none"> <li>▪ Gather personal inventory information</li> <li>▪ Identify basic employability skills.</li> <li>▪ Use research</li> </ul>	<p><b>Online Self-Assessments: Brain Power Inventory</b> <a href="http://www.glencoe.com/qe/qe75.php?qi=1936">http://www.glencoe.com/qe/qe75.php?qi=1936</a></p>	<p><b>Bureau of Labor Statistics</b> <a href="http://www.bls.gov/">http://www.bls.gov/</a></p> <p><b>What's Next</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>values and skills in order to facilitate a career research project.</p> <p><b>NJSLS:</b> 9.3.12.BM.3</p> <p><b>CCTC:</b> BM.3.2, ED 02.1</p> <p><b>CCSS:</b> RL.11-12.1 W.11-12.7, W.11-12.4</p>	<p>Why is it important for me to align my skills and interests with my career choice?</p> <p>How can knowing my strengths, weaknesses, skills and aptitudes better prepare me for my career search?</p>	<p>skills to find out about potential jobs, skills and knowledge.</p>	<p><b>Motivation Inventory</b>  <a href="http://www.glencoe.com/qe/qe75.php?qi=1937">http://www.glencoe.com/qe/qe75.php?qi=1937</a></p> <p><b>Oral Presentation</b>            Students will present their findings to the class using a poster board or PowerPoint presentation to demonstrate what they learned and to share their findings with the class.</p>	<p><a href="http://www.whatsnext.com/content/self-assessment-tests">http://www.whatsnext.com/content/self-assessment-tests</a></p> <p><b>Glencoe.com Career Ed.</b>  <a href="http://www.glencoe.com/sites/new_jersey/student/careereducation/index.html">http://www.glencoe.com/sites/new_jersey/student/careereducation/index.html</a></p>

## Unit 1 Vocabulary

Abilities  
Audio, Visual, Tactile/Kinesthetic  
Consequences  
Evolution  
Goals  
Netiquette  
Self-assessment  
Skills  
Strengths  
Values  
Vulnerable  
Weaknesses

Copyright  
Cyber Safety  
Ergonomics  
Internet Safety  
Keyboarding  
Learning Style  
Plagiarism  
Privacy  
Scams  
Schemes  
Workplace Safety  
Workplace Technology

## Suggested Unit Projects

*Choose At Least One*

Review and analyze suggested material for copyright infringement or plagiarism. Select and rewrite one of the topics provided in an academic paper.

In a group, create an action plan for your school to analyze workplace safety hazards or concerns to enhance the level of safety at your school for staff and students.

## Suggested Structured Learning Experiences

Computer Deconstruction Lab  
<http://infoage.org/wp/infoage/exhibits/computer-deconstruction-lab/>

InfoAge Museum of Vintage Computers  
<http://infoage.org/wp/infoage/exhibits/vintage-computers/>