

Department of College and Career Readiness

Computer Applications Curriculum

5.0 Credits



Unit Two

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. In unit two, a career research project is completed and students complete self-assessments to best identify their future careers. 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;"><u>Time/General</u></p> <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 	<p style="text-align: center;"><u>Processing</u></p> <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 	<p style="text-align: center;"><u>Comprehension</u></p> <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 	<p style="text-align: center;"><u>Recall</u></p> <ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers ● Digital Forms with instant feedback
<p style="text-align: center;"><u>Assistive Technology</u></p> <ul style="list-style-type: none"> ● Computer/whiteboard ● Spell-checker ● Voice to text application ● Headphones with mic 	<p style="text-align: center;"><u>Tests/Quizzes/Grading</u></p> <ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud ● Performance-based tests 	<p style="text-align: center;"><u>Behavior/Attention</u></p> <ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback ● Appropriate seating 	<p style="text-align: center;"><u>Organization</u></p> <ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials ● Multilingual directions

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.ED.2: Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.BM-ADM.2 - Access, evaluate and disseminate information for business decision-making.
- 9.3.12.BM.3: Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.GV.5: Describe career opportunities and the means to achieve those opportunities in each of the government & public administration agencies.

Pathway: Various

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

Common Career Technical Core (CCTC)

Career Cluster - Various

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

- ED.2.1 – Write informational correspondence to stakeholders in the learning environment.

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

- BM.3.2 – Develop personal traits and behaviors to foster career advancement.
- BM.3.3 – Implement job-seeking skills to obtain employment.
- BM.3.4 – Utilize career-advancement activities to enhance professional development.
- BM.3.5 – Utilize career-planning to enhance job-success potential.

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

- BM-ADM.2.3 – Prepare documentation of business activities to communicate with internal/external clients.
- BM-ADM.2.4 – Utilize information technology tools to manage and perform work responsibilities.
- BM-ADM.2.5 – Select document type and layout to produce business letters.
- BM-ADM.2.6 – Select appropriate writing method to produce a variety of reports.

9.3.12.BM-ADM.3 – Plan, monitor and manage day-to-day business activities.

- BM-ADM.3.1– Utilize office equipment to accomplish administrative service related job assignments.
- BM-ADM.3.3 – Maintain workflow to enhance productivity.

9.3.GV.5: Describe career opportunities and the means to achieve those opportunities in each of the government & public administration agencies.

- GV.5.1 – Research and match career opportunities based upon their fit with personal career goals.
- GV.5.2 – Match personal interests and aptitudes to careers when researching opportunities within the pathways.

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>Course: Computer Applications</p> <p>Unit: 2 – Microsoft Word</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In this unit a career research project is completed and students use the self-assessments completed in unit one to best identify their future careers. 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 and lists, and document management among many word processing skills. It is recommended an online classroom application be utilized to maximize students’ access and interaction with multiple computer platforms.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.3.12.ED.2, 9.3.12.BM.3, 9.3.GV.5, 9.3.12.BM-ADM.2</p>	
<p>Common Career Technical Core (CCTC): ED.2.1, BM.3.2, BM.3.3, BM.3.4, BM.3.5, BM-ADM.2.3, BM-ADM.2.4, BM-ADM.2.5, BM-ADM.2.6, BM-ADM.3.1, BM-ADM.3.3, GV.5.1, GV.5.2</p>	
<p>Common Core State Standards (CCSS): RL.11-12.1, 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>Evaluate and learn how to use Google Classroom and Google applications such as Documents, Sheets, Slides and Forms.</p> <p>NJSLS: 9.3.12.BM-ADM.2</p> <p>CCTC: BM-ADM.2.4</p>	<p>How can I use Google classroom to improve my performance in the Computer Applications classroom?</p> <p>How will using Google classroom now better prepare me for college or my career?</p> <p>How will my experience</p>	<ul style="list-style-type: none"> ▪ Respond correctly to a minimum of 70% of questions asked about the use of Google Classroom. ▪ Identify and use Google documents to respond to written prompts. ▪ Utilize Google Form to survey classmates. 	<p>Video Response Sheet View a video about using Google classroom and respond to questions with at least 70% accuracy.</p> <p>Google Form Create a Google Form to survey classmates.</p>	<p>Google Classroom for Students https://www.youtube.com/watch?v=Gsg6-dFJKnxI</p> <p>How to use Google Forms https://www.youtube.com/watch?v=b3AgXXec_WY&feature=youtu.be</p> <p>Google Classroom</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS: HSS.IC.B.3	with Google Classroom now benefit me later during my college or career experience?			Ideas https://www.pinterest.com/explore/google-classroom/
<p>Acquire technical skills to perform classroom work in computer literacy concepts demonstrated by their ability to recognize and use the components of Microsoft Word properly.</p> <p>NJSLS: 9.3.12.BM-ADM.3</p> <p>CCTC: BM-ADM.3</p> <p>CCSS: RL.11-12.1, W.11-12.4</p>	<p>How will my use of Microsoft Word benefit me in the career or college of my choice?</p> <p>Will my new skills in Microsoft Word facilitate workflow in my other classes?</p> <p>How can I ensure I have developed desirable word processing skills that will facilitate my career search?</p>	<ul style="list-style-type: none"> ▪ Create and save documents in an organized fashion in a personalized folder ▪ Open and edit a previously saved document ▪ Save a document with a new name (Save As) 	<p>Graphic Organizer Create a diagram of the path for saving and retrieving documents from specific drives.</p> <p>DOL (Demonstration of Learning) Respond to the questions provided about the video with at least 70% accuracy.</p> <p>Journal Explain in your own word how to save a new file. Write as if you were teaching someone who never used a computer before.</p>	<p>Microsoft.com Create your first document https://support.office.com/en-us/article/Create-your-first-Word-document-II-f84568cb-0dc8-42ea-b86c-3e9bcda43880?ui=en-US&rs=en-US&ad=US</p> <p>Keyboard Shortcuts https://support.office.com/en-us/article/Word-2010-keyboard-shortcuts-c6e97771-f82d-42c2-b477-dac4e2662b51?ui=en-US&rs=en-US&ad=US</p> <p>Create a Document http://glencoe.mheducation.com/sites/007661395x/s</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Develop and demonstrate correct keyboarding skills to establish baseline abilities to improve efficiency in utilizing computer application programs.</p> <p>NJSLS: 9.3.12.ED.2</p> <p>CCTC: BM-ADM.3.1, BM-ADM.3.3</p> <p>CCSS: W.11-12.4</p>	<p>What are the consequences of developing poor physical habits while working with computers?</p> <p>How will poor physical habits affect me over time?</p> <p>How can exceptional keyboarding skills improve my job search process or improve my potential in an existing position?</p>	<ul style="list-style-type: none"> ▪ Operate office equipment appropriately, organize and prioritize work, and complete tasks on time. ▪ Perform keyboarding activities using proper physical form and hand placement. ▪ Save activity files in the specified file and folder. ▪ Practice using the demonstrated skills to improve accuracy and efficiency. 	<p>Assessment Complete a 1-minute typing test to establish a baseline score of words per minute (WPM) and document the score in the journal.</p> <p>Game Create even-numbered student teams. Have the students in each team work one at a time in a short, timed contest to see which team can format all of the text correctly following the rules provided, such as bold, underline, alignment, italics, line spacing, font color and style.</p>	<p>tudent_view0/unit1/lesson1/index.html</p> <p>Keyboarding Tutorials Sense-lang.org</p> <p>Business Education Lesson Plans http://lessonplans.btskinner.com/keybrd.html</p>
<p>Operate writing and publishing applications</p>	<p>Why are memos and business letters useful</p>	<ul style="list-style-type: none"> ▪ Prepare a memorandum 	<p>Memorandum Create a business memorandum using the</p>	<p>Business Letter Video: https://www.youtube.com/watch?v=egeyiUpFsaw</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>to demonstrate skills related to seeking and applying for employment.</p> <p>NJSLS: 9.3.12.BM-ADM.2, 9.3.12.BM-ADM.3, 9.3.12.ED.2</p> <p>CCTC: BM-ADM.2.3, BM-ADM.2.4, BM-ADM.2.5, BM-ADM.2.6, BM-ADM.3.1, BM-ADM.3.3, ED.2.1</p> <p>CCSS: W.11-12.7, W.11-12.10</p>	<p>communication tools for most businesses?</p> <p>Why is it important to follow a consistent format for business communications?</p> <p>What are the potential risks of poorly written business communication tools on a business?</p>	<p>efficiently without errors.</p> <ul style="list-style-type: none"> ▪ Determine how to format a business letter. ▪ Demonstrate knowledge of appropriate skills for creating a flyer or outline 	<p>appropriate format.</p> <p>Business Letter Using the appropriate business letter format, create a formal business letter.</p> <p>Outline Create an outline for a business meeting agenda using bullets numbers lists and multilevel lists.</p>	<p>Creating a Personal Letterhead https://www.youtube.com/watch?v=PMbYzEN31jg</p> <p>Word 2010: Business and Personal Communication http://glencoe.mheducation.com/sites/007661395x/student_view0/unit1/index.html</p>
<p>Identify and utilize basic employability skills needed to be successful in the workplace using Microsoft Word.</p>	<p>Why is it important to edit and proofread a document before you consider it to be final?</p> <p>How is creating and editing documents part</p>	<ul style="list-style-type: none"> ▪ Acquire Microsoft Word skills for inserting shapes, page borders, shading, quick styles, margins, headers, footers, page 	<p>Event Flyer Edit information to be used in an event flyer containing errors in the details, and use a Microsoft template to create a finished</p>	<p>Create Visually Compelling Documents in Microsoft Word https://support.office.com/en-us/article/Create-visually-compelling-documents-in-Word-2010-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.3.12.BM-ADM.2, 9.3.12.BM-ADM.3, 9.3.12.ED.2</p> <p>CCTC: BM-ADM.2.3, BM-ADM.2.4, BM-ADM.2.5, BM-ADM.2.6, BM-ADM.3.1, BM-ADM.3.3, ED.2.1</p> <p>CCSS: W.11-12.4, W.11-12.10</p>	<p>of good business communication?</p> <p>How might the appearance of a flyer, letter or other information communication tool effect a business if it is difficult to read, poorly organized or contains spelling errors?</p>	<p>numbers and lines.</p> <ul style="list-style-type: none"> ▪ Develop a critical eye for assessing excessive use of particular formatting options. ▪ Evaluate documents with a multitude of formatting effects and analyze effective versus ineffective effects. 	<p>product.</p> <p>Close Reading Given a detailed report, identify a minimum of 10 of the 15 errors contained in the document.</p> <p>iCheck Assessment http://glencoe.mheducation.com/sites/007661395x/student_view0/unit1/lesson3/self_checks.html</p>	<p>5028b228-048c-4867-ba4a-2169e06f1f16?ui=en-US&rs=en-US&ad=US</p> <p>Get control of page numbers, headers and footers in Microsoft Word https://support.office.com/en-us/article/Get-control-of-page-numbers-headers-and-footers-4d09018c-337e-4381-80b6-7cb7e75cbd9e?ui=en-US&rs=en-US&ad=US</p> <p>Word 2010: Business and Personal Communication http://glencoe.mheducation.com/sites/007661395x/student_view0/unit1/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Explore the sixteen career clusters to identify a complete range of career options.</p> <p>NJSLS: 9.3.12.BM.3</p> <p>CCTC: BM.3.3</p> <p>CCSS: W.11-12.7</p>	<p>If I could be anything I wanted to be, what would I be?</p> <p>How do my interest and aptitudes relate to the type of job I will pursue?</p> <p>What role do my likes and dislikes play in my career search?</p>	<ul style="list-style-type: none"> ▪ Demonstrate skills related to completing a career search. ▪ Utilize multiple sources for job search activities. 	<p>Close Reading Review the transcript of an interview regarding career clusters.</p> <p>Gallery Walk Walk around the room and look at all of the pictures on each career cluster poster. Pick ONE (1) picture on each poster. Identify ONE (1) skill you think ONE (1) person in one of the pictures is doing or is able to do for that job using the sentence structure provided on the attached form. If you cannot think of your own words to describe the actions of the people in the picture(s) you may use some of the words on the attached form.</p>	<p>Glencoe.com Career Clusters http://www.glencoe.com/sec/careers/cclusters/student/introclusters.shtml</p> <p>Advance CTE https://careertech.org/career-clusters</p> <p>The Gallery Walk Teacher Toolkit http://www.theteachertoolkit.com/index.php/tool/gallery-walk</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Plan, develop and prepare ideas for seeking employment focusing on employability and basic computer skills for an entry-level position.</p> <p>NJSLS: 9.3.12.BM.3 9.3.GV.5</p> <p>CCTC: BM.3.3, BM.3.4, BM.3.5, GV.5.1, GV.5.2</p> <p>CCSS: W.11-12.4, W.11-12.7, W.11-12.10</p>	<p>What skills will I need to be an effective employee?</p> <p>What basic knowledge will I have to possess in order to get a job and be an effective employee?</p> <p>What are the potential entry-level jobs for which I might be qualified?</p> <p>What areas of study will be required in my postsecondary education (college)?</p>	<ul style="list-style-type: none"> ▪ Identify basic employability skills ▪ Use research skills to find out about potential jobs, skills and knowledge ▪ Express their findings orally and in writing ▪ Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities. ▪ Assess and research careers that correlate with personal attributes ▪ Evaluate and use information resources to accomplish specific occupational and classroom tasks. 	<p>Career Research Research a career of your choice from one of the pathways and write a minimum 300 word career report following the research paper guidelines provided, including pictures and a table or chart.</p> <p>Develop a Job Description Includes the Nature of Work, training, other qualifications, and advancement, employment, job outlook, earnings, and related occupations.</p> <p>Oral Presentation Students will present their findings to the class using a poster board or PowerPoint presentation to</p>	<p>Bureau of Labor Statistics http://www.bls.gov/</p> <p>Additional MS Word Resources for intermediate skills</p> <p>Create and customize a table of contents https://support.office.com/en-us/article/Create-and-customize-a-table-of-contents-3ae33d41-0fc5-4758-9904-3d2bf81632b9?ui=en-US&rs=en-US&ad=US</p> <p>Manage Lengthy Documents http://glencoe.mheducation.com/sites/007661395x/student_view0/unit1/lesson4/index.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			demonstrate what they learned and to share their findings with the class.	
<p>Navigate intermediate skills in Microsoft Word to create and edit professional quality documents for various purposes, such as career research.</p> <p>NJSLS: 9.3.12.BM.2, 9.3.12.BM.3, 9.3.GV.5</p> <p>CCTC: BM.2.3, BM.2.6, BM.3.1, BM.3.3, GV.5.1, GV.5.2</p> <p>CCSS: W.11-12.4, W.11-12.10</p>	<p>What impact do typographical errors in my personal resume and cover letter have on my potential to seek and gain employment?</p> <p>What is the relationship between a cover letter and resume in the career search process?</p> <p>To what extent does a cover letter impact whether or not I am called for an interview?</p>	<ul style="list-style-type: none"> ▪ Utilize Quick Styles to format professional quality documents quickly and easily. ▪ Prepare a Microsoft Word document by setting up the margins, using the ruler, creating tabs, and choosing line spacing. ▪ Create various types lists using bullets, numbers and multilevel lists. 	<p>Writing Activity Using the self-assessment information gathered previously, complete a written personal profile packet, which contains interests, skills, abilities, aptitudes, experience, strengths, and education.</p> <p>Resume Using a template, create a new resume or edit and format a model file provided.</p> <p>Create a Resume Using Microsoft Word, create a 1-page resume using the information gathered in the personal</p>	<p>Career Plan Project Workbook http://glencoe.mheducation.com/sites/0078736897/student_view0/career_plan_project_workbook.html</p> <p>How to Make an Easy Resume in Microsoft Word https://www.youtube.com/watch?v=Z1ccyPmLHj8</p> <p>Read, Write, Think Lesson plan on resumes http://www.readwritethink.org/classroom-resources/lesson-plans/resumes-cover-letters-high-30847.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			profile packet from a new document or a template.	

Unit 2 Vocabulary

Career
Career Cluster
Button
Command
Cursor
Dialog Box
Document
Edit
Folder
Group
Insertion Point
Page Borders
Pointer
Quick Access Toolbar (QAT)
Ribbon
Save
Screentip
Scroll Bar
Shading
Shapes

Accuracy
Business Letter
Document
Efficiency
Employability
File
Flyer
Folder
Footer
Google Classroom
Google Form
Habits
Header
Keyboarding
Margin
Memorandum
Organize
Outline
Prioritize

Suggested Unit Projects

Choose At Least One

Develop a personal portfolio containing the student's strengths, weakness, values, abilities and skills, including a self-assessment personal profile, cover letter, and resume.

Research Korean (or other nationality) folktales and create a 2- to 4-page newsletter about the similarities and differences to English language folktales. Include MS Word skills such as columns, photos, shapes, header, footer, page number, borders and shading.

Working in a small group, conduct a formal mock interview using appropriate questions and responses. Present your resume and list of references to the interviewer. Record on video the interview. The audience will score the teams using a rubric. The teacher will define potential job opportunities with skills and responsibilities, and related questions for the interviewer.

Working in a small group determine a topic, such as human emotions, and make three to five list poems about human emotions. <http://www.poetry4kids.com/blog/lessons/how-to-write-a-funny-list-poem/>

Suggested Structured Learning Experiences

Invite members of the local Chamber of Commerce to come to school and present to the students various companies and occupations that are members of the organization.

Students can work as a team to create and edit a school newsletter for each marking period using Microsoft Word. Each student can contribute one component and working with Google Documents initially, create a final document in Microsoft Word.