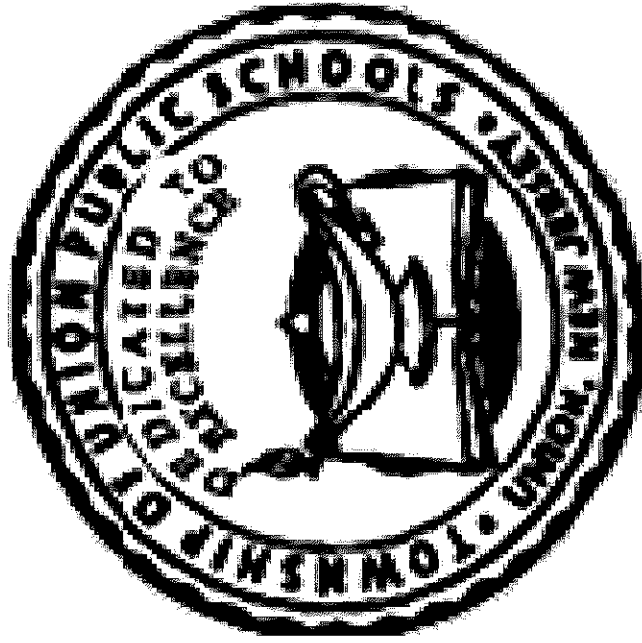
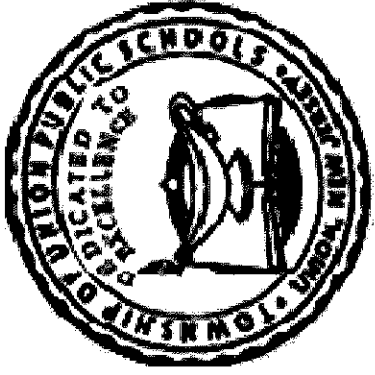


TOWNSHIP OF UNION PUBLIC SCHOOLS



Computer Applications I
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

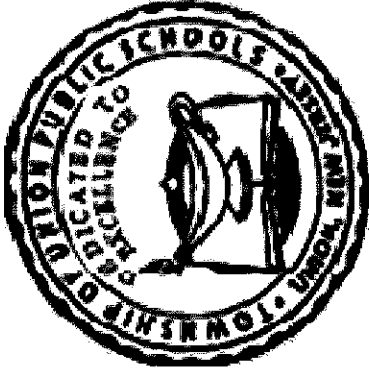
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Martin Tatum

Assistant SuperintendentDr. Noreen Lishak

Director of Curriculum K-12 Dr. Noreen Lishak

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Computer Applications I

Katie Dimitoulis/Arlene M. Eckert

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course provides a “hands on” experience using integrated software Microsoft Office 2010, which allows students to develop an understanding of the computer’s capabilities for business operations and school. PC keyboarding mastery continues to be developed. This course teaches the fundamentals of an integrated software package, exposes students to practical examples of the computer as a useful tool, and acquaints students with the proper procedures to create documents, workbooks, and presentations suitable for course work, professional purposes, and personal use. The Internet will be used as a research tool. Students’ use of the PC supports an interdisciplinary approach to learning through application in other curricular areas. “Office-style” atmosphere is simulated.

Recommended Textbooks

Shelly, Gary B., Thomas J. Cashman, and Misty E. Vermaat. Microsoft® Office 2007 Introductory Concepts and Techniques. Boston, MA: Thomson Course Technology, 2008.

Shelly, Gary B. and Misty E. Vermaat. Microsoft® Office 2010 Introductory. Boston, MA: Course Technology, 2011.

Internet

Course Proficiencies

Students will be able to...

- Write for a variety of purposes.
- Improve ability to proofread, edit, revise and rewrite written work.
- Use Microsoft Word to create print-ready announcements with picture effects.
- Use Microsoft Word to create a variety of styles of resumes, letterhead, and cover letters with tables and bullets.
- Use Microsoft Word to create multi-page reports with cover sheets, watermarks, page numbers, picture bullets, formatted tables, and charts.
- Use Microsoft Word to create document cover sheets using SmartArt.
- Use Microsoft Excel to create worksheets with formulas, functions, and charts.
- Use Microsoft Excel to create worksheets formatted with borders, fill color and effects, clip art, and font changes.
- Use Microsoft Excel to create formatted worksheets with pictograph charts.
- Use Microsoft Excel to create timelines.
- Use Microsoft PowerPoint to create slide shows with tables, clip art, sound, and animation effects.

Curriculum Units

Unit 1: Microsoft Word

Unit 2: Microsoft Excel

Unit 3: Microsoft PowerPoint

Pacing Guide – Course

Content	Number of Days
Unit 1: Microsoft Word	75
Unit 2: Microsoft Excel	70
Unit 3: Microsoft PowerPoint	35

Unit 1: Microsoft Word

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Create an announcement with clip art, pictures borders and effects, and font changes.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Compile resumes using Word templates.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Construct cover letters with a letterhead, table, and bullets	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Create a multi-page report with a header, footer, table, chart, and watermarks.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
5.	Prepare and apply Smart Art graphics.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 2: Microsoft Excel

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Develop Excel worksheets with formulas and with embedded charts.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Produce Excel worksheets with clip art, formatting changes, functions, conditional formatting, and charts as a separate page.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Create pictograph charts in Excel.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Prepare timelines in Excel based on historical events.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
5.	Formulate worksheets in Excel with absolute values.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
6.	Apply 3-D formats, rotate, and explode a pie chart.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 3:Microsoft PowerPoint

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Develop professional PowerPoint presentations.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Design professional PowerPoint presentations with custom animation, sound, and motion clips.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Excessive monotony/ same structure	Little variety in syntax	Some variety	Variety in syntax appropriate and effective	Precision and/or sophistication
	Numerous errors	Some errors	Generally correct	Few errors	Very few, if any, errors
	Assortment of incomplete and/ or incorrect sentences				
Non-Scorable Responses		NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.	
		OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt	
		NE	Not English	Student wrote in a language other than English.	
		WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.	
Content/ Organization		Usage		Mechanics	
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 		

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.