

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

Course Description

Computer Applications is a half year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Computer Applications is designed to equip students with a solid computer skill set to meet the demands of today's technology driven world. Students will work in Google Docs, Sheets, and Slides to establish and enhance word processing, spreadsheet, and presentation skills as well as gain and strengthen keyboarding skills.

Course Overview and Pacing Guide

| Unit | Topic | Time Frame |
|-------------|---------------|------------------------------|
| 1 | Keyboarding | 10 weeks (overlap with Docs) |
| 2 | Google Docs | 14 weeks |
| 3 | Google Sheets | 2 weeks |
| 4 | Google Slides | 3 weeks |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| Computer Science and Design Thinking (Standard 8) | |
|---|---|
| Core Idea | Performance Expectation |
| The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. |
| Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. | 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. |
| Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture. | 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. |
| Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. | 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions. | 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. |
| Career Readiness, Life Literacies, and Key Skills (Standard 9) | |
| Core Idea | Performance Expectation |
| There are strategies to improve one's | 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | |
|--|--|
| professional value and marketability. | |
| Career planning requires purposeful planning based on research, self-knowledge, and informed choices. | <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p> |
| With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. |
| Innovative ideas or innovation can lead to career opportunities. | <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> |
| Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</p> |
| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. | 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. |
| Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. | 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given | <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p> <p>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the</p> |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | |
|---|---|
| task. | data. |
| Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. |
| Interdisciplinary Connections | |
| <p>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> | |

**Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum**

| Modifications, Accommodations, and Differentiation | | | |
|---|------------------------|-------------------------|------------------------------------|
| English Language Learners | IEP / 504 | At Risk Students | Gifted and Talented |
| Peer tutoring | Teacher tutoring | Teacher tutoring | Challenging assignments |
| Scaffolding | Peer tutoring | Peer tutoring | Enrichment activities |
| Word walls | Study guides | Study guides | Tiered activities |
| Think alouds | Notes/summaries | Notes/summaries | Independent projects |
| Read alouds | Graphic organizers | Graphic organizers | Collaborative teamwork |
| Cognates | Highlighted vocabulary | Highlighted vocabulary | Advanced discussion techniques |
| Sentence/paragraph frames | Visual prompts/aides | Visual prompts/aides | Critical/Analytical thinking tasks |
| Annotation guides | Multimedia | Modeling of techniques | Self-directed activities |
| Graphic organizers | Assistive technology | Modified assignments | |
| Highlighted vocabulary | Modeling of techniques | Timelines | |
| Word banks | Modified assignments | Extended time | |
| Visual prompts/aides | Timelines | Parent communication | |
| Modeling of techniques | Extended time | | |
| Modified assignments | Parent communication | | |
| Bilingual dictionaries/translation | | | |
| Extended time | | | |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | | |
|--|--|----------|
| Unit Name | Keyboarding | 10 weeks |
| Instructional Materials and Resources | Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research and Activities, Edutyping | |

| Unit Focus | |
|--|---|
| This unit introduces keyboarding techniques to enhance keyboarding skills, build accuracy and efficiency, and prepare career ready individuals. | |
| Core Idea | Performance Expectation (Standard) |
| The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. |
| There are strategies to improve one's professional value and marketability. | 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. |
| With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. |
| Innovative ideas or innovation can lead to career opportunities. | 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. |

| Student Learning Objectives (Knowledge and Skills) | Suggested Tasks/Activities | Evidence of Learning (Assessments) |
|---|--|---|
| Understand and practice home row reaches Correct and improve efficiency and accuracy Build vocabulary, grammar, and punctuation | Edutyping Lessons 1-24 Practice Library | Lesson Progress, Student Activity Summaries, Typing Lesson Activities, Quiz |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | | |
|--|--|----------|
| Unit Name | Google Docs | 14 weeks |
| Instructional Materials and Resources | Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research and Activities, Google Docs | |

Disciplinary Concept: Google Docs

This unit introduces Google Docs including its functions and features and the creation of professional documents including business letters, reports, and emails.

| Core Idea | Performance Expectation (Standard) |
|---|---|
| The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. |
| Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. | 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. |
| Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture. | 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. |
| Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. | 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| There are strategies to improve one's professional value and marketability. | 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. |
| Career planning requires purposeful planning based on research, self-knowledge, and informed choices. | 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | |
|--|---|
| | <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p> |
| With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. |
| Innovative ideas or innovation can lead to career opportunities. | <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.</p> |
| Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</p> |
| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. | 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. |
| Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. | 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. |
| Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p> |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| Student Learning Objectives (Knowledge and Skills) | Suggested Tasks/Activities | Evidence of Learning (Assessments) |
|---|--|---|
| Format and edit text Create and format bulleted and numbered lists | Creating Lists and Formatting Text Lesson Bulleted and Numbered Lists Practice Create Own Lists | Classroom Assignments and Activities, Quiz |
| Create and format tables | Table Practice Assignments Create Own Tables | Classroom Assignments and Activities, Quiz |
| Understand and identify the parts of a business letter Create and format business letters | Parts of a Letter Labeling and Matching Letter Practice Assignments Find and Correct Errors in Business Letters Write Own Letters | Classroom Assignments and Activities, Quiz |
| Differentiate between emails and business letters Understand and identify the parts of an email Compose professional emails | Parts of an Email Labeling and Matching Email Practice Assignments Find and Correct Errors in Emails Compose Own Emails | Classroom Assignments and Activities, Quiz |
| Understand and identify MLA format Format reports Format a Works Cited | Report Practice Assignments Find and Correct Errors in Reports | Classroom Assignments and Activities, Quiz |
| Practice Internet research Navigate databases Investigate career opportunities Match skills and interests with potential careers | Career Guidance Center Career Project | Classroom Assignments and Activities, Project |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | | |
|--|--|---------|
| Unit Name | Google Slides | 3 weeks |
| Instructional Materials and Resources | Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research and Activities, Google Slides | |

Disciplinary Concept: Google Slides

This unit introduces Google Slides including its functions and features and the creation of professional presentations.

| Core Idea | Performance Expectation (Standard) |
|---|---|
| The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. |
| Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. | 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. |
| Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture. | 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. |
| Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. | 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and | 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | |
|--|--|
| conceiving of alternative possibilities before proposing solutions. | |
| There are strategies to improve one's professional value and marketability. | 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. |
| With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. |
| Innovative ideas or innovation can lead to career opportunities. | 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. |
| Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. |
| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. | 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. |
| Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. | 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. |
| Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. |

| Student Learning Objectives (Knowledge and Skills) | Suggested Tasks/Activities | Evidence of Learning (Assessments) |
|---|-----------------------------------|---|
| Insert slides Change slide layouts Insert and format objects including pictures, shapes, tables, diagrams, and hyperlinks | Vacation Presentation | Classroom Assignments and Activities, Quiz |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | | |
|--|--------------------------|---|
| Apply transitions and animations Understand and change viewing and printing options | | |
| Practice Internet research Navigate databases Utilize Google Slides functions and features Practice presentation skills | Create Own Presentations | Classroom Assignments and Activities, Project |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | | |
|--|--|---------|
| Unit Name | Google Sheets | 2 weeks |
| Instructional Materials and Resources | Chromebooks, Video Tutorials/Demonstrations, Classwork Exercises, Software Applications, Internet Research and Activities, Google Sheets | |

Disciplinary Concept: Google Sheets

This unit introduces Google Sheets including its functions and features and the creation of spreadsheets for professional and personal use..

| Core Idea | Performance Expectation (Standard) |
|---|---|
| The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities. | 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. |
| Individuals select digital tools and design automated processes to collect, transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. | 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change. |
| Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture. | 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. |
| Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture. | 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. |
| The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and | 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience. |

Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum

| | |
|--|--|
| conceiving of alternative possibilities before proposing solutions. | |
| There are strategies to improve one's professional value and marketability. | 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. |
| With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. |
| Innovative ideas or innovation can lead to career opportunities. | 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition. |
| Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes. |
| Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. | 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content. |
| Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. | 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. |
| Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task. 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. |
| Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. |

**Carlstadt-East Rutherford Regional School District
CTE Department
Computer Applications Curriculum**

| Student Learning Objectives (Knowledge and Skills) | Suggested Tasks/Activities | Evidence of Learning (Assessments) |
|---|--|---|
| Enter and format text Fill in a series Insert, delete, merge, and resize cells Use borders and shading Freeze panes Edit sheet tabs Enter basic formulas Use functions Analyze data and formula results | Spending Logs Old Navy Spreadsheet Computer Apps Spreadsheet | Classroom Assignments and Activities, Quiz |