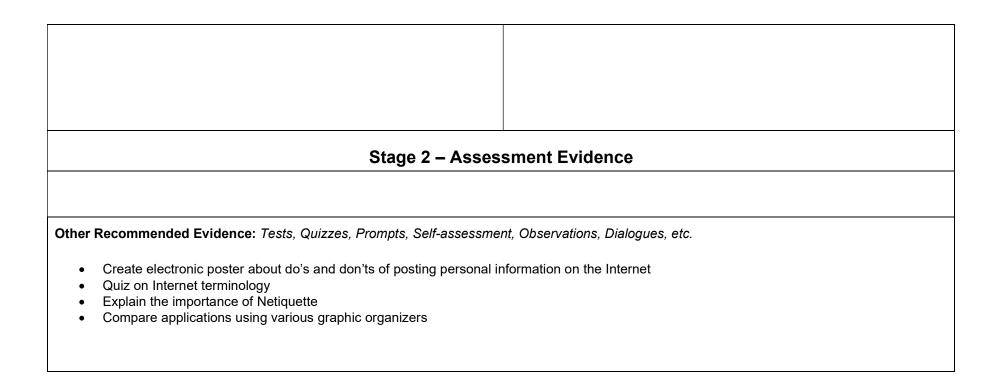## Course Title – Keyboarding/Computer Applications

## Implement start year – 2016-2017

## Revision Committee Members, email, extension – Jen Ingersoll, jingersoll@lrhsd.org, X 8993; Sandy Langan, slangan@lrhsd.org, X 8612; Marc Rohm, mrohm@lrhsd.org, X 8896; and Kathy Waldron, kwaldron@lrhsd.org, X 8890

## Unit # 2 – Internet and Application Practices

**Transfer Goal –** Students will be able to independently use their learning to safely and efficiently navigate the Internet and Applications.

## Stage 1 – Desired Results

### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**
(http://www.nj.gov/education/cccs/2009/final.htm)
**Common Core Curriculum Standards for Math and English**
(http://www.corestandards.org/)

**Standard 8.1 Educational Technology**: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Standard 9.1 21st Century Life & Career Skills**: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

**Standard 9.4 Career and Technical Education**: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency,

### 21st Century Themes
( www.21stcenturyskills.org )

_X___ Global Awareness
_X___Financial, Economic, Business and
　　　Entrepreneurial Literacy
___Civic Literacy
___Health Literacy
___Environmental Literacy

### 21st Century Skills

*Learning and Innovation Skills:*
_X___Creativity and Innovation
_X___Critical Thinking and Problem Solving
_X___Communication and Collaboration

*Information, Media and Technology Skills:*
_X___Information Literacy
___Media Literacy
_X___ICT (Information, Communications and
　　　Technology) Literacy

| **Enduring Understandings:** | **Essential Questions:** |
|---|---|
| *Students will understand that . . .* | |
| *EU 1*<br>the Internet has a social, cultural, and environmental impact. | *EU 1*<br>• What are the dangers of posting personal information on the Internet?<br>• What are potential benefits and consequences of using social networking?<br>• What type of communication is appropriate on the Internet?<br>• When is it acceptable or unacceptable to provide private identity information? |
| *EU 2*<br>accuracy is determined by choosing efficient key words in the search engine, evaluating the results and locating information. | *EU 2*<br>• Why are key words essential to a successful search?<br>• How do you narrow a search?<br>• How can you locate and evaluate information on a website? |
| *EU 3*<br>applications on personal devices are essential components to assist in daily living. | *EU 3*<br>• Why are applications on personal devices essential to our daily living?<br>• How can applications be used in our daily lives? |

| | |
|---|---|
| **Knowledge:**<br>*Students will know . . .*<br><br>*EU 1*<br>  • safe, legal, and responsible practices for use of information and technology.<br>  • the difference between public and personal information.<br>  • solutions for dealing with unintended online audiences.<br><br><br><br><br>*EU 2*<br>  • the importance of keywords when using search engines.<br>  • narrowing the search will limit results.<br>  • ways to locate information and evaluate a website.<br><br><br>*EU 3*<br>  • the applications that are essential to our daily lives.<br>  • the process of selecting the appropriate application. | **Skills:**<br>*Students will be able to . . .*<br><br>*EU 1*<br>  • apply the rules of etiquette when communicating over computer networks.<br>  • list the impact sharing private information might have on your life.<br>  • distinguish between public and personal information.<br>  • provide examples of websites where you must provide information about yourself in order to participate.<br>  • create a comparison chart (advantages vs. disadvantages) for participating in social networking.<br>  • design solutions for handling unwanted audiences viewing your information.<br><br>*EU 2*<br>  • list the key words necessary for a successful search.<br>  • identify reliable sites on a topic assigned utilizing keywords.<br>  • evaluate a website.<br><br><br>*EU 3*<br>  • select and download the appropriate application.<br>  • identify the applications that will enhance daily living, such as: calendar, schedules, calculator, recipes, Pinterest, shopping, clock, iBooks, etc.<br>  • use various applications. |

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## Stage 2 – Assessment Evidence

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**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Create electronic poster about do's and don'ts of posting personal information on the Internet
- Quiz on Internet terminology
- Explain the importance of Netiquette
- Compare applications using various graphic organizers

# Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Model ways to search topics (A)
- Locate applications on a particular topic (A)
- List various ways to narrow searches (A)
- Model ways to change default settings on social media (A)
- Use a T-chart to compare applications (A, M)
- Create a chart showing the difference between public and private information (A, M)
- Compare similar applications and determine which best fits your needs (A, M)
- Identify the differences between blogs, advertisements, informational websites (A, M)
- Create an electronic invitation for an event (A, M)
- Create a comparison chart of advantages/disadvantages of social networking sites (A, M, T)
- Internet Research Project (A, M, T)
- Evaluate websites for accuracy and reliability (M)
- Locate holiday craft on Pinterest (M)
- Locate a Thanksgiving recipe (M)
- Set an alarm on the clock app (M)
- Change setting on personal social media (M)
- Make your daily schedule in the calendar app (M)
- Record homework assignments in your calendar app (M, T)
- Determine a topic of interest and download an iBook (M, T)
- Choose an app to determine appropriate clothing for today's weather (M, T)
- Search for answers of trivia questions (M, T)
- Given a situation, determine which type of application would best fit your needs (T)

Timeline: Unit 2 will be done throughout the entire year.