

Course Title – Keyboarding/Computer Applications	
Implement start year – 2016-2017	
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Unit # 3 – Spreadsheets	
Transfer Goal – Students will be able to independently use their learning to create and analyze spreadsheets.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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.</p> <p>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.</p> <p>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,</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p>

	<input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> spreadsheets are used to display data</p> <p><i>EU 2</i> spreadsheets are a useful tool for simplifying calculations</p> <p><i>EU 3</i> spreadsheets are used to analyze data</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is it beneficial to use spreadsheets to organize and display data? • How is data effectively communicated? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can you use calculation tools in the workplace and in everyday life? • How are spreadsheets beneficial in creating and maintaining a budget? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can spreadsheets be used in business and in everyday life? • How can spreadsheets be used to analyze data? • How can spreadsheets be used to evaluate a budget?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • key terms related to spreadsheets. • the enhancement features of a spreadsheet. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • formulas can be created in a spreadsheet to make calculations easier. • techniques for creating charts and graphs. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • ways to make adjustments in a budget. • if there are adequate supplies after performing an inventory. • methods to evaluate a schedule. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • define key spreadsheet terms. • create formulas in a spreadsheet. • enhance a spreadsheet through bolding and/or italicizing data, borders, clipart, shading, & alignment of data. • create and enhance charts using various elements such as chart type and style, design, layout, labels, and formats. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • create a spreadsheet utilizing proper formatting skills. • create pie, column, and bar charts. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • analyze and make adjustments in a budget. • complete an inventory and make modifications when ordering supplies.
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Stage 2 – Assessment Evidence

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

- Quiz on spreadsheet vocabulary
- Quiz on formulas
- Rubric on creation of graph

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.*

- Define spreadsheet vocabulary (A)
- Model ways to make schedules (A)
- Import pictures to use in various spreadsheets (A)
- Create a spreadsheet from given data (A, M)
- Model creating various types of graphs using data from a spreadsheet (A)
- Create a budget in spreadsheet software (A, M, T)
- Calculate payroll in spreadsheet software (A, M, T)
- Analyze data and create a charts and graphs from spreadsheet data (M, T)
- Create three different types of graphs (A, M)
- Alphabetize using formulas (M)
- Create a schedule (M, T)
- Create a spreadsheet from collected data (T)
- Use formulas to calculate sums, mean, median, and mode (M, T)
- Complete an inventory for various tasks (M, T)

Timeline: Unit 3 will be done throughout the entire year.