

Computer Applications II Curriculum

Course Description:

Computer Applications II is a hands-on, project based course that allows students the opportunity to continue building their essential skills of communicating and sharing information using the most common productivity apps of Google Workspace: Email, Drive, Docs, Sheets, Slides, Forms, and Sites coupled with Adobe Photoshop. The real-world projects that students complete will allow them to become proficient with these applications. This course develops the student's knowledge and skill set of computer applications, which can then be applied to their personal, professional, and educational life.

Grades: 10th - 12th

Course Priority Standards

NBEA 2020 National Business Education Standards

Information Technology: I - Impact on Society

- **I 1.1** - Use technology to achieve academic success and lifelong learning
- **I 1.2** - Identify uses of information technology in the home, school, workplace, and globally diverse society

Information Technology: II - Information Literacy

- **II 1.3** - Interpret information for use in decision making
- **II 2.10** - Access, exchange, organize, and synthesize information
- **II 3.13** - Analyze and use mathematical and/or statistical methods to manipulate data into useful information
- **II 3.14** - Present information in a meaningful format

Information Technology: VII - Applications

- **VII 1.1** Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.
- **VII.1.2** Use collaborative application tools to support learning
- **VII 1.3** Produce projects that include a variety of media
- **VII.1.4** Explore web-based communication applications
- **VII.1.6** Use help features and reference materials to learn applications and solve problems
- **VII.1.7** Evaluate and select the appropriate applications to productively complete tasks
- **VII.1.10** Compare and contrast applications features
- **VII.1.13** Use the collaborative features of applications to accomplish organizational tasks
- **VII.1.14** Apply advanced features of applications for productivity
- **VII.1.15** Evaluate the effectiveness of applications to solve specific problems
- **VII 1.18** Use application to analyze data for making business decisions

- **VII.1.20** Demonstrate the transferability of skills between applications
- **VII.1.21** Diagnose and solve application problems
- **VII.1.22** Select and integrate productivity software products appropriate for various computer and cloud platforms

International Society for Technology in Education

Empowered Learner

- **1.1c** - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- **1.1d** - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Knowledge Constructor

- **1.3d** - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Computational Thinker

- **1.5** - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **1.5b** - Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- **1.5c** - Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.

Creative Communicator

- **1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **1.6.a** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- **1.6.b** Students create original works or responsibly repurpose or remix digital resources into new creations.
- **1.6.c** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- **1.6.d** Students publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator

- **1.7** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- **1.7.a** Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- **1.7.b** Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

Course Essential Questions:

- Why are effective communication skills necessary for success in business?
- Why is collaboration important in a business environment?
- How do computer application software programs help us communicate in our personal, professional, and academic worlds?
- How can word processing software improve my written communication?
- How do spreadsheet applications simplify data commonly used in business settings?
- How can presentation software improve communication with my audience?
- What is the purpose of the survey/research?
- How does a business effectively communicate with their customers?
- Where is graphic design and new media prevalent in our society?

Course Enduring Understandings:

- Effective oral, written, and online communication skills are an integral part of achieving success in the 21st century academic and work environment.
- Application of essential business knowledge, creativity, innovation, critical thinking, and problem solving are essential to success in an advanced global economy.
- To operate effectively in the business world, collaboration with diverse groups of people in any setting is important.
- In the ever changing technology world that we live in, students need to be flexible, life-long learners.

Course Essential Vocabulary:

Entrepreneur, memo, logos, permit, applications, letterhead, business card, news release, flyers, menus, customer feedback survey, newsletter, calendar, block style business letters, start-up expenses, suppliers, revenue, social media engagement, comparison shopping, mobile app, promotional plan, graphic design, presentation deck, investors, capital, investment pitch, Toolbar, eraser tool, shape tool, layers, selection tools, masking, marquee, fair use, canvas, select, deselect, Fx (effects), quick selection tool, Google Site, theme, pages, links, text box, resizing, formatting text, section background, header image, text styles, hyperlinks, Google Maps, repositioning, editor, preview site, live site, Google Form, question type, sharing forms, survey, quiz, spreadsheets, data collection, section and section breaks, graphs and tables, integration, cross app integration, functions, types of survey questions - open ended, multiple choice, ordinal scale, interval scale, ratio scale

Course Resources & Materials

- B.E. Publishing - Ereadiness: [Learn By Doing Google Apps](#)
- B.E. Publishing - Ereadiness: [Google Doc Specialist](#)
- B.E. Publishing - Ereadiness: [Food Truck Entrepreneur](#)
- Google Edu - [Google Learning Center](#)
- Edex Adobe - [Adobe Educational Exchange](#)
- Adobe Tutorials - [Envatos Tuts+ Tutorials](#)

Unit 1	Google Docs Review (1 week) Students will learn to navigate the Google Docs workspace, utilize tools to properly format documents, and create professional communication pieces.
Unit 1 Big Ideas	Word processing is a tool used to construct a professional document that effectively communicates a professional message and helps to solve problems in the business world.
Unit 1 Essential Questions	<ul style="list-style-type: none"> ● What makes a document effective? ● How does the format of a document impact the reader's perception? (letters, memos, outlines, newsletters, reports, etc.)? ● How can word processing software improve my written communication?
Unit 1 Student Learning Goals	<ul style="list-style-type: none"> ● Students will properly format essential business documents. ● Students will utilize advanced features of a word processing application. ● Students will utilize a word processing application to demonstrate professional writing skills. ● Students will create and format business documents such as letters, memos, reports, and press releases. ● Students will create and format tables, mail-merge, and graphics. ● Students will set up and edit document formatting options such as margins, page orientation, breaks, headers, and footers. ● Students will create and edit layout and design formatting for tables and columns. ● Students will create and format graphic options such as text wrapping, design, layout, style, and color. ● Students will create and edit chart options such as design, titles, axes, data labels, and gridlines. ● Students will use appropriate MLA and APA format to cite references in business documents.

Unit 1 Vocabulary	spacing, margins, save, undo/redo, spell check, borders, rulers, proofreading, business documents (letters, memos, e-mail, agenda, outlines, itinerary, reports), templates, hyperlinks, file format, mail merge, MLA & APA report format, open and mixed punctuation, block and modified block format
Unit 1 National Business Education Standards	VII.1.2 Use collaborative application tools to support learning
	VII.1.3 Explore web-based communication applications
	VII.1.6 Use help features and reference materials to learn applications and solve problems
	VII.1.7 Evaluate and select the appropriate applications to productively complete tasks
	VII.1.10 Compare and contrast applications features
	VII.1.13 Use the collaborative features of applications to accomplish organizational tasks
	VII.1.14 Apply advanced features of applications for productivity
	VII.1.15 Evaluate the effectiveness of applications to solve specific problems
	VII.1.20 Demonstrate the transferability of skills between applications
	VII.1.21 Diagnose and solve application problems
VII.1.22 Select and integrate productivity software products appropriate for various computer and cloud platforms	
Unit 1 International Society for Technology in Education Standards	1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
	1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
	1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.

	<p>1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p>
	<p>1.6.d Students publish or present content that customizes the message and medium for their intended audiences.</p>
	<p>1.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>
	<p>1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p>
	<p>1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>
	<p>1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p>
Unit 1 Assessments	<p>Formative - Customer Satisfaction & Return Policy, Business Letterhead Design, Business Memo, News Release, Waiver and Release of Liability Form Summative - Newsletter Article Design</p>
Curricular Resources Utilized in Unit 1	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Learn By Doing Google Apps • B.E. Publishing - Ereadiness: Google Doc Specialist • Google Edu - Google Learning Center

Unit 2	<p>Google Sheets Review (1-2 Weeks) Students will learn when to use spreadsheet software and how to use its basic functions to organize and manipulate data.</p>
Unit 2 Big Ideas	<p>Spreadsheet software is used to organize, sort, calculate, and present data.</p>
Unit 2 Essential	<ul style="list-style-type: none"> • When should I use spreadsheet software?

Questions	<ul style="list-style-type: none"> ● How can spreadsheet software be used to organize and manipulate data? ● What factors should I consider when deciding to communicate via table or chart? ● How do spreadsheet applications simplify data commonly used in business settings?
Unit 2 Student Learning Goals	<ul style="list-style-type: none"> ● Students will understand how spreadsheets can be used to organize and manipulate numerical and categorical data. ● Students will use a given set of data to create charts. ● Students will utilize spreadsheet features such as: filter, sort, find, format, value, merge, and advanced print options. ● Students will create a workbook with formatted spreadsheets. ● Students will interpret a spreadsheet/chart information. ● Students will enter data into a spreadsheet utilizing cell references, the formula bar, and the fill handle. ● Students will calculate data in a spreadsheet by using formulas and functions. ● Students will use relative and absolute references to create formulas that can easily be copied to new cell locations. ● Students will generate appropriate charts, reports, and graphs for the type of data being used. ● Students will visually enhance information with the use of pivot tables and pivot charts.
Unit 2 Vocabulary	Spreadsheet, cell, active cell, columns, rows, formula bar, sheet tabs, cell reference, cell range, merged cell, formula tab, functions, formulas, average function, min/max functions, numbers group, table, merge, text wrap, tables
Unit 2 National Business Education Standards	VII.1.2 Use collaborative application tools to support learning
	VII.1.3 Explore web-based communication applications
	VII.1.6 Use help features and reference materials to learn applications and solve problems
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	VII.1.14 Apply advanced features of applications for productivity
	VII.1.15 Evaluate the effectiveness of applications to solve specific problems

	VII.1.20 Demonstrate the transferability of skills between applications
	VII.1.21 Diagnose and solve application problems
	VII.1.22 Select and integrate productivity software products appropriate for various computer and cloud platforms
Unit 2 International Society for Technology in Education Standards	1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
	1.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
	1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.
	1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
	1.6.d Students publish or present content that customizes the message and medium for their intended audiences.
	1.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
	1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
	1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
	1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
Unit 2 Assessments	Formative - Quarterly Donor Data, Menu Item Annual Sales, New Product Sales, Annual Sales Forecast, Social Media User Survey

	Summative - Grand Opening Budget
Curricular Resources Utilized in Unit 2	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Learn By Doing Google Apps • B.E. Publishing - Ereadiness: Google Doc Specialist • Google Edu - Google Learning Center

Unit 3	Google Slides Review (1 Week) Students will utilize presentation software to create effective visual aids to improve communication with an audience.
Unit 3 Big Ideas	Presentation decks are a tool used to construct a professional document that effectively communicates a professional message and helps to solve problems in the business world.
Unit 3 Essential Questions	<ul style="list-style-type: none"> • How do you create an engaging, effective presentation? • How can presentation software improve communication with my audience? • What are the guidelines for setting up a presentation?
Unit 3 Student Learning Goals	<ul style="list-style-type: none"> • Students will evaluate principles of good design in a presentation. • Students will use the various tools embedded in Google Slides to create a presentation designed to appeal to a target audience including layout features, animation, motion paths, and transitions. • Students will use online resources to collaborate. • Students will effectively use Google Slides to aid in giving a successful presentation.
Unit 3 Vocabulary	presentation deck, master slide, slides, layout, animation, themes, format background, texture/gradient fill, motion paths, embedding, transition, hyperlinks, usage rights, copyright, target audience
Unit 3 National Business Education Standards	VII.1.2 Use collaborative application tools to support learning
	VII.1.3 Explore web-based communication applications
	VII.1.6 Use help features and reference materials to learn applications and solve problems
	VII.1.7 Evaluate and select the appropriate applications to productively complete tasks
	VII.1.10 Compare and contrast applications features

	VII.1.13 Use the collaborative features of applications to accomplish organizational tasks
	VII.1.14 Apply advanced features of applications for productivity
	VII.1.15 Evaluate the effectiveness of applications to solve specific problems
	VII.1.20 Demonstrate the transferability of skills between applications
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	1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

	1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
Unit 3 Assessments	Formative - Customer Service Training, Classroom Device Guide Summative - Website Credibility Presentation
Curricular Resources Utilized in Unit 3	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Learn By Doing Google Apps • B.E. Publishing - Ereadiness: Google Doc Specialist • Google Edu - Google Learning Center

Unit 4	<p>Google Forms</p> <p>Google Forms is an online tool which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share with other people. In addition, it allows you to analyze results in real time from any device. In this unit students will explore the Google Forms application and learn the functions and possibilities that are available while applying it to real world situations. Students will create surveys, forms and quizzes, analyze the data and integrate it with other Google applications.</p>
Unit 4 Big Ideas	Market research helps businesses make important decisions for the direction of their business based on customers' data which comes from their views and experiences.
Unit 4 Essential Questions	<ul style="list-style-type: none"> • What is the purpose of the survey/research? • What makes a survey effective? • Why would a business conduct market research?
Unit 4 Student Learning Goals	<ul style="list-style-type: none"> • Students will create and send Google Forms. • Students will analyze survey results and data. • Students will customize Google Forms for multiple applications. • Students will design and administer a quiz through Google Forms. • Students will integrate Google applications with Sheets.
Unit 4 Vocabulary	Google Form, question type, sharing forms, survey, quiz, spreadsheets, data collection, section and section breaks, graphs and tables, integration, cross app integration, functions, types of survey questions - open ended, multiple choice, ordinal scale, interval scale, ratio scale

Unit 4 National Business Education Standards	I 1.1 - Use technology to achieve academic success and lifelong learning I 1.2 - Identify uses of information technology in the home, school, workplace, and globally diverse society
	II 1.3 - Interpret information for use in decision making II 2.10 - Access, exchange, organize, and synthesize information II 3.13 - Analyze and use mathematical and/or statistical methods to manipulate data into useful information II 3.14 - Present information in a meaningful format
	VII 1.1 Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum. VII.1.2 Use collaborative application tools to support learning VII 1.3 Produce projects that include a variety of media VII.1.6 Use help features and reference materials to learn applications and solve problems VII.1.13 Use the collaborative features of applications to accomplish organizational tasks VII.1.14 Apply advanced features of applications for productivity VII.1.15 Evaluate the effectiveness of applications to solve specific problems VII 1.18 Use application to analyze data for making business decisions VII.1.20 Demonstrate the transferability of skills between applications
Unit 4 International Society for Technology in Education Standards	1.1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
	1.3d - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	1.5 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. 1.5b - Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
	1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations. 1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

	<p>1.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>1.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.</p> <p>1.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p>
Unit 4 Assessments	Formative assessments - Restaurant Experience Survey, Intern Application, Pop Culture Quiz Summative assessment - Hobby Survey (integrated application project)
Curricular Resources Utilized in Unit 4	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Learn By Doing Google Apps • Google Edu - Google Learning Center

Unit 5	<p>Google Sites</p> <p>Google sites is a website building platform from Google which allows students to create professional websites without having to know how to code. Students will use the intuitive drag and drop features in Sites to build and customize professional websites for a target audience.</p>
Unit 5 Big Ideas	Websites are an important informational tool used to communicate information with their customers.
Unit 5 Essential Questions	<ul style="list-style-type: none"> • What is the goal/purpose of your website? • How does a business effectively communicate with their customers? • Who is your website's audience?
Unit 5 Student Learning Goals	<ul style="list-style-type: none"> • Students will create a Google Site about the basics of financial literacy. • Students will organize text and images on pages. • Students will format text on a webpage to make information clear and easy to read. • Students will embed a Google Map and insert video into a webpage.
Unit 5 Vocabulary	Google Site, theme, pages, links, text box, resizing, formatting text, section background, header image, text styles, hyperlinks, Google Maps, repositioning, editor, preview site, live site
Unit 5 National Business	I 1.1 - Use technology to achieve academic success and lifelong learning

Education Standards	I 1.2 - Identify uses of information technology in the home, school, workplace, and globally diverse society
	II 2.10 - Access, exchange, organize, and synthesize information II 3.14 - Present information in a meaningful format
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Unit 5 International Society for Technology in Education Standards	1.1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
	1.3d - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
	1.5c - Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.
	1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations. 1.6.d Students publish or present content that customizes the message and medium for their intended audiences.
Unit 5 Assessments	Formative - Creating a Google Site on financially literacy Summative - Creating a Google Site on a topic of student's choice
Curricular Resources	<ul style="list-style-type: none"> ● Google Edu - Google Learning Center

Utilized in Unit 5	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Food Truck Entrepreneur
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Unit 6	<p>Photoshop (3-4 Weeks) This unit will introduce students to some of the most used tools in Photoshop. This will include items from the toolbar and the layers panel.</p>
Unit 6 Big Ideas	Businesses utilize graphic design features to create visuals that align with their preferences or brand.
Unit 6 Essential Questions	<ul style="list-style-type: none"> • Where is graphic design and new media prevalent in our society? • How is Photoshop used for creativity by graphic designers? • What is graphic communication and design?
Unit 6 Student Learning Goals	<ul style="list-style-type: none"> • Students will be able to successfully use the eraser, shape, and selection tools. • Students will understand the importance of and navigate and name layers. • Students will understand the concept of masking as it applies to Photoshop. • Students will find and apply fx (effects) to different text, shapes, and graphics in Photoshop.
Unit 6 Vocabulary	Toolbar, eraser tool, shape tool, layers, selection tools, masking, marquee, fair use, canvas, select, deselect, Fx (effects), quick selection tool
Unit 6 National Business Education Standards	<p>I 1.1 - Use technology to achieve academic success and lifelong learning I 1.2 - Identify uses of information technology in the home, school, workplace, and globally diverse society</p>
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	<p>VII.1.14 Apply advanced features of applications for productivity</p> <p>VII.1.21 Diagnose and solve application problems</p>
<p>Unit International Society for Technology in Education Standards</p>	<p>1.1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1.1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p>
	<p>1.5c - Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.</p>
	<p>1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>1.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>1.6.d Students publish or present content that customizes the message and medium for their intended audiences.</p>
	<p>1.7 Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p>
<p>Unit 6 Assessments</p>	<p>Formative Assignments - Favorite Place, Build a Burger, Text Masking, and Your Name Is Cool</p> <p>Summative - Abstract Art</p>
<p>Curricular Resources Utilized in Unit 6</p>	<ul style="list-style-type: none"> • Edex Adobe - Adobe Educational Exchange • Adobe Tutorials - Envatos Tuts+ Tutorials

<p>Unit 7 - Capstone</p>	<p>Food Truck Entrepreneur Project</p>
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Project	This unit is the capstone project for Computer Apps II where students will work on an integrated entrepreneurship, business management, and computer applications project designed to have students create and build their own food truck business. This project will give students a real world view of what it is like to use your creativity, business knowledge, and computer skills to run their own business using Google Workstation apps and Adobe Photoshop.
Unit 7 Big Ideas	Computer application software tools are essential to the success of building, managing, and maintaining a business.
Unit 7 Essential Questions	<ul style="list-style-type: none"> ● Why are effective communication skills necessary for success in business? ● Why is collaboration important in a business environment? ● How do computer application software programs help us communicate in our personal, professional, and academic worlds?
Unit 7 Student Learning Goals	<ul style="list-style-type: none"> ● Students will establish a real-world food truck identity and image. ● Students will use computer applications software to complete a comprehensive real-world business food truck business simulation. ● Students will use creativity and design skills to produce professional business documents. ● Students will apply technical writing skills to develop business documents. ● Students will use planning and decision making skills. ● Students will apply marketing skills to develop promotional materials. ● Students will apply accounting skills to calculate start-up expenses and projected revenue. ● Students will use presentation software to create a professional presentation deck.
Unit 7 Vocabulary	Entrepreneur, memo, logos, permit, applications, letterhead, business card, news release, flyers, menus, customer feedback survey, newsletter, calendar, block style business letters, start-up expenses, suppliers, revenue, social media engagement, comparison shopping, mobile app, promotional plan, graphic design, presentation deck, investors, capital, investment pitch.
Unit 7 National Business Education Standards	I 1.1 - Use technology to achieve academic success and lifelong learning I 1.2 - Identify uses of information technology in the home, school, workplace, and globally diverse society
	II 1.3 - Interpret information for use in decision making II 2.10 - Access, exchange, organize, and synthesize information

	<p>II 3.13 - Analyze and use mathematical and/or statistical methods to manipulate data into useful information</p> <p>II 3.14 - Present information in a meaningful format</p> <p>VII 1.1 Identify and use applications appropriate for specific tasks to improve academic achievement across the curriculum.</p> <p>VII.1.2 Use collaborative application tools to support learning</p> <p>VII 1.3 Produce projects that include a variety of media</p> <p>VII.1.4 Explore web-based communication applications</p> <p>VII.1.6 Use help features and reference materials to learn applications and solve problems</p> <p>VII.1.7 Evaluate and select the appropriate applications to productively complete tasks</p> <p>VII.1.10 Compare and contrast applications features</p> <p>VII.1.13 Use the collaborative features of applications to accomplish organizational tasks</p> <p>VII.1.14 Apply advanced features of applications for productivity</p> <p>VII.1.15 Evaluate the effectiveness of applications to solve specific problems</p> <p>VII 1.18 Use application to analyze data for making business decisions</p> <p>VII.1.20 Demonstrate the transferability of skills between applications</p> <p>VII.1.21 Diagnose and solve application problems</p> <p>VII.1.22 Select and integrate productivity software products appropriate for various computer and cloud platforms</p>
<p>Unit 7 International Society for Technology in Education Standards</p>	<p>1.1c - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1.1d - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>1.3d - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>1.5 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</p>

	<p>1.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</p> <p>1.6.d Students publish or present content that customizes the message and medium for their intended audiences.</p>
Unit 7 Assessments	<p>Formative assessments - professionally produced documents in Google Docs and Sheets</p> <p>Summative assessment - final presentation pitch to investors</p>
Curricular Resources Utilized in Unit 7	<ul style="list-style-type: none"> • B.E. Publishing - Ereadiness: Food Truck Entrepreneur