

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Computer Software Applications	Business	9-12	0.5

Course Description:

Computer skills are essential in today's world. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets and presentations needed in their future careers or personal lives. A parallel focus is placed on reinforcing and improving keyboarding proficiency through business-related activities. A variety of software packages including Microsoft Office Suite (Word, Excel, and PowerPoint), Google Apps (Docs, Sheets, and Slides), and other web-based softwares will be utilized in this course. This is a course designed for students in grades 9 and 10, however this course will benefit students in all grades looking to broaden their computer software skills.

Aligned Core Resources:

Computer/Software:

- Typing.com - Legacy Lessons
- Google Apps including GMAIL, Drive, Docs, Sheets, Slides
- Microsoft Products including Windows Operating System, Word, Excel, PowerPoint
- Online Desktop Publishing Software

Textbooks:

- TBD Based on Current Technology

Connection to the *BPS Vision of the Graduate*


Computer Software Applications will connect to the BPS Vision of the Graduate by ensuring students can **EFFECTIVELY COMMUNICATE IN A GLOBAL SOCIETY** specifically with communications and technology literacy and information literacy. Students will be able to type efficiently and use Google Apps and Microsoft Office products effectively. Students will also **DEMONSTRATE ACADEMIC KNOWLEDGE AND SKILLS** through their ability to master the content knowledge through project-based learning.

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

Link to *Completed Equity Audit*

No Prerequisites

 [CSA Equity Curriculum Review 2023](#)

Standard Matrix

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
ISTE 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	X					
AdvanceCTE ITPBO1.09.01 Employ sound technical writing skills including keyboarding and handwriting.	X					
AdvanceCTE ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career		X	X	X	X	X

cluster to access, manage, integrate, and create information.						
AdvanceCTE ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.		X	X	X	X	X

Unit Links

- [Keyboarding](#)
- [Computer & Internet Basics](#)
- [Word Processing](#)
- [Spreadsheets](#)
- [Presentations](#)
- [Desktop Publishing](#)

Unit Title:	
Keyboarding	
Relevant Standards: Bold indicates priority	
<p>ISTE Standards 1.1.c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. AdvanceCTE ITPB01.09.01 Employ sound technical writing skills including keyboarding and handwriting.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are the benefits of learning to type with proper technique? • How are accurate keyboarding skills significant in relation to business and industry careers? • Why are correct keyboarding skills important in relation to productivity and accuracy? • What is the significance to ergonomics while in front of a computer? 	<ul style="list-style-type: none"> • Fingers need to be placed on the home row • Proper keyboard posture is necessary to reduce injury and improve overall keyboarding skill • Learn to touch type correctly • Eyes on screen or copy/book, not on the keyboard.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by their continuous improvement in words per minute (WPM) and accuracy. • Students will demonstrate their learning by consistently being in the proper posture for typing. 	42 Classes - ongoing
Family Overview (link below)	Integration of Technology:
CSA: Unit 1 - Keyboarding 2023	<i>Typing.com - students will use this website to complete their typing lessons and practice their keyboarding skills</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Touch type, Alphabetic keys, Numeric keys, Numeric keypad, QWERTY keyboard, Home Row, Posture, Technique, Accuracy, Speed, GWAM (Gross Words A Minute), WPM (Words Per Minute), Error, NumLock, Symbols, Shortcuts, Keyboard	Keyboard Tests (to assist in the memorization of where keys are located, which will help students to improve their keyboarding throughout the semester)
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will be required to use typing throughout their lives for writing papers, typing resumes, conducting research, and more. • Typing is an essential skill for being college and career ready. 	<ul style="list-style-type: none"> • Students do not need to know how to type because of cell phones and speech-to-text. • Speech-to-text is excellent when alone, but if working in a class or cubicle, using speech-to-text may not always be an option.

	<ul style="list-style-type: none"> Students can type papers from their phones - while this is true, it is important that students know how to type on a keyboard as they will not be able to do all of their work - school, personal, or career from their phone. 		
Connections to Prior Units:	Connections to Future Units:		
N/A	Students will be required to type throughout their future units in GMAIL, Google Docs, Microsoft Word, Google Sheets, Microsoft Excel, Google Slides, and Microsoft PowerPoint.		
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator	Teacher Actions:		
7.2 Optimize relevance, value, and authenticity 8.1 Heighten salience of goals and objectives	<ul style="list-style-type: none"> 7.2 Teachers will allow students to set reasonable SMART Goals for improving their keyboarding skills. 7.2 Teachers will provide students with the opportunity to self-reflect on their progress. 8.1 Encourage the division of long-term goals into short-term objectives 		
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>	Learning Targets:		
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 	<ul style="list-style-type: none"> I can demonstrate proper typing techniques. I can develop speed with accuracy by the correct touch type. I can demonstrate my current abilities in keyboarding. 		
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can demonstrate my current abilities in keyboarding. 	Students will complete the assessments to demonstrate current knowledge in order to provide feedback and goals for the semester for improvement.	Typing.com - 1 Minute Timed Test Blank Keyboard Test Typing Technique Rubric
2	<ul style="list-style-type: none"> I can demonstrate proper typing techniques. 	Students will practice proper ergonomics including sitting up straight, feet flat on the floor, fingers curved, and wrists slightly raised off the keyboard. Rubric to be used for	GCF LEARN - Creating a Safe Workspace

		assessment throughout the semester for ongoing feedback.	
3-42 (ongoing)	<ul style="list-style-type: none"> I can develop speed with accuracy by applying the correct touch type. 	<p>Students will complete the assigned lesson(s) with proper typing techniques. Students will complete a 1-Minute Timed Writing to demonstrate their current speed and accuracy. Students will complete a keyboard quiz to demonstrate their knowledge of the keyboard.</p>	<p>Typing.com Beginner Lessons Typing.com Intermediate Lessons Typing.com Advanced Lessons Keyboard Quizzes Typing.com Timed Writings</p>

Unit Title:	
Computer & Internet Basics	
Relevant Standards: Bold indicates priority	
<p>Advance CTE ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information. ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What types of hardware, software, and communication technologies could be used at home, school, or work? • How do you care for a computer? • How can an operating system and file management system facilitate computer productivity? • What skills are necessary to efficiently and effectively navigate and use the Internet? 	<ul style="list-style-type: none"> • Difference between input and output • Different operating systems and how they differ • Various browsers • Understand parts of an email and how to send a professional email • Evaluate Internet resources for reliability and validity • Navigate a Windows Computer • Navigate the Internet • AI Technology has various uses.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students can effectively navigate on their Windows computers. • Students can participate in class discussions about how computers can be used at home, school, and work. • Students can efficiently and effectively navigate the Internet. • Students can create a digital organization system using folders. • Students can write a professional email. Students to describe the benefits and disadvantages of Artificial Intelligence(AI). 	5 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 2 - Computer and Internet Basics 2023	Students will be using the computers to demonstrate the ability to navigate on a Windows computer, use Google Chrome, and use GMAIL.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Artificial Intelligence (AI), Attachment, Backup, browser,, Cloud Storage, Computer, Copyright, Digital Literacy, Download, Drive, Email, Fair Use Laws, File, File folder, laHard Drive, Hardware, Hyperlink, Input Devices,	N/A

Internet Safety, Malware, Network, Online Help, Operating Systems, Output Devices, Password, Program / Application, Search Engine, Software Upload, URL, USB Port, Virus Scan, Email Signature, CC, BCC, Auto-Reply			
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
N/A		<ul style="list-style-type: none"> All information online is accurate. Use of the internet is always safe. AI technology is always accurate. 	
Connections to Prior Units:		Connections to Future Units:	
In order to effectively use a computer, students need to know how to type and effectively use a mouse/keyboard.		<ul style="list-style-type: none"> In order to effectively use various programs on the computer and use the internet, students must know the basics of the internet and the computer. Students believe they already know how to use the computer if they have used the internet, cellphone, or laptop. Students do not understand the difference between programs and applications. 	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> 9-12.2 An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 9-12.5 An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. 		<ul style="list-style-type: none"> I can explain how computers are used in the modern world. I can navigate the computer operating system. I can effectively use files and folders. I can choose the appropriate applications for anticipated tasks. I can responsibly use the internet I can explain the importance of digital literacy. I can compose a professional email. I can define AI and explain the pros and cons of using Artificial Intelligence. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can explain how computers are used in the modern world. I can navigate the computer operating 	Students can participate in a class discussion about the use of computers.	Google Drive TBD based on current technology

	<p>system.</p> <ul style="list-style-type: none"> • I can effectively use files and folders. 	<p>Students can demonstrate how to navigate around their computer.</p> <p>Students can create folders on their Google Drive in order to organize their files.</p>	
2	<ul style="list-style-type: none"> • I can responsibly use the Internet. • I can explain the importance of digital literacy. 	<p>Students can participate in a class discussion about the various uses of the Internet.</p> <p>Students can create a one-pager to share with elementary school children about how to be safe online.</p>	<p>Google Slides Google Classroom Google Chrome TBD based on current technology</p>
3	<ul style="list-style-type: none"> • I can define Artificial Intelligence (AI) and explain the pros and cons of using Artificial Intelligence. 	<p>Students can participate in a class debate about the pros and cons of using AI.</p>	<p>TBD based on current technology</p>
4	<ul style="list-style-type: none"> • I can choose the appropriate applications for anticipated tasks. 	<p>Students can participate in an Internet Scavenger Hunt to determine how computers work, select appropriate applications for various tasks, and demonstrate their effective use of the Internet.</p>	<p>Google Chrome Google Docs - Internet Scavenger Hunt Google Classroom TBD based on current technology</p>
5	<ul style="list-style-type: none"> • I can compose a professional email. 	<p>Students can identify the various parts of an email.</p> <p>Students can compose a professional email to their teacher.</p>	<p>GMAIL Rubric for evaluating the rubric. TBD based on current technology</p>

Unit Title:	
Word Processing	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How is Google Docs used in creating and composing content? • How is Microsoft Word used in creating and composing content? • How are Google Docs and Microsoft Word similar and different? • Why do individuals need to be able to create and format a document? 	<ul style="list-style-type: none"> • Google Docs and Microsoft Word have varying similarities and differences. • Google Docs is great for personal use and educational use. • Microsoft Word is a great tool when working in a career, in college, or for personal use. • The ability to create and format a document is an essential life skill.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft Word and Google Docs. • All assignments will be evaluated for accuracy and by rubric. 	12 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 3 - Word Processing 2023	Students will use Google Docs and Microsoft Word to create and compose documents.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Alignment, Business Letters, Chart, Citations, Columns, Cover Page, Dialog Box and Launcher, Find and Replace, Header, Font, Footer, Format Painter, Format pictures, Formatting Texts, Hanging Indents, Header, Horizontal Centering, Italics, Letterhead, Line spacing, Margins, Memo, Menu Commands, Numbering, Page Border, Page Breaks, Page Numbering, Page Orientation, Paragraph and Page Formatting, Paragraph Indents, Ribbon Groups, Format Tabs, Ruler, Section Breaks, Shapes, Shortcuts, Special Characters, Spell Check, Strikethrough, Subscript, Superscript, Symbols, Table, Tabs, Templates, Textbox, Thesaurus, Vertical Centering, Works Cited, WrapText (pictures/textboxes)	N/A

Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:	
Students will need to be able to use Google Docs throughout high school to complete tasks in various courses and beyond high school.		<ul style="list-style-type: none"> • Students believe that Microsoft Word and Google Docs are the same. • Students believe that Google Docs is used exclusively in all industries. • Students believe they are already proficient in Google Docs. 	
Connections to Prior Units:		Connections to Future Units:	
Students will need to know how to navigate a computer, navigate the Internet, and know how to type.		Word Processing unit connects to future units in that students will be learning Google Sheets and Google Slides which have similar menu bars and toolbars to Google Docs. Additionally, students will be learning Microsoft Excel and Microsoft PowerPoint which have similarities to Microsoft Word.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback		<ul style="list-style-type: none"> • 7.2 Vary activities to ensure relevancy to student's lives now and in the future • 7.2 Design activities that are authentic and have real-world application • 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> • 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. • 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> • I can explain how Google Docs and Microsoft Word can be effectively used in both visual and written communication across a variety of domains. • I can create documents using word processing software. • I can format a document using columns tabs, line spacing, text formatting options. • I can create and format tables and charts in documents. • I can insert and edit images, shapes, videos. • I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography. • I can proofread, correct, and revise documents. • I can discuss the similarities and differences between Microsoft Word and Google Docs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> • I can explain how Google Docs and 	Students will understand	Google Docs

	<p>Microsoft Word can be effectively used in both visual and written communication across a variety of domains.</p>	<p>the importance and benefits of using Google Doc and Microsoft Word Students will be able to identify key concepts in the Google Docs Interface.</p>	<p>Microsoft Word TBD based on current technology</p>
2-11	<ul style="list-style-type: none"> ● I can create documents using word processing software. ● I can format a document using columns tabs, line spacing, text formatting options. ● I can create and format tables and charts in documents. ● I can insert and edit images, shapes, videos. ● I can format a research paper using a proper formatting including line spacing, headers/footers, text options, cover page, citations, footnotes, and bibliography. ● I can proofread, correct, and revise documents. 	<p>Students will be able to effectively create, format, and edit documents in Google Docs and Microsoft Word.</p>	<p>TBD based on current technology</p>
12	<ul style="list-style-type: none"> ● I can discuss the similarities and differences between Microsoft Word and Google Docs. 	<p>Students will be able to discuss similarities and differences between Microsoft Word and Google Docs. Students will be able to explain when it is best to use Google Docs vs. Microsoft Word.</p>	<p>TBD based on Current Technology. Venn Diagram</p>

Unit Title:	
Spreadsheets	
Relevant Standards: Bold indicates priority	
<p>ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information</p> <p>ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • What are some of the techniques used to enhance your ability to create worksheets and charts? • How can becoming a successful Excel user make you more successful? • How can I use spreadsheet software to manipulate and analyze data? 	<ul style="list-style-type: none"> • Google Sheets and Microsoft Excel have varying similarities and differences. • Google Sheets is great for personal use and education use. • Microsoft Excel is a great tool when working in a career, in college, or for personal use. • Microsoft Excel and Google Sheets are powerful tools for collecting, calculating, analyzing, and presenting data.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft Excel and Google Sheets. • All assignments will be evaluated for accuracy and by rubric. 	12 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 4 - Spreadsheets 2023	Students will use Google Sheets and Microsoft Excel to create and manipulate spreadsheets.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Absolute Reference, Cell Alignment, Average Function, Basic mathematical operations, Borders, Cell Address, Cell Formatting, Chart, Chart Elements, Chart Type, Columns, Conditional Formatting, Drag - N - Drop, Fill, Find and Replace, Formulas, Freeze Panes, Functions, Gridlines, Headings, Merge and Center, Number formats, Page Breaks, Page Scaling, Print Preview, Print Area, Ranges, Relative Reference, Row formatting, Sheet Tabs, Sort, Split Cells, Workbook, Worksheet Views, Worksheets, Wrap Text	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:

<ul style="list-style-type: none"> Students can use Microsoft Excel or Google Sheets for their math class to do calculations. Students can use Microsoft Excel or Google Sheets in their personal finance classes. 		<ul style="list-style-type: none"> Students believe Google Sheets is the only spreadsheet software. 	
Connections to Prior Units:		Connections to Future Units:	
<p>Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students have previously learned the general toolbars in Microsoft Word and Google Docs, which will translate into Microsoft Excel and Google Sheets</p>		<p>Spreadsheets unit connects to future units in that students will be learning Google Slides which have similar menu bars and toolbars to Google Sheets. Additionally, students will be learning Microsoft PowerPoint which have similarities to Microsoft PowerPoint.</p>	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> 7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback 		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data. I can input data into a spreadsheet using columns and rows. I can format a spreadsheet using font format options, cell alignment, number formatting, and borders. I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas. I can present data using the appropriate chart. I can insert and format tables, pictures, and hyperlinks. I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines. I can explain how Microsoft Excel can be effectively used in communication. I can discuss the differences between Google Sheets and Microsoft Excel. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources

1	<ul style="list-style-type: none"> ● I can explain how Google Sheets and Microsoft Excel can be effectively used to report, analyze, and present data. 	<p>Students will understand the importance and benefits of using Google Sheets.</p> <p>Students will be able to identify key concepts in the Google Sheets Interface.</p>	<p>Teacher Slideshow TBD based on current technology</p>
2-11	<ul style="list-style-type: none"> ● I can input data into a spreadsheet using columns and rows. ● I can format a spreadsheet using font format options, cell alignment, number formatting, and borders. ● I can effectively use various formulas in spreadsheets including AutoSum, MAX, MIN, AVERAGE, addition, subtraction, multiplication, division, and multi-math formulas. ● I can present data using the appropriate chart. ● I can insert and format tables, pictures, and hyperlinks. ● I can appropriately format the page layout and print set-up including page size, page breaks, print area, page orientation, margins, headers/footers, and printing gridlines. 	<p>Students will be able to effectively create, format, and edit spreadsheets in Google Sheets and Microsoft Excel.</p>	<p>TBD based on current technology</p>
12	<ul style="list-style-type: none"> ● I can explain how Microsoft Excel can be effectively used in communication. ● I can discuss the differences between Google Sheets and Microsoft Excel. 	<p>Students will be able to discuss similarities and differences between Microsoft Excel and Google Sheets.</p> <p>Students will be able to explain when it is best to use Google Sheets vs. Microsoft Excel.</p>	<p>Venn Diagram TBD based on current technology</p>

Unit Title:	
Presentations	
Relevant Standards: Bold indicates priority	
ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How is Microsoft PowerPoint used in creating presentations and other content? • How is Google Slides used in creating presentations and other content? • How are Microsoft PowerPoint and Google Slides similar and different? • How can being proficient in slideshow software benefit individuals? 	<ul style="list-style-type: none"> • Google Slides and Microsoft PowerPoint have varying similarities and differences. • Google Slides is great for personal use and education use. • Microsoft Powerpoint is a great tool when working in a career or in college. • The ability to create a professional slideshow is essential for college and career.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using both Microsoft PowerPoint and Google Slides. • All assignments will be evaluated for accuracy and by rubric. 	7 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 5 - Presentations - 2023	Students will use Google Slides and Microsoft PowerPoint to create and develop engaging presentations.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Alignment, Animations, Audio, Background Style, Drag - N - Drop, New Slide, Notes Pages, Outline Pane, Slide Number, Slide Layout, Slide Master, Slide Orientation, Slide Sorter, Slide Transitions, Slides Pane, Theme, Title Slide, Video, Speaker Notes	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to use the information taught in this unit to create engaging presentations for all of their courses throughout high school.	<ul style="list-style-type: none"> • Students believe that Microsoft PowerPoint and Google Slides are the same. • Students believe they are already proficient in Google Slides.

Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students have previously learned the general toolbars in Microsoft Word/Excel and Google Docs/Sheets, which will translate into Microsoft PowerPoint and Google Slides 		N/A	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> 7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback 		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related CELP standards:		Learning Targets:	
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication. I can develop engaging, professional presentations based on audience and purpose. I can choose suitable animations and transitions for presentations. I can insert and format shapes, images, videos, and audio files. I can choose and format an appropriate theme for presentations. I can insert hyperlinks to outside web pages and slides within the slidedeck. I can explain how Microsoft PowerPoint can be effectively used in communication. I can discuss the differences between Google Slides and Microsoft PowerPoint. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1	<ul style="list-style-type: none"> I can explain how Google Slides and Microsoft PowerPoint can be effectively used in communication. 	<p>Students will understand the importance and benefits of using Google Slides and Microsoft PowerPoint..</p> <p>Students will be able to identify key concepts in the Google Slides Interface.</p>	<p>Teacher Slideshow</p> <p>TBD based on current technology</p>

2-6	<ul style="list-style-type: none"> ● I can develop engaging, professional presentations based on audience and purpose. ● I can choose suitable animations and transitions for presentations. ● I can insert and format shapes, images, videos, and audio files. ● I can choose and format an appropriate theme for presentations. ● I can insert hyperlinks to outside web pages and slides within the slidedeck. 	Students will be able to effectively create, format, and edit presentations in Google Slides and Microsoft PowerPoint.	TBD based on current technology
7	<ul style="list-style-type: none"> ● I can explain how Microsoft PowerPoint can be effectively used in communication. ● I can discuss the differences between Google Slides and Microsoft PowerPoint. 	Students will be able to discuss similarities and differences between Microsoft PowerPoint and Google Slides. Students will be able to explain when it is best to use Google Slides vs. Microsoft PowerPoint.	Venn Diagram TBD based on current technology

Unit Title:	
Desktop Publishing	
Relevant Standards: Bold indicates priority	
ESS05 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information ITC 010 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.	
Essential Question(s):	Enduring Understanding(s):
<ul style="list-style-type: none"> • How can visually appropriate communications help convey your message? • Which type of visual representation is appropriate for the audience? • What are the key principles of design that impact layout and the formatting of a design? • What ethical considerations should be taken into account when selecting images and graphics to use? • What emerging trends and technologies are available and to utilize now and in the future? 	<ul style="list-style-type: none"> • Using visually appropriate communications is important to effectively convey a message. • As a creator of content, it is imperative to know your audience in order to choose the appropriate design elements. • Creators need to consider color, typography, layout, and graphics. • Fair use laws and copyright laws must be considered when choosing images and graphics. • Technology is always changing and creators need to keep informed of the new and upcoming platforms available to them.
Demonstration of Learning:	Pacing for Unit
<ul style="list-style-type: none"> • Students will demonstrate their learning by completing a variety of assignments using presentation software. • All assignments will be evaluated for accuracy and by rubric. 	6 Classes
Family Overview (link below)	Integration of Technology:
CSA: Unit 6 - Desktop Publishing - 2023	Students will use a variety of web-based software programs for desktop publishing.
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Layout, Graphics, Typography, Color, Alignment, Proximity, Balance, Contrast, Resolution, Dots per Inch (DPI), Pixels per Inch (PPI), bleed lines, copyright, fair use laws, creative commons, export, converting files, print layout, printing, objects	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Students will be able to use the information taught in this unit to create visually appropriate communications	<ul style="list-style-type: none"> • Desktop publishing is the same as word processing. • You can freely use any images you find online.

to help convey a message to a specific audience in future clubs, sports, and classes.			
Connections to Prior Units:		Connections to Future Units:	
<ul style="list-style-type: none"> Students will need to know how to navigate a computer, navigate the Internet, and know how to type. Students will have had experience inserting images, pictures, and graphs into various files. 		N/A	
Differentiation through <i>Universal Design for Learning</i>			
UDL Indicator		Teacher Actions:	
<ul style="list-style-type: none"> 7.2 Optimize relevance, value, and authenticity 9.1 Increase mastery-oriented feedback 		<ul style="list-style-type: none"> 7.2 Vary activities to ensure relevancy to student's lives now and in the future 7.2 Design activities that are authentic and have real-world application 9.1 Provide feedback that encourages perseverance, emphasizes effort, improvement, and achieving a standard; frequent, timely, and specific; informative 	
Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
<ul style="list-style-type: none"> 9-12.8 An EL can determine the meaning of words and phrases in oral presentation and literary and informational text. 9-12.10 An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing. 		<ul style="list-style-type: none"> I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports. I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication. I can evaluate the visual appeal based on the audience. I can apply the appropriate file formats for different publications. I can select the appropriate image resolution and quality based on the final product. I can consider fair use and copyright laws in choosing my images and designs. 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
1-6	<ul style="list-style-type: none"> I can utilize desktop publishing software to create and design various documents, logos, flyers, newsletters, charts, reports. I can apply design principles such as balance, alignment, typography, color to create a visually appealing and professional publication. I can evaluate the visual appeal based on the audience. 	Students can showcase their ability to design various publications considering the purpose, audience, and available technology.	TBD based on current technology

	<ul style="list-style-type: none">● I can apply the appropriate file formats for different publications.● I can select the appropriate image resolution and quality based on the final product.● I can consider fair use and copyright laws in choosing my images and designs.		
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