# Curriculum Documents

**School:** Township of Ocean Intermediate School

**Course:** Computer Finance formerly Grade 7 Technology

**Department:** Technology

**Supervisor:** Patrick O'Neill

| Board Approval | Supervisor | Notes |
|---|---|---|
| June 2015 | James Maliff | Update Standards & Name Change |
| December 2017 | Patrick O'Neill | Update Standards |

**Computer Technology**                                                  COURSE TIMELINE FOR:  7TH GRADE Computer Finance
**TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL**

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **MP 1** | **Basic Computer Usage:** **Review District Acceptable Use Policy** **Social Aspects of Using the Internet** **Internet Safety/Cyberbullying** **Email Use** **Oral Presentations** | | | **Basic Microsoft MS Word:** **Formatting and Editing MS Word Documents and Tables** **Using Internet Resources for Data and Images** **Citing Sources (MLA Format)** **Oral Presentations** | | | | | | |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| **MP 2** | **Basic Desktop Publishing Using MS Word** **Oral Presentations** | | | **Basic MS Excel Spreadsheets: Functions and Formulas** | | **Basic MS PowerPoint Projects** **Oral Presentations** | | | | |

Revised October 23, 2017

**Department:**   Technology    **Course:**   Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

| Topic |
|---|
| **Acceptable Use Policy** |

| Essential Questions |
|---|
| ▪ What are the consequences for unethical, unsafe behavior when using the computer? |

| Enduring Understandings |
|---|
| • A tool is only as good as the person using it.<br>• Technology use can have positive or negative impact on both users and those affected by their use. |

| Alignment to NJSLS |
|---|
| 8.1.P.A.4    Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). |

| Key Concepts and Skills |
|---|
| ▪ Brainstorming and discussion of ideas based upon knowledge of proper use of the computer/network while in school.<br>▪ Discuss the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology. |

| Learning Activities |
|---|
| ▪ Worksheet: *The Computer and Modern Society and The Acceptable Use Policy*<br>▪ Identity need for Acceptable Use Policy<br>▪ Discussion on the school's Acceptable Use Policy<br>▪ Describe consequences for misusing school computers/networks |

| Assessments |
|---|
| ▪ Ongoing assessment while students are using the computer in class. |

| 21st Century Skills | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Creativity | | Critical Thinking | | Communication | | Collaboration |
| ✔ | Life & Career Skills | | Information Literacy | ✔ | Media Literacy | | |

| Interdisciplinary Connections |
|---|
| Language Arts |

**Department:**  Technology                **Course:**  Computer Finance – Gr. 7

| Time Frame | September/February (Throughout Semester) |
|---|---|

## Topic

**Internet Safety**

## Essential Questions

- What are the responsibilities when using networked digital information to demonstrate ethical and safe use?
- What are the best practices for safe Internet Usage?

## Enduring Understandings

- A tool is only as good as the person using it.
- Technology use can have positive or negative impact on both users and those affected by their use. Recognize and practice how to stay safe online.

## Alignment to NJSLS

8.1.8.D.1     Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

## Key Concepts and Skills

- Staying safe on the Internet
- Understanding the methods used to gain personal information online by predators.
- Critical thinking
- Describe the difference between Personal and Private Identity Information
- Recognize personal comfort levels and recognize unacceptable behavior –Dealing with online bullies
- Explore the concept of anonymity and Cyber Pals
- Explore benefits of safe online chatting and messaging

## Learning Activities

- CyberSmart Lessons:
    - Private and Personal Information
    - Savvy Online Talk and Messaging
    - Smart, Safe, and secure Online
    - CyberPals
    - Chat and Message Safety

## Assessments

- Class discussions

## 21st Century Skills

| | Creativity | | Critical Thinking | | Communication | ✔ | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**   Technology            **Course:**   Computer Finance – Gr. 7

| Time Frame | September/February (Throughout Semester) |
|---|---|

<table>
<tr><td colspan="2" align="center"><strong>Topic</strong></td></tr>
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Internet Safety Online Cyber bullies

## Essential Questions

- What is cyberbullying?
- How can cyberbullying make kids feel?
- What kinds of online behaviors could be considered cyberbullying?
- What does it mean to be a bystander to Cyberbullying?
- What are some things a bystander can do when he or she witnesses Cyberbullying?
- How is cyberbullying the same and different than other bullying?
- What are some ways to handle a cyberbullying situation?

## Enduring Understandings

- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results

## Alignment to NJSLS

8.1.8.D.1    Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

## Key Concepts and Skills

- Staying safe on the Internet – Cyber bullies
- Critical thinking
- Recognize personal comfort levels and recognize unacceptable behavior –Dealing with online bullies
- Recognize Cyberbullying as bullying that takes place online.
- Identify strategies for responsibly dealing with Cyberbullying.

## Learning Activities

- CyberSmart Lessons:
  - "Cyberbullying: Not a Pretty Picture"
    http://cybersmartcurriculum.org/cyberbullying/lessons/6-8/cyberbullying_not_a_pretty_picture/
  - Cyberbullying: Who, Me? Why Should I Care?
    http://cybersmartcurriculum.org/cyberbullying/lessons/6-8/cyberbullying_who_me_why_should_i_care/
  - Cyberbullying: Crossing the Line
    http://cybersmartcurriculum.org/cyberbullying/lessons/6-8/cyberbullying_crossing_the_line/
  - Dealing With Cyberbullying
    http://cybersmartcurriculum.org/cyberbullying/lessons/6-8/dealing_with_cyberbullying/

## Assessments

- Class discussions

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Creativity | ✔ | Critical Thinking | | Communication | ✔ | Collaboration |
| ✔ | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:** Technology          **Course:** Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

## Topic

**Critically Surfing the Web**

## Essential Questions

- Does each web site contain credible information?
- How can websites be evaluated before using their information for research projects?

## Enduring Understandings

Technological literacy skills enable learners to adapt to a rapidly changing, man-made

- A tool is only as good as the person using it.
- Technology use can have positive or negative impact on both users and those affected by their use.

## Alignment to NJSLS

8.1.8.D.2    Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3    Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4    Assess the credibility and accuracy of digital content.

## Key Concepts and Skills

- Determine credibility in sources of information. They will then evaluate three Internet search methods.
- Use of the Internet

## Learning Activities

- Create checklist to evaluate websites
- Evaluate websites

## Assessments

- Class discussions
- Evaluate web sites for credibility using CyberSmart lessons.

## 21st Century Skills

|  | Creativity | ✔ | Critical Thinking |  | Communication |  | Collaboration |
|---|---|---|---|---|---|---|---|
| ✔ | Life & Career Skills |  | Information Literacy | ✔ | Media Literacy |  |  |

## Interdisciplinary Connections

Language Arts

**Department:**   Technology                    Course:   Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

<table>
<tr><td colspan="2" align="center">**Topic**</td></tr>
<tr><td colspan="2">**Email**</td></tr>
</table>

## Essential Questions

- How can email be used to communicate and attach documents?
- What are the responsibilities when using network email?
- Is email use demonstrating ethical and safe use?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results

## Alignment to NJSLS

8.1.5.A.1     Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

## Key Concepts and Skills

- Internet and Email Etiquette
- Use of the computer and the Student Google email accounts
- Emails and attachments
- Send an email
- Send an email and insert an attachment
- Email safety
- Recognize the responsibility of being safe on the Internet while emailing

## Learning Activities

- "CyberSmart" Curriculum Lessons
- Email Scavenger Hunt
- Lab # 1 Introduction to emailing: Write an email to teacher using the proper address and subject. "Introducing Me"
- Lab # 2 Email a quote to the teacher
- Lab # 3 Email a file as an attachment

## Assessments

- Email labs (See activities)
- Email with an attachment

## 21st Century Skills

| Creativity | | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|
| Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**  Technology          Course:  Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

## Topic

**Computer Vocabulary**

## Essential Questions

- What are the accurate terms and how are they related to the Computer Age?

## Enduring Understandings

- Technology is constantly changing and requires continuous learning of new skills.

## Alignment to NJSLS

8.1.P.A.4     Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).

## Key Concepts and Skills

- Distinguish between the different words related to computers.
- Most frequently used words and expressions associated with the Computer Age.
- Learn what certain computer components do.

## Learning Activities

- View DVD "Computer Vocabulary in the Classroom" (Interactive Educational Media)
- Take notes and review notes

## Assessments

- Class Discussion

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Creativity | ✔ | Critical Thinking | ✔ | Communication | | Collaboration |
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**  Technology          Course:  Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

| **Topic** |
|---|

**Safe Posture/RSI**

| **Essential Questions** |
|---|

- What is safe posture while working at the computer?  What is RSI and how can it be avoided?

| **Enduring Understandings** |
|---|

- Technology use can have positive or negative impact on both users and those affected by their use.

| **Alignment to NJSLS** |
|---|

8.1.P.A.5     Demonstrate the ability to access and use resources on a computing device.

| **Key Concepts and Skills** |
|---|

- Demonstrate safe posture when sitting at the computer.
- Recognize and prevent workplace-related injuries
- Seat oneself properly in the work station.
- RSI and Safe Posture
- Exercises used to reduce daily strain.

| **Learning Activities** |
|---|

- DVD – "Your Computer and Your Health"  (Interactive Educational Media)
- Exercises to avoid RSI – Stretch Breaks for Kids

| **Assessments** |
|---|

- Daily assessment

| **21st Century Skills** |
|---|

| | Creativity | | Critical Thinking | | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| ✔ | Life & Career Skills | | Information Literacy | | Media Literacy | | |

| **Interdisciplinary Connections** |
|---|

Health & Physical Education

**Department:**  Technology          **Course:**  Computer Finance – Gr. 7

| Time Frame | September/February |
|---|---|

## Topic

**Working with Microsoft Word Ribbons**

## Essential Questions

- How will precise use of the Word Processing ribbons and tabs help in creating documents which are properly formatted and published?

## Enduring Understandings

- Technology is constantly changing and requires continuous learning of new skills.
- A tool is only as good as the person using it.

## Alignment to NJSLS

8.1.8.A.2     Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

## Key Concepts and Skills

- Identify and use MS Word ribbons and buttons
- Word Screen Ribbons (Home, Insert, Page Layout, References, Mailings, Review, View)
- Word Screen Buttons/Icons (Microsoft Office Button, Save, Undo, etc.)

## Learning Activities

- PowerPoint presentation, discussion and introduction to MS Word
- Introduction to MS Word packet activities

## Assessments

- Daily use of the MS Word ribbons and buttons

## 21st Century Skills

| | Creativity | | Critical Thinking | | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**   Technology                    Course:   Computer Finance – Gr. 7

| Time Frame | October/March |
|---|---|

## Topic

**Using Help**

## Essential Questions

- What resources are available for help while working with different applications?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

## Alignment to NJSLS

8.1.5.A.1     Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.8.A.2     Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

## Key Concepts and Skills

- Access the online help feature or use the student guide.
- Online Help feature – guide through various options
- New MS  Student Guide

## Learning Activities

- Practice using both the online help and Student Guide
- Explore online or Student Guide Help throughout the course.

## Assessments

- Daily practical assessments.

## 21st Century Skills

| | Creativity | ✔ | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**  Technology          Course:  Computer Finance – Gr. 7

| Time Frame | October/March |
|---|---|

### Topic

**Manage Files**

### Essential Questions

- How can files be stored, organized and managed?

### Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- A tool is only as good as the person using it.

### Alignment to NJSLS

8.1.5.A.1      Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.A.5      Demonstrate the ability to access and use resources on a computing device.

### Key Concepts and Skills

- *Save and Manage files*
- Organize Files and Create Folders
- Find and Delete Files
- Demonstrate the ability to save and manage documents into created folders.
- Demonstrate the ability to find and delete files.

### Learning Activities

- Students create folders on H Drive for computer applications class
- Teacher guides students through R Drive folders and files
- Practice saving, copying, pasting, finding, and deleting files to the R and H Drives

### Assessments

- Ongoing daily assessments

### 21st Century Skills

| | Creativity | | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

### Interdisciplinary Connections

Language Arts

**Department:**   Technology                    Course:   Computer Finance – Gr. 7

| Time Frame | October/March |
|---|---|

## Topic

**Editing and Formatting Basics**

## Essential Questions

- What appropriate features/ functions can be used to design, format and publish a document?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Technology is constantly changing and requires continuous learning of new skills.

## Alignment to NJSLS

8.1.8.A.2   Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

## Key Concepts and Skills

**Demonstrate the following:**
- Backspace, Insert, and Delete keys
- Select text and insert text
- Cut, Copy, Paste, and Undo command.
- Format fonts
- Preview and print a document
- Use spelling and grammar feature

- Use of the keyboard and the Microsoft Word  screen toolbars and buttons
- Change alignment of text in a document
- Edit with proofreader's marks.

## Learning Activities

- MS Word  Introduction Packet
- Format ten sentences
- Format fonts using teacher created file

## Assessments

- Proofread and edit paragraphs from text
- Format a flyer for a lost dog and party

## 21st Century Skills

| Creativity | ✔ | Critical Thinking | ✔ | Communication | | Collaboration | |
|---|---|---|---|---|---|---|---|
| Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | | |

## Interdisciplinary Connections

Language Arts

| Time Frame | October/March |
|---|---|

| **Topic** |
|---|
| **Using Search Engines** |

| **Essential Questions** |
|---|
| ▪ Which search strategies will be most beneficial when attempting to solve problems or make decisions in content areas? |

| **Enduring Understandings** |
|---|
| • A tool is only as good as the person using it. |
| • A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning. |

| **Alignment to NJSLS** |
|---|

| 8.1.P.E.1 | Use the Internet to explore and investigate questions with a teacher's support. |
|---|---|
| 8.1.2.E.1 | Use digital tools and online resources to explore a problem or issue. |
| 8.1.8.E.1 | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. |

| **Key Concepts and Skills** |
|---|
| ▪ Search strategies |
| ▪ Keywords |
| ▪ Boolean operators |
| ▪ Identify topic and enter keywords and use Boolean search operators for the Internet |
| ▪ Use hyperlinks |
| ▪ Add bookmarks |

| **Learning Activities** |
|---|
| ▪ Use Google Advanced Search Options with students |
| ▪ View and discuss the video based on searching the Internet |
| ▪ View and discuss the video based on evaluating sources |
| ▪ Using Search Engines and Effective Searches on the Internet for several topics |

| **Assessments** |
|---|
| ▪ Internet Search using Boolean operators |
| ▪ Internet Search using Google operators |

| **21st Century Skills** | | | | | | |
|---|---|---|---|---|---|---|
| | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | |

| **Interdisciplinary Connections** |
|---|
| Language Arts |

**Department:** Technology        **Course:** Computer Finance – Gr. 7

| Time Frame | October/March |
|---|---|

## Topic

**Data Collection and Citing Sources**

## Essential Questions

- What copyright procedures must be followed when creating a document? How are sources cited using the proper MLA format? What is multi-tasking? How can it help me create a word processing document more efficiently?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results

## Alignment to NJSLS

8.1.2.D.1      Develop an understanding of ownership of print and nonprint information.

8.1.5.D.1      Understand the need for and use of copyrights.

8.1.5.D.2      Analyze the resource citations in online materials for proper use.

8.1.8.D.2      Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3      Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4      Assess the credibility and accuracy of digital content.

## Key Concepts and Skills

**Demonstrate the following:**

- Switch windows between applications
- Toggle between the Internet and a Word document
- Copy and paste information, an image, and URL from a Web pages to a document
- An understanding of the importance of citing data
- Cite sources using MLA format
- Format hanging indents

## Learning Activities

- View and discuss the importance of citing sources when researching using the Internet.
- Collect data on topic (George Washington) from the Internet. Copy and paste information and a picture. Create a citation
- Review automated MLA Citations on Reference Tab of MS Word
- Charlie and the Chocolate Factory Worksheet
- Inventions, Inventors, or Animals Worksheet

## Assessments

- Mini Research project - Select a topic. Research on the Internet. Copy and paste a picture and text. Cite the sources according to MLA format.
- Format a poem, find and collect information to answer questions on the poem
- Quiz

## 21st Century Skills

| Creativity | | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|
| Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:**   Technology          **Course:**  Computer Finance – Gr. 7

| **Time Frame** | November/April |
|---|---|

| **Topic** |
|---|

**Word Processing Editing**

| **Essential Questions** |
|---|

- What features can be used to edit and format a document?

| **Enduring Understandings** |
|---|

- Technology is constantly changing and requires continuous learning of new skills.
- A tool is only as good as the person using it.
- Technological outcomes have the potential for anticipated and unanticipated positive and negative results

| **Alignment to NJSLS** |
|---|

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

8.1.2.A.2    Create a document using a word processing application.

| **Key Concepts and Skills** |
|---|

**Demonstrate the following:**
- Use of the keyboard, Microsoft Word  ribbons and buttons
- Format and Edit text with line spacing
- Spell- check, proofread, and correct errors

| **Learning Activities** |
|---|

- Format and Edit Poems
- Favorite Athletes Worksheet (Profile, Fan Letter, PowerPoint etc.)

| **Assessments** |
|---|

- Format and Edit Short Stories
- Quiz

| **21ˢᵗ Century Skills** | | | | | | | |
|---|---|---|---|---|---|---|---|

| | Creativity | ✔ | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

| **Interdisciplinary Connections** |
|---|

Language Arts

**Department:**  Technology                     Course:  Computer Finance – Gr. 7

| Time Frame | November/April |
|---|---|

## Topic

**Create and Format Tables and Outlines**

## Essential Questions

- How can tables and outlines be used to organize data?

## Enduring Understandings

- A tool is only as good as the person using it.
- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.

## Alignment to NJSLS

8.1.2.A.2      Create a document using a word processing application.

8.1.8.A.2      Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

## Key Concepts and Skills

**Demonstrate the following:**
- Create a table
- Add a new row at the end of the table
- Format cell contents
- Align cell contents
- Create  and format an outline

- Create an outlined numbered list
- Spell - check, proofread, and correct errors and use the keyboard efficiently
- Use Microsoft Word ribbons and tabs.

## Learning Activities

- Create and format tables – Litmus Paper & Concession Stand (Glencoe)
- Create a Time Zone table
- Create a Table Worksheet – Favorite Athletes, Music, Books, etc.
- Create and format outlines – Ocean Water & Human Body (Glencoe)

## Assessments

- Create a document about bike trails with a table
- Create and format a table of Favorite Music, Favorite Fonts, Favorite Sports, Favorite Movies/TV Shows

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ✔ | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Science, Health & Physical Education, Language Arts

**Department:** Technology      **Course:** Computer Finance – Gr. 7

| Time Frame | November/April |
|---|---|

## Topic

**Format a Report**

## Essential Questions

- What is the proper way to format a report using MLA style?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Selection of technology should be based on personal and/or career needs assessment.

## Alignment to NJSLS

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

8.1.8.E.1    Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## Key Concepts and Skills

**Demonstrate the following document formatting skills:**

- Format a report
- Format margins, paragraph alignment, line spacing, and side headings
- Copy and paste text between documents
- Format header with page numbers
- Insert a new page

- Create a format an MLA style Works Cited Page including a hanging indent
- Find and replace text
- Spell- check, proofread, and correct errors
- Format a left aligned MLA style heading
- Keyboarding and proofreading

## Learning Activities

- Key and format a report with based upon *Charlie and the Chocolate Factory*
- Include a Works Cited page
- Word Assessment I (Wild Weather)

## Assessments

- Create a MLA style report including citation based upon a book.

## 21st Century Skills

| | Creativity | | Critical Thinking | ✔ | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Language Arts, Science

-

**Department:**   Technology                    Course:   Computer Finance – Gr. 7

| Time Frame | November/April |
|---|---|

## Topic
**Format a Title Page and Report with a Reference Page**

## Essential Questions
- What are the most appropriate features/ function to design, form, and publish a document?

## Enduring Understandings
- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

## Alignment to NJSLS

8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

## Key Concepts and Skills

**Demonstrate the following:**
- Create and Format a title page
- Key and format a report MLA style with citations and header
- Create a Table of Contents using Word  features
- Format a header
- Create a works cited reference page using MLA format
- Proofread and correct errors
- Keyboarding and proofreading

## Learning Activities
- Format a title page
- Key and format a report with a reference page
- Create a Table of Contents

## Assessments
- Key and format a document

## 21st Century Skills

| | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Language Arts

**Department:** _Technology_        Course: _Computer Finance – Gr. 7_

| Time Frame | November/April |
|---|---|

## Topic

**Desktop Publishing**
**Design a Page with Pictures and Objects**

## Essential Questions

- What features can be utilized to design a creative document?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Selection of technology should be based on personal and/or career needs assessment.

## Alignment to NJSLS

8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

## Key Concepts and Skills

| **Demonstrate the following:** | |
|---|---|
| - Format and add borders<br>- Create text boxes<br>- Add fill colors to text boxes | - Create and format art objects<br>- Keyboarding and proofreading<br>- Use of SmartArt, Pictures, Clip Art |

## Learning Activities

- Design pages with pictures and objects (Topic – Volcanoes)

## Assessments

- Create and format a page using borders and pictures (Topic – Diversity or Volcanoes)
- Create a sign based upon favorites.
- Create a sign for the classroom using borders, text boxes, and inserting pictures
- Create a flyer for Pet Sitting Microsoft Word Assessment II

## 21ˢᵗ Century Skills

| ✔ | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Visual Arts, Social Studies, Language Arts

**Department:** Technology      **Course:** Computer Finance – Gr. 7

| Time Frame | November/April |
|---|---|

## Topic

**Design Pages with Drawing Tools**

## Essential Questions

- How can MS Word be used to create a work of art to express ideas?

## Enduring Understandings

- The design process is fundamental to technology and engineering.
- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.

## Alignment to NJSLS

8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

8.1.8.A.3    Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## Key Concepts and Skills

**Demonstrate the following:**
- Change page orientation
- Use drawing tools to create objects
- Layer and group objects
- Using Microsoft Word Draw features

## Learning Activities

- Design pages with drawing tools
- Create an illustrated timeline – Texas Timeline

## Assessments

- Schematic drawing – Use the tools of Word to create a schematic diagram or sketch. (Dream clubhouse, snow fort, Skate Park, ski slope, roller-coaster, Bike Park, Room, Recreation Room etc.)
- Design signs, stationary, invitations

## 21ˢᵗ Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ✔ | Creativity | | Critical Thinking | | Communication | | Collaboration |
| | Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Visual Arts, Language Arts

**Department:** Technology          **Course:** Computer Finance – Gr. 7

| Time Frame | December/May |
|---|---|

## Topic

**Create a Newsletter**

## Essential Questions

- What features of MS Word can be used to display information in a newspaper-style with columns?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- A tool is only as good as the person using it.

## Alignment to NJSLS

8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3    Use digital devices to create stories with pictures, numbers, letters and words.

8.1.8.A.3    Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## Key Concepts and Skills

**Demonstrate the following:**
- Format text in newspaper-style columns
- Insert a column break
- Format a newsletter with multiple columns and objects
- Work from printed material
- Keyboarding and proofreading
- Use MS Word Draw features

## Learning Activities

- Create newsletter with columns and text boxes

## Assessments

- Create a newsletter

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ✔ | Creativity | ✔ | Critical Thinking | ✔ | Communication | | Collaboration |
| | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Language Arts, Visual Arts

**Department:** Technology      Course: Computer Finance – Gr. 7

| Time Frame | December/May |
|---|---|

## Topic

**PowerPoint – Long Term Assignment**

## Essential Questions

- What is the most effective way of presenting and citing content information when planning, designing and developing a multi-media product using MS PowerPoint?
- How can effective and efficient use of the Internet and Search Engines help with development of content for PowerPoint presentations?

## Enduring Understandings

- A tool is only as good as the person using it.
- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.

## Alignment to NJSLS

8.1.2.B.1      Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.2      Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.P.A.3      Use digital devices to create stories with pictures, numbers, letters and words.

LA 3.3.7 Discussion, Word Choice, Oral Presentation.

LA 3.4.7 Active Listening, Listening Comprehension.

## Key Concepts and Skills

*Create and format a presentation using MS PowerPoint demonstrating the following:*

- Create a story board on topic
- Change slide view of a presentation
- Navigate through a presentation
- Create a new presentation
- Apply a design template
- Edit slide text
- Using proofing tools

- Add and delete slides
- Change slide order and layout
- Insert and resize clip art and pictures
- Add animation to slides
- Add sounds
- Change animation order
- Orally present PowerPoint to class.
- Peer review presentation
- Keyboarding and proofreading

## Learning Activities

- Create a PowerPoint together with class.
- Create presentations based upon the 7th grade curriculum.

## Assessments

- Create PowerPoint presentations.
  - "State of the Union" / "All About Me"
- Present PowerPoint to class in order to gain presentation skills
- Use Internet for research

## 21st Century Skills

| ✔ | Creativity | ✔ | Critical Thinking | ✔ | Communication | ✔ | Collaboration |
|---|---|---|---|---|---|---|---|
| | Life & Career Skills | ✔ | Information Literacy | ✔ | Media Literacy | | |

## Interdisciplinary Connections

Social Studies, Language Arts, Visual Arts

**Department:**  Technology          **Course:**  Computer Finance – Gr. 7

| Time Frame | January/June |
|---|---|

### Topic

**Spreadsheets**

### Essential Questions

- How can data be organized into a spreadsheet?

### Enduring Understandings

- Technology evolves at an ever accelerating pace based on the needs/wants of society and is influenced by cultural, political and environmental values and constraints.
- A system has interrelated components designed to collectively achieve a desired goal.

### Alignment to NJSLS

8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.5.A.3    Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4    Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.8.A.3    Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.A.4    Graph and calculate data within a spreadsheet and present a summary of the results.

### Key Concepts and Skills

Create, edit, and format a spreadsheet
- Identify spreadsheet parts
- Enter and format data
- Select cells
- Change column widths
- Insert and delete rows and columns
- Sort data

### Learning Activities

- Class survey spreadsheet
- Create and edit a spreadsheet to organize data on country immigration (Glencoe)
- Create a spreadsheet on life span of animals and sort the data (Glencoe)
- Create a Spreadsheet on Rivers, Population, etc. (Glencoe)
- "The Presidents of the United States" Spreadsheet

### Assessments

- Create a Spreadsheet to organize data

### 21st Century Skills

| | | | | | | |
|---|---|---|---|---|---|---|
| Creativity | | ✔ | Critical Thinking | | Communication | ✔ | Collaboration |
| Life & Career Skills | | ✔ | Information Literacy | | Media Literacy | | |

### Interdisciplinary Connections

Social Studies, Math

**Department:**  Technology                    Course:  Computer Finance – Gr. 7

| Time Frame | January/June |
|---|---|

## Topic

**Spreadsheet Formulas**

## Essential Questions

- How can Excel perform simple mathematical equations?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- A tool is only as good as the person using it.

## Alignment to NJSLS

| | |
|---|---|
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources. |
| 8.1.8.A.2 | Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| 8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| 8.1.5.A.4 | Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. |
| 8.1.8.A.3 | Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| 8.1.8.A.4 | Graph and calculate data within a spreadsheet and present a summary of the results. |

## Key Concepts and Skills

- Create, edit, and format a spreadsheet
- Create simple formulas to add, subtract, multiply, and divide
- Use proper symbols for the formulas

## Learning Activities

- Create a spreadsheet using simple formulas for a budget, sale of items, and batting averages
- "Making a Mess of Mousse!"  Create a spreadsheet to figure out the amount of each ingredient needed to double, triple, and quadruple the recipe

## Assessments

- Create Spreadsheet using simple formulas for the cost school supplies

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
| ✔ | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Math

**Department:**  Technology                Course:  Computer Finance – Gr. 7

| **Time Frame** | January/June |
| --- | --- |

| **Topic** |
| --- |
| **Spreadsheet Functions** |

| **Essential Questions** |
| --- |
| ▪ How can MS Excel be used to calculate equations? |

| **Enduring Understandings** |
| --- |
| • A system has interrelated components designed to collectively achieve a desired goal. |
| • A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning. |

| **Alignment to NJSLS** |
| --- |
| 8.1.2.B.1    Illustrate and communicate original ideas and stories using multiple digital tools and resources. |
| 8.1.8.A.2    Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| 8.1.5.A.3    Use a graphic organizer to organize information about problem or issue. |
| 8.1.5.A.4    Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. |
| 8.1.8.A.3    Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| 8.1.8.A.4    Graph and calculate data within a spreadsheet and present a summary of the results. |

| **Key Concepts and Skills** |
| --- |
| **Create function formulas** |
| ▪ Create simple function formulas |
|     o Sum Function |
|     o Average Function |
|     o Minimum Function |
|     o Maximum Function |
| ▪ Fill down feature |

| **Learning Activities** |
| --- |
| ▪ Create a spreadsheet for a fundraiser and enter functions formulas |
| ▪ Spending Spree Spreadsheet |
| ▪ Students calculate their own grades using MS Excel |

| **Assessments** |
| --- |
| ▪ Calculate formulas for test grades |

| **21st Century Skills** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
| ✔ | Life & Career Skills | | Information Literacy | | Media Literacy | |

| **Interdisciplinary Connections** |
| --- |
| Math |

**Department:** Technology          Course:  Computer Finance – Gr. 7

| Time Frame | January/June |
|---|---|

## Topic

**Spreadsheet Charts**

## Essential Questions

- How can data be displayed in a chart using MS Excel?

## Enduring Understandings

- A computer is an adaptable tool for organizing information and solving problems that facilitates lifelong learning.
- Technological literacy skills enable learners to adapt to a rapidly changing, man-made world by using problem solving to generate solutions from the conceptual stage to the final product.

## Alignment to NJSLS

| | |
|---|---|
| 8.1.2.B.1 | Illustrate and communicate original ideas and stories using multiple digital tools and resources. |
| 8.1.8.A.2 | Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| 8.1.5.A.3 | Use a graphic organizer to organize information about problem or issue. |
| 8.1.5.A.4 | Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data. |
| 8.1.8.A.3 | Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| 8.1.8.A.4 | Graph and calculate data within a spreadsheet and present a summary of the results. |

## Key Concepts and Skills

- Identify parts of a chart
- Create a bar chart
- Create a line chart
- Create a pie chart

## Learning Activities

- Create a bar chart based upon an election (Glencoe)
- Create a line chart based upon temperature changes (Glencoe)
- Create a pie chart based upon rainfall by season (Glencoe)
- Create Spreadsheet "Track Records" (Glencoe)

## Assessments

- Create charts for animal speeds
- Create charts based upon surveys: Favorite Movies, Favorite Ice Cream Flavor, Favorite Genre of Music or Books
- 

## 21st Century Skills

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Creativity | ✔ | Critical Thinking | | Communication | | Collaboration |
| ✔ | Life & Career Skills | ✔ | Information Literacy | | Media Literacy | | |

## Interdisciplinary Connections

Science, Social Studies, Math