Computer Applications I
Curriculum Map

This course is designed for students at all computer-literacy levels, providing instruction for computer use in common software programs. Word processing, database management, spreadsheets and presentation software will be used, as well as Internet applications. Students will combine text and graphics in a variety of formats to create publications such as newsletters, brochures, flyers and special forms.

Grades 9-12; ½ Credit

SOURCE: Brookfield High School Student Handbook
# Computer Applications I Curriculum Map

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<th>UNIT</th>
<th>TIME FRAME</th>
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<th>ASSESSMENT</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>
| Basic Computer Operations Files Folders Drives Hardware | Week 1 | **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:  
   a. understand and use technology systems.  
   b. select and use applications effectively and productively.  
   c. troubleshoot systems and applications.  
   d. transfer current knowledge to learning of new technologies  
I can explain the basics of computer operations and laboratory function. | **FORMATIVE**  
Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips  
**SUMMATIVE**  
Quiz | Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
| | | **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:  
   a. understand and use technology systems.  
   b. select and use applications effectively and productively.  
   c. troubleshoot systems and applications.  
   d. transfer current knowledge to learning of new technologies  
I can operate a computer and keyboard with fluency, speed and accuracy. | **FORMATIVE**  
Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips  
**SUMMATIVE**  
Quiz  
Timed Typing Test | Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
| Basic Computer Operations Keyboarding Skills | Week 2 | **6. Technology Operations and Concepts** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:  
   a. understand and use technology systems.  
   b. select and use applications effectively and productively.  
   c. troubleshoot systems and applications.  
   d. transfer current knowledge to learning of new technologies  
I can create a word processing document with graphics and text. | **FORMATIVE**  
Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips  
**SUMMATIVE**  
Microsoft Word Project | Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
| Word Processing Microsoft Word | Week 3 | **1. Creativity and Innovation** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  
   a. apply existing knowledge to generate new ideas, products, or processes.  
   b. create original works as a means of personal or group expression.  
   c. use models and simulations to explore | **FORMATIVE**  
Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips  
**SUMMATIVE**  
Microsoft Word Project | Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
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<tr>
<td></td>
<td></td>
<td>complex systems and issues.</td>
<td>FORMATIVE</td>
<td>Lesnansky’s Control Center</td>
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<tr>
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<td>d. identify trends and forecast possibilities</td>
<td>SUMMATIVE</td>
<td>SMART Board</td>
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<td>I know how to effectively use the Word Wide Web to solve problems and find relevant information.</td>
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<td>Hands-on Laboratory Time</td>
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<td>Interactive Technologies</td>
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<tr>
<td>Internet Applications Google Chrome</td>
<td>Week 4</td>
<td>3. Research and Informational Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific task d. process data and report results.</td>
<td>Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips</td>
<td>Research Project</td>
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<td>Microsoft Word Project</td>
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<td>Hands-on Laboratory Time</td>
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<td>Word Processing Microsoft Word</td>
<td>Week 5</td>
<td>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities</td>
<td>Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips</td>
<td>Microsoft Word Project</td>
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<td>Lesnansky’s Control Center</td>
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<td>Hands-on Laboratory Time</td>
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<td>Interactive Technologies</td>
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<tr>
<td>Digital Editing Software Paint Microsoft Office Picture Manager</td>
<td>Week 6</td>
<td>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation.</td>
<td>Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips</td>
<td>Microsoft Office Picture Manager Project</td>
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<td>Lesnansky’s Control Center</td>
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<td>Hands-on Laboratory Time</td>
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<td>Interactive Technologies</td>
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### Spreadsheet Applications Microsoft Excel

**Week 7**

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</thead>
</table>
|      |            | b. plan and manage activities to develop a solution or complete a project.  
c. collect and analyze data to identify solutions and/or make informed decisions.  
d. use multiple processes and diverse perspectives to explore alternative solutions. | I can create a basic spreadsheet. | Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips | Microsoft Excel Project  
Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |

**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of
## Computer Applications I

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<td></td>
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<td>FORMATIVE</td>
<td>SUMMATIVE</td>
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</tbody>
</table>
| **Word Processing**  
Microsoft Word | Week 9 |                                     |            |                          |
|      |            | **1. Creativity and Innovation**  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  
a. apply existing knowledge to generate new ideas, products, or processes.  
b. create original works as a means of personal or group expression.  
c. use models and simulations to explore complex systems and issues.  
d. identify trends and forecast possibilities | I can create a word processing document with graphics, text and subdivided tables. | Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips | Microsoft Word Project  
Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
|      |            |                                      |            |                          |
| **Presentation Software**  
Microsoft PowerPoint | Week 10 |                                     |            |                          |
|      |            | **1. Creativity and Innovation**  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  
a. apply existing knowledge to generate new ideas, products, or processes.  
b. create original works as a means of personal or group expression.  
c. use models and simulations to explore complex systems and issues.  
d. identify trends and forecast possibilities | I can create a presentation to meet the needs of demonstrating a topic. | Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips | Microsoft Power Point Project  
Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
|      |            |                                      |            |                          |
| **Word Processing**  
Google Drive  
Document Writer | Week 11 |                                     |            |                          |
|      |            | **2. Communication and Collaboration**  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:  
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and | I can create an online word processing document. | Questioning during class  
Observed student work  
Laboratory work Assignments | Google Document Project  
Lesnansky’s Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
### Spreadsheet Applications

#### Google Spreadsheets

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<tr>
<td></td>
<td></td>
<td>media.</td>
<td>I can create an online spreadsheet document.</td>
<td>Entrance and Exit slips</td>
<td>Technologies</td>
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<tr>
<td></td>
<td></td>
<td>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</td>
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<td></td>
<td></td>
<td>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</td>
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<td>Google Spreadsheet Project</td>
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<td></td>
<td></td>
<td>d. contribute to project teams to produce original works or solve problems.</td>
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</table>

#### 3. Research and Informational Fluency

Students apply digital tools to gather, evaluate, and use information. Students:
- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific task
- d. process data and report results.

**I can create an online spreadsheet document.**

**Questioning during class**
- Observed student work
- Laboratory work Assignments
- Entrance and Exit slips

**Google Spreadsheet Project**

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<td><strong>Internet Explorer</strong></td>
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<td><strong>Week 13</strong></td>
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</table>

#### 5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

**I can explain the use of interactive digital technology and the impact of the Internet on society.**

**Questioning during class**
- Observed student work
- Laboratory work Assignments
- Entrance and Exit slips

**Research Project**

**Lesnansky’s Control Center**
- SMART Board
- Hands-on Laboratory Time
- Interactive Technologies

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<th>ASSESSMENT FORMATIVE</th>
<th>ASSESSMENT SUMMATIVE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>
| Multimedia Application Software Windows Live Movie Maker | Week 14    | 5. Digital Citizenship               | Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:  
  a. advocate and practice safe, legal, and responsible use of information and technology.  
  b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.  
  c. demonstrate personal responsibility for lifelong learning.  
  d. exhibit leadership for digital citizenship.  
 | I can create a multimedia project. | Questioning during class  
 Observed student work  
 Laboratory work Assignments  
 Entrance and Exit slips | Windows Live Movie Maker Project | Lesnansky’s Control Center  
 SMART Board  
 Hands-on Laboratory Time  
 Interactive Technologies |
| Word Processing Microsoft Word | Week 15    | 1. Creativity and Innovation        | Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  
  a. apply existing knowledge to generate new ideas, products, or processes.  
  b. create original works as a means of personal or group expression.  
  c. use models and simulations to explore complex systems and issues.  
  d. identify trends and forecast possibilities  
 | I can create a complex word processing document utilizing the ribbon and the command line elements effectively. | Questioning during class  
 Observed student work  
 Laboratory work Assignments  
 Entrance and Exit slips | Microsoft Word Project | Lesnansky’s Control Center  
 SMART Board  
 Hands-on Laboratory Time  
 Interactive Technologies |
| Presentation Software Google Presentation Software | Week 16    | 1. Creativity and Innovation        | Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:  
  a. apply existing knowledge to generate new ideas, products, or processes.  
  b. create original works as a means of personal or group expression.  
  c. use models and simulations to explore complex systems and issues.  
  d. identify trends and forecast possibilities  
 | I know how to create a digital presentation, saved to the Cloud, and can edit and use it from anywhere. | Questioning during class  
 Observed student work  
 Laboratory work Assignments  
 Entrance and Exit slips | Google Presentation Software Project | Lesnansky’s Control Center  
 SMART Board  
 Hands-on Laboratory Time  
 Interactive Technologies |
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<td></td>
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<td>complex systems and issues. d. identify trends and forecast possibilities</td>
<td>I can create a complex word processing document utilizing the ribbon and the command line elements effectively.</td>
<td>formative: Questioning during class, Observed student work, Laboratory work Assignments, Entrance and Exit slips summative: Microsoft Word Project</td>
<td>Lesnansky’s Control Center, SMART Board, Hands-on Laboratory Time, Interactive Technologies</td>
</tr>
<tr>
<td>Word Processing Microsoft Word</td>
<td>Week 17</td>
<td><strong>4. Critical Thinking, Problem Solving, and Decision Making</strong> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.</td>
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<tr>
<td>Digital Editing Software Adobe Photoshop CS5</td>
<td>Week 18</td>
<td><strong>1. Creativity and Innovation</strong> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities</td>
<td>I can edit a digital image removing and adding content as needed.</td>
<td>formative: Questioning during class, Observed student work, Laboratory work Assignments, Entrance and Exit slips summative: Adobe Photoshop CS5 Extended Projects</td>
<td>Lesnansky’s Control Center, SMART Board, Hands-on Laboratory Time, Interactive Technologies</td>
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<tr>
<td>Digital Editing Software Adobe Photoshop</td>
<td>Week 19</td>
<td><strong>4. Critical Thinking, Problem Solving, and Decision Making</strong> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.</td>
<td>I can create a digital image removing and adding content as needed.</td>
<td>formative: Questioning during class, Observed student work, Laboratory work Assignments, Entrance and Exit slips summative: Adobe Photoshop CS5 Extended Projects</td>
<td>Lesnansky’s Control Center, SMART Board, Hands-on Laboratory Time, Interactive Technologies</td>
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</thead>
</table>
| CS5  |            | conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:  
   a. identify and define authentic problems and significant questions for investigation.  
   b. plan and manage activities to develop a solution or complete a project.  
   c. collect and analyze data to identify solutions and/or make informed decisions.  
   d. use multiple processes and diverse perspectives to explore alternative solutions. | adding content as needed. | Observed student work  
Laboratory work Assignments  
Entrance and Exit slips | Projects | SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |
| Final Student Projects | Week 20 | **All Standards Combined** | I can combine technologies studied in the course to create a self-directed project. | Questioning during class  
Observed student work  
Laboratory work Assignments  
Entrance and Exit slips | Student Directed Project (Based on Applications used in the Course) | Lesnansky's Control Center  
SMART Board  
Hands-on Laboratory Time  
Interactive Technologies |