



BROOKFIELD LOCAL SCHOOLS

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Computer Applications I Curriculum Map

COMPUTER APPLICATIONS I

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

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UNIT	TIME FRAME	NATIONAL TECHNOLOGY STANDARDS ©2007	EVIDENCE OF UNDERSTANDING	ASSESSMENT		INSTRUCTIONAL STRATEGIES
				FORMATIVE	SUMMATIVE	
Basic Computer Operations <i>Files</i> <i>Folders</i> <i>Drives</i> <i>Hardware</i>	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.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	Quiz	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Basic Computer Operations <i>Keyboarding Skills</i>	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 operate a computer and keyboard with fluency, speed and accuracy.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	Quiz Timed Typing Test	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Word Processing <i>Microsoft Word</i>	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	I can create a word processing document with graphics and text.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit	<i>Microsoft Word Project</i>	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies

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		complex systems and issues. d. identify trends and forecast possibilities		slips		
Internet Applications <i>Google Chrome</i>	Week 4	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 know how to effectively use the Word Wide Web to solve problems and find relevant information.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	Research Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Word Processing <i>Microsoft Word</i>	Week 5	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 a word processing document with graphics, text and tables.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Microsoft Word</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Digital Editing Software <i>Paint</i> <i>Microsoft Office Picture Manager</i>	Week 6	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.	I can edit a digital image to add text and resize the picture elements.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit	<i>Microsoft Office Picture Manager</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies

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		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.		slips		
Spreadsheet Applications <i>Microsoft Excel</i>	Week 7	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 basic spreadsheet.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Microsoft Excel</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Multimedia Application Software <i>Audacity</i> <i>Audio Boo</i>	Week 8	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	I know how to create digital audio.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Audacity</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies

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		other cultures. d. contribute to project teams to produce original works or solve problems.				
Word Processing <i>Microsoft Word</i>	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 a word processing document with graphics, text and subdivided tables.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Microsoft Word Project</i>	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Presentation Software <i>Microsoft Power Point</i>	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	<i>Microsoft Power Point Project</i>	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Word Processing <i>Google Drive Document Writer</i>	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	<i>Google Document Project</i>	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive

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		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 other cultures. d. contribute to project teams to produce original works or solve problems.		Entrance and Exit slips		Technologies
Spreadsheet Applications <i>Google Spreadsheets</i>	Week 12	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	<i>Google Spreadsheet Project</i>	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Internet Applications <i>Internet Explorer</i>	Week 13	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	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies

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Multimedia Application Software <i>Windows Live Movie Maker</i>	Week 14	5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: - advocate and practice safe, legal, and responsible use of information and technology. - exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. - demonstrate personal responsibility for lifelong learning. - exhibit leadership for digital citizenship.	I can create a multimedia project.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Windows Live Movie Maker</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Word Processing <i>Microsoft Word</i>	Week 15	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: - apply existing knowledge to generate new ideas, products, or processes. - create original works as a means of personal or group expression. - use models and simulations to explore complex systems and issues. - 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	<i>Microsoft Word</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Presentation Software <i>Google Presentation Software</i>	Week 16	1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: - apply existing knowledge to generate new ideas, products, or processes. - create original works as a means of personal or group expression. - use models and simulations to explore	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	<i>Google Presentation Software</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies

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		complex systems and issues. d. identify trends and forecast possibilities		slips		
Word Processing <i>Microsoft Word</i>	Week 17	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. 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 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	<i>Microsoft Word</i> Project	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Digital Editing Software <i>Adobe Photoshop CS5</i>	Week 18	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 edit a digital image removing and adding content as needed.	Questioning during class Observed student work Laboratory work Assignments Entrance and Exit slips	<i>Adobe Photoshop CS5 Extended</i> Projects	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies
Digital Editing Software <i>Adobe Photoshop</i>	Week 19	4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and	I can create a digital image removing and	Questioning during class	<i>Adobe Photoshop CS5 Extended</i>	<i>Lesnansky's Control Center</i>

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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)	<i>Lesnansky's Control Center</i> SMART Board Hands-on Laboratory Time Interactive Technologies