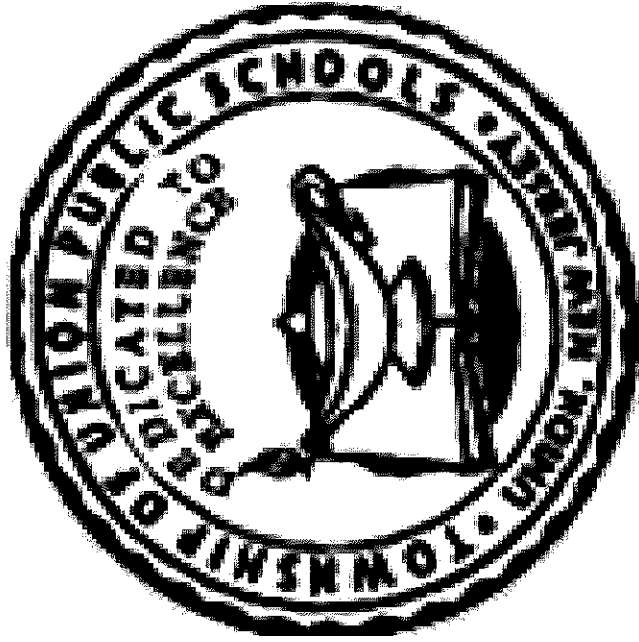
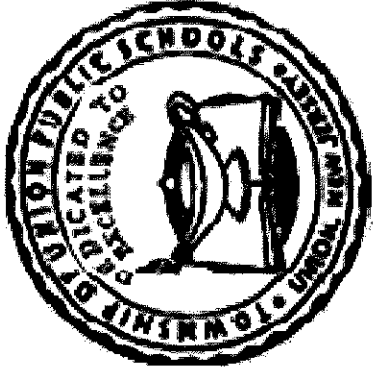


TOWNSHIP OF UNION PUBLIC SCHOOLS



Computer Applications II
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

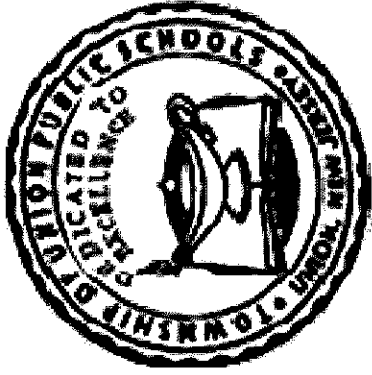
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

- District Superintendent Mr. Martin Tatum**
- Assistant Superintendent Dr. Noreen Lishak**
- Director of Curriculum K-12 Dr. Noreen Lishak**
- Director of Student Information/Technology Ms. Ann M. Hart**
- Director of Athletics, Health, Physical Education and Nurses Ms. Linda Ionta**

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Computer Applications II

Katie Dimitoulis/Arlene M. Eckert

Table of Contents

Title Page	
Board Members	
Administration	
Department Supervisors	
Curriculum Committee	
Table of Content	
District Mission/Philosophy Statement	
District Goals	
Course Description	
Recommended Texts	
Course Proficiencies	
Curriculum Units	
Appendix: New Jersey Core Curriculum Content Standards	

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This course provides a “hands-on” experience using Microsoft Office 2010, which promotes knowledge and skill mastery used to create educational documents and in business operations prevalent in today’s marketplace. It also extends the students’ basic knowledge of this integrated software. The students will create more advanced documents, workbooks, publications and presentations for course work, professional purposes, and personal use. The internet is used as a research tool. “Office-style” atmosphere is simulated.

Recommended Textbooks

Shelly, Gary B. and Misty E. Vermaat.Microsoft Office 2010 AVANCED. Boston, MA: Course Technology, 2011.

Shelly, Gary B. Thomas J. Cashman, and Misty E. Vermaat.Microsoft Office 2007 AVANCED Concepts and Techniques. Boston, MA: Course Technology, 2008.

Shelly, Gary B. Thomas J. Cashman, and Joy J. Starks.Microsoft Office Publisher 2007 Complete Concepts and Techniques. Boston, MA: Course Technology, 2008.

Internet

Course Proficiencies

Students will be able to...

- Write for a variety of purposes.
- Improve ability to proofread, edit, revise and rewrite written work.
- Use Microsoft Word to create a document with a table, chart, and watermark.
- Use Microsoft Word to create professional newsletters with columns, clip art, text boxes, borders, SmartArt, drop caps, and WordArt.
- Use Microsoft Excel to create worksheets with advanced formulas.
- Use Microsoft Excel as a database to sort and query a list.
- Use Microsoft Excel to create loan payment calculators with data tables and hyperlinks.
- Use Microsoft Excel to create templates with 3-D referencing and multiple worksheets.
- Use Microsoft Publisher to create professional flyers with and without tear-offs.
- Use Microsoft Publisher to create professional multi-page newsletters.
- Use Microsoft Word and PowerPoint to edit clip art and create a visual story.
- Use Microsoft PowerPoint to create slide shows that include tables and diagrams.
- Use the Sound Recorder to edit songs.
- Use Microsoft PowerPoint to enhance slide shows using custom animation, WordArt, SmartArt, picture backgrounds, picture bullets, motion paths, sound/songs and edited clip art.
- Use Microsoft PowerPoint to modify the slide show using rehearsed timings.



Curriculum Units

Unit 1: Microsoft Word

Unit 2: Microsoft Excel

Unit 3: Microsoft Publisher

Unit 4: Microsoft PowerPoint

Pacing Guide – Course

Content	Number of Days
Unit 1: Microsoft Word	50
Unit 2: Microsoft Excel	50
Unit 3: Microsoft Publisher	40
Unit 4: Microsoft PowerPoint	40

Unit 1:Microsoft Word

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Create a multi-page report with tables, charts, and watermarks.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Design a newsletter with columns, clip art, text boxes, borders, drop caps, and diagrams.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Manipulate clipart by ungrouping, deleting pieces, and changing colors .	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Design a full page visual picture.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 2: Microsoft Excel

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Create a formatted loan payment calculator using advanced formulas and named cells.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Construct a data table to determine various loan payback options.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Analyze worksheet data by changing values.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
4.	Integrate hyperlinks in Excel worksheets.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
5.	Generate, sort, and filter a database.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
6.	Use VLOOKUP to look up a value in a table.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
7.	Query a table and enter custom criteria using AutoFilter and Advanced Filter	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
8.	Create a criteria range, extract range, and extract records	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
9.	Create and design templates in Excel	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
10.	Prepare formulas that use 3-D cell references in workbooks	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
11.	Optimize a workbook with charts, WordArt, text boxes, and arrows	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 3: Microsoft Publisher

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Create a flyer from a template and add or delete additional text, objects, or formatting.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Demonstrate the advantages of using a newsletter medium and identify the steps in its design process.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

Unit 4: Microsoft PowerPoint

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Develop a presentation with picture backgrounds, picture bullets, edited clip art, motion paths, custom animation, text boxes, shapes, and SmartArt.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
2.	Enhance and edit a song using the sound recorder.	Text book/ Internet Microsoft Office 2010	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E
3.	Prepare and rehearse timings in a presentation.	Students will be able to rehearse timings in a presentation	8.1A 8.1C 8.1D 8.1F 9.1A 9.1B 9.1E

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Moderately fluent Attempts compositional risks	Unified and coherent Well-developed Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Excessive monotony/ same structure	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors	
	Assortment of incomplete and/ or incorrect sentences	Numerous errors				
	Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.		
		OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.		
		NE	Not English	Student wrote in a language other than English.		
WF		Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization		Usage		Mechanics		
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 			

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.