



Grand Island Central School District Curriculum Map <Computer Skills Grades 9-12>

| Units of Study | NYS Standard | Common Core Standard | Vocabulary Content Process | Essential Questions | Essential Skills | Assessment | Resources Text Technology |
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| 1 day | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | 1. Demonstrate proficiency in the use of computers & applications, as well as an understanding of the concepts underlying hardware, software, and connectivity. | | What is this course all about? | Setting up folder system; familiarizing yourself with computer classroom procedures District acceptable Use Policy | Teacher observation | |
| 1 week | Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning. Standard 7: Students will apply the knowledge and | | Emerging technologies History of Computer Development | How are computers affecting society? | | Research and PowerPoint Presentation | Internet, Computers Infocus |



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| | thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. | | | | | | |
| | | | Cyber safety cyber bullying social media viruses Spam | What are your responsibilities as a Digital Citizen | Responsible user | | |
| 1 week | | Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. | | In your future career how will you be using computers? | | Research and PowerPoint Presentation | Internet, Computers Infocus |
| 2 days | Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions. | Commencement Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | | Is your PowerPoint too wordy and ineffective? What else can I do in PowerPoint | Create an effective PowerPoint Presentation | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |
| 2-5 weeks | Standard 2: Students | CC.6-8.R.ST.3 Key | Internet skills | Are you using | Identify and use | Teacher | Internet, |



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| | will access, generate, process, and transfer information using appropriate technologies | Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | What are some ways to effectively use the Internet to research a topic Can you properly cite resources from reliable sources? How can you quickly identify if a source is credible? | the Internet effectively | browser features and toolbars Navigate from one website to another -Use search box and key words to locate topics and information Copy and paste URLs, images, text Locate royalty-free, Creative Commons licensed content (free use media) Appropriately cite sources | Observation Completed Projects Rubrics | Computers Infocus |
| | Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs. Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to | Commencement Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | Keyboarding skills | How will proper keyboarding techniques improve your work productivity? | Demonstrate proper keyboarding techniques. Keyboard efficiently and effectively | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |



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| | these and other areas of learning. | | | | | | |
| | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | Commencement Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | WORD | How will formatting documents in an attractive way enhance the communication of information? | -Insert images -Text, paragraph and page formatting Save files Up-load/download documents Use toolbar features Use editing and reviewing features proofreading, spell-checking; thesaurus use templates; use mail merge features use spreadsheet features | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |
| | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. CC.6-8.R.ST.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that infor- | Spreadsheets | What is a spreadsheet and what is its purpose? How will the construction of spreadsheets and charts communicate data effectively? | Create spreadsheets; enter data; save files Format and edit data Construct simple formulas Sort and filter data Create charts; label and analyze data | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |



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| | | information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | | | | | |
| 2 weeks | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Databases | What is a database and what is its purpose? How will the construction of databases and reports to communicate data effectively? | Create database; enter data; save files Format and edit data Construct simple formulas Sort and filter data Create reports; label and analyze data | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |
| 2-3 weeks | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Webpages WORD HTML Dreamweaver | How will creating webpages communicate information effectively? | Create webpages using different applications. Understand design and flow and its importance to website enhancement | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |
| 2 weeks | | Commencement Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | Alternate ways to present information: MovieMaker, Photo Story and Kizoa; editing sound: Audacity | What is the best way to medium to present a multimedia topical presentation? | Know what works best for the Presentation based on needs of the user; staying within copyright laws for use of music in presentations | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |



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| 2-4 weeks | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Modifying images and creating images: Photoshop and Illustrator | How can changing the appearance of an image make it more effective in your communication of ideas | Creating web ready and print ready images | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |
| 2 weeks | Standard 2: Students will access, generate, process, and transfer information using appropriate technologies | 1. A.5a Identify and analyze new terminology applying knowledge of work origins and derivations in a variety of practical settings 3. A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences. 3. B.5 Using contemporary technology produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence. | Auto Shapes Grouping Layouts Customized Bullets Horizontal Lines Indents: Left, First Line, Hanging Text Boxes: Lines, Fills, Colors, Shading, Fonts, Placements Tables: Shading, Alignments, Borders, Text Rotation Border Art Clip Art Cropping Pictures Desktop Publishing vocabulary terms | What is Desktop Publishing? | Creating effective brochures and other documents with Publisher and WORD | | |



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| 2 weeks | | CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. | Design and Development: Introduction to problem solving using computer programming | Can you write the steps to solving a problem then create the code so the computer can do it? | Create computer programs to solve simple problems and create simple games | Teacher Observation Completed Projects Rubrics | Internet, Computers Infocus |