Directions: This template must be used for all other content areas taught and for each course required for graduation, excluding language arts, math and science content areas and courses. For each other content area or course, complete the document below to include all appropriate Strands and Concepts for the course.

Curriculum Planning Document – Computer Technology			
Content Area/Grade Level: Elective/High School – Computer Applications & Technology			
Course Description: Throughout this course students are presented with a variety of computer applications and technology concepts and demonstrate their understanding of those concepts through practical problem-solving exercises. A course project includes activities related to the course objectives and can be assigned for work throughout the course.			
	Educational Delivery Methodologies	**Evidence of Mastery**	**Comments**
Unit 1: Introduction to Computers Summary This unit provides an overview of the parts of a computer and the basic tasks performed on a computer. In this unit, you will determine the purpose and functions of a computer's input devices, output devices, hardware components, operating system, and software applications. This unit also demonstrates basic computer tasks such as managing folders and files and maintaining a computer. **Activity/Objective** **Syllabus and Plato Student Orientation** **Review the Plato Student Orientation and Course Syllabus at the beginning of this course.** **Computer Accessories**	The Edmentum LMS (PLATO Courseware) as detailed in the narrative, includes a diverse set of instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery system. This immediate understanding enables a student to focus on the content right from	Mastery for each course will be based on the student meeting the prescribed Performance, Participation, and Progress requirements. The program is designed to foster high expectations for staff and students. The goal for all students is to meet 100% of the expected progress and 100% of the expected weekly participation. The desired performance goal for all students is to attain a score of 100% on all assignments. The minimum that will be accepted on each assignment and assessment is 70%. ***<u>Assessment and Testing</u>*** Best practices in assessment and testing call for a variety of activities to	Continued Throughout Course

• Recognize and discuss the use of computer accessories. • Computer Hardware • Recognize the hardware components of a personal computer and summarize each component's purpose. • Operating Systems • Describe the purpose of operating systems and demonstrate the use of key functions. • Application Software • Explore the functions and uses of different types of application software. • File Management • Perform basic file management tasks. • Computer Maintenance • Summarize and list priorities for computer maintenance. Tutorial • Posttest—Unit 1 **Unit 2: Getting Connected with Technology** Summary This unit illustrates the use of computers in our everyday lives. You will explore online tools and resources to search the Internet, send email, and connect with people. The unit will explore the advantages and	the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs. The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles. The primary delivery method for the proposed program's content, is web-based online delivery. Based on needs identified by teacher monitoring, formative and summative assessment, or student request, the delivery method can be modified in numerous ways.	evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. **Formative and Summative Assessments** contained in the web-delivered content, which include authentic learning and objective assessments are used to show mastery: • Unit pretests (typically designed for credit recovery use) • Mastery tests • Lesson Activities • Unit Activities • Online Threaded Discussions • Unit Post-Tests • End-of-Semester Exam **<u>Authentic Learning Assessments</u>**: Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. They also provide a tool	

disadvantages of using computers and how computers have influenced society in recent times. Activity/Objective **Searching the Internet** • Demonstrate how to search the Internet to find research information. • Electronics Communities • Compare and contrast the purposes and benefits of commonly used electronic communities. • Using Email • Demonstrate the use of email and recognize appropriate and safe uses of email. • Computers in Society • Describe the impact of computers in today's society and related social issues. Posttest—Unit 2 **Unit 3: Word Processing** Summary In this unit, you will work with word processing software and its key components, and perform basic manipulation functions. You will demonstrate how to create, modify, and print a document, as well as how to use	**<u>Flexible deliverability</u>** **All online materials are printable.** The interface and font of the content can be adjusted to minimize the amount of ink used in printing. **eNotes**: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student. **Secure internal messaging system:** provides the option for synchronous or asynchronous support of student learning. **Teacher online office hours:** Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed.	for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. The following comments address their use for assessment. • **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in the course learning path. • **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is	

various text editing and formatting tools. The unit explores how to track changes in a document and how to add, edit, and remove comments. It also explains how to create and format a table and insert and format images or graphics in a document. You will also explore reference tools, such as footnotes and endnotes, design a title page for a research paper, and demonstrate how to save a document as a webpage. Activity/Objective **Introduction to Word Processing** • Perform basic functions using a word processing application. • Creating and Formatting Documents • Demonstrate the ability to set up and format documents. • Editing Documents • Demonstrate the ability to edit documents. • Tracking Changes in Documents • Demonstrate the ability to work with track changes and inserting comments. • Creating Tables in Documents • Demonstrate the ability to create and modify basic tables in documents. • Graphic in Documents • Demonstrate the ability to insert and format graphics in documents.	**Phone communication as required.** Teachers will have access to phone numbers and refer students and parents to a phone conference as required. **Supplemental assignments:** The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the administration and delivered electronically to the student. **Supplemental resource links:** Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the administrator. **Practice exercises:** The teacher may assign practice exercises in addition to the online content. The teacher would have the	provided to both the student and the teacher for this purpose. A minimum score of 70% is required. • **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors can customize the course, however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A minimum score of 70% is required. **<u>Objective Assessments.</u>** There is a specific learning objective associated with each lesson, which is assessed through objective assessments at multiple points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the	

• Creating Research Papers • Illustrate how to create and print a 2-3 page research paper utilizing the Internet as one research source. • Posttest—Unit 3 • **Unit 4 Summary** In this unit, you will explore the types of documents that are appropriate to create using spreadsheet software and work with spreadsheet software and its key components. You will also perform basic spreadsheet manipulation functions. This unit illustrates creation, naming, and formatting of a worksheet and how to create and insert simple formulas and functions. It covers how to create, modify, and publish charts, as well as how to integrate spreadsheet data into word processing and presentation documents and sort and filter fields in a table. This unit also addresses the benefits of storing information in a database. Activity/Objective **Introduction to Spreadsheets** • Identify the components and basic functions of a spreadsheet application. • Formatting Spreadsheets • Demonstrate the ability to format and print spreadsheets. • Formulas and Functions	opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change. **Universal access:** The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those that seek help from someone that may not have a computer or Internet may print the material and seek help while working on the paper version. **Learning Aids:** Learning aids within the courseware that are designed to assist students include: • eNotes • Resource Folder • Dictionary • Text to Speech (content reader) • Translator (16 languages) • Scientific Calculator	semester. Additionally, there are optional unit pretests. • **Unit pretests** are optional multiple-choice assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (70% proficiency), the student will be automatically exempted from that module in the upcoming unit. • **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online and contain randomly generated questions. A minimum score of 70% is required and a student may retake the mastery tests as many times as needed to demonstrate at least a 70% proficiency. • **Unit posttests** help instructors track how well students have mastered the unit's content.	

• Illustrate how to use formulas and functions in a spreadsheet. • Displaying Data in Charts • Demonstrate how to collect, organize, and present numerical data to create, edit, and print charts. • Integrating Spreadsheet Data into Other Applications • Integrate spreadsheet data and graphs into other applications. • Sorting and Filtering Data • Illustrate how to sort and filter fields in spreadsheets. • Posttest—Unit 4 **Unit 5 Summary** This unit will familiarize you with presentation software and its key uses. You will discover how to create effective presentation documents and determine the formatting. You will also explore how to use images, sounds, and animations in presentation documents, as well as gain familiarity with drawing and flowchart tools. This unit shows you how to print and distribute a presentation, how to run a slideshow, and how to save the presentation as a web page. You will finally use the information in this unit to develop and present your own electronic slideshow. Activity/Objective	• Math tools (graphing tool, histogram, scatter plot, stem &leaf) Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.	The tests are multiple-choice and are provided online. A minimum score of 70% is required. • **End-of-semester tests** assess the major objectives covered in the course. The End-of-Semester Test will be proctored (required) and a minimum score of 70% is required. Remediation assignment will be provided if a student does not meet the 70% requirement, and then a new End-of-Semester test will be administered. By combining the unit pretest (if applicable) and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice (randomly generated questions) and are provided online. **Remediation:** Students that attain less than 70% on assignments will be required to complete a remediation assignment and make corrections to the assignments and eNotes.	

Introduction to Presentation Software • Use electronic presentation applications to create and save a presentation. • Editing Presentations • Edit and format presentations properly. • Slide Show Presentation Guidelines • Recognize effective style and design rules when creating a presentation. • Multimedia Effects • Illustrate how to add multimedia effects to presentations. • Drawing Tools • Demonstrate the use of drawing tools to create flowcharts and visual aids. • Creating Presentations • Demonstrate various ways to present and publish a presentation. • Delivering Presentations • Create a presentation following various presentation and publication methods and guidelines. • Posttest—Unit 5 Summary The course project is designed to take approximately eight days. Because the activities included in the project relate		Teachers will work with the student to assist and reteach as needed. **Instructional Feedback:** Teachers will provide instructional feedback in teacher-graded assignments. Students will email the teacher with confirmation that the teacher's comments and instructional was read and understood. **A midterm project** is required. Examples include: • Virtual field trip • Group or individual service learning activities • Video presentation • Web portfolio • Book Report • Research Project **A final research paper** is required. • It relates to or enriches course content • Students will have multiple topic options • Students may request an alternate subject (in a timely manner & appropriately) • MLA format is required • Six traits rubric used	

directly to many of the course objectives, it is possible to work on the project incrementally during the semester. Activity/Objective **Course Project** Semester Review End-of-Semester Test		**<u>Scoring Rubric will vary based on type of activities in each course.</u>** **<u>Example:</u>** • Participation and Progress = 10% • Discussions = 10% • Drop Box (Unit/ Lesson Activities) = 20% • Post Unit Tests = 20% • Midterm Project = 10% • End-of-Semester Test = 20% • Final Research Paper = 10% Total=100% **<u>Curriculum Reports:</u>** Edmentum LMS (PLATO Courseware) provides a wide array of reports that provide useable data concerning mastery of each lesson and assignment. Reports include: • Learner Progress Report by Learner • Learner Progress Report by Class • Learner Daily Usage by Learner • Learner Daily Usage by Class and Assignment • Curriculum Items Response Report Curriculum Strengths and Needs by	

		Class	