UNIT OVERVIEW: This unit introduces student to the basics of personal computer use, including the operating system and an overview of Microsoft Office. Learning about the computer, internet, and digital literacy in today's global environment is one of the keys to success in the world of work. In this unit, students will explore basic components and ways to manage data on the computer.

STAGE ONE: Identify Desired Results		
CDOS Standards (Career Development and Occupational Studies): **1, 2, 3a, and 3b** **CCTC Standards (Common Career Technical Core)*** **Information Technology Career Cluster® (IT) 2,5,6,7** **CCR- ELA** **Text Types and Purposes 2, 3** **Writing 4, 5, 6** **Research 7, 8, 9**	Long-Term Transfer Goal	
	Implement critical thinking, reasoning and ethical decision-making skills as it relates to computer usage	
	Meaning	
	Enduring Understandings *Students will …* • *Identify computer components. examples: hardware, operating systems, software.* • *Demonstrate electronic file management skills* • *Describe networked computer functions-examples: security, file sharing, collaboration, centralized database* • *Analyze how businesses use the Internet for research, travel, correspondence, and advertisement* • *Demonstrate correct data input techniques with acceptable speed and accuracy.* • *Identify misuses of the Internet in business.* • *Examples: slamming, spamming, flaming* • *Demonstrate use of the Internet in business.* • *Analyze information technology for its impact on society* • *Recognize and assess the impact of hacking, privacy, restricted sites, copyright and intellectual property rights, viruses, and the consequences of misuse.*	Essential Questions *Students will consider such questions as…* • *What criteria should a person or business use in selecting hardware and software in various environments? Why are these criteria important??* • *How do software applications simplify data commonly used in business settings? Why is this important?* • *Why should society be concerned with the impact of technology?* • *What are some of the impacts technology may have in the* • *pfuture?* • *How do emerging technologies and innovations affect your cultural, social, economic, environmental, and political life?* • *What are the basic computer components?*

Established Goals/Standards

		• *Describe ethical considerations resulting from technological advances.* • *Continually upgrade and integrate technical knowledge and skills for professional/personal growth in a constantly evolving, competitive society*	
		Acquisition	
		What knowledge will students learn as part of this unit? 1. *How to navigate and create folders in the Windows environment* 2. *Use the toolbar features and basic search techniques to gather information about given topic* 3. *Demonstrate an understanding of basic Internet terminology in class discussions about the Internet* 4. *Differentiate between search engines and websites* 5. *Understand different types of websites* 6. *Exhibit proper use of basic computer components, including hardware, operating systems, software, file management, and network functions.*	*What skills will students learn as part of this unit?* 1. Create, format, save/retrieve a variety of work-related documents, including 2. Conduct efficient and content worthy internet research and identify creditable, reliable source

STAGE TWO: Determine Acceptable Evidence	
Assessment Evidence	
Criteria for to assess understanding: *(This is used to build the scoring tool.)* Rubric will be provide for individual assessments Researched base assessments	Performance Task focused on Transfer: 1. Each content standard will have common assessments such as vocabulary, activities, and tests designed to assess knowledge of students understanding and capabilities of using the software programs. In addition students will be expected to complete projects which combine lessons and build upon previous knowledge. Students will complete independent performance activities to reinforce learning. These performance activities and projects are designed to increase the student's understanding of the software and how the programs can be integrated for use in professional, academic and personal life settings. A midterm and final is given for this course.
	Other Assessment Evidence: • Quizzes • Group work

	- Mini presentation on various research assignments - Written weekly reflection - Goal Setting - Classroom discussion - Teacher observation of classroom assignments/activities - Simulation and reflection - Compare/contracts

T, M, A *(Code for Transfer, Meaning Making and Acquisition)*	**STAGE THREE: Plan Learning Experiences**	
	Learning Events:	Evidence of learning: *(formative assessment)*
	At the end of this unit, students will use what they have learned to independently…	• Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion
	☐ *Identify the components of a computer*	• Unit pre-test
	☐ *Store data several different ways*	• Role playing
	☐ *Exhibit proper use of basic computer components, including hardware, operating systems, software, file*	• Mini research projects • Oral presentation
	☐ *Explain the order and significance of the four building blocks of the Internet*	
	☐ Understand the toolbar features	
	☐ Explain the difference between a search engine and a website	
	☐ Demonstrate the process of viewing, printing and saving documents.	
	☐ Compose and send email to classmates, and teachers suing proper netiquette	
	☐ Attach a document to an email	
	☐ Explore implications of social networking sites	
	☐ Discuss privacy issues related to the Internet	