

Computer Applications 1

Revised, August 2010

Course Number: 661

Teachers: Melanie LiTrenta, Chris Dexter,

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**Name of Course:** Computer Applications 1

**Level of Course:** Academic

**Prerequisites:** None

**Grade levels offered to:** 9 through 12

**Course number:** 661

**Number of credits:** 5

**Length of course:** Full Year

**Recommended Teacher Certificate:** Business Education or Computer related

**Recommended Class Size:** 23

**Revised date and Teachers names:** Mr. Christopher Dexter, Mr. Gary Dutko, Mrs. Melanie LiTrenta, and Mr. Brian Emma, August 2010.

*High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economic status.*

**Purpose:**

Computer Applications is a full year course designed for any student desiring to learn an effective aid to efficient living. Students will learn the behavior necessary to ensure their safety and health both in the classroom and business environment. Emphasis is placed on computer literacy, language art skills, editing, correct techniques, decision making skills and good habits.

Students will learn to effectively operate a PC with proper keyboarding techniques for keying various styles of letters, tabulations, reports and term papers. Students will be exposed to a strong background in Information Processing using a word processing program. In addition to formatting letters, reports, creating spreadsheets, writing formulas, and creating charts and graphs in a spreadsheet program; students will design correspondence using basic desktop publishing concepts and learn to develop, search, and query a database. Students will also learn the basic functions of formatting business documents, by bolding underlining, centering, enumerating, retrieving, and merging data. They will print and save data and become computer literate using the Word Processing, Spreadsheet, Database and Slide Presentation programs with ease. In addition, students will be introduced to collaboration technology on the web, creating wiki pages and blogs, and using Moodle.

**General Objectives:**

The thrust of the course is for the student to acquire:

1. A series of personal/professional skills necessary for proficiency in computer use in a college environment, personal use or world of work.
2. Emphasis is placed on gaining an understanding of computers, their capabilities and uses.
3. Inputting and accessing data, efficiently and accurately, through the use of the keyboard will be stressed, as well as, sound techniques for "touch" keyboarding skills.
4. Using the textbook as a base reference, each of these skills is introduced by the teacher in the classroom presentation. Examples are given and questions answered.
5. The student then is assigned a series of practice exercises designed to develop mastery of the skill. Depending on the complexity of the skill in question, the time allocated to mastery can vary from one day to one week.
6. Skills mastered are then continuously reinforced throughout the semester.
7. Teacher constructed and internet exercises and tests are used to supplement the textbook material.
8. All projects, or "production work" are turned in for evaluation.
9. Tests are given throughout the course, and a final examination is given.
10. It is in the nature of the course to teach and re-teach topics throughout the semester to ensure mastery through continuous reinforcement.

**Standards Targeted Throughout this Curriculum:**

New Jersey Core Curriculum Content Standards

Technology Standards:

8.1.12.A.1

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

8.1.12.A.3

Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning

8.1.12.C.1

Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

8.1.12.D.1

Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.

8.1.12.D.2

Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines

8.1.12.D.4

Explain the impact of cyber crimes on society

8.1.12.E.2

Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

8.1.12.F.2

Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

8.2.12.G.1

Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

### 21<sup>st</sup> Century Life & Career Skills:

9.1.12.A.1

Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2

Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1

Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.B.3

Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering

9.1.12.C.4

Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5

Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.E.4

Predict the impact of emerging media technologies on international business and globalization.

9.1.12.F.1

Explain the impact of current and emerging technological advances on the demand for increased and new types of accountability and productivity in the global workplace.

9.1.12.F.2

Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.1.12.F.3

Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

9.1.12.F.4

Explain the impact of computer hacking on products and services

9.1.12.F.5

Formulate an opinion regarding a current workplace or societal/ethical issue based on research.

9.2.12.A.1

Analyze the relationship between various careers and personal earning goals.

9.4.12.A.21

Employ technological tools to expedite workflow.

9.4.12.A.22

Operate electronic mail applications to communicate.

9.4.12.A.23

Operate Internet applications to perform tasks.

9.4.12.A.24

Operate writing and publishing applications to prepare business communications.

9.4.12.A.25

Operate presentation applications to prepare and deliver presentations.

9.4.12.A.26

Employ spreadsheet applications to organize and manipulate data.

9.4.12.A.27

Employ database applications to manage data.

9.4.12.A.28

Employ collaborative/groupware applications to facilitate group work.

9.4.12.A.29

Employ computer operations applications to manage work tasks.

### **Specific Behavioral Objectives and Time lines:**

#### **Unit # 1 INTRODUCTION**

**Time = 1 Day**

#### **Goal:**

To familiarize students with the proficiencies of the course, materials and software that will be utilized. Review the Business Technology Department Policy to familiarize the students with the general classroom rules (expectations) such as: work ethics, promptness to class, cooperative learning, dependability, time management, respect for work environment and responsibilities for missed assignments.

#### **Objectives:**

1. Introduce course programs used.
2. Set work environment behavior that is expected in the classroom.

#### **Assignments:**

1. Students will complete 3 X 5 information card with name, address, telephone number, name of parent/guardian, counselor, previous computer knowledge.
2. Review Business Technology Department policy with regard to tardiness, respect for others, classroom environment and responsibilities for missed assignments.
3. Review and discuss course proficiencies that are to be given to parents.

**Lab Activities:** None

**Audio/Visual Needs:** Hardware equipment

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment Method:**

1. Teacher observation in the classroom
2. Parent's signature on Course Proficiencies.

**Standards used in this unit:** None

**Unit # 2 SAFETY**

**Time = 1 Day**

**Goal:**

Students will be able to identify safety hazards in the classroom, both general and specific to computer usage and how to prevent them.

**Objective:**

1. Students will utilize department safety check list to identify the safety hazards and discuss in detail the reasons for the hazards and how to prevent them.

**Assignments:**

1. Students will sign the department safety check list to confirm their understanding of the hazards and acknowledge that the hazards were discussed by the teacher.
2. Students will practice each day by putting in chairs and correctly using hardware.

**Lab Activities:** None

**Audio/Visual Needs:** Hardware equipment

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

1. Safety related questions will be incorporated into the first test/quiz of the marking period.

**Standards used in this unit:** None

**Unit # 3 GENERAL TECHNOLOGY SYSTEM FUNCTIONS**

**Time = 3 days**

**Goal:**

Students will understand the network operating system utilized at High Point and be able to successfully "boot up", log in/out and comply with our networking, computer operation contract.

**Objectives:**

1. Students will be able to explain computer assisted functions and select appropriate programs for specific tasks.
2. Students will be able to manipulate the mouse efficiently and easily.
3. Students will demonstrate their understanding of the windows environment--through use of icons and start menu to retrieve programs and the ability to resize and move windows.
4. Students will learn file management for all programs--including storing/retrieving, printing and troubleshooting.
5. Students will operate a Word Processing program to learn keyboarding by touch.

**Assignments:**

Demonstration and Practice Exercises  
 Discussion questions  
 Worksheets  
 Quiz/test review sheets

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz

**Standards used in this unit:**

9.1.12.F.2  
 9.4.12.A.21  
 9.4.12.A.24  
 9.4.12.A.29

**UNIT #4      USE OF E-MAIL**

**Time = 3 days**

**Goal:**

Students will understand how to use High Point's internal e-mail system, including creating and using groups on e-mail, how to send attachments, graphics, and complete files. Students will be able to effectively use the common components of any e-mail system.

**Objectives:**

1. Students will be able to open the e-mail system, recognize their inbox, sent files and trash, and manipulate all.
2. Students will be able to send and receive e-mail messages inside and outside the building.
3. Students will demonstrate their ability to create user groups, and be able to send an e-mail to their classroom group and the teacher.
4. Students will learn how to manage junk mail, trash, and manipulate other folders within the system.
5. Students will learn how to tag e-mails with urgent messages, how to forward e-mails and set up return messages and signatures.

**Assignments:**

Demonstration and Practice Exercises

Discussion questions  
Worksheets  
Quiz/test review sheets  
E-mail simulation activity

**Lab Activities:** Online E-mail extension activities

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Rubric for simulation

**Standards used in this unit:**

9.1.12.F.2  
9.1.12.F.3  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22

**UNIT # 5      KEYBOARDING BY TOUCH**

**Time = 5 Weeks**

**Goals:**

Using a Word Processing program, students will learn proper placement of fingers on the home row keys (asdfjkl;), enter key, and space bar, learn “save” and “save as” commands, proper naming of documents.

Students will demonstrate proper posture and keyboarding techniques to be utilized at all times in order to prevent damage to wrists or back.

Students will control the remaining alphabetic keys, numbers, symbols, shift keys, and punctuation keys by touch, using the home row keys as anchors. Students will learn formatting commands, proper spacing, shortcut keys, and “find-replace” commands. Various features of Word Processing will be interspersed throughout the lessons--such as moving around the screen, parts of the computer and Word Processing, toggle key, setting margins and tabs, etc.

**Objectives:**

1. Students will demonstrate acceptable speed and accuracy on one and three minute timings.
2. Students will learn the importance of good technique to their long-term health, as well as its importance to their efficiency as a future employee, due to increased effectiveness multi-tasking on a computer.
3. Students will review rules for capitalization and spacing after punctuation marks.
4. Students will be exposed to and utilize grammar check ups throughout course as well as demonstrate through composed assignments and discussions, understandings of general human relations aspects, such as: ethics (manners), global awareness, and cultural diversity.

**Assignments:**

Demonstration and Practice Exercises-text and keyboarding software  
Discussion questions

Worksheets  
Quiz/test review sheets  
Microtype Pro lessons

**Lab Activities:** Internet based software

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quizzes, Rubric for simulation, timings, Graded production assignments.

**Standards used in this unit:**

9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.24  
9.4.12.A.29

**UNIT #6 ONLINE PUBLISHING-BLOGGING**

**Time = 1 week**

**Goals:**

Students will demonstrate understanding of the online publishing tool of blogging and be comfortable in creating and using blogs for academic work and also for personal commentaries/diaries.

**Objectives:**

1. Students will have an understanding of what blogs are, and how they have evolved.
2. Students will understand several different types of blogs available.
3. Student will learn how to create a basic blog.
4. Students will practice using blogs to discuss topics in class.
5. Students will become familiar with some common sites to use for blogging,
6. Students will understand basics of microblogging like twitter.
7. Students will learn how to be responsible bloggers so that unintended legal consequences do not bring harmful results.
8. Students will learn acceptable blogging etiquette and learn safety techniques to avoid cyberstalking.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Class blog updates

**Lab Activities:** Internet Research project on Cyberstalking, cyberbullying

**Audio/Visual Needs:**

Smart Board, Projection devices  
Movie “The Net”

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, critiques of blogsites, blog entries, research project, reaction paper-movie.

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.3  
9.1.12.F.4  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

**UNIT #7          PODCASTING – STREAMING VIDEO TECHNOLOGY****Time = 3 days****Goals:**

Students will learn the fundamentals and applications of Streaming technology webcasts and learn the basics of Podcasting.

**Objectives:**

1. Students will learn what Podcasting is and the history of its inception.
2. Students will learn how Podcasting works, and how to create their own Podcast.
3. Students will listen to podcasts, and learn how to find and catalog Podcast types.
4. Students will learn about broadcasting multimedia files and the need for streaming technology
5. Students will understand how copyright laws are applied in the broadcast of multimedia files.

**Assignments:**

Internet Podcast listening exercises  
Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Creation of personal podcasts

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access, streaming audio capability, speakers

**Assessment:**

Teacher Observation, Objective quiz, Rubric for projects, worksheets, critiques of podcasts.

**Standards used in this unit:**

9.1.12.A.1

9.1.12.A.2

9.1.12.E.4

9.1.12.F.2

9.1.12.F.3

9.1.12.F.4

9.4.12.A.21

9.4.12.A.29

9.4.12.A.22

9.4.12.A.23

9.4.12.A.24

9.4.12.A.28

**UNIT # 8      MEMORANDUMS**

**Time = 7 days**

**Goals:**

Students will demonstrate understanding of acceptable format for keying memorandums through both initial set up and using the merge feature.

**Objectives:**

1. Students will format memorandums in acceptable form from rough draft copy.
2. Students will learn business applications for memos, both paper and electronic.
3. Students will reproduce memorandums from text and teacher prepared materials.
4. Students will learn to use the memo merge feature.

**Assignments:**

Demonstration and Practice Exercises

Discussion questions

Worksheets

Quiz/test review sheets

Graded production assignments

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, Graded memos

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.29

**UNIT #9          VIRTUAL LEARNING ENVIRONMENTS, MOODLE          Time = 3 days**

**Goals:**

This unit deals with the fundamentals and applications of Course Management Systems such as Moodle.

**Objectives:**

1. Students will be exposed to virtual learning environments, what they are, and how they work.
2. Students will begin to develop a training session to be taught online, using Moodle.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Training session

**Lab Activities:** Use tutorial materials <http://moodle.org/>

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Rubric for training session

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.B.3  
9.1.12.C.4

9.1.12.C.5  
9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.4  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

## **UNIT # 10      LETTERS**

**Time = 2 Weeks**

### **Goals:**

Students will be able to identify the parts of the letter and the three letter styles--block, modified and modified with indented paragraphs.

Students will be able to identify and format both personal and business style letters.

Students will be able to format 2-page letters--introducing headers and page numbering.

### **Objectives:**

1. Introduce from text the various parts of the letter, as well as letter styles, and test their understanding with a written test.
2. Teach personal and business letters and have students format samples of each type--utilizing letterhead for the business style.
3. Introduce headers and page numbering from format menu and have students format/key a 2-page letter from text.

### **Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Production assignments/graded letters

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

### **Assessment:**

Teacher Observation, Objective quiz/tests, Rubric for simulations, Graded production assignments.

### **Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2

9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

## **UNIT # 11      REPORTS**

**Time = 2 Weeks**

### **Goals:**

Students will be able to key a report in the correct format. Students will understand that there are several acceptable formats for reports and they are to use the one preferred by their teacher/professor.

### **Objectives:**

1. Introduce the correct format for reports as demonstrated in our text, including side headings, line spacings, headers and page numbering and students will then complete a sample from text.
2. Introduce the proper format for internal documentation, table of contents, bibliography and title page and students will then apply to sample report.
3. Stress to students that our format is only one of many acceptable formats and they are to use the one that is preferred by their teacher.

### **Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Graded production assignments

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

### **Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, Graded reports.

### **Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24

9.4.12.A.28

**UNIT # 12**

**TABLES**

**Time 6 Days**

**Goal:**

Students will be able to format 2, 3, 4 column tables, both from straight and rough draft copy, utilizing the table/column feature in Word Processing.

**Objectives:**

1. Introduce and demonstrate formatting tables utilizing the table/column feature in Word.
2. Have students format 2, 3, and 4 column table exercises from text that is both straight copy and rough draft copy.
3. Have students enhance their tables with color, border changes, merging cells, and sizing columns.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, Graded tables.

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.3  
9.1.12.F.4  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

**UNIT # 13**

**Presentation Software**

**Time = 8 Days**

**Goals:**

Students will be able to create a simple, but professional-looking presentation of 6-8 slides.  
Students will understand the various views used in presentation software to create, edit, and present their slides.

Students will understand how to print handouts and notes pages for their slide presentations.

**Objectives:**

1. Demonstrate a PowerPoint presentation and its capabilities for the students, emphasizing the multimedia capabilities of PowerPoint, and its effectiveness as a tool for oral presentations.
2. Introduce the program to students, having them start the program, navigate within an existing presentation, and key simple text on slides.
3. Students will use and identify the outline view, slide sorter view, notes pages view, normal view, and slide show view to work with their presentation in various ways.
4. Students will rearrange the order of their slides, copy slides, and delete slides in slide sorter view.
5. Students will key notes in notes pages view for a speaker to use during a presentation, and print them.
6. Students will be able to run a slide show in slide show view, moving forward and backward through their presentation.
7. Students will be able to create their own slides, choose a slide layout, and add new slides in slide view.
8. Students will be able to promote and demote bullet levels, edit text size and fonts, and create new text boxes on a slide.
9. Students will be able to change design templates and color schemes of their presentation.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Graded production assignments

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, Graded Rubrics-PPT presentations.

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.3  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24

9.4.12.A.25  
9.4.12.A.28

## **UNIT 14--REVIEW FOR MIDTERM EXAM**

**Time = 3 Days**

### **Goal:**

Students will be prepared for mid-term exam in Computer Applications.

### **Objectives:**

Supply supplemental exercises and a thorough review for each formatting application covered this semester.

Students will organize folder to be ready for exam.

### **Assignments:**

1. Students will review and study all work done for the 1st semester.
2. Teacher will help students with any problems areas, still not understood.

## **UNIT # 15      SPREADSHEET PROGRAM**

**Time = 7 weeks**

### **Goal:**

Students will learn and be able to use the vocabulary related to creating Excel spreadsheets. Some of this vocabulary was used when learning how to create tables in Word Processing. The relationship should help create an easier understanding of what will be taking place.

### **Objectives:**

1. Students will create spreadsheets of various sizes, columns and rows. They will be able to change any type of formatting and key in information in the different cells.
2. Students will be able to create formulas which can be copied and reused to do any type of math calculations.
3. Students will be able to create graphs (bar, line, pie) for any spreadsheet and make a decision as to which would be the best presentation of design for showing the results of the data in the spreadsheet.
4. Students will become familiar with budgets, invoices, sales checks, and other business documents commonly used. Also, students will be introduced to elements of financial reports used in business.

### **Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets

### **Lab Activities: None**

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz, graded spreadsheets/charts

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.26  
9.4.12.A.28

**UNIT # 16      MERGE BASICS (Word Processing)****Time =- 2 weeks****Goals:**

Students will learn the common functions for merges in business, and how they can apply to their academic and personal work.

Students will learn, be able to define, and use the vocabulary related to creating merged documents.

Students will have a good understanding of both business letters and memorandum formats to be able to work on the jobs during this cycle.

**Objectives:**

Students will create a Form and Data file.

Students will merge the Data file with the Form file.

Students will perform the merge, and print the final merged letters.

Students will create a memorandum with input codes which is used as a merge feature.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets

**Lab Activities:** None**Audio/Visual Needs:** Smart Board, Projection devices**Computer Needs/Usage:** Classroom computers with Internet access.**Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, graded merge letters/memos.

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

**UNIT # 17      DESKTOP PUBLISHING (Word Processing)**

**Time = 3 weeks**

**Goals:**

Students will learn, be able to define, and use the vocabulary related to creating graphics, text boxes, or watermarks.

Students will be able to select whether to use an image, text, table, or watermark based on the "look" they desire to enhance the presentation of their document. They will use the graphic toolbar feature to edit the graphic. Students will also learn use of column feature.

**Objectives:**

1. Students will design letterhead stationery utilizing the line graph feature, changes in font size including graphics and or watermark.
2. Importing graphics, resizing, rotating, cropping and reversing images, utilizing the graphic editing toolbar.
3. Create various flyers utilizing the above features, always aware of the enhancement of the document. They will view final project before printing.
4. Set up and create various newspaper articles, inserting, appropriate graphics as directed.
5. Complete a test incorporating all desktop publishing options.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Creation of various desktop publishing documents

**Lab Activities:** Comparison of Newsletters/flyers online.

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, Objective quiz/test, Rubric for simulations, online comparisons, graded completed dtp pieces.

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.28

## **UNIT # 18      DATABASE PROGRAM**

**Time = 4 weeks**

### **Goals:**

Students will learn and be able to use the vocabulary related to using Access databases.

Students will learn to create and edit - tables, queries, and reports in Access.

Students will learn to manipulate data in Access to find answers to common business problems.

### **Objectives:**

1. Students will learn how businesses commonly use databases like Access
2. Students will learn to sort and search databases.
3. Students will learn how to create forms, filters and queries in Access and use this info. to solve problems in business.
4. Students will learn how to edit in Access.
5. Students will learn how to create tables from Design view and Datasheet view.
6. Students will learn how to apply and the importance of security controls in Access.
7. Students will learn how to update records and print from the table or report.

### **Assignments:**

Demonstration and Practice Exercises  
Discussion questions  
Worksheets  
Quiz/test review sheets  
Production of tables, reports, queries in Access.

**Lab Activities:** None.

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

### **Assessment:**

Teacher Observation, Objective quiz, Rubric for simulations, graded tables, reports and queries in Access

### **Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2

9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.3  
9.1.12.F.4  
9.4.12.A.21  
9.4.12.A.29  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.27  
9.4.12.A.28

**UNIT #19      FINAL EXAM REVIEW**

**Time = 3 days**

**Goals:**

To prepare students for final exam.

**Objectives:**

1. Students will have a chance to participate in practice exercises that will simulate jobs on the final exam.
2. Discussion with the teacher to clarify questions will enhance understanding prior to the exam.

**Assignments:**

Demonstration and Practice Exercises  
Discussion questions-student generated study questions  
Worksheets  
Final Review sheets/Study guides

**Lab Activities:** None

**Audio/Visual Needs:** Smart Board, Projection devices

**Computer Needs/Usage:** Classroom computers with Internet access.

**Assessment:**

Teacher Observation, graded completion of study guides

**Standards used in this unit:**

9.1.12.A.1  
9.1.12.A.2  
9.1.12.E.4  
9.1.12.F.2  
9.1.12.F.3  
9.1.12.F.4  
9.4.12.A.21  
9.4.12.A.22  
9.4.12.A.23  
9.4.12.A.24  
9.4.12.A.25

- 9.4.12.A.26
- 9.4.12.A.27
- 9.4.12.A.28
- 9.4.12.A.29

**Assessment**

**Authentic assessment methods are ways of evaluating student abilities in a process-based classroom; these methods include: design portfolios and journals student presentations;/demonstrations, simulations, oral exam, teacher observation, student self-assessment. The primary purpose of assessment is to assist the student in the learning process. When identified student’s strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment methods(s) for each behavioral objective during learning activities.**

Periodic evaluation of objectives and this curriculum guide:

**With the evaluation curriculum every five years, administration requests a curriculum re-write in the year 2015.**

**Midterm and final exam will be revised every two years.**

Measurement of success in meeting the general goals above will be carried out through the following mechanisms:

Observation, Technique Evaluation Form, Completion of lessons from textbook and supplemental materials, written tests and quizzes, and frequent 1-5' timings from the textbook.

**Class Assignments/1<sup>st</sup> Mknng. Period Assessments:**

In-class projects/production work	20% - 1 <sup>st</sup> Marking Period
Teacher prepared materials/ Written Tests	20% - 1 <sup>st</sup> Marking Period
Technique	50% - 1 <sup>st</sup> Marking Period
Timed Writings (10-25 gross words)	10% - 1 <sup>st</sup> Marking Period
25+      A      15-19      C	
20-24    B      10-14      D	

**Class Assignments/2<sup>nd</sup> Mknng. Period Assessments:**

Productions	65% - 2nd Marking Period
Tests	25% - 2nd Marking Period
Timed Writings (15-30 gross words)	10 % - 2nd Marking Period
30+      A      20-24      C	
25-29    B      15-19      D	

**Class Assignments/3<sup>rd</sup> and 4<sup>th</sup> Mknng. Period Assessments:**

Tests	40% - 3rd & 4th Marking Period
Productions	60% - 3rd & 4th Marking Period

### **Periodic evaluation of objectives and this curriculum guide:**

With the evaluation of a new text every five years, administration requests a curriculum re-write in: **2015**

### **Special Course Policies:**

Success in this course will be based on a number of factors, however the instructor will most directly assess the student's performance on production work and classroom participation as a means of determining a grade. A typical week in class will consist of formal instruction on a variety of material and accompanying production work to enhance student learning. Quizzes and tests will be given throughout to re-emphasize and assess the student's understanding of the presented material.

### **Homework, Extra Credit Policy**

Since most of the work requires access to a computer, the student who does not have such access should expect, on occasion to come to the computer lab in addition to the normal class time, in order to complete all assignments. This is particularly true for students who fall behind because of absence. The computer and business labs are available during and after school hours to allow students to make up any work missed. Extra credit is given in the form of allowing students to redo jobs on which they scored low, after school in the Computer Applications lab with **teacher permission only**.

### **Web Pages that support learning:**

[www.angelfire.com/ks/tonyaskinner/kbdino.html](http://www.angelfire.com/ks/tonyaskinner/kbdino.html)  
[www.angelfire.com/ks/tonyaskinner/kbtypingfootball.html](http://www.angelfire.com/ks/tonyaskinner/kbtypingfootball.html)  
[www.blogger.com](http://www.blogger.com)  
[www.wordpress.com](http://www.wordpress.com)  
[www.blogspot.com](http://www.blogspot.com)  
[www.internet4classrooms.com/excel\\_worksheet\\_basics.htm](http://www.internet4classrooms.com/excel_worksheet_basics.htm)  
[www.internet4classrooms.com/excel\\_task.htm](http://www.internet4classrooms.com/excel_task.htm)  
[www.internet4classrooms.com/msword\\_formletter.htm](http://www.internet4classrooms.com/msword_formletter.htm)  
<http://en.wikipedia.org/wiki/Podcast>  
<http://www.videodesk.net/Streaming.aspx>