

Name of Course: Computer Office Technology 2
Level of Course: Modified
Prerequisites: Computer Office Technology 1
Grade levels offered to: 10 through 12
Course number: 652.01
Number of credits: 5
Length of Course: Full Year
Recommended Teacher Certificate: Business Education or Computer related
Recommended Class Size: 20
Revised date and Teacher's name: Mrs. Janice Hennings, May 2008

Purpose:

Computer Office Technology 2 is a full year course designed for the student who desires to learn an effective aid to efficient living. Students will use their keyboarding skills to learn and/or review basic Information Processing, Desktop Publishing, basic Spreadsheets and the basics of PowerPoint presentations. Students will use technology applications and tools to solve problems, improve learning and produce products and presentations. Instruction is presented in a small class environment which will provide for much individualized instruction. Emphasis is placed on computer literacy, editing, correct techniques, decision-making skills and good work habits.

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-economical status

General Objectives:

1. Demonstrate understanding of basic keyboarding after a review of Computer Technology 1.
2. Demonstrate understanding of all functional parts of the PC reinforced from Computer Technology 1.
3. Demonstrate proficiencies of formatting business and personal letters, merge documents, short reports, memorandums, tables, centered materials, and other related business forms.
4. Demonstrate ability to keyboard at a reasonable rate of speed with a minimum of errors.
5. Demonstrate their understanding of the PowerPoint presentation program by creating a simple, but professional-looking PowerPoint presentation about themselves consisting of a minimum of 5 slides.
6. Demonstrate understanding of the Excel Spreadsheet program by formatting spreadsheets attractively, performing calculations and creating simple graphs.
7. Develop ability to take notes efficiently in order to work independently after instructions are given and to edit work carefully before submitting.
8. Begin to develop attitudes and efficiencies necessary to perform in an office situation.
9. To work independently and at their own pace in a business simulation that incorporates all skills learned in the course.
10. To treat each other with respect and be able to adhere to all rules and regulations of the class.

Standards Targeted Throughout this Curriculum:

New Jersey Core Curriculum Content Standards:

1. Select appropriate electronic media for research and evaluate the quality of the information received (3.1 H1)
2. Review and edit work for spelling, usage, clarity, and fluency. (3.2 A4)
3. Use the computer and word-processing software to compose, revise, edit, and publish a piece. (3.2 A5)
4. Employ relevant graphics to support a central idea (e.g. charts, graphic organizers, pictures, computer-generated presentations). (3.2 B10)
5. Use Standard English conventions in all writings (sentence structure, grammar and usage, punctuation, capitalization, and spelling.) (3.2 C1)
6. Use a variety of reference materials, such as a dictionary, grammar reference and/or internet/software resources to edit written work. (3.2 C7)
7. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking (3.3 D3)
8. Use a rubric to self-assess and improve oral presentations. (3.3 D6)
9. Recognize that mathematics is used in a variety of contexts outside of mathematics. (4.5 C3)
10. Apply mathematics in practical situations and in other disciplines. (4.5 C4)
11. Use technology to gather, analyze, and communicate mathematical information. (4.5 F1)
12. Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information (cf. Workplace readiness standard 8.4-D. (4.5 F2)

Technological Literacy Standards

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrate the ability to format, edit, and print. (8.1 A1)
2. Create documents including a resume and a business letter using professional format. (8.1 A2)
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results. (8.1 A3)
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data. (8.1 A4)
5. Produce a multimedia project using text, graphics, moving images, and sound. (8.1 A5)
6. Produce and edit page layouts in different formats using desktop publishing and graphics software. (8.1 A6)
7. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files. (8.1 A8)
8. Merge information from one document to another. (8.1 A9)
9. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (8.1 B1)
10. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (8.1 B2)
11. Make informed choices among technology systems, resources, and services in a variety of contexts. (8.1 B3)
12. Use appropriate language when communicating with diverse audiences using computer and information literacy. (8.1 B4)
13. Select and use specialized databases for advanced research to solve real world problems. (8.1 B5)

14. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation. (8.1 B6)
 15. Evaluate information sources for accuracy, relevance, and appropriateness. (8.1 B7)
 16. Compose, send, and organize e-mail messages with and without attachments. (8.1 B8)
 17. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products. (8.1 B9)
 18. Identify, diagnose, and suggest solutions for non-functioning technology systems. (8.1 B 10)
 19. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources. (8.1 B 11)
 20. Integrate new information into an existing knowledge base and communicate the results in a project or presentation. (8.1 B 12)
 21. (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace. (9.1)
 22. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings. (9.1 B3)
- STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.
1. Describe and apply constructive responses to criticism. (9.2 A2)
 2. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings. (9.2 A3)
 3. Communicate effectively in a variety of settings with a diverse group of people. (9.2 C2)
 4. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2 F1)
 5. Practice the safe use of tools and equipment. (9.2 F4)
 6. Implement safety procedures in the classroom and workplace, where appropriate. (9.2 F5)

Specific Behavioral Objectives and Timelines:

Unit 1: Introduction

Time = 1 Day

Goals: 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 and 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, and 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.

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Assessment:

1. Teacher observation

Standards Targeted via this unit: None

Audio/Visual Needs: Hardware Equipment

Computer Needs/Usage: None

Unit # 2 Safety

Time = 1 Day

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

Objectives:

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.
2. 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.

Assignment:

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 chairs in front of terminal desk and correctly using hardware.

Assessment:

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

Standards Targeted via this unit: 9.2 F1, 9.2 F4, 9.2 F5, 8.1 B2

Audio/Visual Needs: Hardware

Computer Needs/Usage: None

Unit #3 Review And Reinforcement

6 Weeks

Goals: Students will demonstrate understanding of formatting different style letters, memorandums, centering material, enumerations and short reports.

Objectives:

1. Review Memorandums: Simplified and Standard.
2. Use Template for Standard memorandums in software.

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3. Review formatting directions for block, semi-block and full blocked personal and business letters with mixed and open punctuation.
4. Review tab sets and letterhead paper set up.
5. Provide supplemental materials to key numerous letters to demonstrate proficiency of each style.
6. Review memorandums and have students key a packet of memos to demonstrate understanding and for reinforcement.
7. Review hanging and paragraph enumerations and students will key numerous enumerations to demonstrate understanding.
8. Review short report format including page numbering, headers and footers and students will key in assigned short reports.

Assignments:

1. Word Processing Applications Text: Teacher-made handout.
2. Complete assignments as directed on handout.

Assessment:

1. Teacher observation while walking around the room.
2. Check for accuracy of documents.

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 3.1 H1, 3.2 A4, 3.2 A5, 3.2 C7, and 8.1 A1

Unit #4 Columns

2 weeks

Goal: Students will utilize the software program to create columns including: newspaper, balanced newspaper, and parallel columns.

Objective:

1. Introduce by direction and example
2. Use software feature to create 2-column newspaper style column.
3. Use software feature to create balanced newspaper column.
4. Use software feature to create parallel column.
5. Use software feature to create parallel column with distances between column.

Assignment:

1. Using WordPerfect 6.1 text, complete pages 307-309
2. Teacher prepared packet of various column styles and features.

Assessment:

1. Teacher observation
2. Check for accuracy of documents
3. Test – selected lessons from textbook.

Unit #5 PowerPoint Presentation

2 Weeks

Goal: Students will be able to create a simple, but professional-looking PowerPoint presentation of 5+ slides about themselves.

Objectives:

1. Students will understand the various views used in PowerPoint to create, edit, and present their slides. Students will understand how to print handouts and notes pages for their slide presentations.
2. 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.
3. Introduce the program to students, having them start the program, navigate within an existing presentation, and key simple text on slides.
4. 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.
5. Students will rearrange the order of their slides, copy slides, and delete slides in slide sorter view.
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 change design templates and color schemes of their presentation and even add sounds.
9. Students will present their slide show to the class for a presentation grade.

Assignments:

1. Students will create their own power point presentation “All About Me”.
2. Student will present their power point presentation to class.

Assessment:

1. Teacher observation
2. Check for accuracy of documents
3. Rubric evaluation for presentation.

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 3.1 A1; 3.2, A4, A5, B10, C7; 3.3 D6; 8.1, A1, A5, A6, B4, B12; 9.2 A2, A3, C2

Unit \$6 Tables

3 weeks

Goal: Students will utilize the software program to crate various size tables.

Objective: Students will create and format tables using the following criteria:

1. Create multiple rows and columns
2. Size tables to fit paper size
3. Print tables in Landscape and Portrait style

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4. Insert formulas into cells: Add, Subtract, Multiply, Divide, Average, Count.

Assignment:

1. Various lesson tables within WordPerfect 6.1 text.
2. Create mathematical formulas within cells as per lessons.

Assessment:

1. Teacher observation
2. Check for accuracy of documents
3. Teacher-made test

Standards targeted via this unit: 3.2 A4, A5; 4.5 F1

Unit #7 Document Assembly

1 Week

Goals: Students will learn to store paragraphs to be used later to assemble documents similar to a merge file. They will also learn to create macros for signatures to be used frequently.

Objectives:

1. To introduce keying paragraphs saving each under a given name to be inserted in a letter later to assemble the document.
2. To set up a letter and insert appropriate stored paragraphs to build/assemble the document.
3. To record a macro of employer or individual signature block to be used with a macro play back feature for ease in building documents.

Assignments:

1. Photocopied materials of document assembly for letters
2. WordPerfect 6.1 book page 262
3. Word Processing and Desktop Publishing pages 48-51

Assessment:

1. Teacher observation
2. Check for accuracy of documents
3. Teacher-made test

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 8.1 A9

Unit #8 Oceanview Associates (Simulation)

14 Weeks

Goal: To incorporate all learned material into a business simulation to be completed independently as working for a company and given direction from a supervisor.

Objectives:

1. Students will utilize all learned formatting skills to complete and office simulation working at their own pace—including letters, memo, reports, flyers, tables, newsletters, graphics, ect.
2. Students will demonstrate prioritizing skills and independence to become resourceful in locating information to use for the assignments.
3. Students will transfer previous knowledge to complete given assignments.
4. Students will learn to meet deadlines.
5. Students will utilize their critical thinking skills to be innovative in the assignments.
6. Students will accept the challenge to compose some information with very little direction.
7. Students will feel the success and prestige of working for a company—they will be rewarded each Friday with a payday.

Assignments:

1. Oceanview Associates Simulation—13 multi-tasked assignments

Assessment:

1. Mailability and creativity for each job
2. Time management and prioritizing
3. Periodic tests after each section

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 3.2 A4, A5, C1, C2; 8.1 A2, B7; 9.1 B2

Unit #9 Desktop Publishing

5 Weeks

Goals: To have students learn the desktop publishing capabilities of the WordPerfect Graphics program in order to create attractive flyers and insert graphics into numerous documents for effects.

Objectives:

1. Students will learn, be able to define, and use the vocabulary related to creating graphics, text boxes, or watermarks.
2. Students will be able to create different fonts or type styles.
3. 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. Demonstrate such features as resizing, rotating, cropping, or flipping graphics. Students will create designs incorporating both text and graphics.
4. Students will utilize the column feature for newspapers and create a flyer and newspaper pamphlet.
5. Students will design letterhead stationery utilizing the line graph feature, changes in font size including graphics and or watermark.
6. Create various flyers utilizing the above features, always aware of the enhancement of the document. They will view final project before printing.

7. Set up and create various newspaper articles, inserting, appropriate graphics as directed.
8. Complete a test incorporating all desktop publishing options.

Assignments:

1. Desktop Publishing and Word Processing Textbook—Pages 171-181
2. WordPerfect 6.1 Text—Pages 323-328
3. Individual Handouts

Assessment:

1. Production Work is graded on creativity, appropriate graphics, textboxes, or watermarks, sizing and placement.
2. Check for accuracy of documents
3. Teacher-made test

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 3.2 A5; 8.1 A6; 9.1 B3; 9.2 A3

Unit #10 Spreadsheets (Excel)

4 Weeks

Goal: To have students learn the vocabulary for spreadsheets, as well as the wonder of this “tool” in the business world. To have the students learn how to format a spreadsheet, use formulas to calculate data as well as create graphs and charts to bring the information to life (a picture is worth a thousand words!).

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.

Assignments: Introduce, demonstrate and practice

1. Related vocabulary utilizing supplemental sheets plus glossary on pp. 108-109 in DDC Text.
2. How to move around the screen.
3. Difference between spreadsheet and a range.
4. How to repeat, move, copy formula, highlight a range, entering values and labels, printing (lesson 1 – Exercises 2-6 in DDC Text, pp 112-117.
5. Critical thinking problems – Test. Exercises 7-8, pp 118-119, DDC Text
6. Formulas needed using Lesson 2, Exercises 9-12, pp 120-123, DDC Text.
7. Critical Thinking Problems – Test. Exercises 13-14, pp 124-125, DDC Text.
8. Copy and Moving and other cell functions. Exercises 15-24, pp 126-130.
9. Charts and Graphs, Exercise 31, pp 145-156.
10. Test, Teacher handout.

Assessment:

1. Teacher observation
2. Student work
3. Teacher made tests

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards utilized via this unit: 3.2, A4, A5, B10; 4.5 F4; 8.1 A3; 9.2 A3.

Unit #11 Merge Documents

3 Weeks

Goal: Students will utilize the tools/merge feature to learn to merge letters and memorandums with ease and realize how important a tool the merge feature is to processing documents for personal and business use.

Objectives:

1. Introduce by direction and example the merge document feature in the WordPerfect program.
2. Students will format a merged document by first creating the data fields needed and entering the data needed and save as a data file.
3. Students will create the form needed for the merge and insert the necessary fields and save as a form file.
4. Students will merge the data and form files to process merged documents.
5. Students will print the data files without page breaks, the form file, and the merged documents.
6. Students will create both letter and memo merges.
7. Students will create a memo form that will have keyboard entries to insert appropriate information as needed and will be saved for use with all memos—saved as memo form.

Assignments:

1. Various assignments taken from the Magenta Book entitled Word Processing and Desktop Publishing Applications, page 70-77 and 112-120.
2. Pink WordPerfect 6.1 Book page 240-262

Assessment:

1. Proper data files, form file and merge graded independently for set-up, editing and merge
2. Production grade for amount completed in given time

Audio/Visual needs: Overhead projected hooked up to teacher station

Computer Needs/Usage: Each student to have own operating system

Standards targeted via this unit: 8.1 A8, A9; 9.2 A3

Materials/Resources

Text: Century 21 Keyboarding and Information Processing, South Western
South-Western, Word Processing Applications in Practice
DDC - Computer Applications for Business, Dictation Disc Co.
South Western, WordPerfect 6.1 Simplified

Audio-Visual:

Presentation Techniques

Videos

Previous student work

Pertinent publications

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 presentations, 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 method(s) for each behavioral objective during learning activities.

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

Observation, Completion of lessons from textbook and supplemental materials, and performance-based tests.

Grading:

Tests - 40%

Class work and Production work - 60%

Student Portfolio – Part of Final Exam

Mid Term and Final Exams Modified 2008

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 2012.

I. Observation

Systematic, wherein the observer gathers data on one or more precisely defined behaviors;

Nonsystematic, in which the observer watches the child at school in the setting of concern and notes the behaviors, characteristics, and personal interactions that seem significant;

II. Authentic Assessment Measures Progress in Applied Skills

Authentic assessment rates students' performance on real world tasks. To perform successfully on these tests, students must know the subject area and be able to use that knowledge to perform problem solving tasks. Activities used in authentic assessments may include:

- Conducting research; Designing a solution to a problem;
- Writing a news article, poem, or short story;
- Revising and discussing papers;
- Performing an oral presentation based on a project or analysis; and collaborating with others

Measure of effectiveness of course:

- Increased enrollment in upper level course.
- Increases in final exam grades.
- Increase in final grades.
- Student end of course evaluation.

When was the last mid term exam written/ or revised? 2008

When was the last final exam written/ or revised? 2008

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. Tests will be given throughout the re-emphasize and assess the student's understanding of the presented material.

Homework, Extra Credit Policy

Since most of the work requires 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. Students who are absent will have an opportunity to make the work and must make arrangements with the teacher to stay after school or work during a study or lunch period. There is no extra credit; however, during some assignments, students are allowed to "re do" lessons for a higher grade with teacher permission only.