NEPTUNE TOWNSHIP SCHOOL DISTRICT

COMPUTER APPLICATIONS II
CURRICULUM

Grades 9 - 12

NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

Wednesday, June 27, 2012   **Document C1#1**

ELEMENTARY SCHOOL ADMINISTRATION

Principals

Sally A. Millaway, Gables
James M. Nulle, Green Grove
Dr. Arlene M. Rogo, Midtown Community
. Donato J. Saponaro, Shark River Hills
Jerard L. Terrell, Summerfield
Benedict P. Yennella, Early Childhood Center

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Marjory V. Wilkinson, Vice Principal
Michael V. Smurro, Assistant Principal

HIGH SCHOOL ADMINISTRATION

Richard W. Allen, Principal
Titania M. Hawkins, Vice Principal
James H. Whitson, Vice Principal

Department Chairpersons

Lakeda D. Demery
Michael Fiorillo
Charles M. Kolinofsky
Joshua Loveland
Tara L. Stephenson
Candice Wells
Hillary L. Wilkins
Cheryl L. Young

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ACKNOWLEDGEMENTS

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT
MISSION STATEMENT

The primary mission of the Neptune Township School System is to prepare _all_ students for life in the 21st Century by encouraging them to recognize that learning is a continuing process. Thus, it is with high expectations that our schools foster:

- A strong foundation in academic areas, modern technologies, life skills and the arts.

- A positive and varied approach to teaching and learning.

- An emphasis on critical thinking skills and problem-solving techniques.

- A respect for an appreciation of our world, its resources and its peoples.

- A sense of responsibility, good citizenship and accountability.

- An involvement by the parents and the community in the learning process.

Neptune Township School District
Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.

- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.

- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.

- Become technologically literate.

- Demonstrate proficiency in all New Jersey Core Curriculum Content Standards (NJCCCS).

- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.

- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.

- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.

- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.

- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.

- Develop consumer, family, and life skills necessary to be a functioning member of society.

- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.

- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

BUSINESS DEPARTMENT PHILOSOPHY

Neptune High School is taking new directions in this Business Curriculum. In today's global economy, information is a competitive commodity essential for making business decisions. This emphasis on managing and interpreting information impacts every aspect of our business courses. Educators are challenged to effectively prepare students for a constantly changing, information-driven work environment. To meet this challenge, we often focus on the exciting new technology tools of the day—the most powerful computers, the latest software, the networking opportunities available locally and worldwide.

As we constantly update technology-centered courses to provide students with the latest software skills, we must remember to emphasize other valuable competencies students must possess if they are to succeed on the job. Students must be able to manage information, solve problems, and communicate effectively in order to succeed in the world of business.

Computerized courses in today's business curricula traditionally have centered on word processing, database management, spreadsheets and graphics. Each course is typically designed to learn and apply the functions of software application packages.

Employers seek workers who can use skills in mathematics, communications, and computers to cooperate with others to solve diverse problems. To succeed in today's highly competitive job markets, workers must creatively manipulate and manage information that will aid them in making competent decisions. Data must be gathered, organized, and examined. Problems must be solved and decisions made, often as a member of a team, then communicated quickly and effectively. The business staff at Neptune High School has put into practice in the development of this curriculum the very concepts they teach. It is people, not computers or software alone, who are accountable for success not only in the business world but also in the curriculum reflected within theses pages. Students who are exposed to this curriculum will go beyond *how* technology works to *how to work with* technology and people. It will enable students to build information management, problem-solving, human relation communications, and computing skills as set forth in the 2009 NJCCCS for Technology and 21st Century Life and Careers.

Through the combined efforts of the Business Department faculty, Neptune High School students are made aware of the many career opportunities which are available to them as well as the preparatory avenues to take in order to arrive at their life vocations. Each teacher in the Department is dedicated to the preparation of students for competitiveness and competency in the world of work, participation in community life and intelligence in consumerism. The Business Department expects that these goals will be achieved through organized class instruction, hands-on activities in skill development and the presentation of current trends and practices in the marketplace.

COMPUTER APPLICATIONS II

COURSE DESCRIPTION

The context for life and work in the 21st century is centered on a global society facing complex political, economic, technological and environmental challenges; a service economy driven by information, knowledge and innovation; diverse communities and workplaces that have come to rely on cross-cultural collaborative relationships and virtual social networks; and an intensely competitive and changing worldwide marketplace. Providing Neptune students with the life and career skills needed to function optimally within this global context thereby becomes a critical focus, and we as educators have an obligation to prepare an engaged citizenry, who are productive members of a world class workforce that rewards innovation, creativity and adaptation to change, in a millennium dependent on knowledge creation mediated by new technologies.

This course on Computer Applications will foster a student population that:
- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.   (Paraphrased from 2009 NJCCCS for Technology)

This course is a continuation of Computer Applications I, using more advanced software techniques in Excel, Access, Publisher and PowerPoint.

COMPUTER APPLICATIONS II
CURRICULUM

INSTRUCTIONAL RESOURCES

TITLE: *Microsoft Office 2007 Fundamentals*
PUBLISHER: Cengage Technology
DATE: 2010
AUTHOR(S):   Laura Story and Dawna Walls

ADDITIONAL MATERIALS:

        2009 New Jersey Core Curriculum Content Standards for
        Technology

        2009 New Jersey Core Curriculum Content Standards for 21st
        Century Life and Careers

TECHNOLOGY:

        www.state.nj.us/education
        www.careerclusters.org
        Microsoft Word, Excel, Access, Publisher, and PowerPoint
        Internet Resources – sites listed throughout curriculum
        Computers
        Projectors
        TV with DVD Player

Unit 1 Plan

Content Area: Business

Unit Title: Excel: Reviewing the Basics

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 2-3 Weeks

Learning Targets

Technology and 21st Century Life & Career Standards	Standard Statement
9.1—21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4—Career & Technical Education	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
8.1—Educational Technology	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2—Technology Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, as they relate to the individual, global society, and the environment

Other Standards
RL.10—Read and comprehend complex literary and informational texts independently and proficiently.
W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
RL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
RL. 4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate

	to task, purpose, and audience.
	5.NBT—Perform operations with multi-digit whole numbers and with decimals to hundredths.
	5.OA—Analyze patterns and relationships.

CPI #	CPI Statement
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.
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
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.
9.4.12.D.1	Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary and career opportunities.
9.4.12.N.2	Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.
9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.14	Interpret verbal and nonverbal cues/behavior to enhance communication.
9.4.12.N.15	Apply active listening skills to obtain and clarify information.
9.4.12.N.31	Employ spreadsheet applications to organize and manipulate data.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.

Enduring Understandings	Essential Questions
• Excel can be used for organizing data in lists and provides the ability to sort and filter data. • Sorting and filtering data can make it easier to identify important information in a list. • Excel has many specialized functions and the ability to handle complicated formulas.	• What advantages do Excel spreadsheets have over an ordinary list of data? • Why is the ability to sort or filter data useful?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
• the difference between sorting and filtering data. • techniques for sorting data in a list. • how to filter data in a list using the AutoFilter arrows. • absolute reference can be used to transfer values from one worksheet to another when using formulas. • Situations in which the VLookUp function should be used.	• create, sort, and filter data in a list using Excel. • explain the benefits of being able to sort and filter data. • explain how absolute reference works and its relationship to relative reference. • write formulas and functions using absolute reference. • explain how the VLookUp function works and how it can be used. • write the formula for a VLookUp function.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	• Class activity: worksheet to review skills from Computer Applications I • Class discussion: use of lists and how they differ from worksheets • Guided practice: creating a list in Excel • Class discussion: sorting and filtering a list • Guided practice: sorting a list using different variables • Guided practice: filtering a list using AutoFilter arrows • Class activity: worksheet on creating and manipulating a list • Class discussion: relative reference vs. absolute reference • Demonstration: using absolute reference

	• Guided practice: using absolute reference
	• Class discussion: VLookUp function uses
	• Demonstration: using the VLookUp function
	• Guided practice: entering a VLookUp function
	• Class activity: worksheet on sales rep list using VLookUp
	• Do Now Activities
	• Homework
	• Quizzes

Summative Assessments & Performance Tasks	• Create and manipulate a student list containing class data. • Create an MLB Standings Worksheet using absolute reference. • Create a grade book using the VLookUp function. • Create the Ben and Jerry's Sales Rep List.

Teacher Resources

Websites	www.careerclusters
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Technology	PowerPoints (see shared folder in S-drive, unit 1) • Computer Applications II Overview • Using Lists in Excel • Using Absolute Reference • Using VLookUp in Excel
Handouts	• Top Selling Albums of All Time (see shared folder S-drive, unit 1) • Career Opportunities List project • Computer Applications II Class Roster (see shared folder S-drive, unit 1) • Josephine's Donation Log (see shared folder S-drive, unit 1) • Fantasy Football Rankings (see shared folder S-drive, unit 1) • FYE DVD Sales (see shared folder S-drive, unit 1) • Comcast Sales Mileage Reimbursement Tracker (see shared folder S-drive, unit 1) • Nashbar Packing Slip (see shared folder S-drive, unit 1) • Semester 2 Gradebook (see shared folder S-drive, unit 1) • New York Yankees Roster (see shared folder S-drive, unit 1) • Unit 1 Writing Assignment • Excel Quiz 1

Computer Applications II
Excel Quiz 1

Choose the best answer for the questions below. <u>Mark your answers on the Scantron Sheet provided. Use Pencil Only.</u>

1. Which of the following is true about Lists in Excel?
   a. Lists normally do not contain major calculations
   b. Lists are used to store and organize data
   c. Lists can be used to sort and filter data
   d. All of the above

2. Which of the following scenarios would a business use a List in Excel for?
   a. To calculate payroll information
   b. To track employee vacation time
   c. To organize customer contact information
   d. To analyze sales financial data

3. In order to sort a list, which menu would you go to?
   a. Data
   b. Formulas
   c. Insert
   d. Review

4. In order to prevent Excel from automatically adjusting a cell reference when copying formulas and functions from one cell to another, what type of reference should be entered?
   a. Relative reference
   b. Absolute reference
   c. Permanent reference
   d. Infinite reference

5. What symbol do you need to insert into the cell reference of formula in order to make it absolute?
   a. #
   b. %
   c. $
   d. &

6. Which of displays the proper entry for a VLookUp Function?
   a. =vlookup(E7, H4:I6, 2)
   b. vlookup(E7, $H$4:$I$6, 2)
   c. vlookup(E7,H4:I6,$2)
   d. =vlookup(E7, $H$4:$I$6, 2)

7. Which of the following is not a part of the VLookUp Function?
   a. Lookup Value
   b. Criteria Reference
   c. Table Array
   d. Column Index Number

8. Identify the Column Index Number in the following VLookUp Function.
      =vlookup(F3, $G$4:$H$9, 2)
   a. 2
   b. $G$4:$H$9
   c. F3
   d. None of the above

9. Which of the following best describes the process of filtering a list?
   a. Showing only data that meets certain criteria
   b. Organizing data according to certain variables
   c. Organizing data in different orders
   d. Eliminating data that you do not need

10. Which of the following is **not true** about sorting a list?
    a. You can sort in ascending or descending order
    b. You can sort based on the values in a cell
    c. You can sort using text or numerical data
    d. You can only sort by one variable at a time

Career Opportunities List Project

Purpose

By completing this project, you will demonstrate an understanding of the list function of Excel. You will show the ability to enter data into a list and demonstrate the ability to manipulate a list in Excel using Sort and Filter commands.

Steps

- Make a list of 15 possible career choices for yourself.
- Research the following information for these careers:
  - Years of Schooling Required
  - Degree/College Major Suggested
  - Average Starting Salary
  - Highest Earning Potential
- Enter the information gathered into an Excel list
  - Be sure to format your list appropriately
- Print your list
- Develop 3 different sort and filter commands that would allow you to manipulate the list in a way that would be helpful
  - Examples:
    - Show only jobs that start over $40,000 a year and Sort from Highest to Lowest based on Income Potential
    - Show only jobs that require 4 or more years of schooling and Sort in Alphabetical order A-Z

- **Print your list after completing each sort and filter, and write the sort and filter command used on the back of each printout**

Excel Unit 1 Writing Assignment

Answer the following questions in a Microsoft Word document. Please answer each question in a well thought out, complete paragraph. Proofread your answers before handing this assignment in.

1. Microsoft Excel has 4 Major Functions; Worksheets, Lists, Charts, and Web Support.

    - Explain the difference between a list and a worksheet.

    - Give an example of something that a business would utilize the List function of Excel for.

2. One of the advantages of using Excel to organize data in lists is the ability manipulate your data.

    - Explain the difference between sorting and filtering a list.

    - Explain why being able to manipulate data in a list is considered helpful. Give an example to clarify your point.

3. The VLookUp Function is a useful function in Excel that allows you to compare data to certain criteria, and then return a result based on the criteria.

    - Identify the 3 parts of the VLookUp Function and explain what each part means.

    - Give an example of how the VLookUp Function could be used in a worksheet.

4.   Sometimes when entering formulas and functions it is necessary to use absolute reference.

    - Discuss the difference between absolute reference and relative reference.

Citing an example, explain how to enter a cell reference.

Unit 2 Plan

Content Area: Business

Unit Title: Excel: Using Data, Charts, and other Illustrations

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 2-3 Weeks

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SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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5.OA—Analyze patterns and relationships.	

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9.4.12.D.26	Employ spreadsheet applications to organize and manipulate data.
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9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.15	Apply active listening skills to obtain and clarify information.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.

Enduring Understandings	Essential Questions
- Excel has many different chart options that can be used as a visual representation of data. - Different types of charts are used for displaying different types of data. - It is important to choose the right type of chart in order to make the data easy to understand.	- What are the benefits of displaying data in a chart? - Why is it important to choose the appropriate type of chart to display data?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
- how to organize multiple worksheets within a workbook to make it more useful. - working with multiple worksheets allows one to keep all related data in a single workbook, up to 255 worksheets. - using graphics and illustrations can make a worksheet more useful and functional as a presentation aid. - the process for inserting and modifying illustrations and graphics	- create and organize a workbook containing multiple worksheets of related information. - create and modify graphics and illustrations to enhance an Excel worksheet. - insert and modify charts to help display information in an Excel worksheet. - label and manipulate charts to better display data.

	in Excel.
	• different types of Excel charts that can be used to display data.
	• how to choose the appropriate Excel chart type for displaying a particular set of data.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	• Class discussion: using multiple worksheets and organizing a workbook
	• Guided practice: creating a large workbook
	• Class discussion: using graphics and illustrations
	• Class demonstration: how to create and modify graphics and illustrations
	• Class activity: ideas for graphics and illustrations for Atlantic Records Workbook
	• Class activity: worksheet on creating graphics and illustrations
	• Class discussion: different charts for different data
	• Class activity: choosing the right type of chart/when to use a chart
	• Guided practice: inserting, labeling, and modifying charts in a worksheet
	• Class activity: worksheet on inserting and modifying charts
	• Do Now Activities
	• Homework
	• Quizzes

Summative Assessments & Performance Tasks	• Performance task: creating a workbook containing multiple worksheets of data for Atlantic Records
	• Performance task: creating graphics and illustrations to enhance the Atlantic Records workbook
	• Performance task: developing charts to enhance the Atlantic Records workbook
	• Performance task: organizing and finalizing the Atlantic Records workbook
	Q1 Exam

Teacher Resources

Websites	
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Technology	Power Point (see shared folder on S-drive, unit 2) • Using Charts and Graphics
Handouts	• Directions for Target Payroll Workbook • Target Payroll Workbook (see shared folder S-drive, unit 2) • Triathelon Training log (see shared folder S-drive, unit 2) • Weather Data and Charts (see shared folder S-drive, unit 2) • Directions for creating Training Log Workbook • Charts Quiz

Name: _____ **Date:** _____

Block: _____

Part I.

Please label the parts of the chart shown below using the correct term from the words below:

        Chart Title   **Category Axis**   **Value Axis**

4th Quarter Sales

		$70,000.00
		$60,000.00
		$50,000.00
		$40,000.00
		$30,000.00
		$20,000.00
		$10,000.00
		$-

Nike   Adidas   New Balance   Under Armor   Reebok   Asics   Saucony

■ October   ■ November   ■ December

2.

3.

4.

qu

1. List the 3 of the 6 basic typ_____ in Excel.

    a. _____

    b. _____

    c. _____
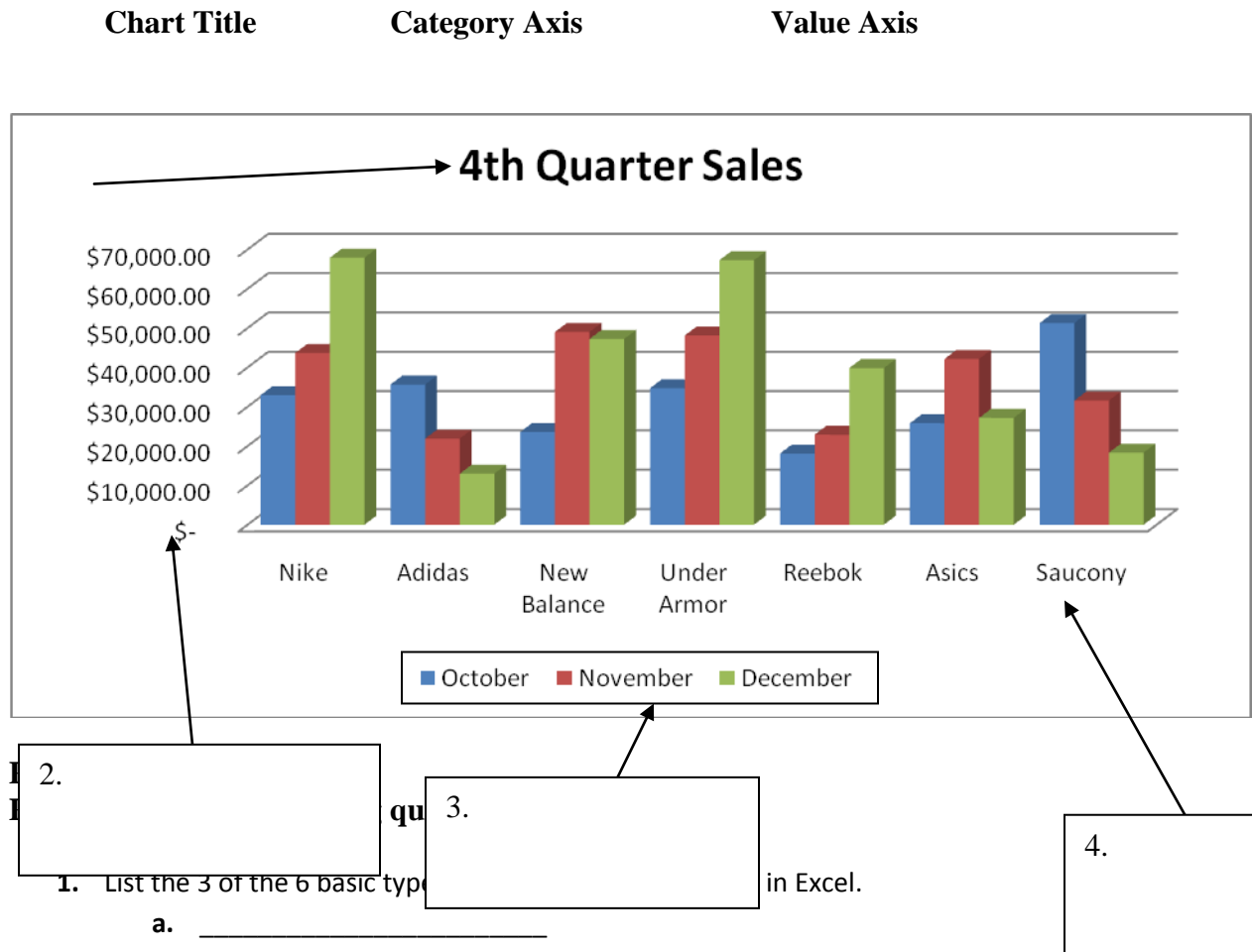
2. What type of chart would be best to use if you wanted to display trends over a period of time?

    a. Column

    b. Bar

    c. Pie

      d. Line

3. What type of chart would be the best to use if you wanted to display values as a percentage of a whole?

      a. Column

      b. Bar

      c. Pie

      d. Line

4. Which of the following best describes one of the benefits of displaying data in a chart?

      a. It makes the data easier to understand

      b. It helps give a visual of the data

      c. It makes the data more presentable

      d. All of the above

5. Which of the following displays a sheet reference that has been entered correctly?

      a. Sheet2*D6

      b. Sheet3!D9

      c. Sheet1$E2

      d. Sheet4@B4

6. When printing a workbook that contains multiple worksheets, which of the following is true?

      a. You are given the option to print the entire workbook at the same time

      b. Page setup adjustments apply to the entire workbook

      c. All pages must be set to the same orientation

      d. All of the above

Directions for the Target Payroll Workbook

- Create the Employee Information Worksheet as sheet 1
    - Be sure to take your time and format the worksheet so that it is functional
    - Make sure you enter all numbers correctly
- Create the Week 1 Worksheet as sheet 2
- For Gross Pay, enter a formula to multiply the hours worked by the Hourly Rate from Sheet 1
    - =D4 * Sheet1!E4
- Copy that formula using the fill handle to fill in the gross pay column
- Repeat the directions above to create the worksheets for Week 2, 3, 4, and 5
- Create the Payroll Summary Worksheet as sheet 7
- For Total Hours Worked, enter a formula to add all of the Hours Worked from the prior 5 weeks
    - =sheet2!D4+sheet3!D4+sheet4!D4+sheet5!D4+sheet6!D4
- Copy that formula using the fill handle to fill in the total hours worked column
- For Total Gross Pay, enter a formula to multiply the total hours worked by the Hourly Rate from sheet 1
    - =D4 * sheet1!E4
- Copy that formula using the fill handle to fill in the total gross pay column
- Rename the sheets as listed below
    - Sheet 1: Employee Info
    - Sheet 2: Week 1
    - Sheet 2: Week 2
    - Sheet 3: Week 2
    - Sheet 4: Week 3
    - Sheet 5: Week 4
    - Sheet 6: Week 5
    - Sheet 7: Summary
- Enter your name into Cell A20 on Sheet 1
- Follow the instructions below to print the entire workbook at one time
    1. Choose Print
    2. Choose the Dell 5110
    3. Where it says "Print What", click the bubble for "entire workbook"
    4. Click Preview
    5. Click Page Setup
    6. Set the page orientation to Landscape
    7. Click the Margins Tab
    8. Down the bottom under Center on Page, check off both horizontally and vertically
    9. Click OK
    - **REPEAT STEPS 5-9 FOR EACH REMANING PAGE IN THE WORKBOOK**
    - Hit Print
- Staple all 7 Sheets together and hand in

Directions for Creating the Training Log Workbook and Charts

Follow all of the directions below. Be sure to take your time and format the worksheets properly. <u>Use any shortcuts where possible to save yourself time and frustration</u>.

- Creating the first training log for running shown on page 1
    - Format the date column and time column appropriately
    - Calculate the total distance in cell B9 using the SUM Function
- Create a line chart showing the distance of each run as shown on page 2
    - Be sure to make necessary formatting changes to include all components shown
- Creating the second training log for biking shown on page 3
    - Format the date column and time column appropriately
    - Calculate the total distance in cell B9 using the SUM Function
- Create a column chart showing the distance of each bike ride as shown on page 4
    - Be sure to make necessary formatting changes to include all components shown
- Creating the third training log for swimming shown on page 5
    - Format the date column and time column appropriately
    - Calculate the total distance in cell B8 using the SUM Function
- Create a column chart showing the distance of each swim as shown on page 6
    - Be sure to make necessary formatting changes to include all components shown
- Create the workout summary sheet shown on page 7
    - For the Miles column, use a sheet reference to automatically insert the total miles from each of the 3 training logs
        - Example: for Running you should enter a sheet reference that references cell B9 from the running training log
    - Calculate the total miles in cell B6 and total number of workouts in cell C6 using the SUM Function
- Create a pie chart showing the breakdown of miles swam, run, and biked as shown on page 8
    - Be sure to make necessary formatting changes to include all components shown

- Rename the sheet tabs and place them in the following order:
    - Sheet 1: Run Data
    - Sheet 2: Running Chart
    - Sheet 3: Bike Data
    - Sheet 4: Biking Chart
    - Sheet 5: Swim Data
    - Sheet 6: Swimming Chart
    - Sheet 7: Workout Summary
    - Sheet 8: Summary Chart

Make the following changes to your worksheets before printing. Making these changes will show whether or not you enter functions and sheet references properly!!!
- On the Running Training Log, change the number of miles ran on 2/27/2011 to 4.5
- On the Biking Training Log, change the number of miles biked on 2/28/2011 to 51
- On the Swimming Training Log, change the number of miles swam on 3/2/2011 to 1.75

If all functions and sheet references were entered correctly, everything else in the workbook should update automatically, including the charts. To verify this was done correctly, check to make sure that the % for each activity on the Summary Chart appears as follows:
- **Biking- 86%**
- **Running- 12%**
- Swimming- 2%
    - Enter your name in cell A11 on the first sheet
    - Print Preview and make any necessary adjustments before printing to the Dell5110
        - Be sure to choose "entire workbook" in the printing options
    - Staple all 8 pages together and hand in.

Unit 3 Plan

Content Area: Business

Unit Title: Access: Creating Forms, Using Queries & Database Redundancies

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 2-3 Weeks

Learning Targets

Technology and 21st Century Life & Career Standards	Standard Statement
9.1—21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4—Career & Technical Education	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
8.1—Educational Technology	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2—Technology Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, as they relate to the individual, global society, and the environment

Other Standards
RL.10—Read and comprehend complex literary and informational texts independently and proficiently.
W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4—Present information, findings, and supporting evidence such that listeners can

follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CPI #	CPI Statement
8.1.8.A.2	Plan and create a simple database, define fields, input data, and produce a report using sort and query.
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.4.12.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.
9.4.12.D.1	Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary and career opportunities.
9.4.12.D.2	Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary and career opportunities.
9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.N.14	Interpret verbal and nonverbal cues/behavior to enhance communication.
9.4.12.N.15	Apply active listening skills to obtain and clarify information.
9.4.12.N.30	Employ presentation applications to prepare and deliver presentations.
9.4.12.N.34	Employ computer operations applications to manage work tasks.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
9.4.12.N.57	Conduct and participate in meetings to accomplish tasks.

Enduring Understandings	Essential Questions
- A database can be used to create forms and reports, as well as store and organize data. - Queries can be used to help sort through large databases to find records that meet specific criteria. - It is important to reduce the amount of redundancy that exists in a database.	- What are the benefits of creating a report or form from a database? - What is a query and how is it used? - What is redundancy in terms of database management systems?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
- the three benefits of creating a report from a database over simply print the contents of a table. - creating a report from a database can make it easier to identify and view important information about records. - creating a form from a database can reduce errors and make viewing, entering, and editing records easier. - queries are designed and used to help sort, filter, and analyze records in a database. - redundancy in a database can waste space, make it difficult to update & maintain records, and creates the possibility of inconsistent data in the database.	- explain the make-up of a database in terms of tables, records and fields. - explain the benefits of creating a report from a database. - create and print a custom report in Access. - explain how creating a form can make viewing, entering, and editing records easier, and reduce the chance for errors. - create and use a form in Access. - explain how queries work. - create and use a query. - explain the meaning of redundancy and the three issues that arise when redundancy exists in a database. - explain how to reduce redundancy in a database.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	- Class activity: create a two-table relational database - Class discussion: databases for product inventory - Class activity: ways to organize a bookstore - Class demonstration: creating a report - Class discussion: benefits of creating a report - Class demonstration: creating and using a form - Class discussion: uses of queries - Class demonstration: creating and using a query

	- Class demonstration: eliminating redundancy in a database - Do Now Activities - Homework - Quizzes

Summative Assessments & Performance Tasks	- Performance task: designing and creating a database for Barnes and Noble - Performance task: create a custom report for the Barnes and Noble database - Performance task: create and use a form in the Barnes and Noble database - Performance task: create and run a query in the Barnes and Noble database - Group project: Internet Movie Database Project Midterm Exam

Teacher Resources

Websites	
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Technology	Power Points (see shared folder on S-drive, unit 3) - Introduction to Access - Designing a Database
Handouts	- MLB database fields - Movie database project, Parts 1 & 2 - NCAA database fields - Steps for creating a database in Access - Access Short Answer Questions - Terms to Know for Access

Terms to Know for Access Quiz

Database-

Database Management System-

Table-

Record-

Field-

Primary Key-

Datasheet-

Data Type-

Text-

Number-

Currency-

Key Value-

Movie Database Project—Part 1

Listed below are the directions for creating our Movie Database. Please read all of the instructions carefully before beginning.

- **Create the database in Microsoft Access and name it Movies**
- **You will create 3 separate tables using the field properties listed in the chart below.**
  - ○ **Each of the 3 tables will contain information about movies of a different genre**
    - ▪ **Example: Table 1 is all horror movies; Table 2 is all comedies, Table 3 is all action movies**
  - ○ **Each table should be named the corresponding genre that it will contain**
- **Each table must have a minimum of 15 movies entered into it, giving you a total of 45 records in your database**
- **Use the internet to find necessary information to make this database as accurate as possible**
  - ○ **IMDB.com would be a great place to start**
- **Be sure to format your tables so that the information is neat and easy to view**
- **Be careful when entering information to make sure that your database contains accurate information**
- **Once the database is complete and contains 3 tables of 15 records each, you will be given further instructions.**

Field Name	Data Type	Field Size	Required?
Movie ID#	Text	5	Yes
Title	Text	100	Yes
Release Year	Number	N/A	Yes
Running Time	Text	10	
Rating	Text	5	Yes
Director	Text	100	

DO NOT FORGET TO ASSIGN THE MOVIE ID # AS YOUR PRIMARY KEY!!!!

Movie Database Project—Part 2

Now that you have created the Movie database and entered the necessary records, you are going to practice using your database. Follow the instructions below to complete the project.

- Print each of the 4 tables
    - Make sure that you have made adjustments to column width and formatted the tables so that the data is easy to view
    - Change the page orientation to landscape so that it fits on one page
- Create and print a report from your database
    - You can create the report from any table
    - Give the report an appropriate title
- Create a form from your database
    - You can create the form from any table
    - Make adjustments to the layout as necessary
    - Apply an Autoformat and give the form a title
    - Print the records in form view

What You Will Hand In When Finished:
- All 4 tables
- The printed report
- The printed form

Staple all items together and put your name on the front page

Access Short Answer Questions

Please answer the following questions. Be sure to answer each question completely and use complete sentences.

1.   What kind of program is Microsoft Access? Give an example of how a business could use Access.

2.   Describe the basic setup of a database. Explain how tables, records, and fields make-up a database. Be sure to describe the relationship between records and fields.

3.   What is a primary key? Why is it necessary to have a primary key for each table of information of your database?

Steps for Creating a Database in Access

- Open Access
- Double click the Blank Database Icon
- Give the database a name and choose where to save the database
  - This is done in the lower right hand of the opening page
- Click Create
  - This will open a new table for you to begin the design/layout process
- Click the Design View button in the lower right hand corner of the window
  - You can also chose design view from the View button in the upper left corner
- Define the field properties for each field
  - Enter the Field Names, Data Types, a Description of each field, and make any adjustments to the properties such as field size or whether or not the field is required
- Close the table design
  - Save the table and give it a descriptive name if you have not done so already
- Double click the table name in the taskbar on the left side to open it
- You are now ready to enter your records
  - Be sure to take your time and enter your data correctly
- Make necessary adjustments to column width and formatting so the data is easy to view

To create multiple tables, repeat the steps above as necessary

MLB Database Fields

Field Name	Data Type	Field Size	Required?
Player Number	Number	N/A	no
Last Name	Text	255	no
First Name	Text	255	No
Position	Text	2	no
Bat	Text	1	no
Age	Number	N/A	no
Salary	Currency	N/A	no

NCAA Database Fields

Field Name	Data Type	Field Size	Required?
***Player Number	Number	N/A	Yes
Last Name	Text	255	Yes
First Name	Text	255	no
Position	Text	5	Yes
Height	Text	5	no
Weight	Number	N/A	no
Class	Text	4	Yes
Home State	Text	2	Yes

Unit 4 Plan

Content Area: Business

Unit Title: Technology in Society

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 2-3 Weeks

Learning Targets

Technology and 21st Century Life & Career Standards	Standard Statement
9.1—21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4—Career & Technical Education	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
8.1—Educational Technology	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2—Technology Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, as they relate to the individual, global society, and the environment

Other Standards
RL.10—Read and comprehend complex literary and informational texts independently and proficiently.
W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CPI #	CPI Statement
8.1.12.A.3	Participate in online courses, learning communities, ore social networks and recognize them as resources for lifelong learning.
8.1.12.D.1	Evaluate policies on unauthorized electronic access and disclosure and on dissemination of personal information.
8.1.12.D.4	Evaluate the impact of cyber crimes on society.
8.1.12.E.2	Predict the impact on society of unethical use of digital tools.
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.
9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.22	Employ critical thinking skills independently and in teams to solve problems and make decisions.
9.4.12.N.28	Operate internet applications to perform tasks.
9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
9.4.12.N.34	Employ computer operations applications to manage work tasks.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
9.4.12.N.57	Conduct and participate in meetings to accomplish tasks.

Enduring Understandings	Essential Questions
- Technology is forever changing and adapting to meet the needs of society. - Current and emerging technology can be used to enhance education, careers, and social life. - People need to take precautions to protect their identity when using the internet.	- How does changing technology affect society? - How can technology be used to enhance education, careers and social lives? - What impact has cyber crime had on society?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
- the impact of cyber crime on society. - the impact identity theft can have on the victim. - ways to protect against identity theft when using the internet. - how to respond to an incidence of identity theft or when personal	- identify a secure website. - explain the impact that cyber crime has on society. - explain how phishing works. - explain how online identity theft works and what impact it can have on its victims.

information has been put at risk. • the meaning of unauthorized electronic access and how it impacts society. • how technology can be used to enhance the world of work, education and social life.	• describe ways to protect against identity theft. • explain how technology and society can be said to have a parallel relationship. • analyze current and emerging technology to identify ways it can be used at work, for education and in one's social life.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	• Class discussion: student use of the internet • Class discussion: What is identity theft? • Video: online identity theft • Class activity: ways to protect yourself online • Class discussion: consumer awareness briefs • Class discussion: technology and society • Class activity: examples of technology impacting society • Class discussion: making use of technology • Class activity: identify ways to use technology in school • Presentations of group projects • Homework • Do Now activities • Quizzes

Summative Assessments & Performance Tasks	• Group project: creating a consumer awareness poster • Writing task: "Does technology drive society or does society drive technology?" • Group project: ways to use current and emerging technology at school proposals

Teacher Resources

Websites	
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Technology	Power Point (see shared folder on S-drive, unit 4) • Social Networking Sites

Handouts	- Technology in Schools Project - Technology & Society Timeline Project - Technology & Society Impact Writing Assignment - Internet Safety & ID Theft Posters

Technology and Society Project

Currently, there are many pieces of technology in the world that could be used to enhance education, work, and social experiences. However, many of the current and emerging technologies are either considered unacceptable to be used at school or in the work place, are not being utilized by a large enough group of people, or are not being used to their full potential. I challenge you to identify ways to use both current and emerging technology to enhance your learning experience here at Neptune High School. I also would like you to identify ways that these technologies can benefit people in the work world. Lastly, I want you to explain how these technologies are either currently used to enhance social life, or how they could be used. Below are the guidelines of this project.

- Identify 3 pieces of current or emerging technology that you would like to explore.
- For each piece of technology, do the following:
    - Explain what the technology is. Give me some background on the technology. What is it? What is it used for? When was it developed?
    - Explain if the technology is currently used in education, work, and social life and tell me how.
        - If it is not used, explain why you think this is so.
    - Identify a way to use the technology in school and explain how this would be a benefit to the education community.
    - Identify a way that the technology could be used in the work place and explain how it would be a benefit to businesses.
    - Identify how this technology can be use to enhance social life. If it is already used in social life, explain how we could gain more from it.
- From the 3 technologies you have explored, choose the 1 that you feel would be most beneficial to be used in our school and answer the following questions:
    - Why did you choose this technology as the one that would be most beneficial to our school?
    - Why do you think our school is not using this technology at this point or why is its use not allowed in our school?
    - Do you feel that schools will begin utilizing this technology or allowing its use anytime soon? Why or why not?

Why do you feel this technology should be used by schools? Please address this as if you are making an argument to make our Board of Education realize the necessity of this technology.

Technology and Society Timeline

Over the years there have been many substantial advancements in technology. However, not every development has had a positive impact on society. For this project, you will need to research advances in technology over the last century and determine whether they had positive or negative impacts on society. Follow the directions below.

1. Identify 1 major technological advancement for each of the time periods listed below.
   - 1910-1930
   - 1931-1945
   - 1946-1960
   - 1961-1975
   - 1976-1985
   - 1986-1995
   - 1996-2003
   - 2004-2009
   - 2010-Current
2. Determine whether or not the development had a positive or negative impact on society.
   - Be able to explain why you feel it was a positive or negative impact.
3. Create a visual timeline to show the advancements in technology since 1910 that you have chosen.
   - For each item you should include the following:
     - The advancement chosen with a brief description
     - The date (at least year) of the advancement
     - Person, people, or organization responsible
     - A plus or minus sign indicating whether the advancement had a positive or negative impact on society
4. On a separate piece of paper:
   - List the advancement chosen for each time period.
   - Give a brief explanation as to whether the development had a positive or negative impact on society in your opinion.

You will hand in the timeline and your written explanation stapled together. Grading will be as follows:

Identification of 9 Technological Advancements: _____ (45 points)
      (including all required information for each one)

Written Summary: _____ (15 points)

Neatness: _____ (10 points)
      (includes spelling and grammar)

Creativity: _____ (10 points)

           Total: _____ /80

Technology and Society Impact Writing Assignment

Please answer the following question in a detailed, well thought out essay. Be sure to include at least 3 supporting paragraphs. Include an introduction and a closing paragraph. This essay will be graded and will count as a test grade.

In this last unit, we have discussed internet safety, online identity theft, cyber crime, and the use of social networking sites. Basically, we have spent the last few weeks looking at how technology impacts society. We have also, perhaps without realizing it, brought up a good topic for debate. Does technology drive society, or does society drive technology?

- Do you think that emerging technology and the availability of technology across the nation has had a major impact on society and they we do things?
  -OR-
- Do you think that social and economic needs have forced us to develop new technology to address these needs and serve society?
-

Please type your responses in Microsoft Word. Use Times New Roman size 12 and double space your essay. Be sure to spell check and proofread your essay before handing it in. Feel free to have a classmate edit your essay.

Internet Safety and Identity Theft Consumer Awareness Poster Guidelines

Below are the guidelines to follow while creating your poster. Remember, the objective is to create a Consumer Awareness poster that helps inform people about the dangers of internet use and identity theft, as well as inform readers how to protect themselves.

Guidelines

- You may work in groups of 2-4 students
- Your poster must include information on the following:
  - What is Identity Theft
  - How can your info be at risk when using the internet?
  - How can you protect yourself from identity theft on the internet?
- Your poster should include pictures or graphics
- BE CREATIVE!

This project should be fun. Make sure that you hand in a poster that you are proud to have your name attached to. *These posters will be on display!*

Important Things to Remember

- Make sure to check for proper spelling and grammar while creating your poster.
- Draw a sketch to layout your design before you start making the actual poster
- Take your time and be neat
- Feel free to use pictures or graphics off the computer
- Use information from the handouts you were given, class discussions, videos, or other research on the internet

Unit 5 Plan

Content Area: Business

Unit Title: Advanced Publisher: Creating Business Publications

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 2-3 Weeks

Learning Targets

Technology and 21st Century Life & Career Standards	Standard Statement
9.1—21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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8.1—Educational Technology	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
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Other Standards
RL.10—Read and comprehend complex literary and informational texts independently and proficiently.
W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate

to task, purpose, and audience.

CPI #	CPI Statement
8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during 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.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.
9.4.12.D.1	Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary and career opportunities.
9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.N.14	Interpret verbal and nonverbal cues/behavior to enhance communication.
9.4.12.N.15	Apply active listening skills to obtain and clarify information.
9.4.12.N.22	Employ critical thinking skills independently and in teams to solve problems and make decisions.
9.4.12.N.28	Operate internet applications to perform tasks.
9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
9.4.12.N.34	Employ computer operations applications to manage work tasks.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.
9.4.12.N.57	Conduct and participate in meetings to accomplish tasks.

Enduring Understandings	Essential Questions
• Publisher can be used for personal reasons outside of work. • Publisher makes creating professional easier and faster than using word processing programs.	• How can using Publisher save businesses time and money? • What advantages does Publisher have over using a word processing program to create publications?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
- businesses can save time and money by using Publisher to develop publications and marketing materials. - ways to create newsletters and news publications using Publisher. - techniques for importing text files into a publication using Publisher. - methods for inserting graphics into a publication using Publisher. - techniques for developing logos, business cards, and other marketing materials using Publisher. - key terms and concepts related to using Publisher.	- demonstrate an understanding of key terms and concepts related to Publisher. - explain the steps of the design process of a print publication. - work with a team to design and develop a newsletter. - design and create a logo using Publisher. - design and create a letterhead using Publisher. - design and create a postcard using Publisher. - design and create a print advertisement using Publisher. - design and create business cards using Publisher.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	- Class activity: create flyer to review skills - Class discussion: newsletters - Guided practice: creating a newsletter in Publisher using a template - Class activity: create a school newsletter - Class discussion: marketing materials for a business - Class discussion: targeting with print ads - Class activity: create a print ad - Class discussion: logos, letterheads, and business cards - Class discussion: postcard mailers - Presentations of group projects and performance tasks - Homework - Do Now activities - Quizzes

Summative Assessments & Performance Tasks	- Group project: designing and creating a NHS newsletter - Performance task: marketing materials for a business

	− business cards − logo − letterhead − postcard mailer − print ad Q3 Exam

Teacher Resources

Websites	
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Technology	PowerPoints (see shared folder on S-drive, unit 5) • Four Desktop publishing Principles • Print advertisements • Publisher Newsletters
Handouts	• Business Start-Up Materials Project • News Team Project • Print Advertisements Group Project • Creating an Effective Print Ad • Movie Poster Design Project

<u>Guidelines for News Team Project</u>

For this project, you will work in groups of 4 to create a news publication to be distributed in Neptune High School. Each member will be responsible for writing at least one article for the publication. The team will also be responsible for delegating responsibilities, such as editing, layout design, graphics/pictures, and creating other necessary pieces for the publication.

Please adhere to the guidelines below.
- Must use a **<u>4 page newsletter</u>** template
  - choose a color scheme and font scheme
- Must include a **<u>minimum of 5 articles</u>** in your newsletter
  - articles will be typed in Word and submitted prior to creating the newsletter
- Must use **<u>graphics for at least 3 of the articles</u>**
  - Find suitable images on the internet
  - Take photos with a digital camera to upload
- Must use **<u>at least 2 pull quotes</u>**
  - choose quotes that will draw interest to the article
- Must include important information in the **<u>sidebar</u>**
  - Upcoming events, stories and page numbers, etc.
- Must create a **<u>logo</u>**
  - BE CREATIVE!!
  - use WordArt
  - Create a logo in Paint
- Must use **<u>personal information components</u>**

<u>Topics for articles:</u>   You can choose to write about any topics that you feel would be relevant to share with the NHS community as long as they are appropriate for school. Please be creative when choosing topics to write about.
<u>One topic that must be included is an article about that school grounds. This could include an article about the courtyard, the athletic facilities, the new aquatic center, or the PAC.</u>

<u>Responsibilities to be delegated:</u>
While each team member will be responsible for at least 1 article, there are several duties that must be assigned within the group.
- Editor
  - Will proofread and edit all articles
- Photographer
  - Will be in charge of locating images or taking pictures to use
- Creative Designer
  - Will handle the layout of the newsletter (template, color scheme, font scheme, location of articles, etc) and design the logo
- Project Manager
  - Will assist with all duties and keep team members focused and on task throughout the project.

Designing and Creating Print Ads Group Project

Project Guidelines

- Choose a product to create print ads for
- Choose 4 different target audiences to advertise your product to
  - Examples:
    - Teenage girls
    - Wealthy car enthusiasts
    - Single businessmen
    - 18-35 y/o men
    - Single men over age 30
    - Lower-middleclass homeowners
    - Married women
- Each person in the group will create a print ad in Microsoft Publisher for one of the chosen target audiences
  - Make sure your ad includes all 4 parts of a print ad
  - Make sure you proof-read for spelling and grammar errors
  - Make sure your design is effective
  - Make sure your ad makes sense for the particular target audience it is meant to attract
- In a Word document, explain which target audience each ad is meant for and why you believe that it would be effective for attracting that group. Give examples of where you would publish this ad.
- Place all 4 print ads on a piece of poster board
  - Add some sort of presentation title to the poster board identifying what product you are advertising
  - Identify which target market each ad is designed around
  - Be creative and make your final product neat and attractive!

Creating an Effective Print Ad Using Publisher

Guidelines for Print Ad Project

This project will require you to demonstrate an understanding print advertisements and what makes an effective print ad. You will also demonstrate your ability to use Publisher to design quality, professional publications.

- Must be designed in Publisher
- Must include the 4 major parts of a print ad
  - Headline
  - Illustration
  - Copy
  - Brand Mark/Signature
- Must advertise a real product
  - product choice must be appropriate for school and must be approved prior to beginning
- Ad must be original
  - no copying an ad that is already being used for that product
- Must adhere to print ad design concepts that were discussed in class regarding use of the 4 major parts of a print ad
- Be creative!

The project will be graded on a rubric based on the following information:
Inclusion of the 4 parts of a print ad
Comprehension of design concepts for an effective print ad
Design and Layout quality
Spelling and grammar
Creativity

****You must attach your final printout to the rubric in order for it to be graded****

Business Start-Up Materials Project

<u>Project Guidelines</u>

For this project, you will work with a partner to design and create all of the materials that a new business would require to promote their grand opening. You will be responsible for designing and creating all materials in Publisher. The guidelines and requirements are listed below.

- Come up with a business you would like to open
    - Choose a name and location for the business and explain what the business will do
- Design a logo for the business
    - This logo will be used on all marketing materials created
- Design and create letterhead for the business to use for all correspondence
- Design a business card for the business
    - Include the logo, address, phone number, website, e-mail, and job title
- Design a postcard to advertise the grand opening of the business
- Design a print advertisement to be placed in local magazines or newspapers for the business
- Design a flyer to hang around town in public places to advertise the business

All of the marketing materials must be created and handed in together in a folder at the completion of the project. We will work on developing these materials in steps to make sure that each piece of marketing is developed properly.

You will also hand in a brief description of what your business does and why you chose that type of business.

Movie Poster Design Project

For this project, you will be designing movie posters for your favorite movie. You will need to adhere to the major design principles covered in class. Please follow the guidelines below.

Guidelines

- **Adhere to design principles**
    - Use of appropriate fonts
    - Use of an appropriate color scheme
    - Page Layout/Elimination of Clutter
    - Manipulation of graphics
- **Remember your Big 4 Design Elements**
- **What To Include:**
    - Name of the movie
    - Major Actors/Actresses in the movie (include 4)
    - Director
    - Producer
    - Production Company/Studio making the movie
    - Release Date
    - Running Time (length of movie)
    - A catchy slogan to create hype about the movie
    - Rating of the movie
    - A picture relating to the movie
- **Check for spelling and grammar!!!**

You will be responsible for creating 2 different movie posters to use for the same movie*

Unit 6 Plan

Content Area: Business

Unit Title: PowerPoint: Integrating Media & Supporting Documents

Target Course/Grade Level: Computer Applications II: 21st Century Life & Career Skills/9-12

Unit Duration: 7-10 Days

Learning Targets

Technology and 21st Century Life & Career Standards	Standard Statement
9.1—21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
9.4—Career & Technical Education	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
8.1—Educational Technology	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
8.2—Technology Education, Engineering, and Design	All students will develop an understanding of the nature and impact of technology, as they relate to the individual, global society, and the environment

Other Standards
RL.10—Read and comprehend complex literary and informational texts independently and proficiently.
W.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4—Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CPI #	CPI Statement
8.1.12.A.2	Produce and edit a multi-page document for commercial or professional use.
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
9.1.8.D.3	Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
9.1.8.F.1	Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
9.1.12.A.1	Apply critical thinking and problem-solving strategies during 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.D.1	Demonstrate language arts knowledge and skills required to pursue the full range of post-secondary and career opportunities.
9.4.12.N.12	Use correct grammar, punctuation, and terminology to write and edit documents.
9.4.12.N.13	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.N.14	Interpret verbal and nonverbal cues/behavior to enhance communication.
9.4.12.N.15	Apply active listening skills to obtain and clarify information.
9.4.12.N.28	Operate internet applications to perform tasks.
9.4.12.N.29	Operate writing and publishing applications to prepare business communications.
9.4.12.N.30	Operate presentation applications to prepare and deliver presentations.
9.4.12.N.53	Employ leadership skills to accomplish goals and objectives.
9.4.12.N.54	Employ organizational skills to foster positive working relationships and accomplish organizational goals.
9.4.12.N.55	Employ teamwork skills to achieve collective goals and use team members' talents effectively.
9.4.12.N.56	Establish and maintain effective relationships in order to accomplish objectives and tasks.

Enduring Understandings	Essential Questions
• Cyber bullying is a growing concern in today's society. • Social networking sites have their benefits, but must be used with caution.	• Why is cyber bullying a bigger issue than regular bullying? • What are the pros and cons of using social networking sites?

Learning Targets: Knowledge *Students will know…*	Learning Targets: Skills *Students will be able to…*
• Communication and presentation skills are valuable skills to develop. • The design of a PowerPoint can vary depending on the type of speech for which it is used. • Benefits of integrating media and supporting documents into a PowerPoint presentation. • The drawing utility of PowerPoint can be used to create diagrams, flowcharts, and other graphics to enhance a presentation.	• Design a PowerPoint presentation that supports a persuasive speech. • Deliver a professional, formal presentation. • Describe the features and uses of PowerPoint. • Create a custom PowerPoint presentation that utilizes bulleted lists, slide transitions, and media using PowerPoint. • Integrate documents from other programs into a PowerPoint presentation. • Draw tables, charts, and diagrams in a PowerPoint presentation.

Evidence of Learning

Formative Assessments & Other Evidence of Learning	• Class discussion: informative speeches and supporting documents. • Demonstration: how to integrate supporting documents from other programs • Demonstration: how to draw graphics, charts, and tables • Class discussion: designing a PowerPoint to support an informative speech • Class activity: informative topics and supporting media & documents • Class discussion: persuasive presentations and supporting documents • Class discussion: key components of a persuasive speech • Class activity: persuasive topics and supporting media & documents • Class discussion: "how-to" speeches and supporting documents • Class discussion: key components of a "how-to" speech • Class activity: "how-to" topics and supporting media & documents • Critiques of speeches • Do Now activities

	• Homework • Quizzes

Summative Assessments & Performance Tasks	• Performance task: design and present an informative PowerPoint • Performance task: design and present a persuasive PowerPoint • Performance task: design and present a "how-to" PowerPoint Final Exam

Teacher Resources

Websites	
Books	*Microsoft Office 2007 Fundamentals* (Laura Story & Dawna Walls)
Handouts	• Design Principles to keep in Mind in PowerPoint • "How to" Speech • Informative Speech • Persuasive Speech • PowerPoint Critique Points

Design Principles to Keep in Mind in PowerPoint

- Bulleted Lists
    - Use them, but only for key points!
    - Don't put too much text on a single slide
- Color Schemes
    - Pick one that is easy to view and not harsh on the eyes
- Backgrounds
    - Don't make them too busy
    - Keep it consistent
- Font Choice
    - Make it easy to read
    - Make it look nice
    - Make it big enough!
- Animation
    - Don't overdo it
- Media
    - Make sure it's appropriate
    - Don't overdo it and make the slides cluttered

PowerPoint Presentation
How-To Speech

Purpose
For this project, you will develop a PowerPoint slideshow to complement a "How-To" speech. Please follow the guidelines below. We will discuss the elements of a good "How-To" speech in class as well as possible topics to use.

Guidelines
- **Adhere to the design guidelines for an effective PowerPoint**
- Your slideshow must include appropriate media
  - Pictures
  - Charts
  - Diagrams
  - Sound
  - Video
- Your slideshow must include at least 1 hyperlink
- Must include use of animation
  - Slide transitions
  - Effects
- Design and organize your slideshow to guide your speech
  - The slideshow should help make your speech flow
- Design and organize your slideshow to make your speech more clear to the audience
- **Your presentation should last a <u>minimum of 2 minutes</u>**

You will present this "How-To" speech/slideshow to the class

Grading
- Overall Use of PowerPoint
- Use of Media
- Use of Hyperlinks
- Use of Animation
- Organization/Structure of Slideshow
- Presentation Skills/Delivery

PowerPoint Presentation
Informative Speech

Purpose
For this project you will create a PowerPoint presentation to accompany an informative speech. Please adhere to the guidelines below.

Topic
You can choose any topic you want!!! (must be approved by me of course!) Remember, a good informative speech/presentation includes facts, but is designed to keep your audience entertained and interested!

Guidelines
- **Adhere to the design guidelines for an effective PowerPoint**
- Your slideshow must include appropriate media
    - Pictures
    - Charts
    - Diagrams
    - Sound
    - Video
- Your slideshow must include at least 1 hyperlink
- Must include use of animation
    - Slide transitions
    - Effects
- Design and organize your slideshow to guide your speech
    - The slideshow should help make your speech flow
- Design and organize your slideshow to make your speech more clear to the audience

You will present this informative speech/slideshow to the class

Grading
- Overall Use of PowerPoint
- Use of Media
- Use of Hyperlinks
- Use of Animation
- Organization/Structure of Slideshow
- Presentation Skills/Delivery

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PowerPoint Presentation
Persuasive Speech

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Purpose
</div>

For this project, you will work with a partner to develop a PowerPoint slideshow to complement a persuasive speech. Please follow the guidelines below. We will discuss the elements of a good persuasive speech in class.

Topic
The Best Place to Go for Summer Vacation
- Design this as if you are trying to sell me on a vacation for the upcoming summer break
- Include reasons why your location is an ideal spot for me to vacation
- Include information on what I can do while on this vacation
-

Guidelines
- **Adhere to the design guidelines for an effective PowerPoint**
- Your slideshow must include appropriate media
    - Pictures
    - Charts
    - Diagrams
    - Sound
    - Video
- Your slideshow must include at least 1 hyperlink
- Must include use of animation
    - Slide transitions
    - Effects
- Design and organize your slideshow to guide your speech
    - The slideshow should help make your speech flow
- Design and organize your slideshow to make your speech more clear to the audience
- **Your presentation should last a <u>minimum of 2 minutes</u>**

Both students will present this persuasive speech/slideshow to the class

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Grading
</div>

- Overall Use of PowerPoint
- Use of Media
- Use of Hyperlinks
- Use of Animation
- Organization/Structure of Slideshow
- Presentation Skills/Delivery

1

Design of PowerPoint

- How does it adhere to the design principles?
  - Use of text
  - Color Schemes
  - Fonts
  - Backgrounds
  - Use of Media
  - Use of Animation

2

Content and Organization

- Was there enough information in the presentation?
- Was the presentation informative?
- Was the information organized in a way that flowed well?

3

Presentation

- Efficacy of the Presentation
- Did they follow presentation etiquette?
  - Eye Contact
  - Good Posture
  - Did they read right off of the presentation?
  - Varying tone of voice
  - Enthusiasm

4

Wildcard

- You can comment on any of the above topics that you choose

PACING GUIDE

UNIT	#WEEKS
Unit 1 – Excel: Reviewing the Basics	2-3
Unit 2 – Excel: Using Data, Charts & Other Illustrations	2-3
Unit 3 – Access: Creating Forms, Using Queries, & Database Redundancies	2-3

ADMINISTER DEPARTMENTAL MIDTERM

Unit 4– Technology in Society	2-3
Unit 5– Advanced Publisher: Creating Business Publications	2-3
Unit 6– PowerPoint: Integrating Media & Supporting Documents	2-3

ADMINISTER DEPARTMENTAL FINAL

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