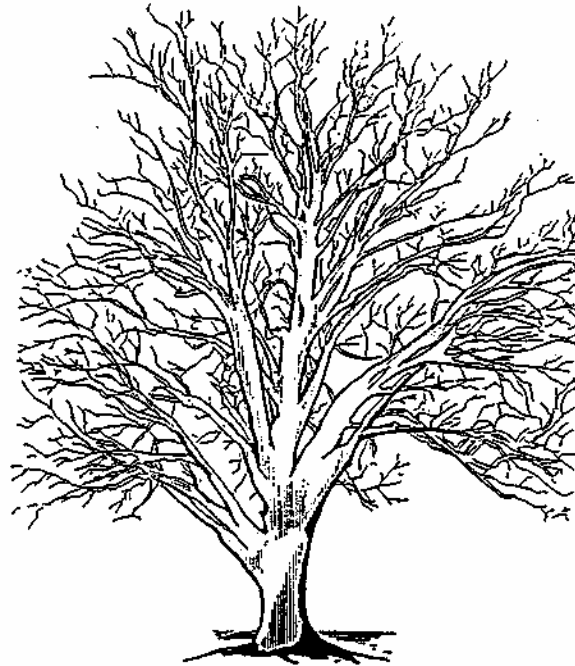


Monroe Township Schools



Curriculum Management System

Computers in Business

Grade 9-12

July 2004

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 201.**

Board Approved: September 2004

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

The philosophy of the Family and Consumer Sciences program is to provide students with the necessary experiences needed to develop basic life skills for their present and future roles. In its attempt to develop the individual, interpersonal skills, management skills and communication skills are addressed. Family and Consumer Sciences is a systematic approach to developing the individual as a whole. This program emphasizes preparation for the employment in occupations related to Family and Consumer Sciences. Skills transferable to the workplace and the development of positive attitudes toward work are stressed, as well as enriching the family experience, which contributes greatly to the health of our society.

Educational Goals

1. To transfer Family and Consumer Sciences skills to the work setting as well as the home and community.
2. To foster the growth of self-esteem and responsible citizenship, which enables the student to contribute to the community.
3. To emphasize the value of working toward good health and safety practices.
4. To develop a tolerance for, acceptance of, and respect for other people and cultures.
5. To manage resources by analyzing and weighing alternatives.
6. To cultivate and promote student growth in self-expression and creativity.
7. To develop a knowledge of the economic contributions of the family to society.

New Jersey Core Curriculum Content Standards Core Curriculum Content Standards

New Jersey Department of Education New Jersey Core Curriculum Content Standards Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 1:

All Students will Develop Career Planning and Workplace Readiness Skills

Descriptive Statement: Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

Cumulative Progress Indicators

All students will be able to:

1. Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
2. Describe the importance of personal skills and attitudes to job success.
3. Identify career interests, abilities, and skills.
4. Develop an individual career plan.
5. Identify skills that are transferable from one occupation to another.
6. Select a career major and appropriate accompanying courses.
7. Describe the importance of academic and occupational skills to achievement in the work world.
8. Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
9. Identify job openings.
10. Prepare a resume and complete job applications.
11. Demonstrate skills and attitudes necessary for a successful job interview.
12. Demonstrate consumer and other financial skills.

New Jersey Department of Education New Jersey Core Curriculum Content Standards Cross-Content Workplace Readiness Standards And Progress Indicators

Standard 2:

All Students Will Use Information, Technology, And Other Tools

Descriptive Statement: Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem-solving, writing, and research.

Cumulative Progress Indicators

All students will be able to:

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Cross-Content Workplace Readiness Standards And Progress Indicators**

Standard 3:

All Students Will Use Critical Thinking, Decision Making And Problem-Solving Skills

Descriptive Statement: Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

Cumulative Progress Indicators

All students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.
2. Use models, relationships, and observations to clarify problems and potential solutions.
3. Formulate questions and hypotheses.
4. Identify and access resources, sources of information, and services in the school and the community.
5. Use the library media center as a critical resource for inquiry and assessment of print and no print materials.
6. Plan experiments.
7. Conduct systematic observations.
8. Organize, synthesize, and evaluate information for appropriateness and completeness.
9. Identify patterns and investigate relationships.
10. Monitor and validate their own thinking.
11. Identify and evaluate the validity of alternative solutions.
12. Interpret and analyze data to draw conclusions.
13. Select and apply appropriate solutions to problem-solving and decision-making situations.
14. Evaluate the effectiveness of various solutions.
15. Apply problem-solving skills to original and creative/design projects.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Cross-Content Workplace Readiness Standards And Progress Indicators**

Standard 4:

All Students Will Demonstrate Self-Management Skills.

Descriptive Statement: Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

Cumulative Progress Indicators

All students will be able to:

1. Set short and long term goals.
2. Work cooperatively with others to accomplish a task.
3. Evaluate their own actions and accomplishments.
4. Describe constructive responses to criticism.
5. Provide constructive criticism to others.
6. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
7. Describe the roles people play in groups.
8. Demonstrate refusal skills.
9. Use time efficiently and effectively.
10. Apply study skills to expand their own knowledge and skills.
11. Describe how ability, effort, and achievement are interrelated.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Cross-Content Workplace Readiness Standards And Progress Indicators**

Standard 5:

All Students Will Apply Safety Principles.

Descriptive Statement: Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly implement these standards.

Cumulative Progress Indicators

All students will be able to:

1. Explain how common injuries can be prevented.
2. Develop and evaluate an injury prevention program.
3. Demonstrate principles of safe physical movement.
4. Demonstrate safe use of tools and equipment.
5. Identify and demonstrate the use of recommended safety and protective devices.
6. Identify common hazards and describe methods to correct them.
7. Identify and follow safety procedures for laboratory and other hands-on experiences.
8. Discuss rules and laws designed to promote safety and health, and their rationale.
9. Describe and demonstrate procedures for basic first aid and safety precautions.

New Jersey Department of Education New Jersey Core Curriculum Content Standards Mathematics Standards And Progress Indicators

Standard 4.5:

All Students Will Regularly And Routinely Use Calculators, Computers, Manipulatives, And Other Mathematical Tools To Enhance Mathematical Thinking, Understanding, And Power.

Descriptive Statement: Calculators, computers, manipulatives, and other mathematical tools need to be used by students in both instructional and assessment activities. These tools should be used, not to replace mental math and paper-and-pencil computational skills, but to enhance understanding of mathematics and the power to use mathematics. Historically, people have developed and used manipulatives (such as fingers, base ten blocks, geoboards, and algebra tiles) and mathematical devices (such as protractors, coordinate systems, and calculators) to help them understand and develop mathematics. Students should explore both new and familiar concepts with calculators and computers, but should also become proficient in using technology as it is used by adults, that is, for assistance in solving real-world problems.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Select and use calculators, software, manipulatives, and other tools based on their utility and limitations and on the problem situation.
2. Use physical objects and manipulatives to model problem situations, and to develop and explain mathematical concepts involving number, space, and data.
3. Use a variety of technologies to discover number patterns, demonstrate number sense, and visualize geometric objects and concepts.
4. Use a variety of tools to measure mathematical and physical objects in the world around them.
5. Use technology to gather, analyze, and display mathematical data and information.

Building upon knowledge and skills gained in the preceding grades, and demonstrating continued progress in Indicators 1, 2, 3, 4, and 5 above, by the end of **Grade 8**, students:

6. Use a variety of technologies to evaluate and validate problem solutions, and to investigate the properties of functions and their graphs.
7. Use computer spreadsheets and graphing programs to organize and display quantitative information and to investigate properties of functions.

Building upon knowledge and skills gained in the preceding grades, and demonstrating continued progress in Indicators 1, 2, 3, 5, and 7 above, by the end of **Grade 12**, students:

8. Use calculators and computers effectively and efficiently in applying mathematical concepts and principles to various types of problems.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to identify applications associated with Microsoft Office XP.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
2			X		Start Office XP applications.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
			X		Open, save, and print documents.	
			X		Close documents and applications.	
					Use on screen help.	
			X		Launch Microsoft Internet Explorer.	
			X		Access and browse the Internet.	Class discussion on student's background knowledge of computer software applications. Read and discuss Unit 1 – Lesson 1 on pages 2 - 3. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 1.1 – 1.9 on pages 4 – 15. Students will complete Lesson 1 Vocabulary Review and Review Questions on pages 17 – 18. Optional Activities - Lesson 1 Projects, Web Project, Teamwork Project, and Critical Thinking activities optional. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation.
					CPI's - (8.4.12.B.1, C.1, D1; 8.5.12.A.1, B.1, B.2, B.4; 8.6.12.A.3)	

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will learn to utilize drawing tools and techniques in designing objects.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
20			X		<p>Lesson 1: Explain differences between vector graphics and bitmap graphics.</p> <p>Lesson 1: Draw lines, rectangles, squares, circles, and ellipses.</p> <p>Lesson 1: Use Selection tool to select graphics.</p> <p>Lesson 1: Resize, move, and delete drawn objects.</p> <p>Lesson 2: Use Snap to Grid tool to space objects equally apart, and connect objects.</p> <p>Lesson 2: Use line colors and fill colors</p>	<p>Thomson Course Technology: Computer Projects BASICS</p> <p>White Board</p> <p>Overhead projector/transparencies</p> <p>Computers</p> <p>Network Access to student folders</p> <p>Diskettes</p> <p>Printer</p> <p>Destination monitor</p> <p>Access to Internet</p> <p>Source documents</p> <p>Unit 1 - Lesson 1 - 10 Class discussion of various drawing applications. Instructor to demonstrate and reinforce word processing modification techniques. Read and discuss pages: Lesson 1: pages 3 – 8. Lesson 2: pages 13 – 16. Lesson 3: pages 21 – 22. Lesson 4: pages 27 – 30. Lesson 5: pages 35 – 36. Lesson 6: pages 41. Lesson 7: pages 45 – 46. Lesson 8: pages 49 – 50. Lesson 9: pages 55. Lesson 10: pages 59. Students to take notes on drawing vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 – 1.4 pages 8 – 10. Lesson 2: Step-By-Step 2.1 – 2.2 pages 16 – 18. Lesson 3: Step-By-Step 3.1 – 3.2 pages 23.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will learn to utilize drawing tools and techniques in designing objects.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 3: Draw polygons using Freeform tool.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies	Lesson 4: Step-By-Step 4.1 - 4.2 pages 30. Lesson 5: Step-By-Step 5.1 pages 37 – 38.
			X		Lesson 3: Nudge objects.	Computers Network Access to student folders	Lesson 6: Step-By-Step 6.1 - 6.3 pages 41 - 42. Lesson 7: Step-By-Step 7.1 - 7.2 pages 46 – 47.
			X		Lesson 3: Use zoom tools.	Diskettes Printer	Lesson 8: Step-By-Step 8.1 – 8.2 pages 50 – 51.
			X		Lesson 4: Type labels for objects.	Access to Internet	Lesson 9: Step-By-Step 9.1 – 9.2 pages 55 – 56.
			X		Lesson 4: Change font and font size.	Source documents	Lesson 10: Step-By-Step 10.1 pages 60. Students will complete and print:
			X		Lesson 4: Change line weight		Lesson 1: Projects 1, pages 10 - 11. Lesson 2: Projects 2, pages 18 - 19.
			X		Lesson 5: Group and ungroup objects.		Lesson 3: Projects 3, pages 24 - 25. Lesson 4: Projects 4, pages 31 - 32
			X		Lesson 5: Copy and paste objects.		Lesson 5: Projects 5, pages 38 - 40. Lesson 6: Projects 6, pages 43 - 44.
			X				Lesson 7: Projects 7, pages 47 - 48. Lesson 8: Projects 8 - 9, pages 51 - 54.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will learn to utilize drawing tools and techniques in designing objects.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 6: Use the Bring to Front tool utilizing Layering.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers	Lesson 9: Projects 10, pages 56 - 58. Lesson 10: Projects 11, pages 61 - 62. Assessment: Successful completion of Unit 1 activities. Submission of projects Teacher observation.
			X		Lesson 6: Use the Send to Back tool utilizing Layering.	Network Access to student folders Diskettes Printer	
			X		Lesson 7: Draw and adjust arcs.	Destination monitor Access to Internet Source documents	
			X		Lesson 8: Flip objects vertically and horizontally.		
			X		Lesson 8: Rotate objects.		
			X		Lesson 9: Change font colors and space objects equally apart without using a grid.		
			X		Lesson 10: Draw pie charts		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will learn to utilize drawing tools and techniques in designing objects.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
	X				<p>Drawing Unit Review: Utilize various drawing techniques to create customized business documents.</p> <p>CPI's – (8.1.12.A.1, 8.1.12.B.3; 8.2.12.A.1, A.2, 8.2.12.B.1, B.2, B.5; 8.4.12.A.1, B.1, B.2; 8.5.12.B.2; 8.6.12.A.1, A.9, A.10, A.11)</p>	<p>Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Unit 1 - Drawing Unit Review Instructor to review vocabulary and demonstrate various concepts used in drawing unit. Students will complete and print out Review Questions on pages 63 & 64. Students will complete and print teacher selected Supplementary Projects 12 - 15. Optional Activities - Critical Thinking and Web Research activities on page 71. Optional Project - Students will review and analyze comic strips from major newspapers and create their own comic strip utilizing various advanced drawing techniques. A minimum of 5 frames will be required. Assessment: Successful completion of drawing unit. Teacher observation. Unit 1 test.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Insurance Offices.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3	X				<p>Conduct Internet research on information needed in an Insurance Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p>	<p>Class discussion on current topic. Read & discuss Project #2 on pages 9 – 17. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 2-1: Prepare Location Maps. 2-2: Obtain Telephone Numbers. 2-3: Determine Postal Rates. 2-4: Find ZIP Codes +4. 2-5: Locate Insurance Information. 2-6: Prepare Highway Map. Students to record research on workbook pages 10 – 16. Optional: Internet Research Challenge, page 17. Assessment: Successful completion of Project #2 workbook pages. Teacher observation. Correct and grade assignment.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to understand the basic concepts of word processing.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
2			X		<p>Create a new word document, switch between document windows, and enter text in a document.</p> <p>Navagate through a document, and use click and type.</p> <p>CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson Learning: Microsoft Office XP Basics</p> <p>White Board</p> <p>Overhead projector/transparencies</p> <p>Computers</p> <p>Network Access to student folders</p> <p>Disks</p> <p>Printers</p> <p>Destination monitor</p> <p>Access to Internet</p> <p>Source documents</p>	<p>Class discussion on student's background knowledge of word processing.</p> <p>Instructor to review vocabulary and demonstrate various concepts used in word processing unit.</p> <p>Read and discuss Unit 2 – Lesson 1 on page 24.</p> <p>Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal.</p> <p>Students will complete Step-By-Step 1.1 – 1.7 on pages 25 - 32.</p> <p>Students will complete Lesson 1 Vocabulary Review and Review Questions on pages 33 - 34.</p> <p>Optional activities – Lesson 1 Projects, Web Project, Teamwork Project, and Critical Thinking activities.</p> <p>Assessment:</p> <p>Successful completion of Lesson.</p> <p>Correct and grade assignment.</p> <p>Teacher observation.</p> <p>Optional quiz</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to understand the editing concepts of word processing and reinforce word processing skills.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
7			X		Display nonprinting characters, use Backspace and Delete keys, and use Overtyping mode.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
			X		Use the undo, redo, and repeat features.	
			X		Select text and use the drag-and-drop editing method.	
			X		Use cut, copy, and paste commands.	
			X		Highlight text	
			X		Insert a file.	
					Lesson 1: Reinforce the basic elements of a word processing screen.	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in word processing unit. Read and discuss Unit 2 – Lesson 2 on page 37. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 2.1 – 2.10 on pages 38 - 47. Students will complete Lesson 2 Vocabulary Review and Review Questions on pages 48 - 49. Optional Activities - Lesson 2 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz Unit 2 - Lesson 1 - 2 Class discussion of various word

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to understand the editing concepts of word processing and reinforce word processing skills.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 1: Explain the difference between paragraph and character formatting.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	processing applications. Instructor to demonstrate and reinforce word processing modification techniques. Read and discuss pages: Lesson 1: pages 75 – 80. Lesson 2: pages 85 – 87. Students to take notes on word processing vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities:
			X		Lesson 1: Use a spell-checker.		Lesson 1: Step-By-Step 1.1 – 1.2, pages 81.
			X		Lesson 1: Type a personal business letter.		Lesson 2: Step-By-Step 2.1 pages 87 - 88.
			X		Lesson 2: Set, move, and delete custom tab stops.		Students will complete and print: Lesson 1: Projects 16, pages 81 - 83. Lesson 2: Projects 17, pages 88 - 90.
			X		CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)		Assessment: Successful completion of Unit 2. Teacher observation. Unit 2 Quiz optional.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Educational Offices.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		<p>Conduct Internet research on information needed in an Education Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1, B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects</p> <p>White Board</p> <p>Overhead projector/transparencies</p> <p>Computers</p> <p>Network Access to student folders</p> <p>Diskettes</p> <p>Printer</p> <p>Destination monitor</p> <p>Access to Internet</p> <p>Source documents</p>	<p>Class discussion on current topic.</p> <p>Read & discuss Project #3 on pages 18 – 26.</p> <p>Instructor to demonstrate techniques for project.</p> <p>Students to access Internet to conduct research.</p> <p>Students to complete the following tasks:</p> <p>3-1: Find Professional Certification Requirements.</p> <p>3-2: Find College Admissions Testing Requirements.</p> <p>3-3: Obtain Information on Government Financial Aid for Students.</p> <p>3-4: Obtain Specific Information From Colleges and Universities.</p> <p>3-5: Locate Scholarship Information.</p> <p>Students to record research on workbook pages 19 – 25.</p> <p>Optional: Internet Research Challenge, page 26.</p> <p>Assessment:</p> <p>Successful completion of Project #3 workbook pages.</p> <p>Teacher observation.</p> <p>Correct and grade assignment.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to format documents to strengthen word processing skills.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Change fonts and point sizes.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in word processing unit. Read and discuss Unit 2 – Lesson 3 on page 53. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 3.1 – 3.10 on pages 54 - 64. Students will complete Lesson 3 Vocabulary Review and Review Questions on pages 65 - 66. Optional Activities - Lesson 3 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz
			X		Change line spacing and align text.		
			X		Change margins and page orientation.		
			X		Use Print Preview and zoom in or out of a document.		
					Format tabs and indents.		
			X		Format bullets and numbering.		
			X		Insert page numbers and create a header and footer.		
					CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use Auto Features in Word along with applying those skills to various types of word processing documents.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
10			X		Check and correct spelling.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in word processing unit. Read and discuss Unit 2 – Lesson 4 on page 70. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 4.1 – 4.12 on pages 71 - 85. Students will complete Lesson 4 Vocabulary Review and Review Questions on pages 86 - 87. Optional Activities - Lesson 4 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz Unit 2 - Lesson 3 - 5
			X		Check and correct grammar.		
			X		Check for formatting inconsistencies.		
			X		Use AutoCorrect.		
			X		Use the Thesaurus.		
			X		Use AutoComplete.		
			X		Count words in a document.		
			X		Insert the date, time, and file name.		
			X		Find and replace text and formats.		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use Auto Features in Word along with applying those skills to various types of word processing documents.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		E-mail a document.	Thomson Course Technology: Computer Projects BASICS	Class discussion of various word processing applications.
			X		Lesson 3: Identify parts of an outline	White Board	Instructor to demonstrate and reinforce word processing modification techniques.
					Lesson 3: Type an out line.	Overhead projector/transparencies	Read and discuss pages:
		X				Computers	Lesson 3: pages 91 – 93.
		X			Lesson 3: Center a main title on an outline.	Network Access to student folders	Lesson 4: pages 99 – 102.
						Disks	Lesson 5: pages 109 - 110
			X		Lesson 4: Type a report.	Printers	Students to take notes on word processing vocabulary.
						Destination monitor	Students will complete and print out vocabulary terms to add to Vocabulary Journal.
		X			Lesson 4: Insert clipart or pictures in a report.	Access to Internet	Students will complete and print out computer activities:
						Source documents	Lesson 3: Step-By-Step 3.1 – 3.2, pages 93 - 94.
					Lesson 5: Type secondary report title.		Lesson 4: Step-By-Step 4.1 pages 102 - .104.
		X					Students will complete and print:
					Lesson 5: Type side headings for reports.		Lesson 3: Projects 18 – 19, pages 95 - 98.
							Lesson 4: Projects 20 - 21, pages 104 - 108.
			X		Lesson 5: Type paragraph headings for reports.		Lesson 5: Projects 22, pages 111 - 112.
							Assessment:
							Successful completion of Unit 2.
						Thomson Course Technology: Computer Projects BASICS	Teacher observation.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use Auto Features in Word along with applying those skills to various types of word processing documents.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources
	X				CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)	White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
						Unit 2 Quiz optional.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to perform advanced word processing operations utilizing tables to reinforce skills.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
12			X		Create a table.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in word processing unit. Read and discuss Unit 2 – Lesson 5 on page 91. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 5.1 – 5.12 on pages 92 - 106. Students will complete Lesson 5 Vocabulary Review and Review Questions on pages 107 - 108. Optional Activities #1 - Lesson 5 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Optional Activity #2 – Celebrity Letter – Students are to write a letter to their favorite celebrity requesting an authentic autograph utilizing word processing techniques. Utilize the “Tips for New Autograph Collectors” handout for guidance. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz Unit 3 - Lesson 1 - 4 Class discussion of various table
			X		Insert and delete rows and columns.		
			X		Adjust column width and center a table.		
			X		Edit table text.		
			X		Use a Draw Table and Eraser tools to create a table grid.		
			X		Format text alignment and direction within a table cell.		
			X		Format borders and shading.		
			X		Convert text to a table and AutoFormat the table.		
			X		Lesson 1: Identify the features of a table.		
						Thomson Course Technology: Computer	

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to perform advanced word processing operations utilizing tables to reinforce skills.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 1: Type a basic table.	Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders	applications. Instructor to demonstrate and reinforce table modification techniques. Read and discuss pages: Lesson 1: pages 131 – 134.
			X		Lesson 1: Type and horizontally center main title.	Disks Printers Destination monitor Access to Internet Source documents	Lesson 2: pages 139– 140. Lesson 3: pages 145– 148. Lesson 4: pages 153– 154. Students to take notes on table vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal.
			X		Lesson 1: Align table data.		Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 pages 134 - 136.
			X		Lesson 1: Change size of columns.		Lesson 2: Step-By-Step 2.1 – 2.2 pages 141.
			X		Lesson 2: Add gridlines to a table.		Lesson 3: Step-By-Step 3.1 pages 149-150.
			X		Lesson 2: Create table borders.		Lesson 4: Step-By-Step 4.1 pages 154 - 155.
			X		Lesson 3: Change the height of a table row.		
			X		Lesson 3: Center table data vertically.	Thomson Course Technology: Computer Projects BASICS	Students will complete and print: Lesson 1: Projects 29, pages 136 - 138.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to perform advanced word processing operations utilizing tables to reinforce skills.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 3: Use shading for table cells.	White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Lesson 2: Projects 30, pages 142 - 143. Lesson 3: Projects 31, pages 150 - 152. Lesson 4: Projects 32 – 35, pages 157- 163. Assessment: Successful completion of Unit 3. Teacher observation. Unit 3 Quiz optional.
			X		Lesson 4: Change the color of a table border.		
			X		Lesson 4: Change the color of table lines.		
			X		Lesson 4: Create column totals on a table.		
			X		CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create professional-looking documents using Desktop Publishing along with applying advanced techniques.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
15			X		Format text in columns.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in word processing unit. Read and discuss Unit 2 – Lesson 6 on page 112. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 6.1 – 6.13 on pages 113 - 127. Students will complete Lesson 6 Vocabulary Review and Review Questions on pages 128 - 129. Optional Activities #1 - Lesson 6 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Optional Activity #2 – Theme Restaurant Menu - Students are to create a dining menu for a theme restaurant. Utilize the “Desktop Publishing: Menu Project” handout for guidance. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz Unit 7 - Lesson 1 - 2 Class discussion of various desktop publishing applications.
			X		Insert clip art and other graphics.		
			X		Format borders and shading.		
			X		Create WordArt Objects.		
			X		Use drawing tools.		
			X		Insert and format text boxes.		
			X		Use AutoShapes to Create Objects.		
			X		Lesson 1: List examples of desktop publishing.		
					Lesson 1: Use text frames to type text.	Thomson Course Technology: Computer	

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create professional-looking documents using Desktop Publishing along with applying advanced techniques.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 2: Create border art.	Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Instructor to demonstrate and reinforce desktop publishing modification techniques. Read and discuss pages: Lesson 1: pages 307 – 310. Lesson 2: pages 317– 320. Students to take notes on desktop publishing vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 pages 311. Lesson 2: Step-By-Step 2.1 pages 321. Students will complete and print: Lesson 1: Projects 70 – 71, pages 312 - 314. Lesson 2: Projects 72, pages 321 - 324. Assessment: Successful completion of Unit 7. Teacher observation. Unit 7 Quiz optional.
			X		Lesson 2: Use multicolumn layouts.		
			X		CPI's – (8.1.12.B.1 - B.3; 8.3.12.A.1; 8.4.12.B.1, B.2, C.1; 8.5.12.A.3; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Radio Stations.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3				X	<p>Conduct Internet research on information needed in a Radio Station.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1, B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p>	<p>Class discussion on current topic. Read & discuss Project #7 on pages 48 – 54. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 7-1: Locate the Weather Forecast. 7-2: Locate Current Movie Reviews. 7-3: Locate Events Happening on this Day in History. 7-4: Find Birthdays for Today's Date. 7-5: Find Horoscope for Today's Birthday. Students to record research on workbook pages 49 – 53. Optional: Internet Research Challenge, page 54. Assessment: Successful completion of Project #7 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and format a worksheet in Excel.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Identify the parts of the Excel screen.	Thomson Learning: Microsoft Office XP Basics	Class discussion.
			X		Create and navigate through a worksheet.	White Board Overhead projector/transparencies	Instructor to review vocabulary and demonstrate various concepts used in Excel unit.
			X		Use the AutoCorrect and AutoComplete features in Excel.	Computers Network Access to student folders	Read and discuss Unit 4 – Lesson 1 on page 228.
			X		Change column width.	Disks Printers	Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal.
			X		Format contents of a cell.	Destination monitor Access to Internet	Students will complete Step-By-Step 1.1 – 1.10 on pages 229 - 241.
			X		Merge cells.	Source documents	Students will complete Lesson 1 Vocabulary Review and Review Questions on pages 242 - 243.
			X		Use the Undo and Redo features.		Optional Activities - Lesson 1 Projects, Web Project, Teamwork Project, and Critical Thinking activities optional.
						Thomson Learning: Microsoft Office XP Basics	Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and format a worksheet in Excel.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	X				AutoFormat the worksheet. CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.A.4, B.1, B.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)	White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use organizational techniques in Excel worksheet.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Insert and delete rows and columns. Clear and delete data. Copy and move data. Fill the same data in adjacent cells. Fill a data series in adjacent cells. Create multiple worksheets. Hide and unhide columns and rows. Freeze and unfreeze columns and rows.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Excel unit. Read and discuss Unit 4 – Lesson 2 on page 246. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 2.1 – 2.12 on pages 247 - 260. Students will complete Lesson 2 Vocabulary Review and Review Questions on pages 261 - 262. Optional Activities - Lesson 2 Projects, Web Project, Teamwork Project, and Critical Thinking. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use organizational techniques in Excel worksheet.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Sort data.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders	
			X		Change page setup.	Disks Printers Destination monitor Access to Internet Source documents	
			X		Print worksheets.		
			X		CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.A.4, B.1, B.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Financial Investment Offices.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3				X	<p>Conduct Internet research on information needed in a Financial Investment Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1, B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p>	<p>Class discussion on current topic. Read & discuss Project #8 on pages 55 – 62. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 8-1: Obtain Stock Symbols. 8-2: Obtain Stock Names. 8-3: Obtain Stock Prices. 8-4: Obtain Price/Earnings (P/E) Ratio. 8-5: Obtain Mutual Fund Prices. 8-6: Obtain Stock Price Trends Students to record research on workbook pages 56 – 61. Optional: Internet Research Challenge, page 62. Assessment: Successful completion of Project #8 workbook pages. Teacher observation. Correct and grade assignment</p> <p>Midterm Exam Review/Midterm Exam</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create worksheet formulas in Excel.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Understand formulas.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Excel unit. Read and discuss Unit 4 – Lesson 3 on pages 266 - 268. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 3.1 – 3.7 on pages 269 - 278. Students will complete Lesson 3 Vocabulary Review and Review Questions on pages 279 - 280. Optional Activities #1 - Lesson 3 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Optional Activity #2 – Stock Market Challenge - Students are to participate in a virtual stock market simulation to increase their knowledge in personal investments and world economies. The simulation can be found on Stocks Quest www.stocksquest.com . Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz
			X		Create a formula.		
			X		Identify and correct formula errors.		
			X		Use the AutoSum feature.		
			X		Use the AutoFill command to enter formulas.		
			X		Use absolute cell references.		
			X		Audit formulas on the worksheet.		
					CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.A.4, B.1, B.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use function formulas.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Understand function formulas.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Excel unit. Read and discuss Unit 4 – Lesson 4 on pages 283 - 285. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 4.1 – 4.6 on pages 285 - 293. Students will complete Lesson 4 Vocabulary Review and Review Questions on pages 294 - 295. Optional Activities #1 - Lesson 4 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Optional Activity #2 - On the Trail of Thieves - Students are to track a thief who stole a credit card and went on a spending spree in numerous countries. Students are to identify foreign countries and calculate the foreign exchange rates. Utilize the “On the Trail of Thieves ” handout for guidance.
			X		Use the Average and Sum functions.		
			X		Use the Count function.		
			X		Use the Minimum and Maximum functions.		
			X		Use the Now functions.		
			X		Use logical functions.		
					CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.A.4, B.1, B.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)	Thomson Learning: Microsoft Office XP Basics	Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use function formulas.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
						White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Optional quiz

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Human Resource Offices.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
3				X	<p>Project 9: Conduct Internet research on information needed in a Human Resources Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Class discussion on current topic. Read & discuss Project #9 on pages 63 – 69. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 9-1: Obtain OSHA Reporting Standards. 9-2: Locate Employment Data. 9-3: Locate Social Security Retirement Guidelines. 9-4: Determine Allowances on W-4 Forms. 9-5: Determine FICA Withholdings. Students to record research on workbook pages 64 – 68. Optional: Internet Research Challenge, page 69 Assessment: Successful completion of Project #9 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use the spreadsheet skills to analyze and communicate information.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
20			X		Apply conditional formats.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
			X		Insert a cell comment.	
			X		Insert a picture in a worksheet.	
			X		Resize and position pictures.	
			X		Create a chart.	
			X		Edit chart data.	
			X		Edit chart formats and options.	

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use the spreadsheet skills to analyze and communicate information.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
						<p>Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Optional quiz</p> <p>Unit 5 - Lesson 1 - 6 Class discussion of various spreadsheet applications. Instructor to demonstrate and reinforce spreadsheet modification techniques.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use the spreadsheet skills to analyze and communicate information.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 1: Identify the components of a spreadsheet.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents	Read and discuss pages: Lesson 1: pages 195 – 202. Lesson 2: pages 211 – 212. Lesson 3: pages 221 – 223. Lesson 4: pages 229 – 230. Lesson 5: pages 237 – 239. Lesson 6: pages 247 – 249. Students to take notes on spreadsheet vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 pages 203 – 204. Lesson 2: Step-By-Step 2.1 pages 213– 214. Lesson 3: Step-By-Step 3.1 – 3.2 pages 223– 224. Lesson 4: Step-By-Step 4.1 pages 231. Lesson 5: Step-By-Step 5.1 pages 239– 240. Lesson 6: Step-By-Step 6.1 pages 250. Students will complete and print: Lesson 1: Projects 43 – 44, pages 204 - 208. Lesson 2: Projects 45 – 46, pages 215 - 218. Lesson 3: Projects 47 – 48, pages 224 -
			X		Lesson 1: Type spreadsheet data.		
			X		Lesson 1: Make corrections to cell entries.		
			X		Lesson 1: Type a formula using addition.		
			X		Lesson 1: Adjust column width.		
			X		Lesson 2: Use the Fill Down tool.		
					Lesson 2: Use the Auto Sum tool to create column totals.		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use the spreadsheet skills to analyze and communicate information.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 3: Format numbers for currency.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents	228. Lesson 4: Projects 49 – 50, pages 231-235. Lesson 5: Projects 51 – 52, pages 241 - 244. Lesson 6: Projects 53 – 54, pages 251 - 255. Assessment: Successful completion of Unit 5. Teacher observation. Unit 5 Quiz optional.
			X		Lesson 3: Format cell entries for font and font size.		
			X		Lesson 4: Format cell entries for bold.		
			X		Lesson 4: Align cell entries.		
			X		Lesson 5: Center a main title.		
			X		Lesson 5: Change text color.		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to use the spreadsheet skills to analyze and communicate information.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 5: Create cell shading.	Thomson Course Technology: Computer Projects BASICS White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents	
			X		Lesson 6: Change row heights.		
			X		Lesson 6: Create borderlines.		
			X		Lesson 6: Vertically center cell entries.		
			X		CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.A.4, B.1, B.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Fleet Department Offices.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
3	X				<p>Conduct Internet research on information needed in a Fleet Department Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Class discussion on current topic. Read & discuss Project #10 on pages 70 – 76. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 10-1: Determine Dates. 10-2: Determine Current Value of Present Fleet. 10-3: Locate Replacement Vehicles (with same features). 10-4: Find Cost of Purchasing Vehicles After Trade-In. 10-5: Calculate Total Payments and Interest on New Cars. Students to record research on workbook pages 71 – 75. Optional: Internet Research Challenge, page 76. Assessment: Successful completion of Project #10 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to work with databases in Microsoft Access.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Identify the parts of the Access screen.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Access unit. Read and discuss Unit 5 – Lesson 1 on page 328. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 1.1 – 1.7 on pages 329 - 341. Students will complete Lesson 1 Vocabulary Review and Review Questions on pages 342- 343. Optional Activities - Lesson 1 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz
			X		Understand the purpose of the database objects.		
			X		Create a table using a wizard.		
			X		Enter records in database view.		
			X		Change the column width in datasheet view.		
			X		Add and delete fields in Design view.		
			X		Change field properties.		
			X		CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.B.1, B.2, C.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Travel Offices.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3	X				<p>Conduct Internet research on information needed in a Travel Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p>	<p>Class discussion on current topic. Read & discuss Project #11 on pages 77 – 84. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 11-1: Locate Airline Schedules and Fares. 11-2: Locate Hotel Accommodations. 11-3: Determine Business Travel Expenses. 11-4: Compare Car Rentals. 11-5: Locate Businesses. 11-6: Locating Restaurants. Students to record research on workbook pages 78 – 83. Optional: Internet Research Challenge, page 84. Assessment: Successful completion of Project #11 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to edit records and use forms in Microsoft Access.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3			X		Edit records in Datasheet view.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents	Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Access unit. Read and discuss Unit 5 – Lesson 2 on page 347. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 2.1 – 2.7 on pages 348 - 358. Students will complete Lesson 2 Vocabulary Review and Review Questions on pages 359- 360. Optional Activities - Lesson 2 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Assessment: Successful completion of Lesson. Correct and grade assignment. Teacher observation. Optional quiz
			X		Add and delete records in Datasheet view.		
			X		Cut, copy, and paste data in Datasheet view.		
			X		Change the datasheet layout.		
			X		Hide columns in a table.		
			X		Create a form.		
			X		Enter and edit data in a form.		
					CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.B.1, B.2, C.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)		

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Purchasing Offices.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
3				X	<p>Conduct Internet research on information needed in a Purchasing Office.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p>	<p>Class discussion on current topic. Read & discuss Project #12 on pages 85 – 91. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 12-1: Locating Office Planning Services and Products. 12-2: Locate and Compare Paper Shredders. 12-3: Locate Name Tag Source. 12-4: Compare Prices of Common Office Supplies. 12-5: Research Gold Information. Students to record research on workbook pages 86 – 90. Optional: Internet Research Challenge, page 91. Assessment: Successful completion of Project #12 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to order and find data and create reports and mailing labels. Students will also be able to reinforce and apply database skills through analysis applications.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
12			X		Sort data in Datasheet view. Find and replace data in Datasheet view. Create a query. Create a report. Create mailing labels.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents Class discussion. Instructor to review vocabulary and demonstrate various concepts used in Access unit. Read and discuss Unit 5 – Lesson 3 on page 363. Students to take notes on topics covered in lesson and print out vocabulary terms to add to Vocabulary Journal. Students will complete Step-By-Step 3.1 – 3.7 on pages 364 - 379. Students will complete Lesson 3 Vocabulary Review and Review Questions on pages 380- 381. Optional Activities #1 - Lesson 3 Projects, Web Project, Teamwork Project, and Critical Thinking activities. Optional Activity #2 - Movie Database Project- Students are to create a database report incorporating selected movies. Utilize the “Silver Screen Database Project” handout for guidance. Students will complete assigned tasks in the Unit Review on pages 384 – 394. Assessment: Successful completion of Lesson.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to order and find data and create reports and mailing labels. Students will also be able to reinforce and apply database skills through analysis applications.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
					Lesson 1: Identify the components of a	<p>Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Correct and grade assignment. Teacher observation. Optional quiz</p> <p>Unit 8 - Lesson 1 - 2 Class discussion of various database</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to order and find data and create reports and mailing labels. Students will also be able to reinforce and apply database skills through analysis applications.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
			X		database table and report.	applications.
			X		Lesson 1: Create a database table and report.	Instructor to demonstrate and reinforce database modification techniques. Read and discuss pages: Lesson 1: pages 331 – 335. Lesson 2: pages 345 – 346. Students to take notes on database vocabulary.
			X		Lesson 2: Create a database report with advanced sorting and calculated results. CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1; 8.3.12.A.1, A.2 8.4.12.B.1, B.2, C.2, D.1; 8.5.12.A.1, B.1; 8.6.12.A.1-A.12, B.1, B.2)	Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 pages 335 - 336. Lesson 2: Step-By-Step 2.1 pages 347 - 348. Students will complete and print: Lesson 1: Projects 74 – 76, pages 336 - 342. Lesson 2: Projects 77 - 78, pages 348 - 352. Assessment: Successful completion of Unit 8. Teacher observation. Unit 8 Quiz optional.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet effectively and efficiently to research and retrieve information pertaining to workplace readiness topics such as Moving and Living Independently.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
6			X		<p>Conduct Internet research on information needed for Moving and Living Independently.</p> <p>Conduct Internet research on information</p>	<p>Thomson South-Western: Internet Office Projects</p> <p>White Board</p> <p>Overhead projector/transparencies</p> <p>Computers</p> <p>Network Access to student folders</p> <p>Diskettes</p> <p>Printer</p> <p>Destination monitor</p> <p>Access to Internet</p> <p>Source documents</p> <p>Class discussion on current topic.</p> <p>Read & discuss Project #14 on pages 98 – 104.</p> <p>Instructor to demonstrate techniques for project.</p> <p>Students to access Internet to conduct research.</p> <p>Students to complete the following tasks:</p> <p>14-1: Compare Salaries.</p> <p>14-2: Research Crime Occurrences.</p> <p>14-3: Compare Other Living Factors.</p> <p>14-4: Make a Decision.</p> <p>14-5: Locate Living Accommodations.</p> <p>Students to record research on workbook pages 99 – 103.</p> <p>Optional: Internet Research Challenge, page 104.</p> <p>Assessment:</p> <p>Successful completion of Project #14 workbook pages.</p> <p>Teacher observation.</p> <p>Correct and grade assignment</p> <p>Class discussion on current topic.</p> <p>Read & discuss Project #15 on pages 105 – 110.</p> <p>Instructor to demonstrate techniques for</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet effectively and efficiently to research and retrieve information pertaining to workplace readiness topics such as Moving and Living Independently.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
			X		<p>needed for Planning a Vacation.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>project. Students to access Internet to conduct research. Students to complete the following tasks: 15-1: Obtain a Passport. 15-2: Locate U.S. Embassy. 15-3: Locate Public Transportation. 15-4: Locate Accommodations. 15-5: Research Sightseeing Attractions. 15-6: Exchange Foreign Currency. Students to record research on workbook pages 106 – 109. Optional: Internet Research Challenge, page 110. Assessment: Successful completion of Project #15 workbook pages. Teacher observation. Correct and grade assignment</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and utilize techniques to enhance PowerPoint presentations.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
16			X		Open and save an existing presentation.	Thomson Learning: Microsoft Office XP Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
			X		Identify the parts of the PowerPoint screen.	
			X		Navigate through a presentation.	
			X		Apply a design template.	
			X		Add slides.	
						Thomson Learning: Microsoft Office XP

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and utilize techniques to enhance PowerPoint presentations.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Add and edit text.	Basics White Board Overhead projector/transparencies Computers Network Access to student folders Disks	
			X		Delete, copy, and rearrange slides.	Printers Destination monitor Access to Internet Source documents	
			X		Use Help to get assistance.		
			X		View the presentation in full-screen view.		
					Lesson 1: Animate objects.	Thomson Course Technology: Computer Projects BASICS	Unit 9 - Lesson 1 Class discussion of various PowerPoint

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and utilize techniques to enhance PowerPoint presentations.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
			X		Lesson 1: Change background color.	White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents
			X		Lesson 1: Identify the components of a presentation.	
			X		Lesson 1: Start a slide show presentation.	applications. Instructor to demonstrate and reinforce PowerPoint modification techniques. Read and discuss pages: Lesson 1: pages 363 – 365. Students to take notes on PowerPoint vocabulary. Students will complete and print out vocabulary terms to add to Vocabulary Journal. Students will complete and print out computer activities: Lesson 1: Step-By-Step 1.1 pages 365 - 367. Students will complete and print: Lesson 1: Projects 81, pages 367 - 368. Assessment: Successful completion of Unit 9. Teacher observation. Unit 9 Quiz optional.
			X		Lesson 1: Type text on a slide.	
			X		Lesson 1: View a show.	Thomson Course Technology: Computer Projects BASICS

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create and utilize techniques to enhance PowerPoint presentations.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
	X				CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1 – B.5; 8.3.12.A.1,A.2 8.4.12.A.2, B.1, B.2, C.1, C.2, D.1; 8.5.12.A.1 – A.3, B.1 – B.4; 8.6.12.A.1-A.12, B.1 – B.4, C.1 - 6)	White Board Overhead projector/transparencies Computers Network Access to student folders Disks Printers Destination monitor Access to Internet Source documents

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as career decisions and job searches.
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources Learning Activities / Interdisciplinary Activities / Assessment Model
3				X	<p>Make career decisions and conduct job searches.</p> <p>CPI's – (8.1.12.A.1, B.1- B.3; 8.2.12.A.1 A.3, B.1- B.3, B.5; 8.4.12.B.1, B.2, C.1; 8.5.12.A.1, A.2, B.1B.2, C.1, C.2; 8.6.12.A.1-A.12, B.1, B.2)</p>	<p>Thomson South-Western: Internet Office Projects White Board Overhead projector/transparencies Computers Network Access to student folders Diskettes Printer Destination monitor Access to Internet Source documents</p> <p>Class discussion on current topic. Read & discuss Project #1 on pages 1 – 8. Instructor to demonstrate techniques for project. Students to access Internet to conduct research. Students to complete the following tasks: 1-1: Research Career Possibilities. 1-2: Research Qualifications and Positions Available. 1-3: Locate Electronic Resume (e-resume) Guidelines. 1-4: Post Electronic Resumes. 1-5: Find Temporary Employment. Students to record research on workbook pages 3 – 7. Optional: Internet Research Challenge, page 8. Assessment: Successful completion of Project #1 workbook pages. Teacher observation. Correct and grade assignment.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 9-12/ Computers In Business	The student will be able to create a professional resume.	
	NJ ASK	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
10			X		<p>Write a resume</p> <p>CPI's – (8.1.12.A.1, B.1 - B.3; 8.2.12.A.1 – A.3, B.1 – B.5; 8.3.12.A.1,A.2 8.4.12.A.2, B.1, B.2, C.1, C.2, D.1; 8.5.12.A.1 – A.3, B.1 – B.4; 8.6.12.A.1-A.12, B.1 – B.4, C.1 - 6)</p>	<p>Overhead projector/transparencies</p> <p>Computers</p> <p>Disks</p> <p>Rubric for professional resume assessment.</p> <p>Destination monitor</p>	<p>Class discussion.</p> <p>Students will complete a personal data sheet listing all jobs, activities, and hobbies.</p> <p>Students will prepare a rough draft of the resume using the data from the student's personal data sheet.</p> <p>Assessment: Evaluation of rough draft using rubric.</p> <p>Students will make all corrections and type a final copy of their resume.</p> <p>Assessment: Evaluate completed resume to meet department goal of prewrite of resume.</p> <p>Final Exam Review/Final Exam</p>

COURSE BENCHMARKS

1. The student will be able to identify applications associated with Microsoft Office XP.
2. The student will learn to utilize drawing tools and techniques in designing objects.
3. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Insurance Offices.
4. The student will be able to understand the basic concepts of word processing.
5. The student will be able to understand the editing concepts of word processing and reinforce word processing skills.
6. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Educational Offices.
7. The student will be able to format documents to strengthen word processing skills.
8. The student will be able to use Auto Features in Word along with applying those skills to various types of word processing documents.
9. The student will be able to perform advanced word processing operations utilizing tables to reinforce skills.
10. The student will be able to create professional-looking documents using Desktop Publishing along with applying advanced techniques.
11. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Radio Stations.
12. The student will be able to create and format a worksheet in Excel.
13. The student will be able to use organizational techniques in Excel worksheet.
14. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Financial Investment Offices.
15. The student will be able to create worksheet formulas in Excel.
16. The student will be able to use function formulas.
17. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Human Resource Offices.
18. The student will be able to use the spreadsheet skills to analyze and communicate information.
19. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Fleet Department Offices.
20. The student will be able to work with databases in Microsoft Access.
21. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Travel Offices.
22. The student will be able to edit records and use forms in Microsoft Access.
23. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as Purchasing Offices.
24. The student will be able to order and find data and create reports and mailing labels. Students will also be able to reinforce and apply database skills through analysis applications.
25. The student will be able to utilize the Internet effectively and efficiently to research and retrieve information pertaining to workplace readiness topics such as Moving and Living Independently.
26. The student will be able to create and utilize techniques to enhance PowerPoint presentations.
27. The student will be able to utilize the Internet to research information pertaining to workplace readiness topics such as career decisions and job searches.
28. The student will be able to create a professional resume.

Addendum

Name: _____

Period: _____

Computers in Business

Career PowerPoint Presentation

Your assignment is to choose a career that you may be interested in pursuing after you graduate from high school or college. This is a good time to start planning for your future so keep in mind a well thought out plan incorporates a lot of research. A good rule to follow is that your Interests + Abilities = Your Career Path. Also, your career should match the lifestyle you plan to have.

You will research specific information about the career and make a Power Point presentation of not less than 10 slides.

The ten slides should contain the following information:

Slides

- First slide: title of career, your name
- Job description
- Job skills needed (2-3)
- Level of education (degree, certificate, training)
- College/school to get degree/training-Name and Address
- Salary (starting salary and/or average salary)
- Job outlook (demand-increasing/decreasing; where-city, country, certain region, out-of-state)
- Working conditions (give specifics)
- Work environment
- Self employed or company employee
- Work hours (weekends, nights, seasonal, etc.)
- Benefits (insurance, sick days, vacation, etc.)
- Wardrobe (any special clothing required-uniform, business professional dress, business casual dress, etc.)
- Last slide: if you are still interested in career and why/why not-be specific

Techniques

- One slide should contain bulleted items
- Five slides should contain clipart/pictures/graphics-one depicting career
- Slide transitions-keep consistent
- Slide animation-at least two examples
- Use of a design template or background
- Use of footer on slides with date, name, and slide number
- Points will be deducted for spelling, grammar, or typographical errors.
- Print a hard copy of presentation

DESKTOP PUBLISHING: Menu Project

Using Desktop Publishing techniques learned in class, your mission is to create a dining menu for a theme restaurant. Think about various theme restaurants and their menus that you may have visited in the past such as "The Rainforest Café" or "The Hard Rock Café". Utilizing ALL the foods listed below, you must create a new restaurant menu, including a description. For example, if I used a golf theme, I might have the Driver Burger with Tees as the creative name which is actually a half pound hamburger loaded with tomato, pickles, onions, and our special green sauce served with tasty curly fries as the description. You can "enhance" an item (specify toppings, special sauce, etc.). Your menu will be graded based on originality, creativity, and accuracy. Good luck and be creative!!!



Appetizers

Cheese Sticks \$2.75
Toasted Ravioli \$3.00
Potato Skins \$3.00
Hot Wings \$3.50

Soups/Salads

Regular Tossed Salad \$2.75
Caesar Salad \$3.25
Grilled Chicken Salad \$3.75
Shrimp Salad \$4.50
Baked Potato Soup \$1.75
Chicken Noodle Soup \$1.75
Chili \$2.00

Sandwiches

Pork Barbecue Sandwich and Chips \$4.00
Beef Barbecue Sandwich and Chips \$4.15
Hamburger and French Fries \$4.50
Chicken and French Fries \$5.50
Hoagie Sandwich \$3.75

Entrees

(come with potato-french, baked, mashed, or rice and choice of cole slaw or mixed vegetables; bread)

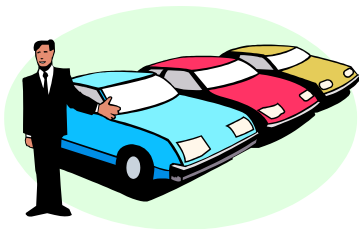
8 oz. Sirloin Steak \$7.50
10 oz. Rib eye Steak \$8.00
12 oz. T-bone Steak \$9.50
16 oz. New York Strip Steak \$10.50
8 oz. Grilled Chicken Breast \$8.00
Fried Chicken Strips \$7.50
Country Fried Steak \$7.50
Fried Shrimp Dinner \$7.50

Desserts

Cheesecake (plain) \$2.00
Cheesecake (w/topping) \$2.50
Apple Pie \$2.75
Fudge Brownie \$2.75
Ice Cream Sundae \$2.50

Beverages

Coke, Diet Coke, Sprite, Mr. Pibb, Minute Maid Orange \$1.25 (unlimited refills)
Tea and Lemonade \$1.25 (unlimited refills)
Coffee \$1.00 (unlimited refills)



Dream Car/Boat/Motorcycle

Retail vs. Invoice Price



(Excel Spreadsheet Activity)



Situation:

You have just received the opportunity to purchase the car/boat/motorcycle of your dreams. However, you must compare the **retail base price** and at least five options of your selection to the **invoice price**.

Create a spreadsheet that compares the cost of the 2 cars/boats/motorcycles in 2004, 2005, and 2006. To find the cost of each vehicle in 2004 you should use sites such as:

<http://www.nada.com>

<http://www.kbb.com>

It is important to document each site in which you obtain data.

Although you can find actual figures for 2004 models, you will have to estimate the cost of the base vehicle and options for 2005 and 2006 based on the 2004 figures. For example, research shows that the base price of a 2004 Mini Cooper S is \$20,449 and an option such as Premium Pkg is \$1,300. In the Excel spreadsheet you must estimate the 2005 and 2006 base price on the 2004 price. **The only cells that should have just numbers are the 2004 year base and option prices.** The cells for 2005 and 2006 should only have **formulas** (as the sample below) based on the year 2004. This is an example of using cell referencing.

MINI Cooper S Example – Retail Price

Retail	<u>2004</u>	<u>2005</u>	<u>2006</u>
<i>Base Price</i>	\$20,449	=(B3*1.06)	=(C3*1.06)
<i>Premium Pkg.</i>	\$1,300	=(B4*1.03)	=(C4*1.03)
<i>Cold Weather Pkg.</i>		=(B5*1.03)	=(C5*1.03)
<i>Sport Pkg.</i>		=(B6*1.1)	=(C6*1.1)
<i>Option 4</i>		=(B7*1.03)	=(C7*1.03)
<i>Option 5</i>		=(B8*1.12)	=(C8*1.12)
<i>Total Price</i>	=SUM(B3:B8)	=SUM(C3:C8)	=SUM(D3:D8)



The Excel spreadsheet you will complete must include the following:

Silver Screen Database Project

Films of all types are such popular forms of entertainment that many sites on the Internet are dedicated to film information. A good source of information about movies is the Internet Movie Database.

Think of a movie you have seen recently (or one you saw in the past that still interests you). Use a Web search tool to locate the current URL of the Internet Movie Database. If that site is not available, locate a site that provides you movie information. Use the search box on the website home page to key the name of the movie and then display information about the movie.

Task:

If you were going to create your own database about films you like, what fields would you use to store the information?

Website: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Field Name: _____

Tips for New Autograph Collectors

- Keep your fan letters short - never longer than a page. Mention something about the individual's career that you have enjoyed, like favorite films for a screen performer. With movie personalities, you might want to say that he/she is your favorite star! It appeals to their ego and there is nothing wrong with having several (hundred) favorite stars.
- Don't ever tell a star that you are an "Autograph Collector". Many stars actually despise them because they feel their photo is just going to go into an album along with a pile of other people. In addition, celebrities realize that there is a huge market for Autographed Photos and they know that many autograph collectors will actually sell items they receive from celebrities. For this reason, don't mention that you collect autographs.
- In your letter, specifically ask for an "authentic personally autographed photo". Sign your letter in a fashion similar to the way you want your photo inscribed (ex. Love or Your Friend)
- **ALWAYS** include a 9x12 S.A.S.E. (self addressed stamped envelope) with \$.67 postage. It will fold neatly into thirds and then fit perfectly into a regular size #10 envelope with \$.37 postage on it.
- Write "Personal" on the outside of your envelope in red ink. It Works! I know I always open mail first that is marked "Personal".
- Write "Address Correction and Forward" on the outside of your envelope. If a celebrity has moved, your letter will be forwarded to their new addresses and you will be notified of their new address by a postcard. This will save you the trouble of re-addressing and re-mailing your fan letter to their new address.
- Don't pester a star repeatedly. If you especially like a certain individual, wait at least 3 or 4 months before writing for another autographed photo
- Don't get overly personal in your letters to stars and be careful what you say. In some cases, a secretary may "screen" letters and keep a "suspicious letter file" devoted to those fan letters that are considered a little strange. If something happens to the star, you can rest assured the police will be looking over some of the star's " suspicious letters" and you don't want yours to be one of them.
- Be patient. Most stars respond within 45 days, but some take several years. The current trend is that older stars tend to be better at sending Autographed Photos and men seem to be more responsive than women. The worst stars to get signatures from are young females.

Name: _____

Period: _____

Due Date: _____

On the Trail of Thieves

Objective:

To use the situation and dated clues to determine the total U.S. dollars spent while the thieves went on a spending spree with Mrs. Hofstetter's credit card. Dated clues will provide information and you can use various references to determine the country where the credit card was used. Upon determining the country, you will chart the location on a world map. With the country found, the currency name can be determined as well as the exchange rate. A form is provided to record the information.



Mrs. Hofstetter has hired you to keep her banking records, which is not always an easy task! While traveling, someone stole her credit card. You have contacted the credit card company to report the stolen card. Your job is to help track down the thieves through the credit card trail. You will be given information about the countries the thieves have visited and the amount charged on her credit card. When you know the country, find out what the monetary unit is, check the exchange rate, and calculate how many dollars were spent. The credit card company is giving us the information in exchange for your help in tracking down the thieves. All that they ask is help in figuring out the total amount of the dollars that the thieves spent. They are prepared to cancel the total U.S. dollars spent by the thieves. Here are the clues to help you find the thieves. For each of the following, give the country, the foreign currency, the exchange rate, and the dollar amount asked for (or the foreign currency amount, if given the dollar amount). Use the exchange rate for the appropriate day of last month. Keep in mind that some countries have gone to the Euro.

1st—The thieves were first spotted in one of this country's provinces by the RCMP at a lacrosse match. They spent 450 on refreshments and, then, stole a boat.

2nd—The thieves turned up here, where they were spotted eating fish and chips at a café in Cardiff. They apparently stayed in a flat which they rented for the time that they were in this country. For the flat, they spent 1,100.

5th—The thieves then traveled through the Chunnel and took a TGV to Strasbourg, the tickets costing a total of 1,500.

6th—Next, in Flanders at a speech given by King Baudouin I, the thieves apparently gorged on waffles which they charged at a café in the amount of 2,100.

10th—Next, the thieves went north to Narvik and bought up a large supply of lutefisk and smalahode to take with them as they skied cross-country. The total food and travel bill was U.S. \$152.98. How much in the local currency does this equate?

11th—They crossed the border on their skis and were soon spotted in Goteborg buying lots of warm clothing for which they charged 6,000.

15th—Then, the thieves were spotted cruising on the autobahn in this country, decked out in new lederhosen, which were bought in Bavaria at a cost of U.S. \$200. How much in local currency did they spend?