

<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Formatting Documents	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from application software’s installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identity the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Selecta and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</li> <li>2. To develop speed and accuracy using touch keyboarding techniques to create and format documents, use the computer as an effective tool and enhance students’ information skills</li> </ol>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Describe the importance of ergonomics</li> <li>2. Identify the home keys and proper keyboarding techniques</li> <li>3. Identify parts of the screen</li> <li>4. Enter, edit and format text</li> <li>5. Open and Save files</li> <li>6. Create and manage folders</li> <li>7. Undo/Redo</li> <li>8. Header/Footer</li> <li>9. Line spacing</li> <li>10. Set up margins and tabs</li> <li>11. Utilize shortcut keys</li> <li>12. Bullets and Numbering</li> <li>13. Borders and Shading</li> <li>14. Insert Symbols</li> <li>15. Cut/Copy/Paste</li> <li>16. Spell Check/Thesaurus/Grammar</li> <li>17. Find/Replace</li> <li>18. Identify Proofreaders’ Marks</li> <li>19. Utilize Word Menus and Toolbars</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – a variety of formatting practice projects</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul>
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<p><b>RESOURCES:</b></p> <ul style="list-style-type: none"><li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li><li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li><li>• Internet</li><li>• Teacher created notes, handouts and Activities</li></ul>	<p><b>REMEDICATION/MODIFICATION:</b></p> <ul style="list-style-type: none"><li>• Assistance – Teacher/Peer</li><li>• Adjustment – Length/Breath</li><li>• Alternative – Assignments/Projects</li></ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"><li>▪ <b>Alternative</b><ul style="list-style-type: none"><li>• Assignments</li><li>• Extended focus</li></ul></li><li>▪ <b>Additional</b><ul style="list-style-type: none"><li>• Activities/Projects</li></ul></li></ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Business Documents (Memos and Letters)	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from application software’s installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identify the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Select and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Define and identify parts of a memorandum and different types of memo formats (standard and simplified)</li> <li>2. Describe the block letter format, the parts of a letter, and types of punctuation (open and closed)</li> <li>3. Identify and distinguish between the three types of letters (personal, business, and personal-business)</li> <li>4. Create envelopes according to United States Postal Service (USPS) standards</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of memorandums and letters</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li> <li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Reports (MLA format)	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from application software’s installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identity the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Selecta and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Describe and setup unbound and bound reports</li> <li>2. Correctly format a MLA format report</li> <li>3. Correctly format a Works Cited page</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of MLA reports</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li> <li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Graphics	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from application software’s installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identity the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Selecta and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Insert, rotate and wrap graphics</li> <li>2. Move, layer and size graphics</li> <li>3. Insert and manipulate WordArt</li> <li>4. Utilize the drawing toolbar (including: shapes, lines, colors and fill)</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of documents containing images and WordArt</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li> <li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Mail Merge	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identity the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Selecta and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Create a main document (letter) and data source for mail merge</li> <li>2. Merge the main document with the data source</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – practice setting up data sources to be merged into main documents</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li> <li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Word – Tables and Columns	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identify the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Select and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Insert tables and add/delete rows/columns</li> <li>2. Merge, change height and width of cells</li> <li>3. Sort, align and format text</li> <li>4. Create documents with multiple columns</li> <li>5. Create column breaks and add lines between columns</li> <li>6. Insert graphics and text boxes into columns</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of documents containing tables and columns</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Word 2003– Jennifer Duffy, Carol M. Cram, 2005.</li> <li>• Baycon Group, Microsoft Word Tutorial, <a href="http://www.baycongroup.com/wlesson0.htm">http://www.baycongroup.com/wlesson0.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> PowerPoint – Basic Knowledge	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identify the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Select and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Describe the purpose of PowerPoint</li> <li>2. Identify the parts of the PowerPoint window</li> <li>3. Describe the elements of a good presentation</li> <li>4. Navigate through an existing presentation</li> <li>5. Rearrange the slides of a presentation</li> <li>6. Open, print and save presentations</li> <li>7. <b>Create a new presentation</b></li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of presentations</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office PowerPoint 2003– David Beskeen, 2005.</li> <li>• Baycon Group, Microsoft Powerpoint Tutorial, <a href="http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm">http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> PowerPoint – Create a Presentation	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identify the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Select and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Create a presentation starting from a blank project</li> <li>2. Create a new presentation</li> <li>3. Enter, edit and format text</li> <li>4. Apply a design, change the color scheme</li> <li>5. Insert symbols</li> <li>6. Alter the slide layout</li> <li>7. Insert custom animation and slide transitions</li> <li>8. Add, move and resize objects within a presentation (including: clip art, animated clip art, audio, etc.)</li> <li>9. Promote and demote (increase &amp; decrease indent)</li> <li>10. Object buttons</li> <li>11. Printing presentations (notes, handouts, slides, etc)</li> <li>12. Run and navigate through a presentation</li> <li>13. Insert Hyperlinks</li> <li>14. Slide Master View</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of presentations</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office PowerPoint 2003– David Beskeen, 2005.</li> <li>• Baycon Group, Microsoft Powerpoint Tutorial, <a href="http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm">http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm</a>,</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b></li> </ul>
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<p>1999-2006.</p> <ul style="list-style-type: none"><li>• Internet</li><li>• Teacher created notes, handouts and Activities</li></ul>	<ul style="list-style-type: none"><li>• Assignments</li><li>• Extended focus</li><li>▪ <b>Additional</b><ul style="list-style-type: none"><li>• Activities/Projects</li></ul></li></ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> PowerPoint – Adding Graphs, Tables and Organizational Charts	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard - Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from an application software's installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identify the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Select and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b>  To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</p>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Explain the value of graphs and charts in a presentation</li> <li>2. Create a graph</li> <li>3. Change the chart type</li> <li>4. Add and edit a table</li> <li>5. Insert and edit an organization chart</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – prepare a variety of presentations</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office PowerPoint 2003– David Beskeen, 2005.</li> <li>• Baycon Group, Microsoft Powerpoint Tutorial, <a href="http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm">http://www.baycongroup.com/powerpoint/00_powerpoint_tutorial.htm</a>, 1999-2006.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Access: Basic Database Skills	

<p><b>NATIONAL STANDARDS: Computer Technology Standards</b></p> <p><b>1. Basic concept and operation</b></p> <ul style="list-style-type: none"> <li>a. Students demonstrate an understanding of the operation of technology systems</li> <li>b. Students are proficient in the skills needed to use, navigate, and interface with various technological tools</li> </ul> <p><b>NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:</b></p> <ul style="list-style-type: none"> <li>▪ Identify, select, evaluate, use, install, upgrade, and customize application software, diagnose and solve problems occurring from an application software's installation and use</li> <li>▪ Select and use word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia, and imaging software and industry- and subject-specific software</li> <li>▪ Enter, sort, and retrieve data from databases; evaluate media and file structures, and plan, develop, and modify file specifications and database schema</li> </ul> <p><b>Level 1-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Explain the purposes, functions, and common features of database software</li> <li>▪ Explain the meaning of common database terms</li> <li>▪ Use database software to store, query, retrieve, and sort data</li> <li>▪ Use database software to plan, create, update, add, and delete records</li> <li>▪ Explain the nature and interrelationships of bytes, fields, records, files, and databases</li> <li>▪ Populate (enter data into) and edit fields and records</li> <li>▪ Describe search strategies and use them to solve common information problems</li> <li>▪ Sort and retrieve data from files and databases</li> <li>▪ Plan and develop record specifications</li> <li>▪ Use database application development tools to create information systems to solve organizations problems</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Plan and develop database schema or organization</li> <li>▪ Normalize a database schema</li> </ul>
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<p><b>STATE STANDARDS: Business Education</b></p> <ul style="list-style-type: none"> <li>▪ Develop career awareness, make career choices and become employable in a variety of careers</li> <li>▪ Select and apply tools of technology</li> <li>▪ Apply knowledge and skills to simulations and/or work experience</li> <li>▪ Integrate academic knowledge with technical competencies</li> <li>▪ Prepare for further education and life-long learning</li> </ul> <p><b>Proposed Academic Standards for Science and Technology 3.7 Technological Devices</b>  <b>Computer literacy, including the use of hardware and software ... should be integrated across all content area.</b></p> <ul style="list-style-type: none"> <li>C. Evaluate computer operations and concepts as their effectiveness to solve specific problems.</li> <li>D. Evaluate the effectiveness of computer software to solve specific problems.</li> <li>E. Assess the effectiveness of computer communications systems.</li> </ul> <p><b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p> <p><b>UNIT OBJECTIVES: BASICS</b></p> <ol style="list-style-type: none"> <li>1. Log on to the network and choose appropriate class and program selections.</li> <li>2. Design, plan and build a database using these skills: <ul style="list-style-type: none"> <li>▪ Start and close a database program – Access</li> <li>▪ Name and save a new database</li> <li>▪ Determine the purpose of the database</li> </ul> </li> </ol>
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- Determine and name the tables and fields
- Create a new database using a blank database in design view, by entering data or using the database wizard
- Identify fields with unique values – determine data types and field properties
- Set a primary key
- Enter, edit, copy, move, delete data
- Navigate within a database and between objects within the database
- Use subject appropriate vocabulary
- Use Menus and dialog boxes
- Use Help feature
- Switch from Design View to Datasheet View
- Change field column width
- Print a table
- Find, sort, and filter records
- Maintain Data Integrity with: Validation Rules and Validation Text, Default Values, Input Masks, Lookup fields, etc.

#### 5. Integrate activities and projects with Word, Access and PowerPoint

##### ACTIVITIES:

- **Pre-Test**
- **Practice** - a variety of database problems and activities
- **Review** – concepts and skills
- **Application** – a variety of database applications including integrated projects

##### RESOURCES:

- Microsoft Access 2000, Illustrated Series, Lisa Friedrichsen
- Microsoft Office 2000 Projects, Illustrated Projects Series, Carol M. Cram
- Microsoft Office XP, Illustrated Series, Projects, Carol Cram
- Microsoft Office Projects for the Entrepreneur for Microsoft Office XP and 2000, Iris Blanc and Cathy Vento
- Microsoft Office XP Advanced Concepts and Techniques, Course Two, Shelly Cashman Vermaat
- **Access, A Comprehensive Approach**, Deborah Hinkle
- Internet
- Teacher created notes, handouts and Activities

##### ASSESSMENTS:

- Teacher observation
- Quizzes
- Worksheets/Handouts
- Activities/Projects
- Tests

##### REMEDIATION:

- **Assistance** – Teacher/peer
- **Adjustment** – Length/breadth
- **Alternative** – Assignments/projects

##### ENRICHMENT:

- **Alternative**
  - Assignments
  - Extended focus
- **Additional**
  - Activities/Projects

<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Access: Developing and Enhancing Skills	

<p><b>NATIONAL STANDARDS: Computer Technology Standards</b></p> <p><b>1. Basic concept and operation</b></p> <ul style="list-style-type: none"> <li>a. Students demonstrate an understanding of the operation of technology systems</li> <li>b. Students are proficient in the skills needed to use, navigate, and interface with various technological tools</li> </ul> <p><b>3. Productivity tools</b></p> <ul style="list-style-type: none"> <li>a. Students use technology to enhance their learning, increase productivity and develop their creativity.</li> <li>b. Students use productivity tools to construct technology-enhanced models, prepare publications, and produce other creative works.</li> </ul> <p><b>5. Research tools</b></p> <ul style="list-style-type: none"> <li>a. Students use technology to locate, collect, and evaluate information.</li> <li>b. Students use technology tools to analyze data and report results.</li> <li>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific task.</li> </ul> <p><b>NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:</b></p> <ul style="list-style-type: none"> <li>▪ Identify, select, evaluate, use, install, upgrade, and customize application software, diagnose and solve problems occurring from an application software's installation and use</li> <li>▪ Select and use word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia, and imaging software and industry- and subject-specific software</li> <li>▪ Enter, sort, and retrieve data from databases; evaluate media and file structures, and plan, develop, and modify file specifications and database schema</li> </ul> <p><b>Level 1-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Explain the purposes, functions, and common features of database software</li> <li>▪ Explain the meaning of common database terms</li> <li>▪ Use database software to store, query, retrieve, and sort data</li> <li>▪ Use database software to plan, create, update, add, and delete records</li> <li>▪ Explain the nature and interrelationships of bytes, fields, records, files, and databases</li> <li>▪ Populate (enter data into) and edit fields and records</li> <li>▪ Describe search strategies and use them to solve common information problems</li> <li>▪ Sort and retrieve data from files and databases</li> <li>▪ Plan and develop record specifications</li> <li>▪ Use database application development tools to create information systems to solve organizations problems</li> </ul> <p><b>Level 4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Plan and develop database schema or organization</li> </ul>
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<p><b>STATE STANDARDS: Business Education</b></p> <ul style="list-style-type: none"> <li>▪ Develop career awareness, make career choices and become employable in a variety of careers</li> <li>▪ Select and apply tools of technology</li> <li>▪ Apply knowledge and skills to simulations and/or work experience</li> <li>▪ Integrate academic knowledge with technical competencies</li> <li>▪ Prepare for further education and life-long learning</li> </ul> <p><b>Proposed Academic Standards for Science and Technology 3.7 Technological Devices</b>  <b>Computer literacy, including the use of hardware and software ... should be integrated across all content area.</b></p> <ul style="list-style-type: none"> <li>C. Calculate computer operations and concepts as their effectiveness to solve specific problems.</li> <li>D. Evaluate the effectiveness of computer software to solve specific problems.</li> </ul>
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E. Assess the effectiveness of computer communications systems.

Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:

**UNIT OBJECTIVES: Developing and Enhancing Skills**

**1. Create, save, edit and use forms**

- Enter, modify, and delete records using form
- Use and modify unbound and bound controls
- Move fields
- Change tab sequence
- Customize a form
- Align fields
- Create a form header
- Create label and text boxes

**2. Create, save and edit reports**

- Create and modify a report using the report wizard and AutoReport
- Move controls between report sections
- Customize a report
- Sort and group records in a report
- Use AutoFormat for a Report
- Print the report

**3. Create and save mailing labels**

- Create and modify labels

**4. Create, save, edit and use relationships**

- Understand table relationships
- Define relationship between tables
- View relationships in the Relationships Window
- Edit relationships

**5. Create and manipulate queries, enhanced queries and interactive queries**

- Create a query in design view
- Edit a dynaset
- Modify a query
- Specify selection criteria and sort order
- Use "AND" and "OR" criteria
- Select records that don't match a value

**ACTIVITIES:**

- **Pre-Test**
- **Practice** - a variety of database problems and activities
- **Review** – concepts and skills
- **Application** – a variety of database and integrated applications

**RESOURCES:**

- Microsoft Access 2000, Illustrated Series, Lisa Friedrichsen
- Microsoft Office 2000 Projects, Illustrated Projects Series, Carol M. Cram
- Microsoft Office XP, Illustrated Series, Projects, Carol Cram
- Microsoft Office Projects for the Entrepreneur for Microsoft Office XP and 2000, Iris Blanc and Cathy Vento
- Microsoft Office XP Advanced Concepts

**ASSESSMENTS:**

- Teacher observation
- Quizzes
- Worksheets/Handouts
- Activities/Projects
- Tests

**REMEDIATION/MODIFICATION:**

- **Assistance** – Teacher/peer
- **Adjustment** – Length/breadth
- **Alternative** – Assignments/Projects

**ENRICHMENT:**

- **Alternative**
  - Assignments
  - Extended focus
- **Additional**
  - Activities/Projects

and Techniques, Course Two, Shelly  
Cashman Vermaat

- Access, A Comprehensive Approach, Deborah  
Hinkle
- Internet
- Teacher created notes, handouts and  
Activities

<b>COURSE: Information Processing</b>	<b>GRADE(S): 9-12</b>
<b>UNIT: Excel: Basic Spreadsheet Skills</b>	

<p><b>NATIONAL STANDARDS: Computer Technology Standards</b></p> <p>1. <b>Basic concept and operation</b></p> <p>a. Students demonstrate an understanding of the operation of technology systems.</p> <p>c. Students are proficient in the skills needed to use, navigate, and interface with various technological tools.</p> <p><b>NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:</b></p> <p>Identify, select, evaluate, use, install, upgrade, and customize application software, diagnose and solve problems occurring from an application software's installation and use.</p> <p><b>Level 1-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Explain the purposes, functions, and common features of spreadsheet software</li> <li>▪ Explain the meaning of common spreadsheet terms</li> <li>▪ Use spreadsheet software to design, create, manipulate, store, retrieve, update, add, search, sort, print, charts, and delete data</li> </ul> <p><b>Level 3-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Test spreadsheet formulas and design for accuracy</li> </ul>
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<p><b>STATE STANDARDS: Business Education</b></p> <ul style="list-style-type: none"> <li>▪ Develop career awareness, make career choices and become employable in a variety of careers</li> <li>▪ Select and apply tools of technology</li> <li>▪ Apply knowledge and skills to simulations and/or work experience</li> <li>▪ Integrate academic knowledge with technical competencies</li> <li>▪ Prepare for further education and life-long learning</li> <li>▪ Enter, sort, retrieve, and manipulate information using a spreadsheet.</li> </ul> <p><b>Proposed Academic Standards for Science and Technology 3.7 Technological Devices</b></p> <p><b>Computer literacy, including the use of hardware and software ... should be integrated across all content area.</b></p> <p>F. Evaluate computer operations and concepts as their effectiveness to solve specific problems</p> <p>G. Evaluate the effectiveness of computer software to solve specific problems</p> <p>H. Assess the effectiveness of computer communications systems</p> <p><b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>
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<p><b>UNIT OBJECTIVES: BASICS</b></p> <p>3. <b>Log on to the network and choose appropriate class and program selections.</b></p> <p>4. <b>Create, enhance, print worksheets and charts using the following basic skills:</b></p> <ul style="list-style-type: none"> <li>▪ Start and close a spreadsheet program – Excel</li> <li>▪ Identify parts of the Excel screen</li> <li>▪ Navigate within a worksheet and between worksheets and workbooks</li> <li>▪ Use UnDo and ReDo Commands</li> <li>▪ Work with sheets – name, rename, insert, delete, move, save, close and open</li> <li>▪ Work with workbooks – name, rename, delete, save, open and close</li> <li>▪ Work with data – enter, edit, and format text and values</li> <li>▪ Work with Layout and Print features</li> <li>▪ Construct and enter simple formulas and basic formulas using functions</li> <li>▪ Use copy and fill handle</li> <li>▪ Use AutoCalculate</li> <li>▪ Understand and use absolute/relative cell reference in formulas</li> <li>▪ Create, edit, enhance and format charts</li> </ul>
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- Use subject appropriate terminology

**ACTIVITIES:**

- **Practice** - a variety of spreadsheet problems and activities
- **Review** – concepts and skills
- **Application** – a variety of spreadsheet applications and integrated projects

**RESOURCES:**

- Microsoft Office XP Illustrated Series Carol Cram
- Microsoft Office 2000 Projects, Carol Cram
- Microsoft Excel 2000, Reding & O'Keefe
- Projects for the Entrepreneur for Office XP and 2000, Iris Blanc and Cathy Vento
- Excel, A Comprehensive Approach, Deborah Hinkle
- Internet
- Teacher created notes, handouts and activities

**ASSESSMENTS:**

- Teacher observation
- Quizzes
- Worksheets/Handouts
- Activities/Projects
- Tests

**REMEDIATION/MODIFICATION:**

- **Assistance** – Teacher/peer
- **Adjustment** – Length/breadth
- **Alternative** – Assignments/projects

**ENRICHMENT:**

- **Alternative**
  - Assignments
  - Extended focus
- **Additional**
  - Activities/Projects

<b>COURSE: Information Processing</b>	<b>GRADE(S): 9-12</b>
<b>UNIT: Excel: Developing and Enhancing Excel Skills</b>	

<p><b>NATIONAL STANDARDS: Computer Technology Standards</b></p> <p><b>1. Basic concept and operation</b></p> <ul style="list-style-type: none"> <li>a. Students demonstrate an understanding of the operation of technology systems.</li> <li>d. Students are proficient in the skills needed to use, navigate, and interface with various technological tools.</li> </ul> <p><b>2. Productivity tools</b></p> <ul style="list-style-type: none"> <li>a. Students use technology to enhance their learning, increase productivity, and develop their creativity.</li> <li>b. Students use productivity tools to construct technology-enhanced models, prepare publications, and produce other creative works.</li> </ul> <p><b>5. Research tools</b></p> <ul style="list-style-type: none"> <li>a. Students use technology to locate, collect, and evaluate information.</li> <li>b. Students use technology tools to analyze data and report results.</li> <li>c. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific task.</li> </ul> <p><b>NATIONAL BUSINESS EDUCATION ASSOCIATION STANDARDS:</b></p> <p><b>Level 1-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Explain the purposes, functions, and common features of spreadsheet software</li> <li>▪ Explain the meaning of common spreadsheet terms</li> <li>▪ Use spreadsheet software to design, create, manipulate, store, retrieve, update, add, search, sort, print, charts, and delete data</li> </ul> <p><b>Level 3-4 Performance Expectations</b></p> <ul style="list-style-type: none"> <li>▪ Test spreadsheet formulas and design for accuracy</li> </ul>
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<p><b>STATE STANDARDS: Business Education</b></p> <ul style="list-style-type: none"> <li>▪ Develop career awareness, make career choices and become employable in a variety of careers</li> <li>▪ Select and apply tools of technology</li> <li>▪ Apply knowledge and skills to simulations and/or work experience</li> <li>▪ Integrate academic knowledge with technical competencies</li> <li>▪ Prepare for further education and life-long learning</li> </ul> <p><b>Proposed Academic Standards for Science and Technology 3.7 Technological Devices</b></p> <p><b>Computer literacy, including the use of hardware and software ... should be integrated across all content area.</b></p> <ul style="list-style-type: none"> <li>C. Evaluate computer operations and concepts as their effectiveness to solve specific problems.</li> <li>D. Evaluate the effectiveness of computer software to solve specific problems.</li> <li>E. Assess the effectiveness of computer communications systems.</li> </ul> <p><b>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</b></p>
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**UNIT OBJECTIVES: Develop and Enhance Skills**

**1. Design, enhance, and print worksheets and charts using the following:**

- Text – format, edit and modify  
Font style, size, appearance, alignment  
AutoComplete, AutoCorrect  
Copy, Cut, Drag and Drop, Fill and AutoFill
- Values/Dates – format, edit and modify cells  
Number, alignment, font, border
- Cell enhancement  
Borders, shading, AutoFormat, Comments
- Columns and rows  
Insert, delete, height, width
- Formulas  
Use simple formulas to add, subtract, multiply and divide  
Use basic functions: sum, average, max, min, count, counta, etc.  
Correct formulas and circular references  
Print all and part
- Print/Print Preview – Worksheet and Chart  
Page setup, margins, headers and footers, page breaks
- Create a variety of Chart types  
Select categories and values (data)  
Identify the parts of a chart  
Select proper chart types for proper representation
- Format charts  
Size and move a chart – insert charts in word and PowerPoint documents,  
Edit a data series, colors, and patterns  
Edit the legend, grid lines, titles  
Apply 3-D view  
Insert drawing objects and clip art
- Use appropriate terminology

**2. Program Features**

- Spell, Find/Replace
- Toolbars and Menus
- Short Cut Menus
- File Management  
Folders, find files, rename, delete

**ACTIVITIES:**

- Practice - a variety of spreadsheet problems and activities
- Review – concepts and skills
- Application – a variety of spreadsheet applications and integrated projects

**RESOURCES:**

- Microsoft Office XP Illustrated Series  
Carol Cram
- Microsoft Office 2000 Projects, Carol Cram
- Microsoft Excel 2000, Reding & O’Keefe
- Projects for the Entrepreneur for Office XP and 2000, Iris Blanc and Cathy Vento
- Excel, A Comprehensive Approach, Deborah Hinkle
- Internet
- Teacher created notes, handouts and Activities

**ASSESSMENTS:**

- Teacher observation
- Quizzes
- Worksheets/Handouts
- Activities/Projects
- Tests

**REMEDIATION/MODIFICATION:**

- **Assistance** – Teacher/peer
- **Adjustment** – Length/breadth
- **Alternative** – Assignments/projects

**ENRICHMENT:**

- **Alternative**
  - Assignments
  - Extended focus
- **Additional**
  - Activities/Projects

<b>COURSE:</b> Information Processing	<b>GRADE(S):</b> 9-12
<b>UNIT:</b> Publisher – Templates	

<p><b>NATIONAL STANDARDS:</b>  Achievement Standard – Application Software: Identify, I evaluate, select, install, use, upgrade, and customize application software; diagnose and solve problems resulting from application software’s installation and use.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Explore emerging application software</li> <li>• Identity the types of application software and explain the purpose or use of each</li> <li>• Use online and offline help to learn software</li> <li>• Selecta and apply the appropriate application software to common tasks</li> </ul> <p>Level 4 Performance Expectations</p> <ul style="list-style-type: none"> <li>• Diagnose and solve application software problems</li> <li>• Import and export text, data, sound, video, and still images between software programs</li> </ul>
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<p><b>STATE STANDARDS:</b></p> <ol style="list-style-type: none"> <li>1. To teach and apply concepts and skills in current and emerging technology areas including keyboarding/document processing, computer application software, networking, multimedia production, Internet, email and business programming</li> <li>2. To develop speed and accuracy using touch keyboarding techniques to create and format documents, use the computer as an effective tool and enhance students’ information skills</li> </ol>
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<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Create a publication from a template</li> <li>2. Select publication design</li> <li>3. Change the color and font schemes on a design template</li> <li>4. Enter, edit and format text within placeholders</li> <li>5. Open and Save files</li> <li>6. Move and delete textboxes an other objects on the page</li> <li>7. Insert design gallery objects, Auto Shapes, WordArt, etc.</li> <li>8. Work with multiple page layouts</li> </ol>
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<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pre-Test</b></li> <li>▪ <b>Practice</b> - a variety of database problems and activities</li> <li>▪ <b>Review</b> – concepts and skills</li> <li>▪ <b>Application</b> – a variety of formatting practice projects</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2003 - Elizabeth Eisner Reding, 2004.</li> <li>• Internet</li> <li>• Teacher created notes, handouts and Activities</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observation</li> <li>▪ Quizzes</li> <li>▪ Worksheets/Handouts</li> <li>▪ Activities/Projects</li> <li>▪ Tests</li> </ul> <p><b>REMEDIATION/MODIFICATION:</b></p> <ul style="list-style-type: none"> <li>• Assistance – Teacher/Peer</li> <li>• Adjustment – Length/Breath</li> <li>• Alternative – Assignments/Projects</li> </ul> <p><b>ENRICHMENT:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Alternative</b> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Extended focus</li> </ul> </li> <li>▪ <b>Additional</b> <ul style="list-style-type: none"> <li>• Activities/Projects</li> </ul> </li> </ul>
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