

# **Southern Regional High School District Course of Study**

**Department** \_\_\_Business

**Course Number**

**6068**

**Course Title: MICROSOFT OFFICE**  
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## **Essential Questions of the Course:**

**What will I learn in Microsoft Word?**

**What will I learn in Microsoft Access?**

**What will I learn in Microsoft Excel?**

**What will I learn in Microsoft PowerPoint?**

**What will I learn in Quark Express?**

## **Assessments:**

**Daily Projects**

**Tests and Quizzes**

## **Unit of Study 1**

**Unit Title: (1) Basic Editing and Mail Merge**

### **Essential Questions of the Unit:**

- 1. What is a margin?**
- 2. What is line spacing?**
- 3. What is justification?**
- 4. How do I cut and paste?**
- 5. What is a mail merge?**

### **Assessments:**

**Daily assignments incorporating all items learned**

**Projects**

**Tests by evaluation**

**Content:**

- 1. Using Microsoft Word, students will learn basic editing/word processing features.**
- 2. Students will learn the concept of a mail merge.**
- 3. Students will learn how a mail merge can be beneficial when creating form letters.**

**Skills:**

- 1. Cut and paste**
- 2. Margins**
- 3. Justification**
- 4. Page layout**
- 5. Find and replace**
- 6. Thesaurus**
- 7. Form letters**
- 8. Labels**

**Purpose / Rational of the unit:**

**The purpose of this unit is to learn the basic editing features of Microsoft Word and to create a simple business letter using a mail merge.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **A. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 Weeks**

**Instructional Activities:**

**Daily learning tasks which students must complete to demonstrate their understanding of the concepts taught and their ability to implement/apply skills that they have learned.**

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**Materials and Resources:**

**Teacher-created projects**

**Microsoft Word**

## **Unit of Study 2**

**Unit Title: (2) Draw and Word Art**

### **Essential Questions of the Unit:**

- 1. How do I use the draw toolbar to enhance my documents?**
- 2. What is a watermark?**
- 3. How can you import and size a graphic?**
- 4. How do you apply a page border?**
- 5. How do you rotate and duplicate an item?**
- 6. How can you group objects?**

### **Assessments:**

- 1. The completion of daily projects incorporating all items learned with the draw toolbar.**
- 2. Formative daily assessments of student performance and completion of learning tasks.**

## **Content:**

- 1. Work with clip art**
- 2. Importing graphics.**
- 3. Creating text boxes.**
- 4. Work with line styles and colors**
- 5. Copy, move, and size graphics.**
- 6. Create watermarks.**

**Skills:**

- 1. Work with the draw toolbar of your word processing software.**
- 2. Import and size pictures.**
- 3. Use text boxes correctly.**
- 4. Add color and lines to documents.**
- 5. Enhance documents with watermarks.**
- 6. Produce attractive documents**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to word art and basis draw principles. Students will work with clip art, text boxes, and the basics of word art to create attractive documents.**

**Students will also have an understanding of how to rotate, copy, move and size graphics.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **C. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **D. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 4 Weeks**

**Instructional Activities:**

**Daily learning tasks which students must complete to demonstrate their understanding of the concepts taught and their ability to implement/apply skills that they have learned.**

**Materials and Resources:**

**Microsoft Word Draw Toolbar**

**Teacher-created projects**

## **Unit of Study 3**

**Unit Title: (3) Introduction to Quark**

### **Essential Questions of the Unit:**

- 1. What is Quark Express?**
- 2. What exactly is Desktop Publishing?**
- 3. What is Design?**
- 4. How can design enhance readership?**

### **Assessments:**

- 1. Learning/Assessment tasks that require students to apply desktop design principles to create attractive documents.**
- 2. Student-created daily projects**
- 3. Active demonstrations of ability to use the tool palette.**

## **Content:**

- 1. Tool palette**
- 2. Measurement palette**
- 3. Text boxes**
- 4. Picture boxes**
- 5. Sizing a graphic**
- 6. Balancing white space**
- 7. Runaround**
- 8. Baseline shift**

**Skills:**

- 1. Creating a document**
- 2. Designing pages for different purposes**
- 3. Customizing**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to Quark Express and have them understand the basic principles of desktop design and layout principles**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **E. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **F. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **C. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 Weeks**

**Instructional Activities:**

**Teacher-created projects**

**Materials and Resources:**

**Quark Express**

## **Unit of Study 4**

**Unit Title: (4) Newsletters and Brochures**

### **Essential Questions of the Unit:**

- 1. How can I create an attractive newsletter?**
- 2. How can I create an attractive three-fold brochure in Microsoft Word?**

### **Assessments:**

- 1. Daily participation**
- 2. Daily projects**

**Content:**

- 1. Two column newsletters**
- 2. Three column newsletters**
- 3. Two-page newsletter**
- 4. Three-fold brochure**

**Skills:**

- 1. Balancing columns of text and importing graphics**
- 2. Designing**
- 3. Balancing white space**

**Purpose / Rational of the unit:**

**The purpose of this unit is to learn to design attractive newsletters and three-fold brochures incorporating all concepts learned**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **G. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **H. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **D. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: About 3 weeks**

**Instructional Activities:**

**Demonstration of proper setup**

**Teacher-created projects**

**Materials and Resources:**

**Microsoft Word**

**Daily Learning Tasks**

## **Unit of Study 5**

**Unit Title: (5) Basic Introduction to Hyper Studio and 3D Writer**

### **Essential Questions of the Unit:**

- 1. What is Hyper Studio?**
- 2. What is the purpose of using Hyper Studio?**
- 3. How do I create a simple animation?**
- 4. What is 3D Writer?**

### **Assessments:**

**Summative performance assessments which require students to actively demonstrate their understanding and knowledge of the principles and concepts related to animation.**

**Students will demonstrate their ability to effectively implement the sequence of steps required to create a simple animation.**

## **Content:**

- 1. Draw tool box**
- 2. Buttons**
- 3. Ghostwriter**
- 4. Roll Credits**
- 5. Rollover**
- 6. Single animation**
- 7. Double animation**

**Skills:**

**Students will be able to create presentations incorporating roll credits, ghostwriter, animations etc.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to Multimedia with the use of the program Hyper Studio.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **I. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **J. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **E. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Visual presentations**

**Materials and Resources:**

**Hyper Studio**

**Sound Companion**

**Photoshop**

**Teacher-created projects**

## **Unit of Study 6**

**Unit Title: (6) Microsoft Excel**

### **Essential Questions of the Unit:**

- 1. What is a spreadsheet?**
- 2. How can I create a spreadsheet?**
- 3. How can I add a chart to a spreadsheet?**

### **Assessments:**

- 1. Create spreadsheets to calculate payroll.**
- 2. Create spreadsheets to calculate grades**
- 3. Create spreadsheets to calculate basketball statistics**

**Content:**

- 1. How to enter and edit data**
- 2. How to work with formulas and functions**
- 3. Format a spreadsheet and set printing options**
- 4. Edit a spreadsheet**
- 5. Change the structure of a spreadsheet**
- 6. Create and format charts**
- 7. Integrate with other programs**

**Skills:**

- 1. Enter and edit data, how to save and print.**
- 2. Moving and copying data and formulas and transposing cells**
- 3. Creating, editing, and formatting different types of charts**
- 4. Share spreadsheet data with other programs**

**Purpose / Rational of the unit:**

**Students will be able to create a spreadsheet, insert formulas and plot data with the use of a pie, bar or column chart.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **K. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **L. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **F. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 7 weeks**

**Instructional Activities:**

**Visual presentations**

**Materials and Resources:**

**Microsoft Excel**

**Teacher-created projects**

## **Unit of Study 7**

**Unit Title: (7) PowerPoint**

### **Essential Questions of the Unit:**

- 1. How can I create a PowerPoint presentation?**
- 2. How can I enhance slides?**
- 3. How can I insert music into a slide show?**

### **Assessments:**

**Follow instructions and apply all features learned to create slide shows.**

**Completion of daily projects will enable students to demonstrate their understanding and ability to implement all concepts learned.**

**Content:**

- 1. Create, save and print a presentation**
- 2. Move, copy, duplicate and delete slides**
- 3. Select, align, and change the appearance of text**
- 4. Use the slide and title master and format bullets**
- 5. Create a chart, table or an excel worksheet on a slide**
- 6. Insert an organizational chart**
- 7. Add transitions, sound, timing and music**

**Skills:**

**Learn to create a presentation that can be used to convey information to any discipline.**

**Purpose / Rational of the unit:**

**To give students the ability to use PowerPoint correctly**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **M. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **N. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **G. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: (3) weeks**

**Instructional Activities:**

**Teacher will incorporate presentations into instructional tasks to demonstrate how to correctly use all aspects of PowerPoint.**

**Materials and Resources:**

**Microsoft PowerPoint**

**Teacher created projects**

## **Unit of Study 8**

**Unit Title: (8) Microsoft Access**

### **Essential Questions of the Unit:**

- 1. What is Access?**
- 2. What is a Database?**
- 3. How is an Access database organized?**

### **Assessments:**

- 1. Projects will be evaluated on the students ability to enter data, edit data, create reports, perform filters and create queries.**

## **Content:**

- 1. Basic Database editing and printing**
- 2. Find information in a Database.**
- 3. Work with queries.**
- 4. Work with filters.**
- 5. Work with reports**
- 6. Advanced tables and forms.**
- 7. Import into Excel.**

**Skills:**

**Students will have the knowledge to:**

- 1. Create a simple database**
- 2. Display menus and select commands**
- 3. Sort records**
- 4. Modify records**
- 5. Create a table in design view**
- 6. Create a form from an existing database**
- 7. Filter records**
- 8. Create a query**
- 9. Create reports**

**Purpose / Rational of the unit:**

**Students will be able to create a database, search the database and print out a report from the database.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **O. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **P. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

**9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.**

#### **H. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: About 8 weeks**

**Instructional Activities:**

**Microsoft Access**

**Materials and Resources:**

**Microsoft Access**

**Teacher-created projects**