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ADVANCED WORD INFORMATION PROCESSING

Business Technology   **WORD PROCESSING**   **9-12**

Curriculum Standard One:	**The student will demonstrate advanced utilization of a word processing program by creating the following professional projects in Word: 1) Desktop publishing newsletters, 2) developing useful macros, and 3) creating and managing mail merges in conjunction with printing envelopes, labels, and letters.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will design professional looking, personal newsletter testimonial resumès which will include: ♦ Pre-designed template ♦ Columns, bullets, border and shading ♦ Advanced text formatting with WordArt ♦ Importing graphics via ClipArt CD's and from scanned images	A. Using his/her standard resumè or a guideline, can the student transform his/her standardized resumè into a professional-looking two-page newsletter? B. Can the student modify pre-designed templates, use columns, bullets, borders, and shading, WordArt, and insert graphics from alternative sources of media?	• Using MS Office's Word for Windows, the student will present his/her "Newsletter Resumès" to the class. The student will not only demonstrate what he/she knows, but will also be selling himself/herself on how employable he/she is in tomorrow's job market.

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Business Technology WORD PROCESSING **9-12**

Performance Objective	Critical Attributes	Benchmarks/Assessment
2. The student will become familiar with Word's built-in Macro features and develop his/her own useful macros which include: ♦ Deciding how the macro will work before implementation ♦ Recording, running, saving, and modifying macros ♦ Specifying how macros will be stored (e.g., stored as a toolbar button)	A. Can the student take full advantage of Word's built-in automated macro features? B. Can the student successfully create a useful power macro from scratch?	• The student will demonstrate his/her ability to create time saving macros with high level recording and editing macro exercises.
3. The student will learn how to merge mail lists and documents and master an understanding of the mail merge components of "Data Source" and "Main Document."	A. Given raw data, can the student create a database source? B. Using data from another application, such as Excel or Access, can the student create a successful mail merge?	• Using Word and adjoining Office APPS, the student will complete a mail merge that includes actual envelope and label mailings.

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ADVANCED WORD INFORMATION PROCESSING

Curriculum Standard Two: The student will demonstrate touch typing skills at an advanced level of proficiency.		
Performance Objective	**Critical Attributes**	**Benchmarks/Assessment**
1. The student will be able to key in alpha-numeric data without having to look at the keyboard.	A. Can the student type at a base proficiency of 50+ words a minute when given a 5-minute alpha-numeric timed typing test?	• The student will be using Micro Type Pro or the equivalent as the software application for his/her assessment.

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ADVANCED WORD INFORMATION PROCESSING

Business Technology   **INTERNET RESEARCH & WEB PAGE DESIGN**   **9-12**

Curriculum Standard Three: **The student will understand advanced concepts of Internet Research, Drivers, and download file maintenance and Web Page design.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will utilize the Internet to explore the job market and careers.	A. Can the student take advantage of Internet Research Engines/Browsers, such as LYCOS, ALTA VISTA, YAHOO, etc., to acquire career information (e.g., "Occupational Outlook Handbook/URL's").	• Using a popular web page publishing program, the student will design a web page using various tools (e.g., table, applets for java, backgrounds, flowing text, and links).
2. The student will study how to access software and driver upgrades.	A. Can the student find the correct web-site for software/driver upgrades. B. Can the student extract archived software drivers that have been downloaded (e.g., PKUNIP, ARJ, etc.)?	• The student will access the Bureau of labor and Statistics (BLA) web page and view the comprehensive categories of the "Occupational Outlook Handbook."
3. The student will create HTML web pages.	A. Can the student create a web page using hypertext, graphics, image maps, text, HTML, and URL's.	*Note: In the advent of our labs being upgraded to Office 97, the student will be able to insert hyperlinks to any Office 97 application, link to other Office 97 documents, or web sites.*

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ADVANCED WORD INFORMATION PROCESSING

Curriculum Standard Four: **The student will understand multimedia technology. The student will utilize miltimedia technology to manipulate and produce professional presentations.**

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will develop and produce a full motion and sound video presentation utilizing movie (AVI) files, sound (WAV), and CD ROM ClipArt files.	A. Can the student integrate and enhance text, graphics, video, and sound into a flawless operating presentation? B. Can the student use the application (e.g., PowerPoint) to its full potential, such as using "PowerPoint Viewer", "Pack and go Wizard" and Slide Show Timings?	• Using Microsoft PowerPoint, the student will develop a 12 plus slide presentation on the career research he/she did in his/her Internet career research unit. • The student will have access to a multimedia CD containing thousands of movies and sounds. • The student will present his/her Multimedia Production to his/her classmates.

ADVANCED WORD INFORMATION PROCESSING

Business Technology   **SPREADSHEETS**   **9-12**

Curriculum Standard Five: **The student will understand spreadsheet concepts necessary to effectively gather, produce, and analyze spreadsheet data. The student will earn to effectively tap into Excel's power.**	

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will utilize all the features of spreadsheet applications. The student will learn to manage worksheets, workbooks, and templates. The student will acquire the skills necessary to use formulas, functions, and formatting cells using every feature available.	A. Can the student: ＊ recognize spreadsheet errors ＊ do keyboard shortcuts ＊ demonstrate different ways to enter values and formulas ＊ insert, delete, copy, and move rows and columns ＊ manipulate more than one worksheet at a time ＊ insert different types of charts and label correctly X + Y AXIS including legends ＊ enhance spreadsheet design with colors, patterns, shading, boarders, and pictures ＊ utilize advanced program features including working effectively with spreadsheet databases, 3-D formulas, using pivot tables to analyze data, and using custom autofills?	• The student will demonstrate his/her ability to create professional looking spreadsheets with high-level spreadsheet exercises.

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ADVANCED WORD INFORMATION PROCESSING

Business Technology   **DATABASES**   **9-12**

Curriculum Standard Six: **The student will understand concepts necessary to effectively gather, produce, and analyze database date. The student will learn to effectively tap into Access' power.**	

Performance Objective	Critical Attributes	Benchmarks/Assessment
1. The student will create fields, tables, forms, reports, records, and queries.	A. Can the student create fields, tables, and professional looking forms?	• Using MS Access, the student will create a database and data entry form using multiple operations, functions, and expressions.
2. The student will perform the actions of manipulating data in tables, including displaying, moving, sorting, filtering, verifying, and merging data fields.	A. Can the student use his/her database with external data? B. Can the student create select, relationship, and join queries?	