

6th - 8th Grade Business Education Curriculum

Power Standards

Students will be able to:

- Utilize basic Microsoft Office applications.
- Utilize proper keyboarding technique.
- Manage Windows operating system.
- Model ethical practices while using computer technologies.

Power Benchmarks

Students will be able to:

- Execute basic Windows commands.
- Apply basic Word commands.
- Demonstrate proper keyboarding technique.
- Format text.
- Format letters, reports, and outlines.
- Create boxed tables.
- Demonstrate knowledge of basic Excel commands.
- Create formulas.
- Prepare and produce a Microsoft PowerPoint presentation.
- Demonstrate comprehension of Internet terminology and search strategies.

Note: The intermediate school Business Education computer curriculum is vertically articulated in grades 6th - 8th and with the high school computer curriculum. Davenport intermediate schools' schedules vary by grade level, by weeks per term, and by minutes per period. The level of skill attainment is impacted by how much opportunity each student has to participate in these classes. Upon successful completion of the entire 6th-8th grade Business Education computer curriculum, students will be proficient in each skill level.

- The 6th grade curriculum is based on 'Exposure & Experience.'
- The 7th grade curriculum is based on 'Knowledge & Comprehension.'
- The 8th grade curriculum is based on 'Application & Analysis.'

6th - 8th Grade Business Education Curriculum

Power Standards

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 - Apply basic Word commands.
 - Format text.
 - Format letters, reports, and outlines.
 - Create boxed tables.
 - Demonstrate knowledge of basic Excel commands.
 - Create formulas.
 - Prepare and produce a Microsoft PowerPoint presentation.
2. Utilize proper keyboarding technique.
 - Demonstrate proper keyboarding technique.
3. Manage Windows operating system.
 - Execute basic Windows commands.
4. Model ethical practices while using computer technologies.
 - Demonstrate comprehension of Internet terminology and search strategies.

Power Benchmarks

Note: The intermediate school Business Education computer curriculum is vertically articulated in grades 6th - 8th and with the high school computer curriculum. Davenport intermediate schools' schedules vary by grade level, by weeks per term, and by minutes per period. The level of skill attainment is impacted by how much opportunity each student has to participate in these classes. Upon successful completion of the entire 6th-8th grade Business Education computer curriculum, students will be proficient in each skill level.

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 1 Estimated Timeline: 1 day</p> <ul style="list-style-type: none"> ➤ Execute basic Windows commands. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communications</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communications			x	x	x
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
x	x	x		x																	
Math	Science	Reading	Social Responsibility	Communications																	
		x	x	x																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ There are multiple methods to execute Windows commands. ➤ Windows is unique to PC compatible computers. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the benefits of a basic Windows system? ➤ Which method of navigation is most efficient for personal use of the Windows operating system? 																				
<p>Students will (know):...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate proper start-up and logon procedures. ➤ Identify desktop icons in order to open programs: Word, PowerPoint, and Excel. ➤ Demonstrate navigational commands. ➤ Create folders for organizing documents. ➤ Demonstrate proper logoff and shutdown procedures. <ul style="list-style-type: none"> ○ open, close, maximize, minimize, and size windows 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Model hands-on activities utilizing the computer equipment. ➤ Demonstrate keyboarding techniques. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See attached assessment for competency 1. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached assessment for competency 1.
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Student Assessment for Competency 1: Execute basic Windows commands.

Skills	Exceeds: no assistance needed	Meets: little assistance needed	Needs: Unable to demonstrate skill
1. Student can properly start-up computer.			
2. Student can logon to the computer.			
3. Student can identify Word icon.			
4. Student can identify PowerPoint icon.			
5. Student can identify Excel icon.			
6. Student can save a file.			
7. Student can open a saved file.			
8. Student can close a file.			
9. Student can maximize a window.			
10. Student can minimize a window.			
11. Student can change the size of windows.			
12. Student can demonstrate proper logoff.			
13. Student can shutdown the computer.			
14. Student can create folders for organizing documents			
15. Student can locate eLocker.			
16. Student manages e-locker.			

Student Name:

Total Skills: /16

Exceeds: 15-16 skills (90% proficient)

Meets: 12-14 skills (75% proficient)

Needs: 11 and below

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 2 Estimated Timeline: 1-3 days & on-going application</p> <ul style="list-style-type: none"> ➤ Apply basic Word commands. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communications</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X		X	Math	Science	Reading	Social Responsibility	Communications			X	X	X
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X	X	X		X																	
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		X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Commands from the menu bar execute basic Word functions. ➤ Commands from the standard and formatting toolbars execute basic Word functions. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the commands to apply the proper functions for Microsoft Word to format word processing documents? ➤ What are the key commands for all drop-down menus and extensions? 																				
<p>Students will: (know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain the functions and commands of Microsoft Word. ➤ Identify the different commands for drop-down and extension menus. <ul style="list-style-type: none"> ○ menu bar, standard & formatting toolbars, save, print, format, cut, copy, paste, bold, italics, font, margins, tab, table, insert, over-type 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Select commands from the menu bar to perform Microsoft Word functions. ➤ Utilize icons on the standard/formatting toolbar to format and edit Word documents. ➤ Access shortcuts to perform basic Word functions such as save, print, and format. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See attached competency 2 assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached competency 2 rubric.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ 6th - Exposure & Experience ➤ 7th - Knowledge & Comprehension ➤ 8th – Application & Analysis ➤ Top 10 list, Create and save lists to eLocker. ➤ Word Basics 2000 video. ➤ Sequenced directions to practice basic commands 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ By Mark Schlichting ➤ Use Glencoe Keyboarding Text Lessons 36 - 40
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6th - 8th Grade Business Education Curriculum

Competency 2 Rubric for Microsoft Word Functions: Apply basic Word commands.

Skills	Exceeds	Meets	Needs
Format	Demonstrates multiple formatting techniques without assistance	Performs basic formatting techniques with some assistance	Does not know how to format
Edit	Knows advanced editing	Performs basic editing skills without assistance	Does not know how to edit
Save	Ability to save to multiple locations	Saves to eLocker without assistance	Does not know how to save
Print	Knows advanced print functions	Performs basic printing without assistance	Does not know how to print

Competency 2 Assessment for Microsoft Word Functions: Apply basic Word commands.

Competency	Exceeds	Meets	Needs
Format			
Edit			
Save			
Print			

Student Name:

Total Skills: /4

Exceeds: 4 skills (90% proficient)

Meets: 3 skills (75% proficient)

Needs: 2 and below

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Competency 1: Activity 1

Top 10 List

Benchmark 1a Apply basic Word commands.

Using 'bullets and numbering' icon on the tool bar, create a top ten list using the suggested ideas.

1. Top 10 Girl I dated
2. Top 10 Sports figures
3. Top 10 excuses when I didn't get my home done.
4. Top 10 movies.
5. Top 10 skateboards
6. Top 10 books I like to read.
7. Top 10 actors or actresses
8. Top 10 music groups
9. Top 10 songs
10. Top 10 vacation spots
11. Top 10 foods
12. Top 10 candy
13. Top 10 summer activities
14. Top 10 classes.

By Mark Schlichting

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 3 Estimated Timeline: 10 days & on-going application</p> <ul style="list-style-type: none"> ➤ Demonstrate proper keyboarding technique. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	x	x	x		x	Math	Science	Reading	Social Responsibility	Communications			x		x
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x	x	x		x																	
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		x		x																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ The proper method of keyboarding is the touch method, including home row. ➤ Utilizing proper keyboarding technique promotes efficiency and accuracy. ➤ Proper hand, foot, and eye positioning are essential (ergonomics) for keyboarding. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is learning proper keyboarding technique essential to educational and future success? ➤ How can proper keyboarding technique prevent injuries? 																				
<p><i>Students will (know)...</i> (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Predict what could happen without using proper keyboarding techniques. ➤ Cite examples how keyboarding will enhance future success. <ul style="list-style-type: none"> ○ home keys, anchor keys, touch method, posture 	<p><i>Students will be able to: (i.e. do)...</i> (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate which fingers control each key on the keyboard. ➤ Utilize the “touch” method and proper technique for alphanumeric and symbol keys. ➤ Apply keyboarding skills during drills and daily assignments. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See attached Competency 3 assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached Competency 3 rubric.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ Keyboarding activities – typing tutor ➤ Lessons 1-20, pages 2-65. ➤ Key Multicultural Activities, pages 1-14. ➤ http://www.davis.k12.ut.us/cjh/appliedtech/Business/Keyboarding/Index.html ➤ http://www.actden.com/ 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Glencoe Keyboarding Text ➤ Glencoe Keyboarding Text: ➤ Internet
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Keyboarding Technique Competency Assessment 3: Demonstrate proper keyboarding technique

Skills	Exceeds (consistently demonstrates the skill)	Meets (occasional reminders needed)	Needs (no effort: consistently needs reminders)
1. Seating position (Back to the back, rear to the rear)			
2. Foot position (flat on the floor)			
3. Hand position (utilizing proper 'touch method' typing-wrists slightly raised, arms parallel to the keyboard, fingers curved over the home-keys at the anchor position, elbows to the side)			
4. Eye position (on copy or monitor screen)			

Student Name:

Total Skills: /4

Exceeds: 4 skills (90% proficient)

Meets: 3 skills (75% proficient)

Needs: 2 and below

6th - 8th Grade Business Education Curriculum

Stage 1 – Desired Results

<p>Power Benchmark/Competency: 4 Estimated Timeline: 1-3 days & on-going application</p> <ul style="list-style-type: none"> ➤ Format text. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communications</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications	X	X	X		X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Formatting changes the appearance of a document. ➤ Formatting communicates ideas and meaning. ➤ Intended use of a document will determine the style of a document. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is text formatted in a word processing document? ➤ When and why is it appropriate to format text differently in word processing documents? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Format text in a Word document. ➤ Justify selection of text format. ➤ Explain procedures used to format text. <ul style="list-style-type: none"> ○ alignment, bullets, numbering, style, text, document 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply vertical and horizontal alignments. ➤ Create bulleted lists. ➤ Integrate formatting commands. <ul style="list-style-type: none"> ○ cut, copy, paste, bold, italics, underline, format, fonts 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See attached competency 4 assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached competency 4 rubric.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ Cross-curriculum projects with core curricular areas. ➤ Format an unformatted paragraph from Glencoe’s Lesson 48, p. 171, Letter 2 ➤ Create and format an Autobiography composition with cover page (insert digital picture). Create and format an Autobiography. ➤ Work with English/Language Arts or Social Studies teachers to create a report integrating formatting skills. ➤ Glencoe Keyboarding Text: Lesson 48, p. 171 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Glencoe Keyboarding with Computer Applications Text ➤ By David Buller
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Competency 4 Assessment: Format Text

Skill	Exceeds: Accomplished with no assistance.	Meets: Accomplished with little assistance.	Needs: Accomplished with much assistance needed or incomplete.
Type your first and last name.			
Bold your first name.			
Italicize your last name.			
Underline your first and last name.			
Change your first name to "Arial" font style and size 20.			
Change your last name to "Arial Black" font style and size 8.			
Vertically center the quote, "Computers rock and so does my teacher!"			
Horizontally align your entire document "center".			
Change the color of the quote to "blue".			
Cut your first name and paste it after your last name (Wallace, Jose).			
Copy and paste your "last name, first name" 5 times down the page.			
Bullet your name with a (Square-shaped bullet)			

Student Name:

Total Skills: /12

Exceeds: 11-12 skills (90% proficient)

Meets: 9-10 skills (75% proficient)

Needs: 8 and below

(Student must repeat task until s/he attains the "Meets" standard or above)

6th - 8th Grade Business Education Curriculum

Competency 4: Activity 1

Autobiography

Power Standard 1a

Competency 2 - Apply basic Word commands.

Create a cover page that consists of:

1. Current photograph
2. Name
3. Date
4. Center on page

Create a 2 page autobiography including:

1. Starts from birth until your current age.
2. Use three different font sizes.
3. Use Bold, Italics, Underline
4. One inch margins
5. Create a picture in paint that reflects your favorite hobby.
6. Insert the picture from paint
7. Must use proper formatting techniques
8. (optional) bring a baby picture from home – scan and insert into document

By David Buller

6th - 8th Grade Business Education Curriculum

6th - 8th Grade Business Education Curriculum

Stage 1 – Desired Results

<p>Power Benchmark/Competency: 5 Estimated Timeline: 5-7 days & on-going application</p> <ul style="list-style-type: none"> ➤ Format letters, reports, and outlines. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communication	X	X	X		X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X		X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that: (sentence)</i></p> <ul style="list-style-type: none"> ➤ Letters, reports, and outlines follow a specific format. ➤ MLA style is a commonly accepted format. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How are different types of letters, reports, and outlines formatted? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the key components to format a block letter. ➤ Explain key components to format a report. ➤ Describe key components for formatting an outline. <ul style="list-style-type: none"> ○ personal business letter, business letter, modified block letter, block letter, works cited (bibliography/references), Modern Language Association (MLA), outlines, Arabic numerals, Roman numerals 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Format letters in various block styles. ➤ Generate reports using the MLA style. ➤ Create a cover (title) page. ➤ Produce a works cited page citing various sources. ➤ Demonstrate outline features. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See attached competency 5 assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached competency 5 rubric.
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ Block Letter: Supplemental Production Activities and Solutions Glencoe Keyboarding and Computer Applications p. 10 ➤ MLA: Multicultural Activities and Solutions Glencoe Keyboarding and Computer Applications p. 23; Activity 7 ➤ Outlines: Glencoe Keyboarding with Computer Applications reference page 1. ➤ Supplemental Production Activities and Solutions Glencoe Keyboarding and Computer Applications p. 26-29; Works Cited: Lesson 76 and p. 30; Lesson 78 ➤ Key the letter, report, and outline units. ➤ Read reference page 3, p. 139, <i>Glencoe Keyboarding with Computer Applications</i> (utilize MLA Format). ➤ Cover Page: Read reference page 1 in <i>Glencoe Keyboarding with Computer Applications</i> (reproduce: title page, contents, unbound report, and report outline). 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text
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Competency 5 Assessment and Rubric: Format letters, Reports, and Outlines

Competency	Exceeds: Follows original formatting with no assistance.	Meets: Follows original formatting with little assistance.	Needs: Follows original formatting with continual assistance.
Create letters in block style.			
Generate reports using the MLA style.			
Create a cover (title) page.			
Produce a works cited page (bibliography/references) citing various sources.			
Demonstrate outline features.			

Total Skills: /5

Exceeds: 5 skills (90% proficiency)

Meets: 4 skills (70% proficiency)

Needs: 3 and below skills

(Student must repeat task until s/he attains the “Meets” standard or above)

6th - 8th Grade Business Education Curriculum

Stage 1 – Desired Results

<p>Power Benchmark/Competency: 6 Estimated Timeline: 1-3 days & on-going application</p> <ul style="list-style-type: none"> ➤ Create tables. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="background-color: #ffff00;">Career</th> <th style="background-color: #ffff00;">Technology</th> <th style="background-color: #ffff00;">Critical Thinking</th> <th style="background-color: #ffff00;">Global & Cultural</th> <th style="background-color: #ffff00;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <th style="background-color: #ffff00;">Math</th> <th style="background-color: #ffff00;">Science</th> <th style="background-color: #ffff00;">Reading</th> <th style="background-color: #ffff00;">Social Responsibility</th> <th style="background-color: #ffff00;">Communications</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications	X	X	X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students understand that: (sentence)</i></p> <ul style="list-style-type: none"> ➤ There is a need for using tables within Word. ➤ Tables assist in a document’s organization and structure. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why would information be organized with a table? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Explain the appropriate use for tables within a Word document. <ul style="list-style-type: none"> ○ open tables, boxed tables, border, cell, column, row, merge 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Utilize the “insert table” command on the menu bar or formatting toolbar. ➤ Format tables. ➤ Enter data into table cells. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Prepare final boxed table. May use Cross-Curricular Applications and Solutions supplemental. pp. 45 – 52, Table 1- 9. Select your choice. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached Competency 6 rubric
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ Activity E, Parts of a Table, page 235-236, Table 1 and 2 <i>Glencoe Keyboarding with Computer Applications</i>. ➤ <i>Create a table – State, Capital, Flag, Bird. Enter columns, and rows. Join cells and add Headings.</i> ➤ P. 90 Glencoe; Recreate the table and insert it in a document ➤ P. 125 Glencoe; Recreate the table and insert it in a document ➤ Create a sports table of a team with player information, etc. 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Glencoe Keyboarding with Computer Applications Text ➤ Brad Verdon ➤ Glencoe Keyboarding with Computer Applications Text ➤ Glencoe Keyboarding with Computer Applications Text ➤ Mark Schlichting
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Competency 6: Activity 3

NCAA TOURNAMENT TEAM SEARCH

By Mark Schlichting

Choose about 5 items from the list below to use for table data.

Put this as the Column heading.

1. Mascot/Nickname.
2. School colors
3. Tell where is your team from: State
4. Tell where is your team from: City
5. When was the school established?
6. What is the school's enrollment?
7. What types of degrees do they offer?
8. What is the yearly tuition for in state students?
9. Who is the School's basketball coach?
10. How many players are on the team? How many are seniors?
11. What conference is the school in?
12. How many championships does the school have in basketball?
13. What other sports are at the school?
14. Name a famous person that attended that school.

You could also put it on a spreadsheet, PowerPoint, table or make a report out of it. Use also with internet research.

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Competency 6 Assessment and Rubric: Boxed Tables

Skills	Exceeds: Composes tables without assistance	Meets: Produces basic tables with little assistance	Needs: Does not know how to produce tables
Insert table			
Create border			
Format cell, column, and row			
Insert and delete column and row			
Merge cells			

Total Skills: /5

Exceeds: 5 skills (90% proficiency)

Meets: 4 skills (70% proficiency)

Needs: 3 and below skills

(Student must repeat task until s/he attains the “Meets” standard or above)

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 7 Estimated Timeline: 1-3 days & on-going application</p> <ul style="list-style-type: none"> ➤ Demonstrate knowledge of basic Excel commands. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X		Math	Science	Reading	Social Responsibility	Communication	X	X	X	X	X
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X	X	X	X																		
Math	Science	Reading	Social Responsibility	Communication																	
X	X	X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students understand that: (sentence)</i></p> <ul style="list-style-type: none"> ➤ Excel is a powerful spreadsheet program used to organize and store data. ➤ Excel is a spreadsheet program utilized to communicate data in graphic formats. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How is information entered and manipulated in Excel worksheets? ➤ What are the similarities in commands between Word and Excel? ➤ What are the comparisons and contrasts of tables in Word and worksheets in Excel? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify that many of the commands in Excel are the same as in Word. ➤ Define the terms that are unique to Excel: row, column, cells, worksheet, and workbook. <ul style="list-style-type: none"> ○ active cell, formula, entry bar, cell address, value, label, worksheet, workbook, range, chart wizard, and graph 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Enter data into an Excel worksheet. ➤ Enter data to modify cell content in an Excel worksheet. ➤ Incorporate data from across curricula into an Excel worksheet. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Excel project ➤ <i>Spreadsheet Orientation</i> on page 437-438. ➤ Activity 4 on page 443-444 to change data in cells <i>Glencoe Keyboarding with Computer Applications</i>. ➤ See attached competency 7 assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric for competency 7.
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Stage 3 – Learning Plan

<p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> ➤ Develop a checkbook ledger. ➤ Take a class survey. ➤ Do a baseball (any sport) spreadsheet. Keep track of the statistics during the season. ➤ Create a budget and a pie chart to show spending. 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ David Buller ➤ Brad Verdon ➤ Mark Schlichting ➤ Mark Schlichting
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Competency 7 Assessment and Rubric: Demonstrate knowledge of basic Excel commands

Please fill in the blank. Use the letters to fill in the blanks:

1. A _____ is the place where a column and a row meet.
2. A gridline that goes (horizontally) across a spreadsheet and that is marked by a number is called a _____.
3. A cell that has a dark box around it and that you can change the information in is called a(n) _____ cell.
4. The letter and number of the column and row form a cell _____.
5. The part of the spreadsheet that goes (vertically) up and down the page and is always marked by a letter is called a _____.
6. The place where you enter letters, numbers, and formulas is called the _____. It also has an “=” sign in front of it.
7. Labels are _____.
8. Values are _____.

- A. Numbers
- B. Cell
- C. Row
- D. Entry bar
- E. Active
- F. Column
- G. Words and letters
- H. Address

Use the Spreadsheet to answer the questions below:

	A	B	C	D
1	25	32	1	5
2	16	Omar	5	6
3	0	Yellow	Alicia	87

9. What is the cell address for “Yellow”?
10. Cell D3 contains what value?
11. True or False: Many of the formatting commands in Excel are the same as in Word.
12. Recreate the above table in a Microsoft Excel worksheet. Change cell B3 to “red” (28 points-1 point for each cell).

Total Skills: /39

Exceeds: 35-39 skills (90% proficiency)

Meets: 30-34 skills (75% proficiency)

Needs: 29 skills and below

(Student must repeat task until s/he attains the “Meets” standard or above)

Creating a Simple Workbook Checkbook Ledger

To create a simple workbook, you need to start with a blank workbook.



Within the Excel window, close and do not save the **Workbook1** document.



Choose **New** from the **File** menu.

A new workbook should appear labeled **Workbook2**.



Resize and position **Workbook2** next to the tutorial.

In this part of the tutorial you will be creating a check register.



Starting in cell A1, build the following table:

	A	B	C
1	Number		
2			
3	100		
4	101		
5	102		
6	103		
7			
8			

To move through your worksheet, you can use the arrow keys.

- The down arrow moves the active cell down to the next row.
- The up arrow moves the active cell up to the previous row.
- The right arrow moves the active cell right to the adjacent column.

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- The left arrow moves the active cell left to the adjacent column.
- The return key moves the active cell to the next row.

Remember to click on the **Enter** button or press the Return key to enter each check number.



Select cell B1 and type in the text:Data.



Starting in cell C1, build the following table:

	A	B	C	D
1	Number	Data	Description	
2			Beg. Balance	
3	100		Almacs	
4	101		Nynex	
5	102		Sue Fisher	
6	103		BMG	
7				
8				



Select cell D1, and type the following text: Payment Amount.

Observe that the text is too large for the cell. You can change the width of the cell and as a result the whole column to fit the text.

Changing Column Widths



Position the pointer between the column headings for column D and column E.

The pointer should change shape to show a double arrow as you position the pointer between the two column headings.

When the pointer changes shape, you can change the width of the column by dragging to the right or left.

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Press the mouse button and drag to the right until the width of column D will fix the text.



Starting in cell D3, build the following table:

	A	B	C	D
1	Number	Data	Description	Payment Amount
2			Beg. Balance	
3	100		Almacs	89.54
4	101		Nynex	56.1
5	102		Sue Fisher	235.13
6	103		BMG	76.35
7				
8				
9				



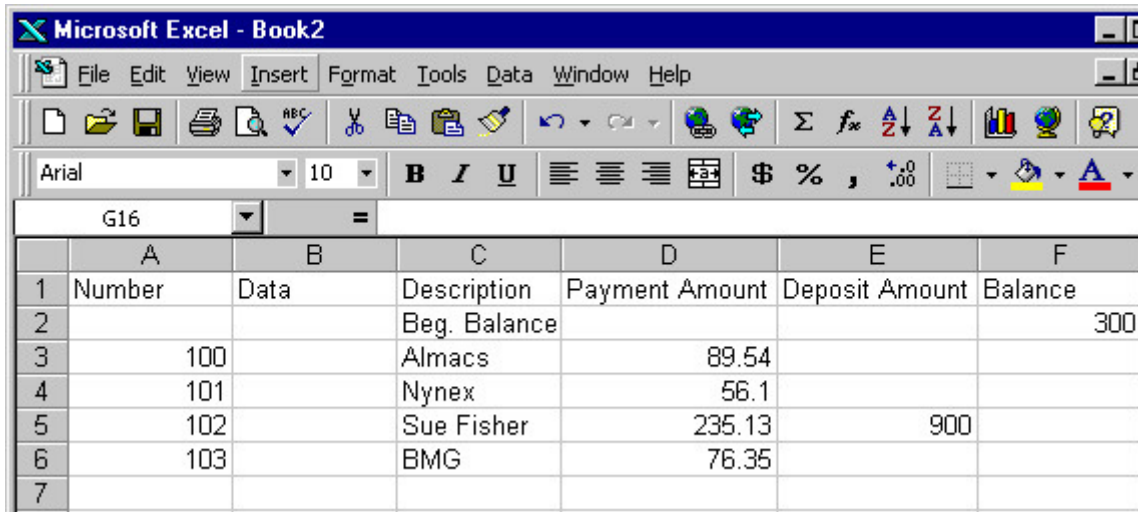
Starting in cell E1, build the following table:
Make sure you change the column width of column E.

	A	B	C	D	E
1	Number	Data	Description	Payment Amount	Deposit Amount
2			Beg. Balance		
3	100		Almacs	89.54	
4	101		Nynex	56.1	
5	102		Sue Fisher	235.13	900
6	103		BMG	76.35	
7					



Starting in cell F1, build the following table:

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	A	B	C	D	E	F
1	Number	Data	Description	Payment Amount	Deposit Amount	Balance
2			Beg. Balance			300
3	100		Almacs	89.54		
4	101		Nynex	56.1		
5	102		Sue Fisher	235.13	900	
6	103		BMG	76.35		
7						

It is now time to save your worksheet.



Choose **Save** from the **File** menu or click on the **Save** button and call your worksheet "checks".

Before you add more to your "checks" worksheet, you will need to learn how to write formulas using arithmetic operators and functions.

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Favorite's List By Brad Verdon

Use these items to title the columns of a spreadsheet.
Can also use this information to sort and filter information.
Can use formulas to extract information.

1. Name
2. Grade
3. Age
4. Favorite Color
5. Favorite Team
6. Favorite Music Group
7. Favorite Class
8. Favorite Holiday
9. Favorite Food
10. Favorite TV show
11. Favorite Movie
12. Favorite Gum

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Sport Spreadsheet
By Mark Schlichting

Column headings include:

Player's Name	Team	At Bat	Hits	Average (hits/ At bats)
	Totals after last player.	Totals after last player.	Totals after last player.	

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 8 Estimated Timeline: 2-6 days</p> <ul style="list-style-type: none"> ➤ Create formulas in Excel. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications	X	X	X	X	X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that: (sentence)</i></p> <ul style="list-style-type: none"> ➤ Formulas will make a spreadsheet more effective and efficient. ➤ Formulas are created through algebraic concepts. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How do formulas in a spreadsheet make work more effective? ➤ How is math related to the equation of a spreadsheet? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Enter algebraic formulas. ➤ Create formulas using functions (sum and average). ➤ Utilize the Autofill feature to copy formulas. <ul style="list-style-type: none"> ○ autosum, autofill, formula, sum, select, de-select, average, maximum, minimum, paste function, formula bar 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create a spreadsheet and implement formulas that satisfy requirements of the task. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Final Excel project. ➤ Textbook Production Solutions pp.101 – 127, Lesson 122 – 143, Select a lesson for assessment. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ 6th - Exposure & Experience ➤ 7th - Knowledge & Comprehension ➤ 8th – Application & Analysis ➤ Activity D on page 465-466. ➤ Activity E on page 474 (SUM, AVERAGE); grade book and sports statistics. 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ <i>Glencoe Keyboarding with Computer Applications</i> ➤ <i>Glencoe Keyboarding with Computer Applications</i>
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Competency 8 Assessment and Rubric

For a Spreadsheet

Skills	Exceeds Utilizes appropriate applications without assistance.	Meets Utilizes appropriate applications with little assistance.	Needs Does not know how apply tasks.
Enter data on a spreadsheet			
Entering Formulas in the formula bar			
Entering sum formulas.			
Entering average formulas			

Points:

Exceeds: 4 points (100%)

Meets: 3 points (75%)

Needs: 2 point and below (unacceptable)

(Student must repeat task until s/he attains the “Meets” standard or above)

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Stage 1 – Desired Results

<p>Power Benchmark/Competency: 9 Estimated Timeline: 3-5 days</p> <ul style="list-style-type: none"> ➤ Produce a Microsoft PowerPoint presentation. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global & Cultural</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communications</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications	X	X	X	X	X
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X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ PowerPoint is an effective communication tool if developed properly. ➤ PowerPoint is a program used to develop a presentation utilizing slides based on a theme. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why might businesses use PowerPoint as the presentation tool of choice? ➤ What are the benefits of PowerPoint when used to deliver information? ➤ What are the benefits of using PowerPoint for presentations? ➤ How is a PowerPoint presentation developed? ➤ Why are multi-media components important in a quality PowerPoint presentation? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the benefits in using PowerPoint as a presentation tool. ➤ Explain how knowledge of previous Office applications transfers to PowerPoint. ➤ Identify the different tools that are used in the development of a PowerPoint presentation. <ul style="list-style-type: none"> ○ design template, slide, transition, custom animation, background, color scheme, design, slide layout, multiple views, sound, insert, slide show, order, WordArt, clip art 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use the Introduction to AutoContent Wizard. ➤ Produce a PowerPoint presentation. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Create a PowerPoint Presentation. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ Use the Introduction to AutoContent Wizard. ➤ Create PowerPoint Presentation: <ul style="list-style-type: none"> ○ 6th- “All About Me” ○ 7th –“Skills for Life” ○ 8th- “Vocabulary” and “27 Amendments” ➤ “All About Me” activity created on classroom computers. Present this to the class. ➤ “My Pets” activity. Creating a list and table from a survey of the class ➤ “Movie or Book Review”. Create a slide show and present to class. 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Jamie Pratt ➤ Jamie Pratt ➤ Jamie Pratt and Jamie Pratt ➤ Joyce Ceurvorst ➤ Dave Buller ➤ Mark Schlichting
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Competency 9 Assessment and Rubric for Power Point

Competency	Exceeds Produces appropriate slides without assistance	Meets Develops appropriate chart with little assistance	Needs Does not know how to generate a chart.
Create new slides.			
Enter text.			
Apply a design template			
Insert Graphics.			
Use the Introduction to AutoContent Wizard			
Format a slide			
Create a PowerPoint presentation			

Points:

Exceeds: 7 points (100% proficient)

Meets: 5-6 points (75% proficient)

Needs: 4 point and below

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All About Me Power Point

By Jamie Pratt

Name:

Grade:

Period:

Date:

In your 6th grade power point projects you will be creating a multimedia slide show about yourself. You will have a choice in what parts you want to include in your slide show. You must do 1 of each of the 6 required slides. The 7th slide is optional.

Your project must total 90 points.

Cards and points to Choose from Include:

1. Title Card

10 points: Title of Presentation and your name

15 points: Title of Presentation, your name, and picture

20 points: Title of Presentation and your name, picture and transition

2. My Family Card

10 points: Title of card and 2 bullets of information

15 points: Title of card, 3 bullets of information, and a picture

20 points: Title of card, 4 bullets of information, a picture, and a transition

3. Friends Card

10 points: Title of card and 2 bullets of information

15 points: Title of card, 3 bullets of information, and a formatted background

20 points: Title of card, 4 bullets of information, a picture, and a formatted background

4. Interests Card

10 points: Title of card and 2 bullets of information

15 points: Title of card, 3 bullets of information

20 points: Title of card, 4 bullets of information, a picture

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5. School Life Card

10 points: Title of card and 2 bullets of information

15 points: Title of card, 3 bullets of information, and a transition

20 points: Title of card, 4 bullets of information, a picture, and a transition

6. Technology in my Life Card

10 points: Title of card and 2 bullets of information

15 points: Title of card, 3 bullets of information, and an animation

20 points: Title of card, 4 bullets of information, a picture, and an animation

7. Optional Extra Slide of Your Choice

Earn 5 EXTRA CREDIT POINTS: You decide what's on this slide. It must relate to you as a person.

Project Total: /90

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Skills for Life Power Point

By Jamie Pratt

Name:

Period:

Date:

In your 7th grade power point projects you will be creating a multimedia slide show about *The 18 Lifeskills*. You will have a choice in what parts you want to include in your slide show. You must do 1 of each of the 7 required slides. The 8th slide is optional.

Your project must total 100 points.

Cards and points to Choose From Include:

1. Title Card

10 points: Title of Presentation (EX: My Skills for Life) and your name

15 points: Title of Presentation, your name, and picture

20 points: Title of Presentation and your name, picture and transition

2. Lifeskill Card 1

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card, 3 bullets of information (definition, use the skill in a sentence, and 1 example), and a picture

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), a picture, and a transition

3. Lifeskill Card 2

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card, 3 bullets of information (definition, use the skill in a sentence, and 1 example), and a formatted background

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), a picture, and a formatted background

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4. Lifeskill Card 3

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card and 3 bullets of information (definition, use the skill in a sentence, and 1 example)

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), and a picture

5. Lifeskill Card 4

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card, 3 bullets of information (definition, use the skill in a sentence, and 1 example), and a transition

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), a picture, and a transition

6. Lifeskill Card 5

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card, 3 bullets of information (definition, use the skill in a sentence, and 1 example), and an animation

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), a picture, and an animation

7. Lifeskill Card 6

10 points: Title of card and 2 bullets of information (definition and 1 example)

15 points: Title of card, 3 bullets of information (definition, use the skill in a sentence, and 1 example), and an animation

20 points: Title of card, 4 bullets of information (definition, use the skill in a sentence, and 2 examples), a picture, and an animation

8. Optional Extra Slide of Your Choice

Earn 5 EXTRA CREDIT POINTS: You decide what's on this slide. It must relate to you as a person.

Project Total: /100

6th - 8th Grade Business Education Curriculum

The 18 Skills for Life Are:

Starting at the elementary level –

- **Caring** – to feel and show concern for others
- **Common sense** – to use good judgment
- **Effort** – to do one's best
- **Initiative** – to do something, not necessarily for reward, but because it needs to be done
- **Perseverance** – to keep at something until one succeeds
- **Responsibility** – to take action when needed and be accountable for one's actions
- **Teamwork** – to work together to achieve a goal for the benefit of all concerned

Added at the intermediate school level –

- **Curiosity** – to demonstrate a desire to investigate and seek understanding of one's world
- **Flexibility** – to be willing to alter plans when necessary
- **Friendship** – to make and keep a friend through mutual trust and caring
- **Integrity** – to act according to a sense of what is right and wrong
- **Organization** – to plan, arrange, and implement in an orderly way so things are ready to use
- **Patience** – to wait calmly for someone or something
- **Problem Solving** – to create solutions in difficult situations and everyday problems
- **Sense of Humor** – to laugh and be playful without harming others

Added at the high school level –

- **Courage** – to act according to one's beliefs despite fear of adverse consequences
- **Pride** – to gain satisfaction from doing one's personal best
- **Resourcefulness** – to respond to challenges and opportunities in innovative and creative ways

6th - 8th Grade Business Education Curriculum
27 Amendment Power Point Grading
By Jamie Pratt

■ 4 slides

(You will be assigned 3/27 by the teacher for your presentation)

(1 is the Title:

27 Amendments
By Larell Smith)

- Each slide must have:
 - **The Title:** Amendment #
 - (5 points) **Tell what the amendment is**, “Freedom of speech, assembly, etc.”
 - (5 points) **Tell why the amendment is important** (in your opinion), “People are free to express their individual thoughts.”
 - (5 points) A **piece of clip art** that symbolizes (shows through the picture) the meaning of the amendment.

Each slide is worth 15 points--- Total Points=45

6th - 8th Grade Business Education Curriculum

Vocabulary Power Point

By Jamie Pratt

Name:
Period:
Date:

In your 8th grade power point projects you will be creating a multimedia slide show about your vocabulary list. You will have a choice in what parts you want to include in your slide show. You must do 1 of each of the 6 required slides. The 7th slide is optional.

Your project must total 90 points.

Cards and points to Choose From Include:

1. Title Card

10 points: Title of Presentation (EX: Your Name Vocabulary) and your name

15 points: Title of Presentation, your name, and picture

20 points: Title of Presentation and your name, picture and transition

2. 1st Vocabulary Word

10 points: Title of card and 2 bullets (definition, use the word in a sentence)

15 points: Title of card, 3 bullets (definition, use the word in a sentence, synonym), and a picture

20 points: Title of card, 4 bullets (definition, use the word in a sentence, a synonym, and an antonym), a picture, and a transition

3. 2nd Vocabulary Word

10 points: Title of card and 2 bullets of information (definition, use the word in a sentence)

15 points: Title of card, 3 bullets of information (definition, use the word in a sentence, synonym), and a formatted background

20 points: Title of card, 4 bullets of information (definition, use the word in a sentence, a synonym, and an antonym), a picture, and a formatted background

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4. 3rd Vocabulary Word

- 10 points: Title of card and 2 bullets of information (definition, use the word in a sentence)
- 15 points: Title of card, 3 bullets of information (definition, use the word in a sentence, synonym), and a “motion clip”
- 20 points: Title of card, 4 bullets of information (definition, use the word in a sentence, a synonym, and an antonym), a picture, and a “motion clip”

5. 4th Vocabulary Word

- 10 points: Title of card and 2 bullets of information (definition, use the word in a sentence)
- 15 points: Title of card, 3 bullets of information (definition, use the word in a sentence, synonym), and a transition
- 20 points: Title of card, 4 bullets of information (definition, use the word in a sentence, a synonym, and an antonym), a picture, and a transition

6. 5th Vocabulary Word

- 10 points: Title of card and 2 bullets of information (definition, use the word in a sentence)
- 15 points: Title of card, 3 bullets of information (definition, use the word in a sentence, synonym), and an animation
- 20 points: Title of card, 4 bullets of information (definition, use the word in a sentence, a synonym, and an antonym), a picture, and an animation

7. Optional Extra Slide of Your Choice

Earn 5 EXTRA CREDIT POINTS: You decide what’s on this slide. It must relate to you as a person.

Project Total: /90

6th - 8th Grade Business Education Curriculum

POWERPOINT TEST PROJECT & PRESENTATION

By Joyce Ceurvorst

- 1) ALL ABOUT ME
 - a) Use clip art, sound, animation.
 - b) In the notes write: Set-up presentation, show first slide, pass out critiques
- 2) INTRODUCING ME!
 - a) Bring a photo to scan and save in your e-locker.
 - b) On the note section, tell a story about your background: where you were born, cities, and schools you have been in.
- 3) MY FAMILY
 - a) Put in an organizational chart
 - b) List parents, brothers, sisters, aunts, uncles, grandparents.
 - c) Have some interesting stories to put into your notes about one of these family members.
 - d) Bring photos
- 4) MY PETS
 - a) Make a slide for each type of animal you have
 - i) **Type of pets**
 - ii) **Favorite Pet Stories- put this in notes so you can tell about it.**
 - iii) Insert the pictures of your pets or favorite animals
 - b) Find your breed on the internet: website: AKC or search for breeds of pets.
- 5) THINGS I LIKE TO DO
 - a) Hobbies
 - b) Sports
 - c) Leisure activities
 - d) Add pictures from the internet or scan pictures of yourself doing these activities
 - e) Make a slide for each activity you prefer
 - f) In the notes write a story about these items
- 6) MY FAVORITE BOOKS
 - a) Give the author
 - b) Get a book cover from the internet, crop the book jacket to put on the slide
 - c) Write notes – give a summary about the book.
- 7) MY FAVORITE CLASS AT SCHOOL
 - a) Use a chart to rate your classes
 - b) Tell about the class or classes-write notes-about a story relating to the class.
- 8) GOALS ABOUT MY FUTURE
 - a) Career, Education
 - b) Write in the note section about your goals, why your want to do these goals.

Add slides as needed to extend you presentation or finish your presentation.

Presentation hints:

Stand-up straight, face the audience, look at the audience.

Talk in a load, clear voice.

Wait until the sound finishes on the slide before speaking.(unless you have soft music playing during your presentation)

Do not rush your presentation.

Relax and enjoy giving your report.

6th - 8th Grade Business Education Curriculum

My Pets Powerpoint

By Dave Buller

6th - 8th Grade Business Education Curriculum

PowerPoint Book or Movie Report

By Mark Schlichting

1. **Create your own PowerPoint Slide show – Must be at least 10 slides.**
2. **Design your own Template.**
3. **Add Text, Clip art, pictures and colors.**
4. **Add animation and sound.**
5. **Present to the class for a possible A.**

Things to put in your PowerPoint Slide show:

- Start your report with an introductory paragraph that states the book's title, the author, and the type of book it is (mystery, fairy tale, science fiction, western, etc.).
- What is it about???
- **Setting:** Describe the setting or settings of the book. Note where the action takes place and when. Have you ever been to a place like that? Did you like it or not? Would you like to be in a place and time like that described in the book?
- **Main Character:** Write about the main character, including what they are like, what they look like, what they like to do, and so on. Does the character change, learn, or grow in the story? If so, describe how and why this happens. Would you like to be friends with this character?
- **Other Characters:** List the other characters in the books and give some characteristics for each.
- **Which characters did you like/dislike?:** State why you liked/disliked certain characters. Did any of the characters do things that you think are wrong, noble, risky, etc?
- **What happened at the beginning of the story?:** How does the story start? Usually this is where the characters are introduced to us and the problem is stated.
- **What happened in the middle of the story?:** This is usually where we find out a lot about the characters and the story becomes more exciting.
- **What happened at the end of the story?:** This is usually where the main problem in the book is resolved.
- **What was the problem in the story and how was it solved?:** What was the big problem in the story, how was it solved, who solved it. and why?
- **What did you learn from this story?:** The best books leave the reader with a lot to think about and learn.
- **Theme/Main Idea:** What was the main idea or theme of the book? Some stories have a moral (like Aesop's fables), while others try to teach a life lesson.
- **Do you like this story?:** Tell if you liked or disliked this story and why you did or didn't like it.

Grading – 50 pts. Possible

Design

Content

Clip Art/Creativity/Animation

Presentation

6th - 8th Grade Business Education Curriculum

Stage 1 – Desired Results

<p>Power Benchmark/Competency: 10 Estimated Timeline: 3-5 days</p> <ul style="list-style-type: none"> ➤ Demonstrate comprehension of Internet terminology and search strategies. 	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global & Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X	X	X	Math	Science	Reading	Social Responsibility	Communications	X	X	X	X	X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
X	X	X	X	X																	
<p>Understandings (Standards & Benchmarks): <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Internet-specific terminology is used to effectively navigate the World Wide Web. ➤ There are multiple search engines, some cater to specific types of information and are more ideally-suited to certain tasks. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is it important to be able to use the Internet? ➤ What is Internet-specific terminology? ➤ What are search engines? ➤ How and why are search engines used? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate an understanding of search engines. <ul style="list-style-type: none"> ○ Universal Resource Locator (URL), URL construction, http, https, www, domain name (davenportschools), domain suffix (.org), hot link, browser, browser tools, navigate, ftp, copyright issues 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize the meaning of Internet-specific terms ➤ Navigate the Internet to locate specific answers to questions ➤ Describe parts of a URL. ➤ List names of different search engines. ➤ Identify browser tools and their functions. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ See assessment attached 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See rubric attached
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ➤ 6th - Exposure & Experience ➤ 7th - Knowledge & Comprehension ➤ 8th – Application & Analysis ➤ Online Newspaper Search – develop questions and have students look up the answers. <p>Cross curriculum with other subject areas – Research paper. Use search engines.</p> <ul style="list-style-type: none"> ➤ Internet webquest activity with http://www.learnthenet.com 	<p>Resources:</p> <ul style="list-style-type: none"> ➤ Mark Schlichting ➤ Internet
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Competency 10 Assessment and Rubric: Internet Terminology

Skill	Exceeds No assistance needed	Meets little assistance needed	Needs much assistance needed/ unwilling to do
Open an Internet browser.			
Key the URL http://www.google.com into the Address Bar.			
Find the year Benjamin Franklin died.			
Define WWW			
Define URL			
Define http			
Define https			
Explain domain suffix(es) (.org, .com, .edu)			
Name one search engine			
Demonstrate the use of the “Back”, “Forward”, “Home”, and “Refresh Button”			

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Student Name:

Total Skills: /10

Exceeds: 9-10 skills (90% proficient)

Meets: 7-8 skills (70% proficient)

Needs: 6 and below

(Student must repeat task until s/he attains the “Meets” standard or above)

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USA Today Search #10

By Mark Schlichting

What is today's headline? Write a brief summary.

What is #6 on the top 150 Books?

What is the top 5 TV Shows?

What are the top 5 songs?

What is the #2 movie of the week?

In the NBA, what team is in the NBA Championship?

In Pro baseball, what is the St. Louis Cardinal's record? (standings-wins/loses)

In Pro baseball, what is the record of the Chicago Cubs? (Standings)

In Professional Boxing, who is the #1 contender in the WBA at Heavyweight?

What is the temperature in Des Moines, IA? Munich, Germany?

What is the humidity level in Davenport? What is the high temperature going to be on Sunday in Davenport?

Name two rides at Adventure Land?