

Computer Applications II Curriculum Design

Power Standards CAII

1. Assess and assemble documents commonly used in workplace software applications.
2. Evaluate information and synthesize it into proper forms of business communications.
3. Incorporate graphic enhancement to business communication.

Power Benchmarks CAII

1. Develop a spreadsheet including an IF function.
2. Utilize the VLOOKUP function to solve a spreadsheet problem.
3. Consolidate data from two or more worksheets.
4. Construct an Access data base table.
5. Design a query.
6. Build a report from tables and queries.
7. Manipulate pictures, textboxes, drawing objects, and WordArt.
8. Produce a document comprised of columns and section breaks.
9. Design a mail merge.
10. Present a PowerPoint presentation with action buttons and hyperlinks.

Computer Applications II Curriculum Design

Students will be able to:

1. Assess and assemble documents commonly used in workplace software applications.
 - Develop a spreadsheet including an IF function. (1)
 - Utilize the VLOOKUP function to solve a spreadsheet problem. (2)

2. Evaluate information and synthesize it into proper forms of business communications.
 - Consolidate data from two or more worksheets. (3)
 - Construct an Access data base table. (4)
 - Design a query. (5)
 - Build a report from tables and queries. (6)

3. Incorporate graphic enhancement to business communication.
 - Manipulate pictures, textboxes, drawing objects, and WordArt. (7)
 - Produce a document comprised of columns and section breaks. (8)
 - Design a mail merge. (9)
 - Present a PowerPoint presentation with action buttons and hyperlinks. (10)

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Assess and assemble documents commonly used in workplace software applications.

Power Benchmark/Competency # 1:
Create a formula using an IF function in a spreadsheet.

Estimated Timeline: 2 days and ongoing

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
	X	X		
Math	Science	Reading	Social Responsibility	Communications
X	X			

Understandings:

Students will understand:

- The IF function tests a situation and determines a value based on the outcome of the test.

Essential Questions:

- What is the situation being tested?
- What are the criteria?
- What is the solution if the criteria are met?
- What is the solution if the criteria are not met?

Students will: (know) . . .(Include vocabulary)

- Analyze a situation
- Determine the criteria needed to test the situation
- State the action if the situation is true
- State the action if the situation is false
- Vocabulary - logical test, criteria, arguments

Students will be able to (i.e. do)...(Include vocabulary)

- Interpret and convert the information into the proper format for an IF statement using the function wizard.
- Analyze real life scenarios using the IF function.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Intro. Excel, Chapter 3, Make It Right, pp. 232 - 233

Key Criteria: (Rubric)

- TBD

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Create a formula using an IF function in a spreadsheet.

Power Benchmark/Competency: #1

Learning Activities:	Resources:
➤ Intro. Excel, Chapter 3, pages EX 189 - 203	
➤ Discussion of terminology	
➤ Analysis of “real-life” problems	
➤ Teacher directed demonstration	
➤ Practice problems	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Assess and assemble documents commonly used in workplace software applications.

Power Benchmark/Competency # 2:

Utilize the VLOOKUP function to solve a spreadsheet problem.

Estimated Timeline: 1 week

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		
Math	Science	Reading	Social Responsibility	Communications
X				

Understandings:

Students will understand that...

- VLOOKUP formulas are used to retrieve data from other locations in a spreadsheet.

Essential Questions:

- What are 2 reasons why named ranges are used in formulas?
- What is the purpose of a VLOOKUP formula?
- What is the first thing you must do before writing a lookup formula?

Students will: (*know*)... (Include vocabulary)

- Vocabulary—named range, VLOOKUP
- the steps to follow in order to create a VLOOKUP formula.
- when it is appropriate to use the VLOOKUP function.

Students will be able to (*i.e. do*)... (Include vocabulary)

- Define named range.
- Create a named range reference in a formula
- Utilize VLOOKUP functions

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Adv. Excel, Chapter 5 In the Lab, Lab 3 pp. EX412-413

Key Criteria: (Rubric)

- TBD

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Utilize the VLOOKUP function to solve a spreadsheet problem.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
➤ Adv. Excel, Chapter 5, pp. 356-360	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate information and synthesize it into proper forms of business communications.</p> <p>Power Benchmark/Competency # 3: Consolidate data from two or more worksheets</p> <p>Estimated Timeline: 3 days and ongoing</p>	<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;"></td> <td style="padding: 2px;"></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;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X				
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X																					

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ In order to consolidate data, a workspace must be created. ➤ Data consolidation is the method used to combine data from different spreadsheets into one spreadsheet. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the purpose of creating a workspace? ➤ When would the data consolidation function be useful?
---	--

<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ vocabulary—workspace, data consolidation ➤ the steps to follow in order to create a workspace. ➤ the steps to follow in order to consolidate data. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Define workspace. ➤ Create a workspace consisting of two or more workbooks. ➤ Consolidate data from two or more workbooks.
--	--

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Adv. Excel, Chapter 6, In the Lab, pages EX 496-499 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Consolidate data from two or more worksheets

Power Benchmark/Competency: #3

Learning Activities:	Resources:
➤ Adv. Excel, Chapter 6, pages EX 485-491	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate information and synthesize it into proper forms of business communications.</p> <p>Power Benchmark/Competency: #4: Construct an Access database table.</p> <p>Estimated Timeline: 1 day</p>	<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;"></td> <td style="padding: 2px;"></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;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X				
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X																					
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ The most important feature of a database is the integrity of the data. ➤ The correct data type must be selected for each field in order to ensure that data is entered accurately. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the purpose of a table? ➤ Why is it important to construct tables with appropriate data types? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Vocabulary--database objects ➤ How to correctly select one of the 10 data types for each field in a table. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ define table, field, field name, field content ➤ apply the correct data type to table fields ➤ create a table in design view. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Intro. Access, Chapter 1, In the Lab, pages 67-68 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Construct an Access database table.

Power Benchmark/Competency: #4

Learning Activities:	Resources:
Intro. Access, Chapter 1, Pages AC 24 - 35	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Evaluate information and synthesize it into proper forms of business communications.</p> <p>Power Benchmark/Competency # 5: Design a query.</p> <p>Estimated Timeline: 2 days</p>	<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;"></td> <td style="padding: 2px;"></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;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X				
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X																					
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ Queries are used to pull data that meets certain criteria. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the purpose of a query? ➤ What is the purpose of an And query? ➤ What is the purpose of an Or query? 																				
<p>Students will: (<i>know</i>)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ the steps to follow in order to include multiple criteria in queries. ➤ when to utilize the And condition. ➤ when to utilize the Or condition. 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ specify multiple query criteria ➤ create and run queries with either And or Or conditions. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Intro. Access, Chapter 2, In the Lab, pages 131-132 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Design a query.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
➤ Intro. Access, Chapter 2, pages 78 - 89	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Evaluate information and synthesize it into proper forms of business communications.

Power Benchmark/Competency: #6:
Build a report from tables and queries.

Estimated Timeline: 2 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X	X	X		
Math	Science	Reading	Social Responsibility	Communications
X				

Understandings:

Students will understand that...

- Reports are created from tables and queries in order to create presentation-quality print outs.

Essential Questions:

- What is the purpose of a report?
- What are the different types of information that can be used to build reports?

Students will: (know)... (Include vocabulary)

- Vocabulary--report Design view, report sections, bound controls, format controls
- the steps to follow in order to create a report in Design view.
- the steps to follow in order to connect the report to a table.
- how to select the appropriate tool from the Toolbox.

Students will be able to (i.e. do)...(Include vocabulary)

- create reports in Design view.
- utilize the Design Toolbox.
- connect the report to a table or query.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)
Intro. Access, Chapter 1, In the Lab, pages AC67 - 68

Key Criteria: (Rubric)

- TBD

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Build a report from tables and queries.

Power Benchmark/Competency: # 6

Learning Activities:	Resources:
➤ Intro. Access, Chapter 1, pages 50 - 56	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Incorporate graphic enhancement to business communication.</p> <p>Power Benchmark/Competency: #7: Manipulate pictures, textboxes, drawing objects, and WordArt</p> <p>Estimated Timeline: 2 days</p>	<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: 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;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></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
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X		X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ how to insert graphic and text objects ➤ the process of modifying graphics and textboxes 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What commands are used in Word to place these objects into a document? ➤ How can the objects be manipulated or changed in the document? 																				
<p>Students will: (know) . . .(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Vocabulary—textbox, picture, WordArt, AutoShapes, text wrapping, grouping, object order, crop, washout ➤ arrange the objects on the page 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create an original document including a picture, textbox, WordArt, and an AutoShape object ➤ Format graphics using the provided toolbar for each particular type of object 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Adv. Word, In the Lab, pages 296-297 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Manipulate pictures, textboxes, drawing objects, and WordArt

Power Benchmark/Competency: #7

Learning Activities:	Resources:
➤ Discussion of terminology	
➤ Analysis of “real-life” problem	
➤ Teacher directed demonstration	
➤ Practice Problems	
➤ Adv. Word, Chapter 4, pages 234 – 248	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Incorporate graphic enhancement to business communication.</p> <p>Power Benchmark/Competency # 8: Produce a document comprised of columns and section breaks</p> <p>Estimated Timeline: 2 days</p>	<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: 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;"></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;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">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
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X		X																	
<p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> ➤ <i>how to insert columns and section breaks</i> ➤ <i>when to incorporate the columns and section breaks</i> 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How can columns be inserted into a document? ➤ How do you set continuous and next page section breaks? 																				
<p>Students will: (know) ...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Change single column text into multiple columns leaving the title at the top of the page. ➤ Vocabulary - continuous section break, next page section break, columns 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create and format document sections ➤ Design a document comprising columns 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Adv word, In the Lab, Lab 2, pages 458 -459 Creating a newsletter with a SmartArt Graphic and an Article on File 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Produce a document comprised of columns and section breaks

Power Benchmark/Competency: #8

Learning Activities:	Resources:
➤ Discussion of terminology	
➤ Analysis of “real-life” problem	
➤ Teacher directed demonstration	
➤ Practice Problems	
➤ Adv Word, Chapter 6, pages WD 386 - 450	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Incorporate graphic enhancement to business communication.</p> <p>Power Benchmark/Competency # 9: Design a mail merge.</p> <p>Estimated Timeline: 2 days</p>	<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: 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;"></td> <td style="padding: 2px;"></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;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X		X		X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X		X		X																	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ A mail merge combines a document such as a form letter with a list of names and addresses to produce individualized documents. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is a mail merge document? ➤ How is a mail merge performed? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Vocabulary—main document, data source, merge fields ➤ How to create a main document ➤ How to create a data source ➤ The steps to follow to insert merge fields into a main document ➤ The steps to follow to perform a mail merge 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply the Mail Merge Wizard to create merged documents ➤ Compile the sort and filter data source files to produce only the merged files needed 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Adv Word, Chapter 5, In the Lab, pages WD 376 - 377 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
--	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Design a mail merge.

Power Benchmark/Competency: #9

Learning Activities:	Resources:
➤ Teacher directed demonstration	
➤ Adv. Word, Chapter 5, pages WD 309 - 349	

Computer Applications II Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Incorporate graphic enhancement to business communication.</p> <p>Power Benchmark/Competency #10: Present a PowerPoint presentation with action buttons and hyperlinks</p> <p>Estimated Timeline: 2 days</p>	<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: 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;"></td> <td style="padding: 2px;"></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;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X		X		X
Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility																	
X	X	X																			
Math	Science	Reading	Social Responsibility	Communications																	
X		X		X																	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ➤ An action button or a hyperlink creates a link between slides and produces a professional-looking presentation. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ How are action buttons and hyperlinks created? ➤ How are slides linked in a presentation? 																				
<p>Students will (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Vocabulary—action button, hyperlink ➤ How to create a link to a custom show. ➤ How to insert an action button. ➤ How to insert a hyperlink. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Create action buttons and hyperlinks to apply to a slide show presentation ➤ Use actions buttons and hyperlinks to move between slides in 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"> ➤ Adv. PowerPoint, In the Lab, Lab 3, Chapter 4, pages 293-294 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
---	--

Computer Applications II Curriculum Design

Stage 3 – Learning Plan:

Present a PowerPoint presentation with action buttons and hyperlinks

Power Benchmark/Competency: #10

Learning Activities:	Resources:
➤ Teacher directed demonstration	
➤ Adv. PowerPoint, Chapter 4, PPT pages 226 - 282	