

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Business Computer Applications

March 2012

Approved by the Board of Education
May 8, 2012

New Milford Board of Education

Wendy Faulenbach, Chairperson
Daniel Nichols, Vice Chairperson
Daniele Shook, Secretary
Lynette Celli Rigdon, Assistant Secretary
Tom Brant
David Lawson
Thomas McSherry
David Shaffer
William Wellman

Superintendent of Schools

JeanAnn C. Paddyfote, Ph.D.

Assistant Superintendent

Maureen E. McLaughlin, Ph.D.

New Milford High School Principal

Greg P. Shugrue

Author of Course Guide

Daryl Daniels
Joe Tarantello

District Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Business Computer Applications

This course is designed to provide understanding of the use of the computer for word processing, databases, spreadsheets, graphics, and the internet. This overview of these applications provides the student with the competence to use these skills in a variety of school or work situations. Previous keyboarding experience/training is a requirement for students taking this course. The internet will be used to introduce and demonstrate new technologies to the students. College credit is available for Grade 11 and 12 students.

Pacing Guide

Unit	Title	Classes	Pages
1	Word Processing	12	7-9
2	Databases	3	10-11
3	Spreadsheets	12	12-14
4	Presentations	8	15-17
5	Culmination Project	8	18-20

Key For Common Core State Standards

W = Writing Standards

RST = Reading Standards for Literacy, Science, and Technology Subjects

New Milford Public Schools

Committee Members: Daryl Daniels & Joe Tarantello Unit 1: Word Processing	Course/Subject: Business Computer Applications Grade Levels: 9-12 # of Classes: 12
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • W10: Write routinely over extended timeframes (times for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Word processors are used for a multitude of functions. • There are many different word processing applications. • Technological terms, including those relating to word processing, are useful and commonly used. 	<ul style="list-style-type: none"> • How can the use of a word processor improve one's ability to communicate? • What can be produced through the use of a word processor? • What type of software can be considered a word processor?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Word processing basics • Common tasks in word processing • How to use word processing software in order to interact with other types of applications <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Open, close, and save files within the network • Format and modify layouts • Manipulate the structure of a document using tables, columns, etc. • Check for errors using the spelling and grammar tool • Use the reviewing ribbon/toolbar • Insert hyperlinks, images, and word art • Use and create templates • Make use of styles, themes, headers, and footers • Complete a mail merge using a word processor and database (spreadsheet or table) 	

Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Honesty • Integrity • Perseverance • Respect • Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> • Students demonstrate creative thinking using technology. • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Students apply existing knowledge to generate new ideas, products, and processes. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher opens a discussion regarding 21st century skills, vocabulary terms, and procedures associated with word processing applications. • Teacher demonstrates skills that are useful in regard to word processing through modeling and interactive student/teacher activities and lessons. • Teacher shows the uses of text using interactive and video tutorials to guide student-directed learning. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will identify common controls within the ribbon/toolbars through teacher demonstrations as well as with guided tutorials in order to produce business related documents. • Students will create unique documents based on a given rubric that are comprised of elements and tasks associated with word processing such as spell check; modifying page layouts and set-up; working with tabs, lists, columns, hyperlinks; reviewing documents, mail merges, and creating templates. • Students will work cooperatively reviewing peer documents. 	
Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Observations made of students during group work and discussions • Completion of assignments • Student participation in discussions • Pre-test results and student evaluation of previous knowledge • Reflective writing

Suggested Resources

- *Free Online Learning at GCFLearnFree.org*. Goodwill Community Foundation. Web. 26 Jan. 2012. <http://www.gcflearnfree.org>
- "Training - Office.com." *Office - Office.com*. Microsoft. Web. 26 Jan. 2012. <<http://office.microsoft.com/en-us/training-FX101782702.aspx>>.
- *OpenOffice.org - The Free and Open Productivity Suite*. The Apache Software Foundation. Web. 26 Jan. 2012. <http://www.openoffice.org/>
- <http://www.microsoft.com/web/>
- Microsoft. Web. 26 Jan. 2012. <http://www.easybib.com/cite/form/website>
- "12 Tips for Creating Better PowerPoint Presentations." *Microsoft at Work*. Microsoft. Web. 26 Jan. 2012. <http://www.microsoft.com/atwork/skills/presentations.aspx>
- "101 Tips for Effective Presentations." Ohio State University. Web. 26 Jan. 2012. <http://feh.osu.edu/design-project/References/101%20Tips%20for%20Effective%20Presentations.htm>

New Milford Public Schools

Committee Members: Daryl Daniels & Joe Tarantello Unit 2: Databases	Course/Subject: Business Computer Applications Grade Levels: 9-12 # of Classes: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> There are a variety of functions for which databases can be used. 	<ul style="list-style-type: none"> How are databases used in everyday life? In what ways are databases used in the business world?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> Databases can be manipulated to give you specific information Databases can be used to search for a given criteria Databases can be created in word processors, spreadsheets, and database applications Students will be able to do the following: <ul style="list-style-type: none"> Merge a word processed document with a database 	
Character Attribute	
<ul style="list-style-type: none"> Cooperation Honesty Integrity Perseverance Respect Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> Students demonstrate a sound understanding of technology concepts, systems, and operations. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 	

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher opens a discussion regarding 21st century skills and terminology associated with databases and their function in a global business world.
- Teacher demonstrates skills that are useful in regard to databases through modeling and interactive student/teacher activities and lessons.
- Teacher uses text, interactive, and video tutorials to guide student directed learning.

Learning Activities:

- Students will identify common controls within the ribbon/toolbars through teacher demonstrations as well as with guided tutorials in order to create a functional database.
- Students will create unique documents based on a given rubric implementing the use of tables and forms along with tasks including sorting and filtering data.

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Observations made of students during group work and discussions • Completion of assignments • Student participation in discussions • Pre-test results and student evaluation of previous knowledge

Suggested Resources

- *Free Online Learning at GCFLearnFree.org.* Goodwill Community Foundation. Web. 26 Jan. 2012. <http://www.gcflearnfree.org>
- "Training - Office.com." *Office - Office.com.* Microsoft. Web. 26 Jan. 2012. <http://office.microsoft.com/en-us/training-FX101782702.aspx>
- *OpenOffice.org - The Free and Open Productivity Suite.* The Apache Software Foundation. Web. 26 Jan. 2012. <http://www.openoffice.org/>
- <http://www.microsoft.com/web/> Microsoft. Web. 26 Jan. 2012. <http://www.easybib.com/cite/form/website>
- "12 Tips for Creating Better PowerPoint Presentations." *Microsoft at Work.* Microsoft. Web. 26 Jan. 2012. <http://www.microsoft.com/atwork/skills/presentations.aspx>
- "101 Tips for Effective Presentations." Ohio State University. Web. 26 Jan. 2012. <http://feh.osu.edu/design-project/References/101%20Tips%20for%20Effective%20Presentations.htm>

New Milford Public Schools

Committee Members: Daryl Daniels & Joe Tarantello Unit 3: Spreadsheets	Course/Subject: Business Computer Applications Grade Levels: 9-12 # of Classes: 12
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> Spreadsheets are used for a multitude of functions. There are many different spreadsheet applications. Technological terms, including those relating to spreadsheets, are useful and commonly used. 	<ul style="list-style-type: none"> How can the use of a spreadsheet improve one's ability to communicate? What can be produced through the use of a spreadsheet? What type of software can be considered as a spreadsheet?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> Spreadsheets can be manipulated to give one specific information Spreadsheets can be used to search for a given criteria Spreadsheets can be used to create basic and complex formulas Spreadsheets can be used to create a variety of graphs and charts Templates are available for range of business applications Students will be able to do the following: <ul style="list-style-type: none"> Create basic and complex formulas Create graphs and charts Sort information Conditional formatting 	
Character Attribute	
<ul style="list-style-type: none"> Cooperation Honesty Integrity Perseverance Respect Responsibility 	

Technology Competencies

- Students apply digital tools to gather, evaluate, and use information.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Students identify trends and forecast possibilities.
- Students apply existing knowledge to generate new ideas, products, and processes.

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher opens a discussion regarding 21st century skills and terminology associated with spreadsheets and how they are used in a business environment.
- Teacher demonstrates skills such as use of algorithms and charts that are useful in regard to spreadsheets through modeling and interactive student/teacher activities and lessons.
- Teacher uses text, interactive, and video tutorials to guide student directed learning.

Learning Activities:

- Students will identify common controls within the ribbon/toolbars through teacher demonstrations as well as with guided tutorials in order to produce and manipulate spreadsheet documents.
- Students will create unique documents based on a given rubric that will encompass a variety of useful tasks and procedures such as working with functions, formatting, and filtering cells and their data.

Assessments

Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Observations made of students during group work and discussions • Completion of assignments • Student participation in discussions • Pre-test results and student evaluation of previous knowledge

Suggested Resources

- *Free Online Learning at GCFLearnFree.org*. Goodwill Community Foundation. Web. 26 Jan. 2012. <http://www.gcflearnfree.org>
- "Training - Office.com." *Office - Office.com*. Microsoft. Web. 26 Jan. 2012. <http://office.microsoft.com/en-us/training-FX101782702.aspx>
- *OpenOffice.org - The Free and Open Productivity Suite*. The Apache Software Foundation. Web. 26 Jan. 2012. <http://www.openoffice.org/>
- <http://www.microsoft.com/web/> Microsoft. Web. 26 Jan. 2012. <http://www.easybib.com/cite/form/website>
- "12 Tips for Creating Better PowerPoint Presentations." *Microsoft at Work*. Microsoft. Web. 26 Jan. 2012. <http://www.microsoft.com/atwork/skills/presentations.aspx>
- "101 Tips for Effective Presentations." Ohio State University. Web. 26 Jan. 2012. <http://feh.osu.edu/design-project/References/101%20Tips%20for%20Effective%20Presentations.htm>

New Milford Public Schools

Committee Members: Daryl Daniels & Joe Tarantello Unit 4: Presentations	Course/Subject: Business Computer Applications Grade Levels: 9-12 # of Classes: 8
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Presentation software can be used for a multitude of functions. • There are many different presentation applications. • Technological terms, including those relating to presentation applications, are useful and commonly used. 	<ul style="list-style-type: none"> • How can the use of presentation software improve one's ability to communicate? • What can be produced through the use of presentation software? • What type of applications can be considered presentation software?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Presentation applications can be used to assist with the distribution of information • The use of presentations is commonly used in the business world • Templates are available for a range of business applications <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Create a professional looking presentation • Use the presentation as a tool to communicate information 	
Character Attributes	
<ul style="list-style-type: none"> • Cooperation • Honesty • Integrity • Perseverance • Respect • Responsibility 	

Technology Competencies	
<ul style="list-style-type: none"> • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. • Students create original works as a means of personal or group expression. • Students apply existing knowledge to generate new ideas, products, and processes. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher opens a discussion regarding 21st century skills and terminology associated with presentation applications and suggested formats for presenting data and the procedures involved in the execution. • Teacher demonstrates skills that are useful in regard to presentations through modeling and interactive student/teacher activities and lessons. • Teacher uses text, interactive, and video tutorials to guide student directed learning. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will identify common controls within the ribbon/toolbars through teacher demonstrations as well as with guided tutorials in order to create a professional and effective presentation. • Students will create unique presentations based on a given rubric to include elements such as animation, sound, format, timings, transitions, and proper presentation procedures. 	
Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> • Observations made of students during group work and discussions • Completion of assignments • Student participation in discussions • Pre-test results and student evaluation of previous knowledge

Suggested Resources

- *Free Online Learning at GCFLearnFree.org*. Goodwill Community Foundation. Web. 26 Jan. 2012. <http://www.gcflearnfree.org>
- "Training - Office.com." *Office - Office.com*. Microsoft. Web. 26 Jan. 2012. <http://office.microsoft.com/en-us/training-FX101782702.aspx>
- *OpenOffice.org - The Free and Open Productivity Suite*. The Apache Software Foundation. Web. 26 Jan. 2012. <http://www.openoffice.org/>
- [Http://www.microsoft.com/web/](http://www.microsoft.com/web/) Microsoft. Web. 26 Jan. 2012.
- <http://www.easybib.com/cite/form/website>
- "12 Tips for Creating Better PowerPoint Presentations." *Microsoft at Work*. Microsoft. Web. 26 Jan. 2012. <http://www.microsoft.com/atwork/skills/presentations.aspx>
- "101 Tips for Effective Presentations." Ohio State University. Web. 26 Jan. 2012. <http://feh.osu.edu/design-project/References/101%20Tips%20for%20Effective%20Presentations.htm>

New Milford Public Schools

<p>Committee Members: Daryl Daniels & Joe Tarantello Unit 5: Culmination Project</p>	<p>Course/Subject: Business Computer Applications Grade Level: 9-12 # of Classes: 8</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. • W6: Use technology, including the Internet to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments or information. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Different software applications can be used together to accomplish a specific goal. 	<ul style="list-style-type: none"> • How can different software applications be utilized together? • Why would one want to use multiple software applications together?
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • There are specific rules for presenting a PowerPoint slideshow • Software packages containing multiple applications can be integrated <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Research and gather appropriate data for a specific topic • Use a particular software package to present research material for a specific topic 	
Character Attribute	
<ul style="list-style-type: none"> • Cooperation • Honesty • Integrity • Perseverance • Respect • Responsibility 	

Technology Competencies	
<ul style="list-style-type: none"> • Students see digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others. • Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher assists with the research and fact-finding for student presentations. • Teacher uses text, interactive, and video tutorials to guide student directed learning. <p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will identify pertinent information for their specific presentation topic. • Students will create a comprehensive presentation using all facets of particular software package (web browser, word processing, spreadsheet, database, and slideshow). 	
Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Create and effectively present a given topic using all aspects of Microsoft Office</p> <p>Role: Salesperson</p> <p>Audience: Potential clients</p> <p>Situation: Salesperson is pitching a new product to potential clients.</p> <p>Product: Files generated from Microsoft Office package</p> <p>Standards for Success: School-wide rubric for oral presentation and rubric for individual files</p>	<ul style="list-style-type: none"> • Observations made of students during research and presentation • Completion of tasks • Student participation in peer evaluations

Suggested Resources

- *Free Online Learning at GCFLearnFree.org.* Goodwill Community Foundation. Web. 26 Jan. 2012. <http://www.gcfllearnfree.org>
- Training - Office.com." *Office - Office.com.* Microsoft. Web. 26 Jan. 2012. <http://office.microsoft.com/en-us/training-FX101782702.aspx>
- *OpenOffice.org - The Free and Open Productivity Suite.* The Apache Software Foundation. Web. 26 Jan. 2012. <http://www.openoffice.org/>
- <http://www.microsoft.com/web/> Microsoft. Web. 26 Jan. 2012.
- <http://www.easybib.com/cite/form/website>
- "12 Tips for Creating Better PowerPoint Presentations." *Microsoft at Work.* Microsoft. Web. 26 Jan. 2012. <http://www.microsoft.com/atwork/skills/presentations.aspx>
- "101 Tips for Effective Presentations." Ohio State University. Web. 26 Jan. 2012. <http://feh.osu.edu/design-project/References/%20.htm>