















HS - Microsoft Applications

Huntingdon Area School District

UNITS (14/14 SELECTED)

SUGGESTED DURATION

 Unit 1: Microsoft Word - Chapter 1	<i>4 lessons</i>
 Unit 2: Microsoft Word - Chapter 2	<i>6 lessons</i>
 Unit 3: Microsoft Word - Chapter 3	<i>12 lessons</i>
 Unit 4: Microsoft Word - Chapter 4	<i>6 lessons</i>
 Unit 5: Microsoft Excel - Ch 1 - Data Entry & Formats	<i>3 lessons</i>
 Unit 6: Microsoft Excel - Ch 2- Formulas & Series Data	<i>5 lessons</i>
 Unit 7: Microsoft Excel - Ch 3 - More Formulas & Auto Functions	<i>9 lessons</i>
 Unit 8: Microsoft Excel - Chapter 4 - Charts	<i>6 lessons</i>
 Unit 9: Microsoft Excel - Ch 5 - Advanced Functions	<i>4 lessons</i>
 Unit 10: Microsoft PowerPoint - Ch 1 - Basic Slide Setup	<i>3 lessons</i>
 Unit 11: Microsoft PowerPoint - Ch 2 - Formats & Arrangements	<i>4 lessons</i>
 Unit 12: Microsoft PowerPoint - Ch 3 - Adv Formats, Animations, Transitions	<i>8 lessons</i>
 Unit 13: Microsoft PowerPoint - Ch 4 - Audio, Video, Slideshow Features	<i>5 lessons</i>
 Unit 14: Microsoft Publisher - Features & Functions	<i>10 lessons</i>


Unit 1: Microsoft Word - Chapter 1

HS - Microsoft Applications

UNIT OVERVIEW

Microsoft products are utilized heavily in business as well as higher education for a variety of functions. In this section of Microsoft Word, introductory skills are introduced such as inserting, editing, and selecting text as well as modifying text with various formats. For information organization, bulleted and numeric lists are demonstrated as well as viewing the document in a variety of settings. In order to send a Word file to someone who does not have the Microsoft suite, students demonstrate how to save a file in PDF format.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Navigate in a document
- Enter, select, and edit text
- Create numbered lists and bulleted lists
- Use document views
- Save documents both as Word files and PDF files

ESSENTIAL QUESTIONS

Essential Questions

- What are some strategies for navigating in a Word document?
- What is the process for entering, selecting, and editing text?
- What is the process for creating numbered lists and bulleted lists?
- What are the various document views and how are they used?
- What is the process for saving documents both as Word files and PDF files?

Unit 1: Microsoft Word - Chapter 1

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to navigate a document using the scroll bar and various document views.	Students can navigate a document using the scroll bar and view documents using different settings..
Students will know how to select and edit text in a document.	Students will select and edit text in a document.
Students will know how to modify text into bulleted lists and numbered lists.	Students will modify text into bulleted lists and numbered lists.
Students will know how to save a Word document as a different file type.	Students will save Word documents as PDF files.

Unit 1: Microsoft Word - Chapter 1

HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: W1-D1 through D7	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: W1-R3	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 W1-D3-CoverLtr.docx


Unit 2: Microsoft Word - Chapter 2

HS - Microsoft Applications

UNIT OVERVIEW

Often in document processing, it is necessary to present information in a table format so that it is easy to read as well as concise. In order to look professional as well as provide clarity, table styles and various formats can be utilized to enhance a table's appearance. This chapter also gives students an opportunity to use a table format in order to create an organized and well-formatted resume.

ATTACHMENTS

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Create a table in a Word document
- Build a resume in a Word document (using a table feature)
- Select data in a table
- Format tables
- Apply table styles

ESSENTIAL QUESTIONS

Essential Questions

- What is the process for creating a table in a Word document?
- What would be an efficient way to build a resume in a Word document using a table feature?
- What is the process to select data in a table?
- What are the formats available for tables in Word?
- What is the process for applying table styles?

Unit 2: Microsoft Word - Chapter 2

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to create tables of information in a Word document.	Students will edit documents to create a table for information in Word.
Students will know how to modify a table in Word using formats and styles.	Students will edit documents to modify a table in Word using formats and styles.
Students will know how to use the sort feature to organize table information.	Students will edit table information using the sort feature.
Students will know how to create a well-formatted resume using the table feature.	Students will create a well-formatted resume using the table feature.


Unit 2: Microsoft Word - Chapter 2

HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: W2-D1 through D5	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: W2-P1	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 W2_P1_eStart.docx

 W2-D4-JobContacts.docx


Unit 3: Microsoft Word - Chapter 3

HS - Microsoft Applications

UNIT OVERVIEW

This chapter of Microsoft Word focused attention on more sophisticated features of the program that are useful for academic writing assignments and publications. These advanced features showed students a time-effective and suitable way to cite sources in an academic paper, create an automatic bibliography, enhance pictures with captions, create a table of figures. For more professional works, various forms of headers and footers are shown as well as the proper procedure for inserting footnotes/endnotes. The use of columns and various breaks are demonstrated in order to show students how to set up a newsletter in Microsoft Word.

ATTACHMENTS

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Set margins
- Apply column settings
- Insert headers and footers
- Add footnotes and endnotes
- Insert citations
- Use functions to create a properly formatted bibliography
- Insert captions for images
- Use functions to create an automatic table of figures for captions
- Insert comments in a document

Unit 3: Microsoft Word - Chapter 3

HS - Microsoft Applications

ESSENTIAL QUESTIONS

Essential Questions

- How are margins set in a Word document?
- What is the process to apply column settings?
- What is the process to insert headers and footers?
- What is the process to add footnotes and endnotes
- How are citations inserted in a Word document?
- What is the procedure to use functions to create a properly formatted bibliography?
- How are captions inserted for images?
- How are functions used to create an automatic table of figures for captions?
- How are comments insert in a document?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to adjust document margins and create tab stops.	Students will adjust document margins and create tab stops.
Students will know how to format text using the styles functions.	Students will format text using the styles functions.
Students will know how to create documents with multiple columns.	Students will create documents with multiple columns.
Students will know how to use various forms of document breaks.	Students will utilize page breaks, continuous breaks, and column breaks.
Students will know how to insert and edit footnotes and citations in a Word document.	Students will insert and edit footnotes and citations in a Word document.
Students will know how to insert an automatic bibliography into a Word document.	Students will insert an automatic bibliography into a Word document.
Students will know how to insert captions to images in a Word document.	Students will insert captions to images in a Word document.


Unit 3: Microsoft Word - Chapter 3


HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: W3-D1 through D12	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: W3-R2	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: W3-P1	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS


 W3-D8-Internet.docx


 W3-D7-SocMedForStaff.docx

Unit 3: Microsoft Word - Chapter 3

HS - Microsoft Applications

 W3-D1-SocMediaRpt.docx

 W3-D5-SocMediaRpt.docx

 W3-R2-YouCanHelp.docx

 W3-D11-Evolution.docx


Unit 4: Microsoft Word - Chapter 4

HS - Microsoft Applications

UNIT OVERVIEW

Although Microsoft Publisher is more suited for some desktop publishing activities, Microsoft Word can also be used for your desktop publishing needs. In this chapter, students will demonstrate their skill using SmartArt, specialized text formats, WordArt, page backgrounds and page set-ups in order to create various brochures and flyers.

ATTACHMENTS

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Create a brochure
- Insert shapes: include text in shapes and modify appearance
- Insert pictures, text boxes, WordArt, and special effects
- Alter page setup features
- Utilize SmartArt for presenting information as a graphic
- Format the page background
- Utilize text wrap features for images

ESSENTIAL QUESTIONS

Essential Questions

- What is the process to create a brochure in Word?
- How are shapes inserted?
- What is the process for including text in shapes and modifying shape appearance?
- How are pictures, text boxes, WordArt, and special effects inserted?
- How are page setup features altered?
- What is the process for utilizing SmartArt for presenting information as a graphic?
- How are page backgrounds altered and formatted?
- What is the procedure to utilize text wrap features for images?

Unit 4: Microsoft Word - Chapter 4

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to insert, modify, and add text to shapes in a Word document.	Students will insert, modify, and add text to shapes in a Word document.
Students will know how to modify pictures using enhancements in Word.	Students will modify pictures using enhancements in Word.
Students will know how to create and link text boxes.	Students will create and link text boxes.
Students will know how to change Page Setup settings.	Students will demonstrate changing Page Setup settings.
Students will know how to insert and edit Smart Art features.	Students will insert and edit Smart Art features.

Unit 4: Microsoft Word - Chapter 4


HS - Microsoft Applications


EVIDENCE OF LEARNING & ASSESSMENT


Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: W4-D1 through D12	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: W4-R3	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section


ATTACHMENTS

 W4_P2_eStart.docx

 Taylor_Games_Logo.png


 Classic_Cars_2.jpg

 NewsltrTxt.docx

 W4-D1-Brochure.docx

 W4-D5-Linking.docx

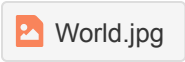
 RaritanClinic.png

 ErgoChair.jpg

 VaccinePic.jpg

Unit 4: Microsoft Word - Chapter 4

HS - Microsoft Applications




Unit 5: Microsoft Excel - Ch 1 - Data Entry & Formats

HS - Microsoft Applications

UNIT OVERVIEW

For many business positions including Accounting, Administrative Assisting, Management, Production, and Payroll, Excel is a must-have skill in many areas of today's job market. This chapter is the introductory section that demonstrates basic data entry and formatting skills. The exercises in this section acclimate the student to working in a spreadsheet program and gives them a skill set that will prepare them for creating formulas.

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Enter data in a worksheet
- Navigate a workbook
- Format a worksheet
- Apply number and date formats
- Enter a series of related data

ESSENTIAL QUESTIONS

Essential Questions

- How is data entered in a worksheet?
- What are effective procedures for navigating a workbook?
- What are some methods for formatting a worksheet?
- How are number and date formats applied?
- What is the procedure for entering a series of related data?

Unit 5: Microsoft Excel - Ch 1 - Data Entry & Formats

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to navigate a worksheet and enter data into cells.	Students will navigate a worksheet and enter data into cells.
Students will know how to insert, delete and adjust columns and rows in a worksheet.	Students will insert, delete and adjust columns and rows in a worksheet.
Students will know how to format number and date data in a cell.	Students will format number and date data in a cell.
Students will know how to utilize the autofill and fill series functions.	Students will utilize the autofill and fill series functions.

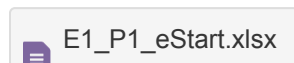
Unit 5: Microsoft Excel - Ch 1 - Data Entry & Formats

HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: E1-D1 through D10	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: E1-R3	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: E1-P1	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS




Unit 6: Microsoft Excel - Ch 2- Formulas & Series Data

HS - Microsoft Applications

UNIT OVERVIEW

Excel is one giant calculator! The main purpose for Excel's existence is to perform tedious calculations quickly and efficiently. In this unit, students will be demonstrating how to build simple formulas as a scaffold for more involved formulas yet to come. It is also very efficient to organize workbooks to contain several sheets within the file in order to keep similar information in one place. Sorting that information given various criteria can also provide useful and more organized information available for analysis.

ATTACHMENTS

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Use formulas to perform calculation
- Sort data using criteria
- Rearrange data on a worksheet
- Manage multiple worksheets

ESSENTIAL QUESTIONS

Essential Questions

- What is the process for using formulas to perform calculations?
- What is the process for sorting data using criteria?
- How is **data** rearranged on a worksheet?
- How are multiple worksheets managed in a workbook?

Unit 6: Microsoft Excel - Ch 2- Formulas & Series Data

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to create simple formulas in a worksheet.	Students will create simple formulas in a worksheet.
Students will know how to manage and work with multiple worksheets within a workbook file.	Students will manage and work with multiple worksheets within a workbook file.
Students will know how to use cell references from other worksheets in a formula.	Students will use cell references from other worksheets in a formula.


Unit 6: Microsoft Excel - Ch 2- Formulas & Series Data


HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises:E2-D1 through D7	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise:E2-R1	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: E2 -P1	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: E2 -P2	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.


ATTACHMENTS


 E2-R1-Volunteers.xlsx

 E2_P2_eStart.xlsx

Unit 6: Microsoft Excel - Ch 2- Formulas & Series Data

HS - Microsoft Applications

 E2_P1_eStart.xlsx

 E2-D1-Grades.xlsx


Unit 7: Microsoft Excel - Ch 3 - More Formulas & Auto Functions

HS - Microsoft Applications

UNIT OVERVIEW

Functions and formulas are Excel's specialty! In this unit, students will be introduced to automatic calculation functions such as SUM, AVERAGE, MIN, and MAX; they will also be demonstrating skill with using absolute cell references and defined named ranges to make formulas more user friendly when one piece of data is needed for a series of formulas.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Create formulas utilizing functions
- Use AutoSum, Auto Average, Auto Max, Auto Min functions
- Use relative and absolute cell references in formulas
- Define names for cells and ranges
- Use defined names in formulas

ESSENTIAL QUESTIONS

Essential Questions

- How are formulas created utilizing functions?
- How is AutoSum, Auto Average, Auto Max, Auto Min functions utilized for calculations?
- How are relative and absolute cell references used in formulas?
- What is the process for defining names for cells and ranges?
- How are defined names used in formulas?

Unit 7: Microsoft Excel - Ch 3 - More Formulas & Auto Functions

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to utilize automatic functions such as SUM, AVG, MIN, and MAX.	Students will utilize automatic functions such as SUM, AVG, MIN, and MAX.
Students will know how to use absolute cell references in a formula.	Students will use absolute cell references in a formula.
Students will know how to name cells and cell ranges for use in formulas.	Students will name cells and cell ranges for use in formulas.


Unit 7: Microsoft Excel - Ch 3 - More Formulas & Auto Functions


HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: E3-D1 through D4	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: E3-R1	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: E3-R2	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: E3 -P2	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

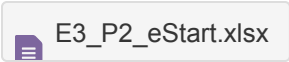
ATTACHMENTS

 E3-R1-VolunteerHours.xlsx

 E3-D1-SummerGrades.xlsx

Unit 7: Microsoft Excel - Ch 3 - More Formulas & Auto Functions

HS - Microsoft Applications




Unit 8: Microsoft Excel - Chapter 4 - Charts

HS - Microsoft Applications

UNIT OVERVIEW

It doesn't matter whether you are in science, math, or business, charts and graphs add a level of clarity to many forms of data. In this section, students will be shown how to create various bar graphs, pie graphs, area graphs, and line graphs to communicate information effectively. Many different formatting features will be demonstrated in order to make graphs and charts more useful and more attractive.

ATTACHMENTS

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STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Insert charts
- Use chart tools to modify charts
- Move and size charts
- Edit chart data
- Add images to a worksheet
- Apply conditional formatting

ESSENTIAL QUESTIONS

Essential Questions

- What is the process for inserting charts in Excel?
- How are chart tools used to modify charts?
- What is the procedure for moving and sizing charts?
- How is chart data edited?
- What is the procedure for adding images to a worksheet?
- What is the process for applying conditional formatting?

Unit 8: Microsoft Excel - Chapter 4 - Charts

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to create line charts, bar charts, area charts, pie charts, and 3D charts.	Students will create line charts, bar charts, area charts, pie charts, and 3D charts.
Students will know how to use formatting tools for charts including color, number formats, text, and artistic features.	Students will use formatting tools for charts including color, number formats, text, and artistic features.
Students will know how to use conditional formatting tools in order to visually represent data within cells.	Students will use conditional formatting tools in order to visually represent data within cells.
Students will know how to edit charts and move their location.	Students will edit charts and move their location.


Unit 8: Microsoft Excel - Chapter 4 - Charts


HS - Microsoft Applications


EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: E4-D1 through D7	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: E4-R1	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: E4-R3	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 E4-D1-Sales.xlsx

 E4-R3-SummerFunds.xlsx

 E4-R1-VHours.xlsx


Unit 9: Microsoft Excel - Ch 5 - Advanced Functions

HS - Microsoft Applications

UNIT OVERVIEW

This unit of Excel is a bit of a challenge as it pushes students into more advanced formulas such as IF statements. Using the scenario of calculating payroll, students use various formulas to efficiently and quickly calculate regular hours, overtime hours, overtime pay, taxes, and net pay for a large corporate staff. Formatting features such as sorting and page breaks make the data useful for the Human Resource Manager who would be utilizing this type of information.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Calculate formulas related to a payroll example
- Utilize "IF" functions in formulas
- Sort larger amounts of data utilizing multiple criteria
- Filter data to provide results
- Modify page breaks

ESSENTIAL QUESTIONS

Essential Questions

- How are formulas calculated related to a payroll example?
- What is the process for utilizing "IF" functions in formulas?
- How are larger amounts of data sorted utilizing multiple criteria?
- What is the process for filtering data to provide results?
- What is the process for modifying page breaks?

Unit 9: Microsoft Excel - Ch 5 - Advanced Functions

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to sort and filter data in a worksheet.	Students will sort and filter data in a worksheet.
Students will know how to utilize an IF function in formulas to calculate payroll accurately and efficiently.	Students will utilize an IF function in formulas to calculate payroll accurately and efficiently.
Students will know how to use page breaks to separate data.	Students will use page breaks to separate data.

Unit 9: Microsoft Excel - Ch 5 - Advanced Functions


HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: E5-D2, D3, D4, D6	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 E5-D2-PayrollP17_-_starter_data_file.xlsx

 E5-D2-PayrollPeriod17data.csv


Unit 10: Microsoft PowerPoint - Ch 1 - Basic Slide Setup

HS - Microsoft Applications

UNIT OVERVIEW

In today's business world, professional presentations are expected to have visual representation to reinforce concepts and enhance understanding. Microsoft PowerPoint is a well-known, useful, and versatile presentation software. This introductory chapter shows the student how to create basic slides from information while also editing text, inserting bulleted lists, and adjusting themes.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Create a new presentation
- Add text to slides
- Apply themes and templates
- Add slides
- Control the indent of bulleted text
- Navigate a slideshow
- Hide and unhide slides

ESSENTIAL QUESTIONS

Essential Questions

- How is a new presentation created?
- How are text added to slides?
- What are ways to apply themes and templates to a presentation?
- What are ways to add slides?
- What are ways to control the indent of bulleted text?
- What are strategies to navigate a slideshow?
- What is the procedure for hiding and un hiding slides?

Unit 10: Microsoft PowerPoint - Ch 1 - Basic Slide Setup

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to create a new presentation.	Students will create new presentations.
Students will know how to add text to slides in a presentation.	Students will add text to slides in a presentation.
Students will know how to add themes and templates to a slide presentation.	Students will add themes and templates to a slide presentation.
Students will know how to add slides and navigate slide shows.	Students will add slides and navigate slide shows.
Students will know how to hide and unhide slides in slide shows.	Students will hide and unhide slides in slide shows.
Students will know how to control the indent of bulleted list text.	Students will manipulate the indent of bulleted list text.

Unit 10: Microsoft PowerPoint - Ch 1 - Basic Slide Setup

HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: P1-D1 through D7	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: P1 -P1	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 P1_P1_eStart.pptx


Unit 11: Microsoft PowerPoint - Ch 2 - Formats & Arrangements

HS - Microsoft Applications

UNIT OVERVIEW

Once a slideshow has been created, the Outline view and Slide Sorter view help to reorganize, edit, and delete slides. This unit also demonstrated formatting adjustments as well as manipulating text via alignment as well as character spacing. Slide headers and footers are useful for features such as numbering, labeling, and documentation of dates.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Use Outline view to create, move, and delete slides and edit text
- Format and align text and adjust character spacing
- Use Slide Sorter view
- Add slide headers and footers

ESSENTIAL QUESTIONS

Essential Questions

- How is Outline view used to create, move, and delete slides and edit text?
- What is the process for formatting and aligning text and adjusting character spacing?
- How is Slide Sorter view used?
- How are slide headers and footers added to a presentation?

Unit 11: Microsoft PowerPoint - Ch 2 - Formats & Arrangements

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to use Outline view to create, move, and delete slides and edit text.	Students will use Outline view to create, move, and delete slides and edit text.
Students will know how to format and align text and adjust character spacing on text.	Students will format and align text and adjust character spacing on text.
Students will know how to use Slide Sorter view to rearrange slides and adjust presentations.	Students will use Slide Sorter view to rearrange slides and adjust presentations.
Students will know how to add slide headers and footers.	Students will add slide headers and footers to a slide presentation.


Unit 11: Microsoft PowerPoint - Ch 2 - Formats & Arrangements

HS - Microsoft Applications


EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises:P2-D1, D2, D3, D4, D8, D9	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise:P2-R1	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
	Project-based	
	Project-based	
	Project-based	

ATTACHMENTS

 P2-R1-Design.pptx

 P2-D1-Design.pptx

 P2-D8-Contact.pptx


Unit 12: Microsoft PowerPoint - Ch 3 - Adv Formats, Animations, Transitions

HS - Microsoft Applications

UNIT OVERVIEW

Presentations with excellent graphics are always eye catching and more interesting to view. This unit of PowerPoint is all about the visual improvements to a slide show whether it be the insertion of sound or images, enhancements to pictures, or slide transitions with animated text.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Add visual elements to a slide (pictures, screenshots, shapes, ...)
- Remove backgrounds from slide images
- Apply artistic effects to slide images
- Add transition effects to slides
- Add animation elements to slide content
- Add sound effects to transitions and animations

ESSENTIAL QUESTIONS

Essential Questions

- How are visual elements added to a slide (pictures, screenshots, shapes, ...)?
- What is the process for removing backgrounds from slide images?
- How are artistic effects applied to slide images?
- How are transition effects added to slides?
- How are animation elements added to slide content?
- How are sound effects added to transitions and animations?

Unit 12: Microsoft PowerPoint - Ch 3 - Adv Formats, Animations, Transitions

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to add visual elements to a slide.	Students will add visual elements to a slide (pictures, screenshots, shapes).
Students will know how to remove backgrounds from slide images	Students will remove backgrounds from slide images.
Students will know how to apply artistic effects to slide images.	Students will apply artistic effects to slide images.
Students will know how to add transition effects to slides.	Students will add transition effects to slides.
Students will know how to add animation elements to slide content.	Students will add animation elements to slide content.
Students will know how to add sound effects to transitions and animations.	Students will add sound effects to transitions and animations.


Unit 12: Microsoft PowerPoint - Ch 3 - Adv Formats, Animations, Transitions


HS - Microsoft Applications

EVIDENCE OF LEARNING & ASSESSMENT


Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: P3-D1 through D17	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Reinforce Your Skills Exercise: P3-R3	Project-based	RYS Exercises give clear directions to the student but allow them to think for themselves. Directions are worded in a moderately guided fashion in order to accomplish the task needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise:P3 -P2	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS

 P3-R3-KidsVisual.pptx

 P3-D1-Animation.pptx

 P3-D9-Guitarist.jpg

 P3_P2_eStart.pptx

 P3-R3-Girl.jpg


Unit 13: Microsoft PowerPoint - Ch 4 - Audio, Video, Slideshow Features

HS - Microsoft Applications

UNIT OVERVIEW

Sometimes PowerPoint presentations are meant to be shown to an audience where the speaker may not be present. In that case, automation of slides with timing and loop capabilities are essential in allowing a presentation to play on its own without the need for intervention. Specialized audio clips or videos can take a kiosk presentation to the next level.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Acquire and add audio to a presentation
- Acquire and add video to a presentation
- Edit movie clips, and add more effects
- Customize video start and end times
- Utilize slide show timings
- Loop a presentation

ESSENTIAL QUESTIONS

Essential Questions

- What is the process for acquiring and adding audio to a presentation?
- What is the process for acquiring and adding video to a presentation?
- How are movie clips edited, and more effects added to video?
- What is the process for customizing video start and end times?
- What is the process for utilizing slide show timings?
- How is a presentation set up to loop?

Unit 13: Microsoft PowerPoint - Ch 4 - Audio, Video, Slideshow Features

HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to acquire and add audio to a presentation.	Students will acquire and add audio to a presentation.
Students will know how to acquire and add video to a presentation.	Students will acquire and add video to a presentation.
Students will know how to edit movie clips, and add more effects.	Students will edit movie clips, and add more effects.
Students will know how to customize video start and end times.	Students will customize video start and end times.
Students will know how to apply slide show timings.	Students will apply slide show timings.
Students will know how to loop a presentation.	Students will loop a presentation.


Unit 13: Microsoft PowerPoint - Ch 4 - Audio, Video, Slideshow Features


HS - Microsoft Applications


EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Develop Your Skills Exercises: P4-D2 through D8	Project-based	DYS Exercises involve guided skill building by giving step-by step directions for making adjustments to files either from a new file or from a starter data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.
Project Grader Exercise: P4-P2	Project-based	Project Grader Exercises provide directions to the student, but they need to know where commands are located in the Microsoft program in order to accomplish the task. Directions are worded in a less guided fashion in order to accomplish the skill needed either in a new file or a data file. The skills that are utilized for the files in this unit are outlined in the Learning Targets Section.

ATTACHMENTS


 P4-R1-Cheer.wav

 Taylor_Games_Logo.png

 P4-D6-Scholarship.pptx

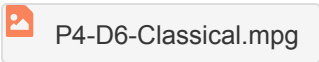
 P4_P2_eStart.pptx

 P4-D2-bach-bwv813.mp3

 P4-D2-Beneficiaries.pptx

Unit 13: Microsoft PowerPoint - Ch 4 - Audio, Video, Slideshow Features

HS - Microsoft Applications




Unit 14: Microsoft Publisher - Features & Functions

HS - Microsoft Applications

UNIT OVERVIEW

Microsoft Publisher is a very useful tool for desktop publishing functions. Although Microsoft is not continuing to update Publisher at this point in time, various templates and document capabilities can be extremely helpful with document processing and efficiency. This unit is comprised of 5 teacher-made exercises that instruct students on how to make a flyer with a dot leader tab, produce a newsletter with columns and inserted text files, and create a customized calendar for business or personal use. Students also make their own greeting card using creativity and meeting format parameters. The final exercise asks students to properly create a 2-sided brochure using a modified template.

ATTACHMENTS

 COURSE_LIST_-_UPDATED_2024_-_for_EBOOK.pdf

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-12 - Business, Computer and Information Technology

15.4.12.A

15.4.12.G

BIG IDEAS

Big Ideas

- Create a two page flyer
- Insert and edit text
- Utilize a dot leader tab function
- Insert borders, accent art, and pictures
- Utilize a calendar template and modify to personalize
- Apply kerning and character spacing within a text box
- Utilize various fonts, colors, background colors, and other artistic elements and features
- Create a newsletter format with columns and text boxes
- Create a greeting card utilizing the card templates but incorporating own content to meet given skill criteria
- Create a brochure utilizing the brochure templates but incorporating own content to meet given skill criteria

Unit 14: Microsoft Publisher - Features & Functions

HS - Microsoft Applications

ESSENTIAL QUESTIONS

Essential Questions

- What is the process for creating a two page flyer?
- How is text inserted and edited in Publisher?
- What is the process for utilizing a dot leader tab function?
- How are borders, accent art, and pictures inserted into a Publisher document?
- What is the process for utilizing a calendar template and modifying it for personalization?
- How are kerning and character spacing applied within a text box?
- What is the process for utilizing various fonts, colors, background colors, and other artistic elements and features?
- How is a newsletter format created with columns and text boxes?
- What is the process for utilizing the Insert File function as well as connecting text boxes?
- How is a greeting card created utilizing the card templates but incorporating one's own content to meet given skill criteria?
- How is a brochure created utilizing the brochure templates but incorporating one's own content to meet given skill criteria?

Unit 14: Microsoft Publisher - Features & Functions


HS - Microsoft Applications

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to create a two page flyer.	Students will create a two page flyer.
Students will know how to insert and edit text in a Publisher file.	Students will insert and edit text in a Publisher file.
Students will know how to utilize a dot leader tab function.	Students will utilize a dot leader tab function.
Students will know how to insert borders, accent art, and pictures.	Students will insert borders, accent art, and pictures.
Students will know how to utilize a calendar template and modify to personalize.	Students will utilize a calendar template and modify to personalize.
Students will know how to apply kerning and character spacing within a text box.	Students will apply kerning and character spacing within a text box.
Students will know how to utilize various fonts, colors, background colors, and other artistic elements and features.	Students will utilize various fonts, colors, background colors, and other artistic elements and features to enhance a Publisher document.
Students will know how to create a newsletter format using columns and text boxes.	Students will create a newsletter format using columns and text boxes.
Students will know how to create a greeting card utilizing the card templates but incorporating own content to meet given skill criteria.	Students will create a greeting card utilizing the card templates but incorporating own content to meet given skill criteria.
Students will know how to create a brochure utilizing the brochure templates but incorporating own content to meet given skill criteria.	Students will create a brochure utilizing the brochure templates but incorporating own content to meet given skill criteria.

ATTACHMENTS


 Paws_for_Love_file.docx


 Exercise__4_-_Card.pdf


 Exercise__3_-_Newsletter.pdf

Unit 14: Microsoft Publisher - Features & Functions

HS - Microsoft Applications

 Exercise__5_-_Brochure.pdf

 Exercise__2_-_Calendar.pdf

 Exercise__1_-_Linguine_Love_-_Making_an_Ad_Flyer.pdf

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Project #1 Flyer	Project-based	The Publisher assessments are teacher-made projects. The activities in the exercises are to instruct and reinforce transferable skills as listed in the learning targets.
Project #2 Calendar	Project-based	The Publisher assessments are teacher-made projects. The activities in the exercises are to instruct and reinforce transferable skills as listed in the learning targets.
Project #3 Newsletter	Project-based	The Publisher assessments are teacher-made projects. The activities in the exercises are to instruct and reinforce transferable skills as listed in the learning targets.
Project #4 Card	Project-based	The Publisher assessments are teacher-made projects. The activities in the exercises are to instruct and reinforce transferable skills as listed in the learning targets.
Project #5 Brochure	Project-based	The Publisher assessments are teacher-made projects. The activities in the exercises are to instruct and reinforce transferable skills as listed in the learning targets.