Everett SD Framework: Office User Specialist - Expert (Work & Excel)

Course: Office User Specialist	**Total Framework Hours:** 90 Hours
CIP Code: 110699	**Type:** Preparatory
Career Cluster: Information Technology	**Date Last Modified:** Monday, December 19, 2011

Resources and Standard used in Framework Development:

National Standards for Business Education (2007) National Business Education Association
ITSE National Educational Technology Standards

Unit 1 FOUNDATION	Hours: 10

Performance Assessment(s):

By classifying and analyzing research information on a chosen career, students will acquire, read, evaluate, summarize and share new information regarding this career choice. The student will present their findings in a written document as well as a formal or informal presentation to the students in the class. The information shared should include how computer applications are used in the career as well as the focus on respecting diverse populations and eliminating bias in the workplace

Have students interview an adult who has worked in the same type of job for at least ten years using the following questions:

•What is your job?
•What skills did you need to get your job?
•What education did you need?
•How did you get your education and skills?
•Have you had to do additional training to keep current in your job?
•Do people being hired now have to have different skills and training?
•Where and how are they getting their training?
•How have job responsibilities changed since you first worked in the field?
•Why do you think your responsibilities have changed?
•Are there more people being hired in your field from diverse backgrounds?
•How do you see your job changing in ten years? 20?
•Why do you think your job will change?
•What education and skills will be needed then?
With their information, have students write a short story about the person they interviewed (can be fiction or non-fiction). This can be first or third person, but should reflect how society has changed over the span of the person's life experience. Include cultural trends, societal changes, and differing family expectations

Leadership Alignment:

Comparing Career Interest Inventory Results

Career Interest Areas Activity (www.wois.org)
List your top one or two Interest Areas from the results of your Career Interest Areas Activity.

1.
2.

Look at the careers in your top one or two Interest Areas and choose three that interest you.

1.
2.
3.

Interest Profiler (www.wois.org)
List your top Interest Area from the Interest Profiler.

1.

Are any of the three careers that you listed above from your Career Interest Area Activity found in your Interest Profiler Interest Area? If so, list them here.

1.
2.
3.

Are there any other careers that interest you from the careers in your highest Interest Area of the Interest Profiler?

1.
2.
3.

Skills Assessment (www.wois.org)
Are any of the careers above also listed in your Top 30 Occupations from the Skills Assessment?

1.
2.
3.

Are there other careers in your Top 30 Occupations from the Skills Assessment that interest you?

1.
2.
3.

Work Importance Locator (www.wois.org)
What are your two highest Work Values from the Work Importance Locator?

1.
2.

Are any of the careers that are listed in the results of the Work Importance Locator also listed for the other assessments above?

1.
2.
3.

Click on "Your Work Importance Locator Scores." Then click on your highest Work Value. Are any of the careers listed above found in your highest Work Value?

1.
2.
3.

Other Career Assessments
List other career assessments that you have taken.

1.
2.
3.

Are some of the careers listed above also on the results of these other career assessments?

1.
2.
3.

What other careers interest you from these other career assessments?

1.
2.
3.

Create a Portfolio, Complete the Career Interest Areas Activity and
Research a Career
Goal: Create a Portfolio, Take the Career Interest Areas Activity,
Research a career that you are interested in
"The Career Interest Areas Activity helps you match your interests with types of careers."
1. Go to www.wois.org.
2. Login with your Site Key. If you are not asked for a Site Key, go to Step 3.
3. Click on Create a New Portfolio in the upper-right corner of the screen.
4. Read the Security and Privacy information and click Next.
5. Read the Getting Started information and click Next.
6. If you are over the age of 13, check the box that verifies you are over the age of 13, then click Next.
7. Complete the information to create your Portfolio. Create your personal User ID and
Password for the Portfolio.
8. Once your Portfolio is created, click Back to WOIS.
9. Choose Assessments in the left-side navigation panel, then click on "Career Interest
Areas."
10. While taking this survey of your preferences, quickly select the activity that you would prefer. Don't spend much time thinking about it. Go with your first impression.
11. When you finish answering all the questions, type your name in the box, then click on
"Find my interest areas."
12. Click on Save to My Portfolio.
13. Click on Return to your Career Interest Areas results page.
14. Find your highest score (longest red bar) under "Your Career Interests."
15. Click on the title of the interest area with the highest score.
16. If you don't find an occupation you are interested in within this interest area, click
"Return to results" and click the title of the next highest interest area.
17. Choose 3 occupations to explore and record them here
_____
_____
_____
18. Answer the following questions about one of the occupations.
Career Information Questionnaire

Career Title:_____

1. What does a person typically do in this job?
2. What are some other occupations related to this job?
3. What are some of the skills needed by a person working in this job?
4. What skills do you currently have that would help you in this job?
5. What is the average starting salary for this job? How much might a person make with experience?
6. What is the potential of this job in the future? Will job opportunities grow, decline or
stay the same?
7. Where can you find work in this job (hospitals, state government, factories, etc.)?
8. What is the training requirement for this job? What educational programs would train you for this job?
9. What schools in Washington offer training for this job?
10. What is your reaction to this job? Would you consider it? Why or why not?

Standards and Competencies

C-1 Foundation (Required for all areas)

1.11 Describe techniques for eliminating gender bias and stereotyping

Aligned to Washington State Standards

Arts

Communications

Communication 2.1: Uses language to interact effectively and responsibly in a multicultural context.

2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

Health and Fitness

Mathematics

Reading

Science

Social Studies

Writing

Writing 2.1: Adapts writing for a variety of audiences.

2.1.1 Applies understanding of multiple and varied audiences to write effectively.

Writing 3.1: Develops ideas and organizes writing.

3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☐ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

Communication and Collaboratio
- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☐ Access and Evaluate Information
- ☐ Use and Manage Information

Media Literacy
- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction
- ☐ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

Social and Cross-Cultural
- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability
- ☐ Manage Projects
- ☐ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 2 WORD EXPERT	Hours: 15

Performance Assessment(s):

Sharing and Maintaining Documents
•Configure Word options.
oThis objective may include but is not limited to: changing default program, spelling, and grammar checking options
•Apply protection to a document.
oThis objective may include but is not limited to: restricting editing and applying controls or restrictions to document access
•Apply a template to a document.
oThis objective may include but is not limited to: modifying an existing template, creating a new template, applying a template to an existing document, and managing templates by using the Organizer

Formatting Content
•Apply advanced font and paragraph attributes.
oThis objective may include but is not limited to: using character attributes and character-specific styles
•Create tables and charts.
oThis objective may include but is not limited to: inserting tables by using Microsoft Excel data in tables, applying formulas or calculations on a table, modifying chart data, saving a chart as a template, and using the chart Layout tab
•Construct reusable content in a document.
oThis objective may include but is not limited to: creating customized building blocks, saving a selection as a quick part, saving quick parts after a document is saved, inserting text as a quick part, and adding content to a header or footer
•Link sections.
oThis objective may include but is not limited to: linking text boxes, breaking links between text boxes, and linking different sections

Tracking and Referencing Documents
•Review, compare, and combine documents.
oThis objective may include but is not limited to: applying tracking, merging different versions of a document, tracking changes in a combined document, and reviewing comments in a combined document
•Create a reference page.
oThis objective may include but is not limited to: adding citations, managing sources, compiling a bibliography, and applying cross references
•Create a Table of Authorities in a document.
oThis objective may include but is not limited to: applying default formats, adjusting alignment, applying a tab leader, modifying styles, marking citations, and using passim (short form)
•Create an index in a document.
oThis objective may include but is not limited to: specifying index type, columns, and language, modifying an index, and marking index entries

Performing Mail Merge Operations
•Execute Mail Merge.
oThis objective may include but is not limited to: merging rules and sending personalized email messages to multiple recipients
•Create a Mail Merge by using other data sources.
oThis objective may include but is not limited to: using Microsoft Outlook, Access, Excel, or Word tables as data source for a mail merge operation
•Create labels and forms.
oThis objective may include but is not limited to: preparing data and creating mailing labels, envelope forms, and label forms

Managing Macros and Forms
•Apply and manipulate macros.
oThis objective may include but is not limited to: recording a macro, running a macro, and applying macro security

•Apply and manipulate macro options.
oThis objective may include but is not limited to: running macros when a document is opened, running macros when a button is clicked, assigning a macro to a command button, and creating a custom macro button on the Quick Access Toolbar
•Create forms.
oThis objective may include but is not limited to: using the Controls group, adding Help content to form fields, linking a form to a database, and locking a form
•Manipulate forms.
This objective may include but is not limited to: unlocking a form, adding fields to a form, and removing fields from a form

Leadership Alignment:

COLLEGE INQUIRY SAMPLE LETTER
LESSON GOALS:
• Explore reasons to learn to write a clear letter of inquiry (for employment or college).
• Help students learn how to inquire about information from a college.
MATERIALS NEEDED:
• Internet Access (OPTIONAL, students can use college web sites to request information)
• Sample letter
CLASSROOM ACTIVITIES:
1. Discuss the purpose of a letter of inquiry. Ask students if any of them have ever written a letter or e-mail to learn about something or to express interest in something. Maybe they've written to an employer about a job. Maybe they've written to a college or to a teacher. Why is it important to know how to write clearly when you are interested in something? (5-10 minutes)
2. Discuss how students will inquire about information from colleges. Next, ask if any of your students have asked a college for information. How did they do that? Why did they want to get information from a college? Discuss why it might be helpful to get more detailed information about courses, dorms, financial aid, or to get an application. Explain that there are three ways students can get information from colleges: (1) by completing a form on the college's web site; (2) by emailing the college; or (3) by mailing a letter to the college's Admissions Office. (10-15 minutes)
3. Write a letter of inquiry. Have students practice writing a letter asking to receive information from a college. They can then e-mail or mail this letter. Alternatively, ask students to visit the web site of at least one college and register on that web site to receive more information. (15-20 minutes)
STUDENT PRODUCTS:
• Letter of Inquiry. Each student should draft a letter or register on a college web site.
ADDITIONAL RESOURCES:
Students should be encouraged to research college web sites and to register for information with any that they think they might like to apply to over the next few years.
SAMPLE LETTER OF INQUIRY
Your address
Your city, state and ZIP
Your e-mail
The college's name
Office of Admissions
Street address
City, state ZIP
Dear Sir or Madam:
I am currently a <<grade level>> student at <<school name>> in <<city, state>>. I have been researching postsecondary options that will allow me to pursue my dream of becoming a <<dream career>>.
I am very interested in learning more about <<name of college>> because <<write something here about why you are interested in this college – because of their great program in your field, because you like their football team, because your older sibling goes there…>>.
I would appreciate it if you can send me more information about <<name of college>>. I am particularly interested in learning what I need to do during high school to qualify for admission. I am also interested in information about financial aid and scholarship opportunities, and I would like to learn more about <<program you are interested in studying>>.

Thanks in advance for your help. I look forward to learning more about <<name of college>> and hope I
will someday be a <<name of school team>>.
Sincerely,
Your name
Your e-mail

FBLA Winter Regional Conference
#203 Word Processing II — Production Test

1.Please print on your event envelope label your name, school, and the software program that you are using for this exam. In addition, you will need to include your name, school, and job number on the back on each document printed.
2.You will have one hour to complete this test. Additional time will be allowed for general directions and warm-up. T
Job No.Document TypePoint Value
1Letter
2Memorandum with Table
3News Release
4Report
5Merged Letter
6Minutes
7Table
8Itinerary

Note: To assist you in knowing what to print throughout this test, each instruction for printing is labeled with the Job number and a letter. For example, Print 1-A indicates the first printout for Job 1; Print 1-B indicates the second printout for Job 1. Some printouts may include more than one page.
3.Test documents may be temporarily saved on the computer hard drive or network server.
4.You should have your own pen, pencil, dictionary, or word-division manual. You are not to borrow these items from others during the test. Reference manuals and the FBLA-PBL Format Guide are not allowed.
5.You must proofread carefully all of your work because results are based on the accuracy of the printed copy. Your documents will be evaluated by a panel of judges for this event. All decisions of the judges are final.
6.After the test begins, no help may be given to you concerning the normal operation of the equipment. However, if your computer fails, call the proctor.
7.When you have completed the exam, you will need to turn in all of your materials, including this test and any printouts—including those you do not wish judged.
8.Make sure all Jobs are deleted from the computer network drive or C drive.

Job 1—Letter with Special Parts

Key the following letter according to the FBLA-PBL Format Guide. The letter is from Diane Gibson at Claredon Executives, Inc./563 E Gum Street, Boston, MA 38906. The letter is to Harriet McKinney. Use a company name notation: Beaumont and McAllen, Inc./ 7465 W Dunlap/Phoenix, AZ 85301 Supply any missing parts.

Thank you for using Claredon Executives for your software needs. By May 1 the desktop publishing software, PageMaker, will be installed on every computer system in your agency. Your brochures, fliers, announcements, campaign literature, and other promotional materials will now be edited, keyed, proofread, and printed in house.

As we discussed your agency will soon realize a savings of approximately 40% in printing costs. Secondly, the turnaround for producing documents will now be three days instead of the two weeks you have experienced in the past. Thirdly, your agency will be able to make last minute changes to effectively meet the needs of your customers.

In the past months you have voiced concerns about the need for in-house desktop publishing capabilities. Please have your employees review the training schedule that is enclosed and contact me at your convenience to arrange for the training.

Print 1-A. Print the letter.

Job 2: Memorandum with table

Key the following memorandum according to the FBLA-PBL Format Guide. The memorandum is to Susan Allen and from Jamie Moore. The subject is New Members– use the current date. Center and resize the two column table information with the title: Membership List
Center title headings above the columns.

¶ I have researched our data base for the new members to be invited to our annual Computer Users' Club dinner.   Please call these members and personally invite them to join in the festivities beginning at 7 p.m. on April 10, 2012.

Amy Paoli
Betty Jackson
Debbie Moore
Michele Ackerman
Diana Berger
Donald Bergan
Jerry Schmidt555-5892
554-8972
555-9831
554-3578
555-3214
555-6548
554-8526

¶ Dinner is scheduled at the Phoenician Restaurant. With Bill Gates as the featured speaker, the evening should be an insightful and educational evening for all those in attendance.

Print 2-A. Print the memorandum.

Job 3—News Release

Key the following news release according to the FBLA-PBL Format Guide. The contact person is Jeri Matthews. The release date is August 1, 2012, and the title of the news release Community Leaders.

 The Glendale Chamber of Commerce held its Annual Recognition Banquet at the Moon Valley Country Club on July 25. The evening was highlighted by giving recognition to tow outstanding community leaders.
¶ Mrs. Rhonda Berg, a business teacher at Western Senior High School, was recognized as this year's outstanding educator for her 15 years of service at the high school and her community. During this time, she has directed an active business education advisory committee and has served as an FBLA advisor in her school.
¶ Mr. Bruce Erny, the controller for Good's Department Store, was recognized as this year's outstanding business leader. Mr. Erny serves as chairperson of the Western Redevelopment Industrial Council, which has been instrumental in influencing many businesses to locate in the new Western Shopping and Office Complex. Bruce Erny serves on the executive board of the local Junior Achievement organization and chairs JA's scholarship committee.

 Print 3-A. Print the news release
Job 4—Leftbound Report (20 points)

Key the following unbound report according to the FBLA-PBL Format Guide.
The title of the report is: Millions of Dollars Worth of Junk.

"Junk" is a word that we apply to something worthless, such as trash or garbage. Many people call advertisements they receive through the postal service "junk mail." And yet, this so called "junk" generates millions and millions of dollars in sales annually. In marketing parlance, "junk mail" is known as direct mail—and an important and valuable means of advertising.

(side heading: Trends)   The most popular media for advertising on a national and local basis are newspapers and magazines; television ranks second; and direct mail, third. An interesting trend in the percentage of funds expended for advertising was first noted in the1970's. The percent of expenditures on newspaper and magazine advertising began to decrease whereas the percent for direct mail began to increase. At first, this trend was believed to be only a temporary aberration, but the trend has continued. In the 1980's, money spent on newspaper and magazine advertising dropped more the 4 percent; the percent for direct mail increased by just about 3 percent. This amount may not seem to be a significant figure, bit it assumes some importance when we remember that, nationwide, more the $100 billion is spent each year on advertising.

(side heading: Growth)Despite the grumbling about "junk mail," sales generated through this medium have continued to increase. The most recent figures reveal that of the more than $1.5 trillion in annual retail sales, direct mail garners almost 20 percent of the total—a considerable increase over the 14 percent earned in the 1970's.

Print 4-A. Print the leftbound report.

Job 5—Merged Letter

Create merged letters from the following data and main document. Format the letter according to the FBLA-PBL Format Guide. Use the current date and supply all necessary letter parts. (M) within the paragraphs indicate where merge codes are needed. You supply the others to correctly format the letter.

Month Date, Year
Dear

IS IT A YEAR ALREADY?

Yes, believe it or not,(M) (M) , time is running out! Act now to RENEW YOUR SUBSCRIPTION TO (M). This is the FINAL NOTICE. We will not contact you again.

Please use the enclosed customer card to ENSURE THAT YOUR SUBSCRIPTION IS RENEWED.

Just check off the one, two, or three-year subscription offer. The longer the term, the lower the per issue cost! Or call 1-800-555-2200 to renew OVER THE PHONE.

There is no need to send payments with your renewal! We will bill you later.

Remember, this is your FINAL NOTICE. Call 1-800-555-2200! That's 1-800-555-2200. Act now to avoid missing a single issue of (M) !
Sincerely
Al Dickenson
Subscription Services

Mr.JeffreyOcheltree157 Elm StreetPhoenixAZ85381Travel USA
Ms.DianaPersohn369 Oak DrivePeoriaIL 45872PC World
Mr. ScottPeterson4897 W 79 AveJasperIN47546Time

Print 5-A. Print the main document.
Print 5-B. Print each of the merged letters.

Job 6—Minutes

Key the following minutes following the FBLA-PBL Format Guide. The minutes are from the Fitness First Board Meeting and the date is January 4 , 2012. Correct any errors in usage, spelling grammar, or punctuation as needed. The secretary is Terri Marone.

Call to Order: Tim Sermersheim called the meeting of the Computer Users' Club to order at 9 a.m. on January 4, 2012, in the Board Room of the main office.

Reading of the Minutes: Terri Marone aksed board members to read there copies of the minutes of the December meeting. Sue Hill corrected the minutes to read, "A Walk-a-Thon is to be held at Washington Park," rather than at City Park as was reprted in the December minutes. The minutes were then approved as corrected.

Treasurer's Report: Ellen Pfaff reported that the club had a checking acount balance of $1,200,53 and had $4,500.00 in its savings account at Mountain Savings.

Unfinished Business: Acording to Nancy Fleming, the Walk-a-Thon will begin at Washington Park at 7 a.m. on March 15.

New Busness: Dues for the new year will be $15. Ken Fox reported that the dedline for dues payments is December 15, 2012. ¶ The new volleyball and racuetball programs for teenagers will begin September 15. Steve Cavner will coach each of these programs.

Adjournment: The meeting was adjourned at 10:30 a.m.

Print 6-A. Print the minutes.

Job 7—Ruled Table

Instructions:
•Key the following information into a three-column table
•Double-space all entries
•The title of the table is: Average Return on Home Improvements
•Insert column headings: Renovation, Cost, Return on Sale
•Format table to surround the table with a double ruled line
•Center column headings over the columns.
•Do not print gridlines
•Print in landscape mode.

Fireplace$3,500$5,500
Swimming Pool19,5006,500
Full Bath8,20010,000
Skylight3,3003,310
Kitchen Renovation7,3006,716

Print 7-A. Print the table.

Job 8—Itinerary (10 points)

Key the following itinerary according to the FBLA-PBL Format Guide. The itinerary is for Martin Edwards, November 13-15, 2012.

Thursday, November 13
10:45 a.m./Leave Phoenix International Airport, American Airlines, Flight 502.
4:07 p.m./Arrive Philadelphia Airport/Overnight accommodations at the Lakeside Inn, Confirmation #3747266.
7:00 p.m./Dinner with Mr. Robert Wood and Ms. Dorothy Oser .

Friday, November 14
8:00 a.m./Breakfast at Lakeside Inn with conference leader, Dr. Ellen DeGeneris.
10:00 a.m./Present slide show on future of telecommunications in Lake Powell Room

Noon/Dinner with George Lythgoe to discuss web site proposal.
1:30 p.m./Continue presentation in Lake Powell Room.
6:00 p.m./Awards banquet in Lake Michigan Room.
9:00 p.m./President's reception in Banquet Hall.

Saturday, November 15
8:00 a.m./Breakfast in Faculty Dining Room.
10:00 a.m./Leave Philadelphia Airport, Arrow Airlines, Flight 519.
12:40 p.m./Arrive Phoenix International Airport.

Print 8-A. Print the itinerary.

Standards and Competencies

A-1 Word Processing- Expert

1.2 Sort paragraphs in lists and tables

1.3 Create and format document sections

1.5 Create and update document indexes and tables of contents, figures, and authorities

1.7 Add and revise endnotes and footnotes

1.8 Create and manage master documents and subdocuments

1.9 Move within documents

1.11 Create forms and prepare forms for distribution

1.12 Use Excel data in tables

1.13 Create, modify, and position graphics

1.14 Create and modify charts using data from other applications

1.16 Create, edit and run macros

1.17 Customize menus and toolbars

1.18 Track, accept, and reject changes to documents

1.19 Merge input from several reviewers

1.20 Insert and modify hyperlinks to other documents and Web pages

1.21 Create and edit Web documents in Word

1.22 Create document versions

1.26 Merge letters with a Word, Excel, or Access data source

1.28 Use Outlook data as mail merge data source

Aligned to Washington State Standards
Arts
Communications
Health and Fitness
Mathematics
Reading
Science
Social Studies
Writing
Writing 1.1: Pre-writes to generate ideas and plan writing.
1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.
Writing 1.4: Edits text.
1.4.1 Edits for conventions (see 3.3).
Writing 1.5: Publishes text to share with audience.
1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.
Writing 1.6: Adjusts writing process as necessary.
1.6.2 Uses collaborative skills to adapt writing process.
Writing 2.1: Adapts writing for a variety of audiences.
2.1.1 Applies understanding of multiple and varied audiences to write effectively.
Writing 2.3: Writes in a variety of forms/genres.
2.3.1 Uses a variety of forms/genres.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☑ Solve Problems

Communication and Collaboratio
- ☑ Communicate Clearly
- ☑ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☑ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction
- ☐ Mange Goals and Time
- ☐ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 3 EXCEL EXPERT	Hours: 25

Performance Assessment(s):

Using reasoning, problem-solving, and decision-making skills, students will collaboratively analyze and summarize numerical data in realistic situations such as documenting inventory, expenses, sales and profits. Individual students demonstrate Microsoft Excel Expert skills.
Performance Tasks:
•Importing and exporting data
•Managing workbooks
•Formatting numbers
•Working with ranges
•Customizing Excel
•Auditing Worksheet
•Summarizing and Analyzing data
•Workgroup collaboration
Assessment through SAM (& TOM's) testing from Course Technology/Thompson Learning

Sharing and Maintaining Workbooks
•Apply workbook settings, properties, and data options.
oThis objective may include but is not limited to: setting advanced properties, saving a workbook as a template, and importing and exporting XML data
•Apply protection and sharing properties to workbooks and worksheets.
oThis objective may include but is not limited to: protecting the current sheet, protecting the workbook structure, restricting permissions, and requiring a password to open a workbook
•Maintain shared workbooks.
oThis objective may include but is not limited to: merging workbooks and setting Track Changes options

Applying Formulas and Functions
•Audit formulas.
oThis objective may include but is not limited to: tracing formula precedents, dependents, and errors, locating invalid data or formulas, and correcting errors in formulas
•Manipulate formula options.
oThis objective may include but is not limited to: setting iterative calculation options and enabling or disabling automatic workbook calculation
•Perform data summary tasks.
oThis objective may include but is not limited to: using an array formula and using a SUMIFS function
•Apply functions in formulas.
oThis objective may include but is not limited to: finding and correcting errors in functions, applying arrays to functions, and using Statistical, Date and Time, Financial, Text, and Cube functions

Presenting Data Visually
•Apply advanced chart features.
oThis objective may include but is not limited to: using Trend lines, Dual axes, chart templates, and Sparkline's
•Apply data analysis.
oThis objective may include but is not limited to: using automated analysis tools and performing What-If analysis
•Apply and manipulate PivotTables.
oThis objective may include but is not limited to: manipulating PivotTable data and using the slicer to filter and segment your PivotTable data in multiple layers
•Apply and manipulate Pivot Charts.
oThis objective may include but is not limited to: creating, manipulating, and analyzing PivotChart data
•Demonstrate how to use the slicer.
oThis objective may include but is not limited to: choosing data sets from external data connections

Working with Macros and Forms

•Create and manipulate macros.

oThis objective may include but is not limited to: running a macro, running a macro when a workbook is opened, running a macro when a button is clicked, recording an action macro, assigning a macro to a command button, creating a custom macro button on the Quick Access Toolbar, and applying modifications to a macro

•Insert and manipulate form controls.

This objective may include but is not limited to: inserting form controls and setting form properties

Leadership Alignment:

Candy is Dandy   Student Activity

Description

You are going to conduct some market research about M&M's. First, you will sort and classify the contents of several bags of M&M's, summarize your findings on a worksheet created in Microsoft Excel, convert the numbers into charts, and make predictions about color distribution in other bags of candy.

STEP 1 Color Distribution

SOFTWARE: Microsoft Word

WHAT TO DO: Work in pairs using several small-size bags of M&M's, or two larger-sized bags. Before opening any bag of candy, take a guess about the colors you expect to find. Do bags of equal weight have an identical number of candies? Are all colors represented equally or are some more popular

than others? Does color distribution remain constant no matter how small or large the bag?

Record your answers in a Word document and save for later reference.

STEP 2 Creating a Worksheet

SOFTWARE: Microsoft Excel

WHAT TO DO: Open a worksheet in Microsoft Excel. In cell A1, type the title Candy Is Dandy! In row 3 beginning in cell A3, type the headings Colors, Bag 1, Bag 2, Bag 3, Bag 4 and Average. Type in the weight of the bags of M&M's in a comment. Click in cell B3, choose Comment from the Insert menu, then type the weight in the yellow pop-up. Now, anytime you move your cursor over that cell, the weight will appear.

In column A, beginning in cell A4, list all of the colors of M&M's you found in your bags. Next, sort the list alphabetically by highlighting the cells and choosing Sort from the Data menu. Type Total in the cell below your last entry. Now you can format your worksheet in a variety of ways. Choose AutoFormat from the Format menu and select the format of your choice!

STEP 3 Adding Formulas

SOFTWARE: Microsoft Word; Microsoft Excel

WHAT TO DO: Enter the number of same color M&M's in the corresponding cells beginning with Bag 1. Use the AutoSum function to total your columns. Highlight cells B10:E10. Choose Fill from the Edit

menu, then choose Right. Now, you can automatically calculate the average number of each color

per bag. Click in cell F4, then type the formula =average(B4:E4). Highlight cells F4:F10. Choose Fill from the Edit menu, the choose Down. Format cells in the Average column so that a whole number is returned (i.e. no decimal places) by using the Decrease Decimal button on the Formatting toolbar. Interpret your data. Are some colors more numerous? Do all bags have the same number of candies? Compare your observations with the findings of students in other groups. Are the same colors more numerous

from one group to another? Is color distribution consistent in bags of differing weights?

STEP 4 Creating Graphs

SOFTWARE: Microsoft Excel

WHAT TO DO: Use the Chart Wizard in Microsoft Excel to produce at

least two different charts Choose the chart types that best represent the data such as bar chart or

column chart. You might chart the distribution of colors in a single bag, or the total number of candies for all bags in your sample. Highlight cells A3:E9. Choose Chart from the Insert menu. Click the Column chart type, then click the Next button. Click the Data Range tab, and be sure Columns is selected next to Series In, then click Next. In step 3 of the Wizard (Chart Options), click the Titles tab. Add titles for the chart and its axes. Click the Gridlines tab and experiment with gridline options. Choose a gridline that makes it easier to understand the data. ClickLegend tab and choose a locations for the legend, then click Next. Finally, have Microsoft Excel place the chart as an object on the original worksheet, so that worksheet entries are visible as you examine the chart.

Candy is Dandy http://www.microsoft.com/education/curric/activity/candy.htm

STEP 5 Writing the Report

SOFTWARE: Microsoft Word

WHAT TO DO: Students can use Word to describe the research project,

the procedures they employed to sort and count the candies, and what the data reveals about candy colors and color distribution. Students should compare their initial hypotheses

about the average

number of candies per bag and the expected color distribution with actual survey results have them copy and paste spreadsheet and chart data into Word where appropriate. Reports should discuss the advantages/disadvantages of representing data in spreadsheet tables, column charts, bar graphs, or pie charts. When is it best to use one chart type instead of another? What is the value of using more than one bag of candy to conduct this experiment?

Spreadsheet with Pivot Table
1. Input the data for TNT Corporation's first quarter sales as shown below:
2. Merge and center the first two lines so that the titles are centered horizontally over the information. Change the title rows to bold and make the heading 12 point size.
3. Change the column headings to italic. Increase the height of the headings row to 21.
4. Create a Pivot Table that shows the sum of total sales for each salesperson by product line with grand totals for each. The salespersons should be the row headings; the product lines should be the column headings.
5. Within the Pivot Table: Format "Salesperson" and "Grand Total" (in both cells where it appears) as boldfaced. Format "Product Line" as boldfaced and underlined. Indent the names of the salespersons. Format all cells containing numbers with a comma separator and two decimal places. Right-align the numbers and product lines. Make sure that all columns are wide enough to accommodate all information.
6. Create another Pivot Table to show total sales for each region by product line with grand totals for each. The regions should be the row headings; the product lines should be the column headings.
7. Format the Pivot Table the same as the previous one (see Step 5).
8. Create a column chart for the sales by region Pivot Table. Show only the two northern regions. The title for the chart should be "Product Line Sales for Northern Region".
Print 1-A. Print the pivot table by salesperson.
Print 1-B. Print the pivot table by region.
Print 1-C. Print the chart.

Standards and Competencies

C-4 Spreadsheet - Expert

4.1 Import data to Excel

4.2 Export data from Excel

4.5 Create workspaces

4.7 Create and apply custom number formats

4.8 Use conditional formats

4.9 Use named ranges in formulas

4.11 Customize toolbars and menus

4.12 Create, edit, and run macros

4.13 Audit formulas

4.14 Locate and resolve errors

4.16 Use subtotals with lists and ranges

4.17 Define and apply filters

4.19 Use data validation

4.23 Forecast values with what-if analysis

4.24 Create and display scenarios

4.26 Create a shared workbook

4.27 Track, accept and reject changes to workbooks

4.28 Merge workbooks

Aligned to Washington State Standards
Arts
Communications
Health and Fitness
Mathematics
Algebra 1.1 Core Content: Solving Problems
1.1.A Select and justify functions and equations to model and solve problems.
Algebra 1.6 Core Content: Data and Distributions
1.6.B Make valid inferences and draw conclusions based on data.
Algebra 1.8 Core Processes: Reasoning, problem solving, and communication
1.8.F Summarize mathematical ideas with precision and efficiency for a given audience and purpose.
1.8.G Synthesize information to draw conclusions, and evaluate the arguments and conclusions of others.

Reading
Science
Social Studies
Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☐ Reason Effectively
- ☑ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☑ Solve Problems

Communication and Collaboratio
- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)
- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability
- ☐ Adapt to Change
- ☐ Be Flexible

Initiative and Self-Direction
- ☑ Mange Goals and Time
- ☑ Work Independently
- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability
- ☑ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 4 ACCESS EXPERT	Hours: 25

Performance Assessment(s):

Managing the Access EXPERT Environment
•Configure the Navigation Pane.
oThis objective may include but is not limited to: renaming objects, deleting objects, and setting Navigation options
•Apply Application Parts.
oThis objective may include but is not limited to: using Blank Forms, Quick Start, and user templates

Building Tables
•Set relationships.
oThis objective may include but is not limited to: defining Primary Keys, using Primary Keys to create Relationships, and editing Relationships
•Import data from a single data file.
oThis objective may include but is not limited to: importing source data into a new table, appending records to an existing table, and importing data as a linked table

Building Forms
oHeader/Footer, and Tools groups
•Apply Form Arrange Tab options.
oThis objective may include but is not limited to: using the Table, Move, and Position groups
•Apply Form Format Tab options.
oThis objective may include but is not limited to: using the Background and Control Formatting groups

Creating and Managing Queries
•Manipulate fields.
oThis objective may include but is not limited to: adding, removing, and rearranging fields, and using Sort and Show options
•Calculate totals.
•This objective may include but is not limited to: using the Total row and using Group By Generate calculated fields.
oThis objective may include but is not limited to: performing calculations, using the Zoom box, and using Expression Builder

Designing Reports
•Apply Report Format Tab options.
oThis objective may include but is not limited to: adding color, background images, and conditional formatting
•Apply Report Page Setup Tab options.
oThis objective may include, but is not limited to: using the Page Size and Page Layout groups
•Sort and filter records for reporting.
This objective may include but is not limited to: using the Find, Sort, and Filter commands, and using view types

Leadership Alignment:

Summary
In this activity, students create a database that catalogs their music collection of CDs and tapes. Then they sort, analyze, and print   selected database records in answer to questions about their favorite music recordings and performing artists.

Objectives
To build a full-featured database customized to meet specific needs, to learn how to search, sort, analyze and manage a database, and to evaluate the activity in a thoughtful essay.
Prerequisite Skills
Knows how to launch a database application in Microsoft Access, knows the functions of Microsoft Access including how to enter and correct information; copy, change, and delete information; change appearance of text and numbers, and print database files, knows database terms and concepts such as table, record, and field, and knows how to browse the

World Wide Web using Microsoft Internet Explorer.

Time Alloted

Approximately one to two weeks

How to Begin

Ask students how they keep track of important birthdays, addresses, telephone numbers, and appointments (e.g., wall or desk calendars with important dates penciled in, address books, notes on the refrigerator, sticky notes on a bedroom or kitchen bulletin board).

Have students discuss the advantages (inexpensive) and disadvantages (easy to lose) of conventional paper-based memory boosters.

Talk about what a computer database is and what it does. Encourage students to think about the advantages of an electronic database (e.g., information is stored in a single place; it's readily available; it can't be misplaced; it's easy to update; it's always neat and legible; you can search for records in a variety of different ways).

Explain to students that in this activity they will build a database to catalog either their home music collection of audio CDs, records, and cassette tapes or the collection available in the school music room/library.

Provide a glossary of terms that students are likely to encounter as they create a database such as table, record, field, query, filters, sort, layout, database wizard, design view, form view, datasheet view, preview mode.

Recommended Web Sites

•Music Central Online

•The Ultimate Band List

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Student Activity

Description

In this activity, you learn how to manage information by creating numbered records which you arrange, retrieve, sort, and print. You will use Microsoft Access to catalog your collection of music CDs, records, and cassette tapes, storing information about recording artists, music styles, and music tracks.

You will learn how to display this information in a datasheet (table format) or on a custom-designed form. You will also learn how to retrieve information from the database using the software's Find command. By employing a variety of sorting techniques to examine your data, you will try to find patterns or trends. The goal is to develop a "wish" list of CDs or tapes for distribution to friends and family, so that everyone knows exactly what to get for your next birthday. Finally, you will write a report using Microsoft Word, evaluating the significance of this activity.

STEP 1 Prepare a Database

SOFTWARE: Microsoft Access

WHAT TO DO: Launch Microsoft Access, choose Database Wizard from the Create a New Database dialog box, then double click on the "Music Collection.mdz" wizard to create a music collection database. Name your new database, then click the Create button.

When the Music Collection Database Wizard appears on screen, choose the fields you want to include in the various database tables. Decide whether you want to include any optional fields (the ones listed in italics) or any sample data.

Click the Next button.

Choose a style for the screen display of your database form, then click Next. Choose a style for your printed reports, then click Next. Finally, name your database and decide whether you want to include a picture on all reports. When you click Finish, your music database will be ready to accept data.

STEP 2 Enter Data

SOFTWARE: Microsoft Access

WHAT TO DO: If the Access Main Switchboard dialog box is not visible on screen, choose Open database from the File menu, then double-click on the music collection database.

Click the Enter/View Recordings button. Begin cataloging your music CDs and other recordings by filling out the Recordings form.

In the Recording Title field, enter the title of your record, for example, Falling Into You. As soon as you begin entering data, Access automatically assigns this record a Recording ID. This is the number Access uses to identify this record to related tables in your music collection database.

Press the tab key to enter the name of the recording artist. Since this is a new entry, you won't be able to select an artist from the drop down list. Follow Access' request to double-click this name field. Doing so displays the Recording Artist form. Enter "Dion, Celine" in the Recording Artist field. In the Notes field, enter the name of the Producer and any other information you would like to include. Click the Close button to return to the Recordings form. Now you can select Celine Dion's name from the menu drop down list.

Tab to the Music Category field, and enter the appropriate cateogory. Tab to the Recording Label, and enter the name of the record label, for example, Sony. Include the appropriate information in the fields that specify Format and Number of Tracks (see Example 1). You can enter information about each track, track title, and track length by tabbing from one field to another to move through the list. To create a new record, choose New Record from the Insert menu.

STEP 3 Sort Data

SOFTWARE: Microsoft Access

WHAT TO DO: Develop new insights about your music collection by rearranging, sorting, and filtering the data. After you've entered a few records, you can make them easier to find by putting them in alphabetical order. In Example 2 , we sorted a collection of CDs in the catagories of Jazz and Chants by the name of the artist.

To sort the table alphabetically by artist, press F11 to open your Music Collection Database window. This shortcut key works from any location in the database. Click the Tables

tab, then double-click the Record- ings object. The Recordings Table opens on screen. Click the column heading labeled "Recording Artist ID." The entire column will highlight. Then click the Sort Ascending Toolbar button (AZ).

Access then alphabetically sorts the table data by Recording Artist. To resize column width for any column in the table (Data- sheet view), click-drag on the line divider to the right of a column heading. To resize a column so that all data fit, double-click a column heading's right divider line.

STEP 4 Find Data

SOFTWARE: Microsoft Access

WHAT TO DO: If you can't remember the name of a particular recording, but you know the name of its recording artist, use the Microsoft Access Find command to locate the required information. Follow these steps:

Press F11 to open the Music Collection Database window. Click the Forms Tab, then double-click the Switchboard object. The Main Switchboard window opens. Click the Recording Artist category, then click the binoculars (Find) icon on the Forms toolbar. The Find dialog pops up on screen.

Enter the name of the recording artist in the Find What field. Select All from the Search field drop down list. Select Any Part of Field from the Match drop down list (that way you don't have to enter the full name of the Recording artist). Make sure there's no check mark next to the Match Case or Search Only Current Field options.

Click the Find First button. Access searches the database and returns a record that matches the criteria you've entered. If this is the record you want, click the Close button. If this is the record, click the Find Next button.

To display all recordings of a particular music category, press F11 to return to the Database Window. Click the Tables tab, then double-click the Recordings object. Click a music category in the Music Category ID column, then click the Filter By Selection toolbar button (the icon with both a funnel and a lightening bolt). Microsoft Access then displays only those database records in the music category you chose.

To work with all records in the database, click the Remove Filter toolbar button. To have Microsoft Access display recordings from more than one musical category, use the Filter by Form toolbar button. Just follow these steps:

Have Access display all records in the database by clicking the Remove Filter toolbar button.

Next, click a Music Category ID field that you want to include in the search (e.g., Jazz) then click the Filter by Form toolbar button.

Access displays the "Recordings: Filter by Form" window. Click the "Or" tab at the bottom of this window, then select "Chants" from the Music Category ID drop down list.

Next, click the Apply Filter toolbar button. A new table displays on screen containing all Jazz and Chants records in the database. You can also filter the database by mixing items from several columns.

Click the Print Preview Toolbar button to see how your database will look when printed. Next, click the Print toolbar button to have Access print a copy of selected records.

Standards and Competencies

C-6 Database

6.10 Create reports

6.11 Add and modify report control properties

6.15 Create and modify calculated fields and aggregate functions

6.17 Modify form layout

6.18 Modify report layout and page setup

6.19 Format datasheets

6.21 Filter Records

6.22 Identify object dependencies

6.23 View objects and object data in other views

6.25 Export data from Access

Aligned to Washington State Standards

Arts

Communications

Health and Fitness

Mathematics

Reading

Reading 1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.2 Apply strategies to comprehend words and ideas.

Reading 3.2 Read to perform a task.

3.2.2 Apply understanding of complex information, including functional documents, to perform a task.

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
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- ☑ Communicate Clearly
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INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy
- ☑ Access and Evaluate Information
- ☑ Use and Manage Information

Media Literacy
- ☐ Analyze Media
- ☐ Create Media Products

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- ☑ Be Self-Directed Learners

Social and Cross-Cultural
- ☐ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

Productivity and Accountability
- ☐ Manage Projects
- ☑ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 5 POWERPOINT EXPERT	Hours: 15

Performance Assessment(s):

Managing the PowerPoint EXPERT Environment

•Configure PowerPoint file options.
oThis objective may include but is not limited to: using PowerPoint, Proofing, and Save options

Creating a Slide Presentation
•Format slides.
o formatting sections, modifying themes, switching to a different slide layout, applying a fill color, gradient, picture, texture, or pattern to a slide, and setting up slide footers

•Enter and format text.
 using text effects, changing the indentation, alignment, line spacing, and direction of text, changing the formatting of bulleted and numbered lists, entering text in a placeholder text box, converting text to SmartArt, copying and pasting text, using Paste Special, and using Format Painter

•Format text boxes.
applying a fill color, gradient, picture, texture, or pattern to a text box, changing the outline color, weight, or style, changing the shape of the text box, applying effects, setting the alignment, creating columns in a text box, setting internal margins, setting the current text box formatting as the default for new text boxes, adjusting text wrapping, sizing and positioning a text box, and using AutoFit

Working with Graphical and Multimedia Elements
•Manipulate SmartArt.
 adding and removing shapes, changing SmartArt styles, changing the SmartArt layout, reordering shapes, converting a SmartArt graphic to text, converting SmartArt to shapes, making shapes larger or smaller, and promoting or demoting bullet levels
•Edit video and audio content.

 applying a style to video or audio content, adjusting, arranging, and sizing video or audio content, and adjusting playback options

Creating Charts and Tables
•Apply chart elements.
using chart labels, axes, gridlines, and backgrounds

•Manipulate chart layouts.
selecting chart elements and formatting selections

•Manipulate chart elements.
arranging chart elements, specifying a precise position, applying effects, resizing chart elements, applying Quick Styles, applying a border, and adding hyperlinks

Applying Transitions and Animations
•Apply and modify transitions between slides.
 modifying a transition effect, adding a sound to a transition, modifying transition duration, and setting up manual or automatically timed advance options

•Manipulate animations.
changing the direction of an animation, attaching a sound to an animation, using Animation Painter, reordering animations, and selecting text options

Collaborating on Presentations
•Manage comments in presentations.
 inserting and editing comments, showing or hiding markup, moving to the previous or next comment, and deleting comments

Preparing Presentations for Delivery
•Share presentations.
packaging a presentation for CD delivery, creating video, creating handouts (send to Microsoft Word), and compressing media

•Protect presentations.
oThis objective may include but is not limited to: setting a password, changing a password, and marking a presentation as final

Delivering Presentations
•Apply presentation tools.
Adding pen and highlighter annotations, changing the ink color, erasing an annotation, and discarding or retaining annotations upon closing

Leadership Alignment:

Student Activity

Description
In this activity, you will use the Internet to find a poem that you like and then research, analyze and present your interpretation of that poem to the class.

STEP 1 Researching Poems

SOFTWARE: Internet Explorer

WHAT TO DO: Use Internet Explorer or a poetry book from the library to choose a poem that you would like to analyze. Share any poems you find especially interesting with others in the class to build on and increase everyone's appreciation of poetry.

STEP 2 Analyzing the Poems

SOFTWARE: Microsoft Word

WHAT TO DO: In this part of the lesson you will be analyzing your poem in writing. Retyping your poem into a Word table will make it easy to analyze your poem line by line.
Create a new Word document. At the top of the document type your name, the title of your poem, and today's date. Press Enter three times. To create a table, choose Insert Table from the Table menu, then OK (Word will automatically add more rows when you press tab while in last cell of an existing table).

Click in column 1, row 1 of your table. Type the name of your poem and the name of the author, then press Tab key. Type Analysis by, type your name, and then press Tab key.

In column 1, row 2 of the table type the first line of the poem, and then press Tab twice. In column 1, row 3 of the table, type the second line of the poem, then press Tab twice. Continue these steps until you have your entire poem typed in column 1 of the table - one sentence per cell (see example below).

Click in each cell in the right hand column and write a line-by-line explanation of the poem. The written explanation should sit beside the line of poetry it explicates (see Example 1). The explication should include definitions of unfamiliar vocabulary, possible associations with the poem's images, and explanations of the poem's metaphors and meaning.

Click in the document below the table and describe why this poem has personal meaning to you. What do you identify with and why? What happened to you personally that helps you understand the poem? Include some autobiographical information that you feel comfortable sharing.
Keep in mind that this paper is a "working" document, not a polished piece. However, it should be accurate in its interpretation and must include analysis as well as some autobiographical information.

STEP 3 Presenting the Interpretation

SOFTWARE: Microsoft PowerPoint

WHAT TO DO: You are now going to present your interpretation of the poem to classmates by creating a five to ten minute slide presentation using PowerPoint. The presentation should have three key elements:

The poem must be read aloud at some time during the presentation but not necessarily at the beginning.
The presentation must help the audience understand the poem.
The meaning of the poem must be expressed both verbally and through images and sound added to your PowerPoint presentation.
STEP 4 Presentation Tips

SOFTWARE: Microsoft PowerPoint

WHAT TO DO: Take advantage of the many features of PowerPoint to make your slide shows creative and interesting. Experiment with color, backgrounds, text styles, clip art, office art drawing tools, slide transitions, and custom animations.

To animate a slide, choose Custom Animation from the Slide Show menu (see below.)

Custom Animation option from PowerPoint's Slide Show menu
Consider using music, sound effects, or recorded narration. Choose Record Narration from the Slide Show menu. To learn more about adding music, sound and video to your presentation, ask the Office Assistant about "multimedia." To learn more about using your PowerPoint presentation on the Web, ask the Office assistant about the "Web."

Practice your presentation with a classmate. Be sure to speak loudly, clearly, and enthusiastically, but not too fast. Time your presentation by choosing Rehearse Timings from the Slide Show menu. Run through each slide of your presentation just like you would deliver it, then click the right arrow to move to the next slide. You can review the timings in the Slide Sorter view. The listener should take notes. Is anything in the presentation confusing? Is anything particularly interesting or great? Practice giving each other constructive feedback.

Standards and Competencies

C-5 Presentations (5.1 to 5.19)
5.7 Customize slide backgrounds
5.8 Add OfficeArt Elements to slides
5.14 Customize slide templates
5.19 Add links to a presentation
C-5 Presentations (5.20 to 5.30)
5.20 Preview and print slides, outlines, handouts, and speaker notes
5.21 Import Excel charts into slides
5.22 Add sound and video to slides
5.23 Insert Word tables on slides
5.24 Export a presentation as an outline
5.25 Set up slide shows
5.26 Deliver presentations
5.27 Manage files and folders for presentations
5.28 Work with embedded fonts
5.29 Publish presentations to the Web

Aligned to Washington State Standards

Arts

1.4 Understands and applies audience conventions in a variety of arts settings and performances.
Arts 3.0 The student communicates through the arts.

3.1 Uses the arts to express and present ideas and feelings.

Communications

Communication 3.1: Uses knowledge of topic/theme, audience, and purpose to plan presentations.

3.1.1 Applies skills to plan and organize effective oral communication and presentation.

Communication 3.2: Uses media and other resources to support presentations.

3.2.1 Proficiency in this GLE is expected at grade 7.

Communication 3.3: Uses effective delivery.

3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.

Health and Fitness

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation
- ☑ Think Creatively
- ☑ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving
- ☑ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

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- ☑ Communicate Clearly
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- ☑ Produce Results

Leadership and Responsibility
- ☐ Guide and Lead Others
- ☐ Be Responsible to Others