INTRO TO COMPUTER

Instructor: Mrs. Annette Roby
Home Phone: 882-2342
Email: annette.roby@k12.sd.us

COURSE DESCRIPTION:
Introduction to Computer is a quarter course that satisfies the state's computer literacy requirement. It will expose the student to the applications of word processing, database, spreadsheet, web page design, PowerPoint, and desktop publishing. In the realm of the internet, the student will learn how to use a search engine, how to author a web page using translator software, and discuss the ethics of internet and computer use. The intent of the class is introductory. Each student will be expected to demonstrate mastery of the outcomes listed in each of the software areas. Assessment will be in the form of communications oriented, performance based projects.

COURSE OBJECTIVES:
At the completion of this course, each student will demonstrate the following skills:

- Identify the parts of a computer
- Turn the hardware on and off
- Access desired software
- Save to a desired location
- Load from a specific location
- Print the necessary document

Students will be able to complete the following functions within the Microsoft Office 2003 Suite:

Word

- Create and name a document
- Place a header / footer
- Enter text
- Format and edit text
- Use tables
- Use mail merge
- Spell and grammar check

Access

- Create a database
- Manipulate a database
- Sort a database
- Filter a database
- Query fields to calculate data
- Create reports

PowerPoint

- Create slides
- Create text boxes
- Adapt backgrounds
- Apply animation and sound
- Apply special features
- Use slide transitions
- Set timing

FrontPage

- Search for specific data
- Be familiar with HTML
- Use FrontPage to design a webpage
- Create internal & external hyperlinks
- Change backgrounds

Excel

- Create a spreadsheet
- Enter data
- Select and use appropriate formulae
- Manipulate data
- Sort and filter data

Publisher

- Create flyers
- Create programs
- Create certificates using mail merge
- Create business cards

Time permitting; there will possibly be a section on Windows Movie Maker and the integration of movies into PowerPoint.

FINAL PROJECT:
At the end of the quarter, each student, either alone or with a partner, will be expected to choose one of the final project options available and demonstrate the skills learned in the six units completed throughout the quarter. The project will require a verbal presentation coinciding with a PowerPoint presentation. This project counts for approximately 10% of your final grade (it takes the place of a written final—THIS IS YOUR FINAL TEST). You will be expected to "dress up" for the final project presentation. Like other units, it will be graded using a rubric you will have in your possession while working on the project. If you choose to work with a partner please understand that you and your partner will receive the same grade for the final when it is completed. And if you CHOOSE not to do the final project, you will NOT PASS this class.

GRADING:
To get a C…
Each student must demonstrate at least 80% mastery of the skills and concepts of each unit to receive a grade of a C.

To get a B…
Each student must demonstrate at least 85% mastery of the skills and concepts of each unit and complete two enrichments to receive a grade of a B.

To get an A…
Each student must demonstrate at least 92% mastery of the skills and concepts of each unit and complete four enrichments to receive a grade of an A.

Non-mastery of skills and concepts…
Each student not finished with the assigned skills at the end of the quarter will be given an incomplete and will receive no credit for class until the work is completed.

My grading policy… GOOD ENOUGH IS NOT GOOD ENOUGH!

CLASSROOM RULES:
- Attendance is important and come to class on time.
- Follow directions the first time they are given.
- Respect the people, equipment, and furnishings of this classroom.
    - Your laptop is your life line! If it doesn't work you don't work. If you don't work…
    - Abuse to your laptop will most definitely **NOT** be tolerated!
- No pop cans or food that would normally be eaten at lunch. Bottled drinks and snacks are allowed. If garbage is left behind all food and drink privileges will be taken away.
- Adjust your voice to suit the activity.
- I will inform you on daily laptop use. 95% of the time we will need them promptly when class begins. Be prepared.
- I will not tolerate interruptions or wanderlust during a lecture or demonstration!

POSSIBLE CONSEQUENCES FOR VIOLATING RULES:
- Verbal Warning (3rd warning is CRS and/or administrative referral)
- Completing an Action Plan to explain how you will comply with the rule in the future
- Removal of privileges
- After school detention

TARDY / ATTENDANCE POLICY:
All tardiness will be turned in to the Administration per school policy.

Your attendance is mandatory. This class builds on the previous day'Ss work. If you are not here for one day it can have an extremely negative impact on your grade.

CLASSROOM PROCEDURES:
- At the beginning of the block: Be seated in your assigned seat with your binder and laptop ready to go.
- Read the plan for the day listed on the black board. Check your email then open the appropriate software.
- Always raise your hand if you have a question. My philosophy on questions is: If you have a question, there are probably three other people who have the same question. ASK IT!
- Procedure for using the restroom:
    - Ask my permission
    - Obtain the classroom pass which is located on the table in the back of the room.
- Dismissal at the end of the block: You must throw away any and all trash that you have generated. Put your binder back on the shelf. You are to remain seated at your table until the bell rings and you are dismissed.

REQUIRED MATERIALS:
COMPUTER, BINDER (SOFTWARE HANDOUTS MANUAL), WRITING INSTRUMENT

CONTACT:
I am always available to assist you. Please e-mail or call (before 10:00 p.m.) me with any problems or concerns.

Welcome!

2006-2007 School Year

Watertown Senior High School

Mrs. Annette Roby

Introduction to Computer

Rules for Success

- Come to class
- Come to class on time
- Come to class prepared
- Respect yourself and others
- Respect your computer and classroom
- Course Targets
- Grades
- Choose your attitude

Come to class

- Attendance is important.
- Planned absence?
  - School activity
  - Medical appointments
  - Etc.
- Unplanned absence?
  - Ill
  - Emergencies
- **What to do?**

Come to class on time

- Be in seat when the tardy bell rings
- Consequence of tardiness
- Class schedules

Come to class prepared

- Have a pen or pencil with you every day
- Have your binder in front of you
- Always have paper for notes
- Have your computer out and ready to go

Respect yourself and others

- Be polite—to everyone
- Use please and thank you
- Don't touch things that don't belong to you
- Use appropriate* language
  - * Appropriate language determined by the instructor. Just because you hear it on TV does not make it appropriate!

Respect your computer and classroom

- Care of your computer
- Care of the classroom
- Computer ethics
  - what's right and what's wrong—do you know?
- Food and drink in the classroom
  - Instructor's discretion

Course Targets

- Microsoft Office
  - Word—word processing
  - Access—database
  - PowerPoint—presentation software
  - FrontPage—web page authoring software
  - Excel—spreadsheet
  - Publisher—desktop publishing
  - Final Project

Grades

- Purpose of a grade
  - Importance of your transcript
- To get a C
- To get a B
- To get an A
- Final Project
  - 10% of final grade
- Incomplete grades

Attitude is Everything

Choose Your Attitude

Be the BEST you can be!

Good enough is
NEVER
good enough!

Literacy Integration Lesson Plan

Name of Lesson: 4 parts of the computer/read a picture

Teacher: Annette Roby

Class: Intro to Computer

Activate Prior Knowledge

Anticipation guide: Picture of old computer system like I learned on in the 70's.

Ask students questions about what the picture represents and what they know about past computer systems and how they are the same as current systems, leading into how every computer has the same basic four parts.

Set a Purpose for Reading

After explaining the four parts of the computer with the class, while the student takes notes, they will then understand the information on my website when they go there to review.

Monitor Comprehension

Using double entry journal have students record the 4 parts of the computer and what each part does.

Organize, Capture, and Remember What Is Read

As a review take students to my school website and go over the 4 parts of the computer and what each parts does. Answer any questions students may have at this time. Students may clarify concepts in their notes if they feel it is necessary. Students have the option of using either the website or their notes to review for the quiz to be taken the next day.

Reflect and Apply

A quiz will be given on the four parts of the computer.

4 Parts Quiz

Name_____

On the table below, fill in the four parts of any computer. In the columns below the parts, answer the questions you find there.

When you perform this function, what do you put into the computer?	What does this part do?	When dealing with this part, what comes out of the computer?	List one of the common types of this device.
Give me an example of this type of device	What do you call the language the computer understands?	Give me an example of this type of device	In the series of concentric circles on one of these devices, which circle holds the most data—the small one in the middle or the large one on the outside?

Literacy Integration Lesson Plan

Name of Lesson: Conversation Calendar

Teacher: Annette Roby

Class: Intro to Computer

Activate Prior Knowledge

I will use a sample calendar to explain what I am expecting from the students by doing the conversation calendar. I will explain how this activity will replace the journal letter for the week.

Set a Purpose for Reading

The purpose for this activity is to get to know the students better in all aspects of their lives and to allow them the opportunity to do some free thinking apart from the computer curriculum. The calendar is worth daily points so it is a way to earn some easy points as anything they write will be acceptable.

Monitor Comprehension

Students will complete the calendar daily and I will respond daily for one week. I will try to do this activity two weeks of each quarter.

Organize, Capture, and Remember What Is Read

Respond daily so the students see value to what is being written. By responding daily the student will see the teacher is interested in what the student is doing in school and out of school depending what the student chooses to share.

Reflect and Apply

The calendar will be turned in at the end of the week for points.

First and Last Name Block Letter Sample Today's Date

Today's Date ← ***Return four times after the date***

Mrs. Roby
Watertown Senior High
Watertown, SD 57201 ← ***Return two times after the inside address***

Dear Mrs. Roby, ← ***Return two times after salutation***

Paragraph one introduces the topic of the letter. Notice it is not indented. Likewise, it is separated from the salutation above by one blank line (two enters). This paragraph must have a minimum of two sentences but can have more if you wish. You ***press enter twice*** at the end of this paragraph.

Paragraph two is the body of the letter. This paragraph should include your thoughts on the journal topic assigned for the day. Type as much as you want—it is okay to have a long paragraph! This paragraph must have a minimum of three sentences. Notice this paragraph is not indented and when you are done you should ***press enter two times***.

Paragraph three should include a conclusion to the topic for the day. This paragraph must have a minimum of two sentences. Wrap up your thoughts in this paragraph. Again, do not indent and ***press enter twice*** at the end of the paragraph.

Sincerely, ← ***Return four times after the closing***

Type your name here

Pretty Good

There once was a pretty good student,
Who sat in a pretty good class
And was taught by a pretty good teacher,
Who always let pretty good pass.

He wasn't terrific at reading,
He wasn't a whiz-bang at math,
But for him, education was leading
Straight down a pretty good path.

He didn't find school too exciting,
But he wanted to do pretty well,
And he did have some trouble with writing,
And nobody had taught him to spell.

When doing arithmetic problems,
Pretty good was regarded as fine.
Five plus five didn't always add up to 10,
A pretty good answer was nine.

The pretty good class that he sat in
Was part of a pretty good school.
And the student was not an exception,
On the contrary, he was the rule.

The pretty good school that he went to
Was there in a pretty good town.
And nobody there seemed to notice
He could not tell a verb from a noun.

The pretty good student in fact was
Part of a pretty good mob.
And the first time he knew what he lacked was
When he looked for a pretty good job.

It was then, when he sought a position,
He discovered that life could be tough.
And he soon had a sneaky suspicion
Pretty good might not be good enough.

The pretty good town in our story
Was part of a pretty good state,
Which had pretty good aspirations,
And prayed for a pretty good fate.

There once was a pretty good nation,
Pretty proud of the greatness it had,
Which learned much too late,
If you want to be great,
Pretty good is, in fact, pretty bad.

Intro to Computer

Anticipation Guide – Introduction to Software

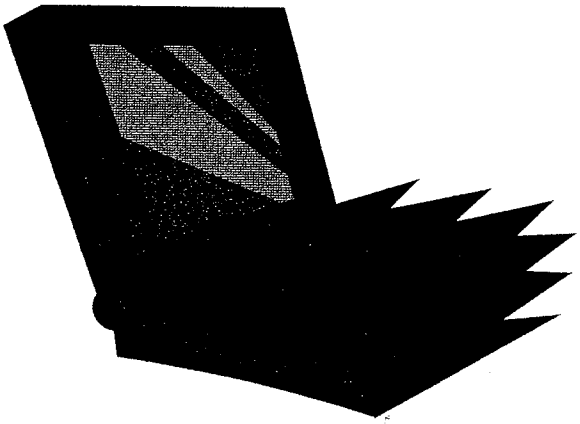
Directions: Answer the following questions to the best of your ability. You will need to place a checkmark in the Agree column in you agree with the statement or a checkmark in the Disagree column if you disagree with the statement.

Agree	Disagree	Statement
		The title bar is located at the top of the screen and identifies the document that is open.
		The restore button reduces the application or document window to an icon.
		The menu bar is located below the title bar and displays a list of icons that are commonly used.
		In the menu bar, a checkmark in front of an item would indicate that it is in use.
		The File menu option is used to create new documents, open existing documents, saving documents, printing, and other related tasks.
		Spelling and grammar features can be found in the Edit menu option.
		Ask a Question is a menu option is used get help on Word topics.
		The drawing toolbar and the standard toolbar are the most commonly used toolbars.
		The standard toolbar is used to format text such as bold, underline, bullets, numbering, etc…
		By pressing Shift and the F1 key you can see a brief description of a button's function.
		Toolbars are locked in their default positions on the screen.
		The status bar is used to adjust margins, change indents, and set tabs.
		The horizontal scroll bar goes up and down on the screen.
		The vertical scroll bar goes up and down on the screen.
		The status bar will show what page you are on in a Word document.
		A task pane gives you easy access to fundamental tasks in a single integrated view.

Directions: Now read through pages 1-12 in your binder and then use that information to formulate an agree/disagree position to each statement.

Agree	Disagree	Statement
		The title bar is located at the top of the screen and identifies the document that is open.
		The restore button reduces the application or document window to an icon.
		The menu bar is located below the title bar and displays a list of icons that are commonly used.
		In the menu bar, a checkmark in front of an item would indicate that it is in use.
		The File menu option is used to create new documents, open existing documents, saving documents, printing, and other related tasks.
		Spelling and grammar features can be found in the Edit menu option.
		Ask a Question is a menu option is used get help on Word topics.
		The drawing toolbar and the standard toolbar are the most commonly used toolbars.
		The standard toolbar is used to format text such as bold, underline, bullets, numbering, etc…
		By pressing Shift and the F1 key you can see a brief description of a button's function.
		Toolbars are locked in their default positions on the screen.
		The status bar is used to adjust margins, change indents, and set tabs.
		The horizontal scroll bar goes up and down on the screen.
		The vertical scroll bar goes up and down on the screen.
		The status bar will show what page you are on in a Word document.
		A task pane gives you easy access to fundamental tasks in a single integrated view.

Beginning Word Processing



Beginning Word Processing Curriculum

Introduction to software

- Terms
- Toolbars

Lesson #1—Create a document

- Access the software
- Save the document
- Create a header/footer
- Enter text
- Spell and grammar check
- Save and print document

Assessment—Problem #1

Lesson #2—Edit

- Load in an existing document
- Edit the document for style, font, size, alignment, spacing, and color highlighting

Lesson #3—Cut/copy and paste

- Move text from one location to another within the document
- Copy text and place it in a different location within the document

Lesson #4—Rulers

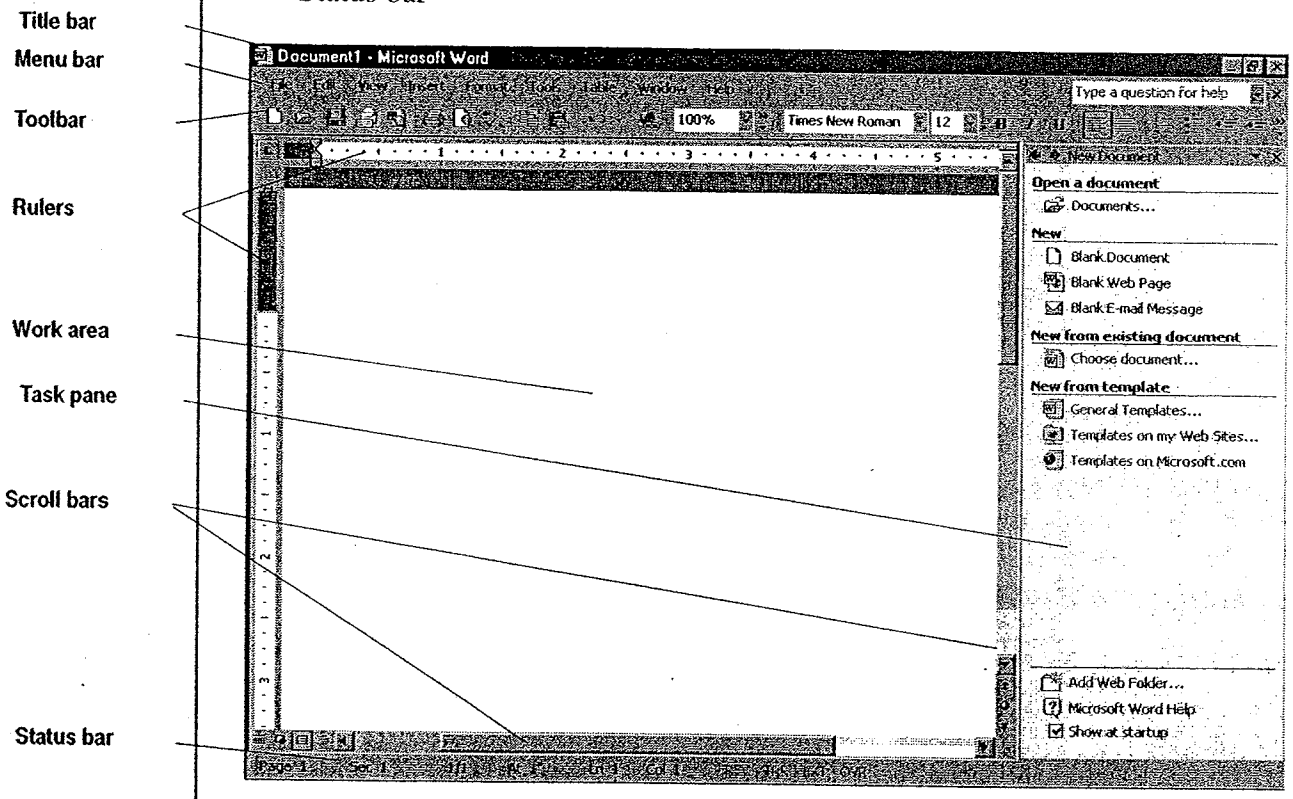
- Set margins (first line indent) and word wraps (hanging indent and right indent)
- Set tabs

Assessment—Problem #4

The Word Operating Environment

Word 2002 provides many tools for viewing and manipulating your document. Word's operating environment includes these main elements:

- Title bar
- Menu bar
- Toolbars
- Rulers
- Work area
- Task pane
- Scroll bars
- Status bar



Title Bar

The title bar, located at the top of the screen, displays the name of the document that is currently open and the name of the software program (Microsoft Word). When you open Word, the blank document that appears is named Document1. The document name in the title bar changes after you save the document and give it a name. If you open an existing document, that document's name appears in the title bar. When you open several documents at the same time, the title bar helps you identify each document.

The title bar provides the following buttons:

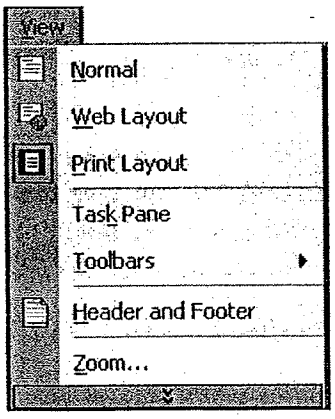
Item	Name	What It Does
	Minimize button	Reduces an application or document window to an icon
	Restore button	Restores a window to its previous size and location
	Maximize button	Enlarges the application or document window to fill the screen
	Close button	Closes the application or document

By clicking and dragging the title bar, you can move a window (when it is not maximized). By double-clicking the title bar, you maximize the window or restore it to its previous size and location.

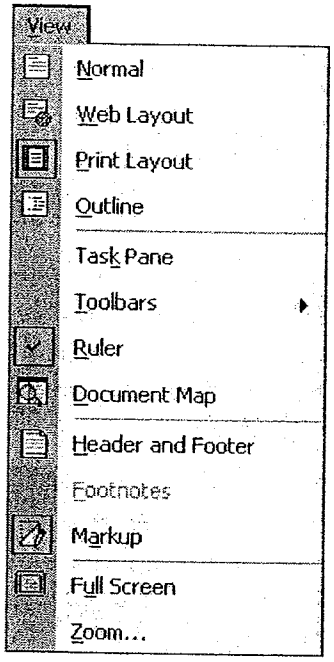
Menu Bar

The menu bar is below the title bar. When you click a menu name in the menu b a menu opens, displaying a list of commands. Some of the commands have imag next to them so you can quickly associate the command with the image. When you first start Word, the menus and toolbars display basic commands and buttons. As you work with Word, the commands and buttons that you use most often are automatically stored as personalized settings and displayed on menus and toolbars.

Word displays short menus and long menus. For example, the following menu appears when you select the View menu:



If you click the arrows at the bottom of the menu, the menu expands to show more commands:



You can also expand the menu by double-clicking the menu name. When you expand one menu, it is expanded until you choose a command or perform another action. Any command that you click on the expanded menu is added immediately to the personalized (short) version of the menu. If you stop using a command for a while, Word stops showing it on the short version of the menu.

Below are some tips to help you use menu items:

- An ellipsis (...) after a command indicates that selecting it opens a dialog box.
- A checkmark (✓) in front of a command indicates that the command is in use.
- An arrow (▶) after a command indicates that more menu options appear when you select that command.
- Dimmed commands are not available until you select a related item in the document.
- Shortcut icons appear before the commands that have toolbar icons to launch the command.
- Shortcut keys after a command show which key combination launches the command.

To close the menu without selecting a command, click outside the displayed menu.

The menu bar contains nine menus, each of which has a set of interrelated commands. It also contains the Ask a Question box that returns Help topics that

answer questions you type in the box. Below is a brief description of each menu and the commands it contains:

File Creating a new document, opening an existing document, and closing a document; saving a document; saving a document as a Web page, searching for files, Web pages, and Outlook items; versioning a document; Web page preview; page setup, print preview, printing; sending files through e-mail; viewing file properties; opening recently used publications; exiting Word

Edit Undoing or repeating last operation; cutting, copying, viewing the contents of the Clipboard, and pasting (pasting special and pasting as a hyperlink); clearing (deleting) formats and contents (text and graphics); selecting entire document; finding and replacing text; using Go To features; checking links; editing and inserting objects

View Viewing a document in Normal view, Web Layout, Print Layout, Outline view; viewing toolbars, rulers, and document map; viewing headers and footers; viewing footnotes; viewing Markup (displays or hides comments and tracked changes); viewing full screen and using zoom control features

Insert Inserting page and section breaks, page numbers, date and time; inserting Autotext and fields; inserting symbols; inserting comments; inserting references (footnotes, captions, cross-references, and index and tables); inserting Web components; inserting pictures (e.g., from Clip Art, files, scanner); inserting charts; inserting diagrams, text boxes, files, objects, bookmarks, and hyperlinks

Format Formatting font, paragraph, bullets and numbering, borders and shading; formatting columns, tabs, drop caps; changing text direction and changing case; changing background color; applying a theme; adding frames; using AutoFormat; changing styles and formatting; revealing formatting (getting, changing, and comparing formatting information); changing objects

Tools Checking spelling and grammar, setting spelling and language parameters; using word count and AutoSummarize feature; looking up references; using Speech features; tracking changes; comparing and merging documents; protecting documents; using online collaboration features; using letters and mail features (mail merge, creating envelopes and labels, and using the Letter Wizard); using Web tools; writing macros; using templates and add-ins; using AutoCorrect features; customizing your Word environment; setting options

Table	Drawing a table; inserting or deleting tables, rows, columns, or cells; selecting tables, rows, columns, or cells; merging and splitting cells, splitting tables; using AutoFormat and AutoFit features; using repeating headers feature; using the convert feature (table to text or text to table); sorting tables; using formulas in tables; hiding or showing table gridlines; displaying table properties
Window	Viewing a new window; arranging multiple documents; using split features; switching from document to document windows
Help	Using Help features; viewing the Office Assistant; using the What's This feature; connecting the Microsoft Office Web site; getting WordPerfect Help; using Detect and Repair; displaying information about Word and technical support
Ask a Question	Entering a question and having Word return related topics

Toolbars

Microsoft Word has specialized toolbars with buttons that you can click for frequently used tasks. These buttons are shortcuts; instead of selecting a command from a menu, you simply click a button on the toolbar to do the work quickly.

The most common toolbars—the standard toolbar and the formatting toolbar—are displayed when you first start up Word. You can display or hide toolbars individually (under the View menu). In this section, you will be introduced to the the standard and the formatting toolbars.

Note: When a button on a toolbar is grayed out, it is not currently available.

Standard Toolbar

The commands on the standard toolbar are:

Item	Used to . . .
	Create a new blank document
	Open an existing document
	Save the current document
	Send e-mail
	Search for files, Web pages, or e-mail items

Item	Used to . . .
	Print one copy of the entire current document
	Print preview
	Conduct spelling and grammar check
	Cut selected items from the document and put them in the Clipboard
	Copy selected items from the document and put them in the Clipboard
	Paste the contents of the Clipboard into the document
	Copy the formatting of a selection to another location
	Undo/Redo the last action
	Insert hyperlinks
	Display the tables and borders toolbar
	Insert table
	Insert Microsoft Excel spreadsheet
	Format columns
	Turn on/off drawing toolbar
	Display document map view
	Show/hide paragraph marks
100%	Zoom indicator/control
	Activate Microsoft Word Help features

Item	Used to . . .
	Add/remove buttons

Formatting Toolbar

You may have to add the formatting toolbar if it does not appear on the top of your screen.

To view the formatting toolbar,

- Select View : Toolbars : Formatting if necessary

The formatting toolbar is added.

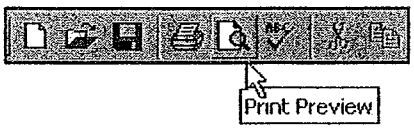
The formatting toolbar displays buttons used for formatting text. The commands on this toolbar include:

Item	Used to . . .
	Display the Styles and Formatting task pane, where you can reapply formatting easily, create styles, and select all text with the same formatting
Normal	Display text style of currently selected text; a dropdown menu contains all the available styles
Times New Roman	Display font of currently selected text; a dropdown menu contains all available fonts
12	Display font size of currently selected text; a dropdown menu contains all available sizes for the selected font
	Change selected text to bold, italic, and underline
	Left align, center, right align, or justify selected text
	Changes the spacing between the selected lines in your text
	Number or bullet text
	Decrease or increase paragraph indents

Item	Used to . . .
	Display the Tables and Borders toolbar
	Highlight selected text so it stands out from surrounding text; a dropdown menu contains all available colors
	Change the color of the selected text; a dropdown menu contains all available colors
	Add/remove buttons

Getting Information about a Toolbar Button

Whenever you have a question about a button's function, point to the toolbar button with the mouse and Word shows you the name of the button:



If you would like to see a brief description of a button's function, press the Shift key and the F1 key. The arrow pointer turns into a question mark pointer. Point t the button about which you want more information and click. Word displays a box describing the button's function.

For example, if you press the Shift and the F1 keys and position the question mark over the Print Preview icon, the following box appears:

Print Preview (File menu)

Shows how a file will look when you print it.

Moving Toolbars

You can move toolbars to different locations on your screen. Toolbars can be either docked (attached to the side of the screen) or floating (not attached).

To move a toolbar,

1. Click and hold the move handle on a docked toolbar (located on the left side of the toolbar)

   - OR -

   Click and hold the title bar on a floating toolbar
2. Drag the toolbar to a new location

3. Release the mouse button

If you drag the toolbar to any edge of the program window, it snaps into place and becomes a docked toolbar. If you drag the toolbar away from the edge of the screen, it becomes a floating toolbar.

Ruler

The horizontal ruler, located below the formatting toolbar, allows you to adjust margins, change indents, and set tabs. The markers on the ruler show the settings for the paragraph that contains the insertion point.

Status Bar

The status bar, which is located at the bottom of the screen, displays system information and messages. It includes brief descriptions of the functions of buttons and highlighted commands; shows page and section numbers; and displays the position of the insertion point within the document.

The right side of the status bar shows whether various modes, such as REC for macro recorder or OVR for overtype mode, are turned on. (You can turn a mode on or off by double-clicking it.) As you type, a book symbol in the status bar shows the spelling and grammar checking status:

Item	What It Does
	In the process of checking the document for spelling and grammar errors
	Found an error in spelling and/or grammar
	Did not find any errors in spelling and grammar

Scroll Bars

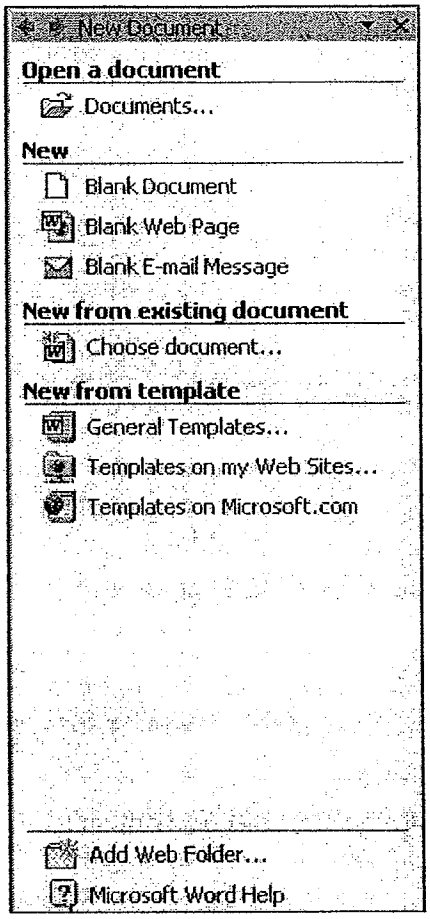
Word has horizontal and vertical scroll bars, which let you view other parts of your document. (The vertical scroll bar is not shown.) You can move side to side or up and down in different ways:

- Point to a scroll arrow and click the mouse button.
- Point to the lighter shaded bar and click.

- Drag the scroll box up or down (vertical scroll bar) or right or left (horizontal scroll bar).

The vertical scroll bar also has a Select Browse Object button that opens the Select Browse Object menu. This menu lets you click the item you want to use to browse through the active file. For example, you can browse by section, page, edits, graphics, and so on.

Task Pane



When activated, the task pane appears on the right side of your screen and gives you easy access to fundamental tasks in a single integrated view. From the task pane, you can perform searches, open or start a new document, view the contents of the Clipboard, format documents and presentations, or even access translation and template services by using the Web.

To access the task pane,

- Select View : Task Pane if necessary

Note: The task pane automatically appears when you perform an action that uses the task pane.

Word Processing—Lesson #1

Lesson #1 —Fundamentals

1. Load the Word software and save this document in your home directory (in the class folder)
2. Add an appropriate header
   - A. Click on the View menu option and click Header and Footer
   - B. Click the Insert Auto Text and click the Created by option
     1. Note the words Created by and a name appear
     2. To replace the name with yours, press the Backspace key once to highlight the name and type your first and last name
   - C. Press tab to move to the center of the header and insert the document title
     1. Click the Insert Auto Text and click the Filename option
     2. Since you have saved this document, it should automatically place the document name you have chosen in the center of the header.
   - D. Press tab to move to the right of the header and insert the date
     1. Click the Insert Auto Text and click the Created On button
     2. Check to be sure the date and time are set correctly on the computer and press the close box
3. Enter the text found between the arrows. Type as quickly and accurately as you can. DO NOT PRESS THE ENTER KEY AT THE END OF EACH LINE. PRESS IT ONLY AT THE END OF A PARAGRAPH. AT THE END OF A SENTENCE, PLEASE PRESS THE SPACE BAR TWICE. Notice that if you spell a word differently than the computer thinks it should be spelled, it will underline it in red. You can go back and correct those spelling errors later. Likewise, if it questions your grammar, it will underline it in green. For now, just enter the text without worrying about errors.

A long time ago, a single software program cost several hundred dollars, worked differently than any other program on your computer, and stored data in a special file format that no other program knew how to use. Not surprisingly, many people found these computer programs frustrating, intimidating, and downright hostile to use.

To make computers easier to use, Microsoft developed a word processor, a spreadsheet program, a presentational graphics program, a personal information organizer, and a data base program and grouped them all into a single package called Microsoft Office XP.

Microsoft Office XP will be the basis for the computer class this year. We will word process, manipulate numbers and data, create presentations, and hopefully organize. The best is yet to come, so fasten your seatbelts, start your engines, and let's begin.

4. Even though Microsoft periodically saves your work, you will want to make sure this is done. Hold the Ctrl key down (lower left or lower right key on the keyboard) and press S. This is the shortcut to save.

5. Check the spelling, grammar, and spacing

   A. Auto-checking

      1. Look on the screen for words underlined in red. These are the words that don't match the dictionary that came with the computer.

      2. Place the mouse pointer on the word and RIGHT click on the mouse. It will give you options for correcting.

         a. The possible words the dictionary thinks you want are bolded on the top. If one of these is correct, simply click on it and it will replace the incorrect spelling with the corrected spelling.

         b. If the word is actually spelled correctly, click the Ignore once button.

         c. If you want to add the word to the dictionary (for example, it doesn't like the name Roby, but will see it frequently so I would like to add it to my dictionary), click the Add to dictionary button.

6. When perfect, print the document

   A. **Save the document**

   B. Do a print preview to see the document before you actually print a hard copy.

      1. Click the print preview tool (paper with magnifying glass) to check the format of the page—does it have a header—does the header have the correct information—does it look like it should?? ***Always do a print preview before you print.*** It saves paper and headaches!

      2. Click the close button on the preview window

   C. When satisfied the document is perfect, print

      1. Click the file menu option and click print

      2. Check to make sure you are printing in Room 304

      3. Say OK

      4. Pick up your printed copy, proofread it for errors, correct as necessary and place in your binder when done.

WP-PROBLEM #1

Using the skills you acquired in lesson #1, save a new Word document called Problem #1 in the appropriate location. In the header, place created by and your name on the left, the file name in the center, and created on and the correct date and time on the right. Enter the text found between the arrows. (Text taken from CHICKEN SOUP FOR THE SOUL AT WORK by Canfield, Hansen, Rogerson, Rutte, and Clauss.) Check for grammar, spelling, and spacing errors. Correct as necessary. Print preview to be sure the document is in correct form. Print and proofread a hard copy.

PLEASE NOTE—

- To get the long dash—press the dash key twice and type the next word. When you space after that word, the computer will automatically join the two dashes into one long dash.
- The first sentence of the first full paragraph will be underlined in green. It is correct as it is written. Right click anywhere in the sentence and choose the option, Ignore Once.

An Act of Kindness

{two enters}

Love cures people—both the ones who give it and the ones who receive it. Dr. Karl Menninger

{two enters}

I was being interviewed by a senior manager for a major insurance company. I told him honestly that the principal reason that I was interviewing with them was my need to keep my family in Boston. My wife of 26 years had recently died of a heart attack. A job in Boston would help me reduce some of the extreme trauma and pain being felt by my 16-year-old daughter. It was important to me to keep her in her present school.

{two enters}

I could still barely talk about the loss of my wife. Bruce, the interviewer, was politely empathetic, but he didn't probe any further. He acknowledged my loss and, with great respect, moved on to another subject.

{two enters}

After the next round of interviews, Bruce took me to lunch with another manager. Then he asked me to take a walk with him. He told me that he, too, had lost his wife. And, like me, he had also been married 20 years and had three children. In his sharing, I realized that he had experienced the same pain as I had—a pain that was almost impossible to explain to someone who had not lost a loved one. He offered his business card and home phone number and suggested that, should I need help or just want someone to talk to, I should feel free to give him a call. Whether I got the job or not, he wanted me to know that he was there if I ever needed help.

{two enters}

From that one act of kindness, when he had no idea if we would ever see each other again, he helped our family deal with one of life's greatest losses. He turned the normally cold business interview process into an act of caring and support for another person in a time of extreme need.

{two enters}

Mike Teeley

Word Processing—Lesson 2

Lesson #2—Editing

1. Open the existing document **Problem #1 (If not currently on your screen!)**
   - A. Click the File menu option and click Open
   - B. Be sure you have Home Directory in the Look In box
   - C. Find the document named Problem #1 and click open

2. Rename the document (save it as Lesson 2)
   - A. Click the File menu option and click Save As
   - B. Be sure the Home Directory is active in the Save In box
   - C. Name the program Lesson #2 in the File Name box
   - D. Click the Save button

3. Reset the header
   - A. Pull down View to Header/Footer
   - B. Highlight the Filename in the center of the header
   - C. Click Insert Auto Text and click Filename
   - D. Note—as you click, the computer changes the header appropriately.

4. Format the title
   - A. Highlight the title—"An Act of Kindness"—Click in front of the word An and drag to the end of the title.
   - B. Change the Font Size to 18 point
     1. On the Formatting Toolbar, click the font size box (to the left of the dark B)
     2. Click the 18 point option
   - C. Center the title
     1. Be sure the title is still highlighted
     2. Click the second alignment box on the formatting toolbar (2 choices to the right of the U)

5. Format the Menninger quotation
   - A. Highlight the quotation **but not the author**
   - B. Click the Italicize option on the status line (between the B and the U)
   - C. Bold the author's name
     1. Highlight Dr. Karl Menninger
     2. Click the Bold option (the dark letter B on the toolbar)

6. Format the text of the article

   A. Highlight the text

      1. Click the mouse pointer in front of the beginning of paragraph #1—I was being…"

      2. Use the scroll bar to move to the bottom of the text but do not include the author's name

      3. Hold the shift key down and click after ". . . extreme need." The entire body should be highlighted.

   B. Set the alignment to Justified (even on both sides)—click the last alignment option

   C. Set the spacing to 1.5

      1. Click Format on the toolbar and go to Paragraph

      2. Click the Line spacing box arrow and click 1.5

      3. Click OK

7. Color highlight the Menninger quotation

   A. Click the highlight option on the status line (the picture of the pen between the box and the big letter A.)

   B. Click and drag across the quotation—don't include the author

8. Print Preview, proofread, correct, save, and print the final document. Check your copy against the correct copy found in the unit materials

An Act of Kindness

Love cures people—both the ones who give it and the ones who receive it. **Dr. Karl Menninger**

I was being interviewed by a senior manager for a major insurance company. I told him honestly that the principal reason that I was interviewing with them was my need to keep my family in Boston. My wife of 26 years had recently died of a heart attack. A job in Boston would help me reduce some of the extreme trauma and pain being felt by my 16-year-old daughter. It was important to me to keep her in her present school.

I could still barely talk about the loss of my wife. Bruce, the interviewer, was politely empathetic, but he didn't probe any further. He acknowledged my loss and, with great respect, moved on to another subject.

After the next round of interviews, Bruce took me to lunch with another manager. Then he asked me to take a walk with him. He told me that he, too, had lost his wife. And, like me, he had also been married 20 years and had three children. In his sharing, I realized that he had experienced the same pain as I had—a pain that was almost impossible to explain to someone who had not lost a loved one. He offered his business card and home phone number and suggested that, should I need help or just want someone to talk to, I should feel free to give him a call. Whether I got the job or not, he wanted me to know that he was there if I ever needed help.

From that one act of kindness, when he had no idea if we would ever see each other again, he helped our family deal with one of life's greatest losses. He turned the normally cold business interview process into an act of caring and support for another person in a time of extreme need.

Mike Teeley

Word Processing—Lesson 3

Lesson #3—Cut/Copy/Paste

1. Load in the document you created in Lesson #1
2. Save the document under the new name—Lesson #3—adjust the header as necessary
3. Change the document using cut and paste and/or copy and paste to resemble the sample on the next page
   A. **Highlight** the last paragraph
      1. Click the mouse pointer before the words "Microsoft Office".
      2. Move the mouse pointer to the end of the paragraph, hold the shift key down, and click

         OR (This means do steps 1 and 2, **OR** step 3, <u>but not all three</u>!)
      3. Click the pointer before the words "Microsoft Office" and drag to the end of the paragraph
   B. **Move** (cut) the paragraph to the beginning of the document
      1. Place the pointer on the highlighted text and click and hold the left mouse button down.
      2. Drag the marker to the beginning of the document (just before "A long time…") and release. The text should automatically move to the beginning of the document
      3. Place your cursor at the end of the paragraph you just moved and press return once to place a blank line between the first two paragraphs

         OR (This means do steps 1, 2, and 3, **OR** 4, 5, and 6, <u>**not all** 6</u>!)
      4. With the text highlighted, cut the text
         a. using the Cut option under Edit, **or**
         b. clicking the scissors on the formatting tool bar, **or**
         c. using the keyboard shortcut Control X.
      5. Place the cursor at the beginning of the document (in front of "A long time…") and paste the text
         a. using the Paste option under Edit, **or**
         b. clicking the clipboard paste option on the formatting tool bar, **or**
         c. using the keyboard shortcut Control V

6. Place your cursor at the end of the paragraph you just moved and press return once to place a blank line between the first two paragraphs

C. **Copy** the part of the text that reads "fasten your seatbelts, start your engines, and let's begin." and paste it at the end of the last paragraph

1. Highlight the text to be copied
2. Hold the control key down, click on the highlighted text with the left mouse button and drag it to the end of the last paragraph.
3. Be sure there are two spaces between ". . . Microsoft Office XP." and the text you just moved. Also, be sure to change the small "f" on "fasten" to a capital "F".

OR (This means do steps 1, 2, and 3, **OR** 4, 5, and 6, <u>not **all** 6</u>!)

4. Highlight the text to be copied
   a. use the Copy option under Edit, **or**
   b. click the double page (copy option) on the formatting tool bar, **or**
   c. use the keyboard shortcut Control C
5. Place the cursor at the end of the last paragraph and paste the text
   a. using the Paste option under Edit, **or**
   b. clicking the clipboard paste option on the formatting tool bar, **or**
   c. using the keyboard shortcut Control V
6. Be sure there are two spaces between " . . Microsoft Office XP." and the text you just moved. Also, be sure to change the small "f" on "fasten" to a capital 'F".

4. Save the changes you have made, be sure you have checked the header for accuracy, and print a copy. Proofread it against the correct copy provided.

Lesson 3 Correct Copy

Microsoft Office XP will be the basis for the computer class this year. We will word process, manipulate numbers and data, create presentations, and hopefully organize. The best is yet to come, so fasten your seatbelts, start your engines, and let's begin.

A long time ago, a single software program cost several hundred dollars, worked differently than any other program on your computer, and stored data in a special file format that no other program knew how to use. Not surprisingly, many people found these computer programs frustrating, intimidating, and downright hostile to use.

To make computers easier to use, Microsoft developed a word processor, a spreadsheet program, a presentational graphics program, a personal information organizer, and a data base program and grouped them all into a single package called Microsoft Office XP. Fasten your seatbelts, start your engines, and let's begin.

Word Processing—Lesson #4

Lesson #4—Rulers

1. Create a new word processing document titled Lesson #4.
2. Add the appropriate header.
3. Key in the text found between the arrows at the end of the instructions. Each time you see [T], press the tab key once. Each time you see [E], press the enter key once. **Do not type in the [T] or the [E]. Do not type in {list starts here}.** Save.
4. Edit the text in the following manner so that it matches the correct example.
   A. **Edit the quotation** by Penn
      1. Highlight the quotation (but not the author)
      2. Set the left margin and word wrap to 1/2"
         a. Click on the rectangle directly below the two arrows on the left side of the ruler
         b. Drag so that both arrows rest at the ½" marker
      3. Set the right word wrap to 5"
         a. Click on the up arrow at the 6" mark on the right side of the ruler
         b. Drag so that it rests on the 5" mark
      4. Format the quotation so that it is 10 point and italic
   B. **Edit the author's name**
      1. Highlight William Penn
      2. Place a **RIGHT TAB** at the 5" mark on the ruler
         a. Immediately to the left of the ruler you will find the tab set marker (it looks like the letter L. By default, it is set to LEFT TAB. You will want to set it to the RIGHT TAB setting. To do this, simply click on the tab set marker until it resembles a backwards L.
         b. Place your mouse pointer immediately on the 5"mark on the ruler and click once—the computer should put the backwards L in this spot and move the author's name so the end of the name lines up at the 5" marker.
      3. Format the text so that it is 8 point and bold

C. **Edit the list text** (All text following LIST STARTS HERE)

1. Highlight the list text
2. Set a LEFT TAB at ¼"
   a. Change the tab set marker to a left tab (the one that resembles the letter L)
   b. Click at ¼" on the ruler
3. Set the left word wrap (the bottom arrow on the left side of the ruler) so that it is set at ½"
   a. Click the bottom left arrow on the ruler and drag to ½"
4. Set the right word wrap (the up arrow on the right side of the ruler) to 5 ½"
5. Spell and grammar check, check for editing accuracy, save and print. Place in the hand in binder.

If there is any kindness I can show, or any good thing I can do to any fellow being, let me do it now, and not deter or neglect it, as I shall not pass this way again.[E]

[T]William Penn[E][E]

In the book Random Acts of Kindness, produced by the editors of Conari Press, we are given several suggestions to make life a better place for all of us. Those suggestions include:[E][E]

{LIST STARTS HERE}

[T]Plant a tree in your neighborhood.[E]

[T]The next time someone speaks to you, listen deeply without expecting anything.[E]

[T]Write a note to the boss of someone who has gone out of their way to be pleasant to you thanking him or her for having such a great employee.[E]

[T]When someone is trying to merge into your lane in traffic, let him in—and why not smile and wave while doing it![E]

[T]All of you reading these words have loved someone, have done someone a kindness, have healed a wound, have taken on a challenge, have created something beautiful, and have enjoyed breathing the air of existence. Never doubt how precious, how vitally important you are. Every moment you make a difference. So, today, appreciate yourself as a random act of kindness.[E]

Lesson 4 Correct Copy

If there is any kindness I can show, or any good thing I can do to any fellow being, let me do it now, and not deter or neglect it, as I shall not pass this way again.

William Penn

In the book Random Acts of Kindness, produced by the editors of Conari Press, we are given several suggestions to make life a better place for all of us. Those suggestions include:

Plant a tree in your neighborhood.

The next time someone speaks to you, listen deeply without expecting anything.

Write a note to the boss of someone who has gone out of their way to be pleasant to you thanking him or her for having such a great employee.

When someone is trying to merge into your lane in traffic, let him in—and why not smile and wave while doing it?

All of you reading these words have loved someone, have done someone a kindness, have healed a wound, have taken on a challenge, have created something beautiful, and have enjoyed breathing the air of existence. Never doubt how precious, how vitally important you are. Every moment you make a difference. So, today, appreciate yourself as a random act of kindness.

WP—Problem #4

Using the skills learned in lessons 1-4, create a new word processing document containing the text between the arrows below. Each time you see [E], press the enter key once. Each time you see [T], press the tab key once. **Do not type the [E] or the [T]**. Be sure to use an appropriate header. (lesson 1) Once the text has been entered, spell and grammar check. (lesson 1) **Save and print** a copy to be turned in with the edited version. (lesson 1) Edit the text in the following manner:

1. Change the Font **for the title** to anything but Times New Roman. Be sure it is readable and fits on one line. (lesson 2)
2. Change the size of the font **for the title** to 18 point. (lesson 2)
3. Center **the title**. (lesson 2)
4. Highlight the **author's name** and set a right tab at 6". (lesson 4)
5. Bold and color highlight the **author's name**. (lesson 2)
6. **Highlight the remainder of the text** and set a left tab at ¼". (lesson 4)
7. Highlight the **third paragraph** "Think of the Help file. . ." and set the left margin and word wrap to 1", the right word wrap to 5", and the size of the font to 8 point. (lesson 4)
8. Justify **all the text** following the author's name. (lesson 2)
9. Copy and paste **the first paragraph** "Microsoft Office 2003 is a big..." so that it is the last paragraph. (lesson 3)
10. Set the spacing for **the new last paragraph** to 1 1/2. (lesson 2)
11. Proofread against a correct copy, print and **submit both the initial and final drafts**.

Getting Help from Microsoft Office 2003[E][E]

[T]Wallace Wang[E][E]

[T]Microsoft Office 2003 is a big program that gobbles up a good chunk of your hard disk. One reason the program is so massive is that it offers more features than you'll probably ever use in a million years. Naturally, the best way to get help with Microsoft Office 2003 is to use the book Microsoft Office 2003 for Windows for Dummies, but the second best way is to use the Microsoft Office 2003 Help file or the Office Assistant.[E][E]

[T]Essentially, the Help file contains everything printed in the Microsoft Office 2003 manuals. But unlike the Microsoft Office 2003 manuals, which force you to search page by page yourself, the Help file searches for topics for you.[E][E]

Think of the Help file as an extremely friendly librarian. Just ask the Help file for information on a specific topic, and the Help file diligently digs through its electronic library and retrieves various snippets of information that it thinks may be relevant. The Help file presents you with a list of topics, and you can choose which item you think most likely contains the information you need.[E][E]

[T]A friendlier way to ask for help is to use the Office Assistant. The Office Assistant is a cartoon character that appears in a window where you can ask it for help at any time. The information provided by the Office Assistant is essentially the same information provided by the Microsoft Office 2003 Help file; the Office Assistant is just easier and more enjoyable to use.

Getting Help from Microsoft Office 2003

Wallace Wang

Microsoft Office 2003 is a big program that gobbles up a good chunk of your hard disk. One reason the program is so massive is that it offers more features than you'll probably ever use in a million years. Naturally, the best way to get help with Microsoft Office 2003 is to use the book Microsoft Office 2003 for Windows for Dummies, but the second best way is to use the Microsoft Office 2003 Help file or the Office Assistant.

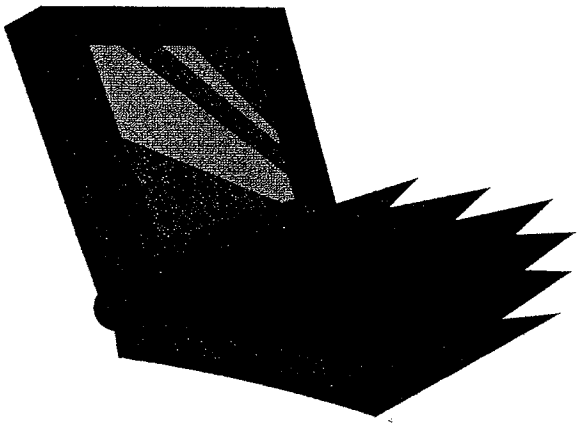
Essentially, the Help file contains everything printed in the Microsoft Office 2003 manuals. But unlike the Microsoft Office 2003 manuals, which force you to search page by page yourself, the Help file searches for topics for you.

> Think of the Help file as an extremely friendly librarian. Just ask the Help file for information on a specific topic, and the Help file diligently digs through its electronic library and retrieves various snippets of information that it thinks may be relevant. The Help file presents you with a list of topics, and you can choose which item you think most likely contains the information you need.

A friendlier way to ask for help is to use the Office Assistant. The Office Assistant is a cartoon character that appears in a window where you can ask it for help at any time. The information provided by the Office Assistant is essentially the same information provided by the Microsoft Office 2003 Help file; the Office Assistant is just easier and more enjoyable to use.

Microsoft Office 2003 is a big program that gobbles up a good chunk of your hard disk. One reason the program is so massive is that it offers more features than you'll probably ever use in a million years. Naturally, the best way to get help with Microsoft Office 2003 is to use the book Microsoft Office 2003 for Windows for Dummies, but the second best way is to use the Microsoft Office 2003 Help file or the Office Assistant.

Intermediate Word Processing



Intermediate "Word" Curriculum

Lesson #1—Add graphics to a document

- How to add clip art
- How to size and place clipart
- How to use the digital camera
- How to access graphics from the WWW

  - ***Assessment—Problem #1***

Lesson #2—Tables

- How to create tables
- How to edit tables

  - ***Assessment—Problem #2***

Lesson #3—Mail merge

- How to create a mailing list
- How to create a merged letter form
- How to merge

  - ***Assessment—Problem #3***

WP Intermediate Lesson #1—Graphics

1. Create a new word processing document—with an appropriate header—called Intermediate Lesson #1. Type in the following text exactly as it appears between the arrows. **To provide spacing between the statements, press the enter key 8 times!**

This is a picture taken directly from clip art. When I am finished, it will print with the graphic to the right of these words.

This is a picture taken directly from an internet source. When I do this correctly, it will also appear to the right of these words.

This is a picture of me taken with the digital camera by one of my computer friends. When I am done with this task my picture will appear to the right of this text. Cute, aren't I?

2. Save the document.
3. Place a clip art image to the right of the first text line.
   A. Place your cursor immediately after the last word in the first line.
   B. Click the INSERT menu option
   C. Click the PICTURE option
   D. Click the CLIPART option
   E. Search for PEOPLE and choose an image from the clipart group that appears
   F. Adjust the image so that it fits to the right of the first text item and completely inside the right margin! (see example for guidance)
      1. Be sure the picture tool bar is active—Click on VIEW and pull down to TOOLBARS—check to see the picture tool bar has a check mark by it—if it doesn't, click on it. Now make sure your graphic is selected. (just click on it to get the handles to appear)

2. Click the text wrapping option on the toolbar (sheet of paper with lines through it and picture of a dog in the middle)

3. Choose the TIGHT option and then move the picture so that it appears to the right of the first text item (see example)

4. Size the picture appropriately (see example)

   a. Click on any corner handle and increase/decrease the size as needed

5. Adjust the picture location to desired point. ***Check end of lesson for an example of what it should look like when you are done***

4. Place an internet image to the right of the second text item.

   A. Find the internet site that contains the desired graphic

      1. Open the internet browser—the Explorer icon

      2. Go to google.com—click on the Images tab—search for a blue dragon

      3. Choose a blue dragon from the first three rows of images. Point at the dragon and right click on it. Choose the **Save Picture As** option and save it to your Intro to Computer folder in the Home Directory. Use the file name blue dragon.

   B. Place your cursor immediately after the last word in the second text item.

   C. Click the INSERT menu option

   D. Click the PICURE option

   E. Click FROM FILE option

   F. Find the file named blue dragon in your class folder and double click it.

   G. Adjust the image so that it fits to the right of the second text item. (Directions appear above!) ***Check end of lesson for an example of what it should look like when you are done***

5. Place your digital camera image to the right of the third text item.

   A. Pick up a digital camera

   B. Place the disk in the camera

   C. Turn on the camera

   D. Give the camera to a "friend" (if you don't have one, make one!) and ask them to take your picture. (You can return the favor when they need their picture)

   E. When the picture is taken, turn the camera off and take the disk out of the camera and place it in the computer disk drive.

F. Click the INSERT menu option and insert the picture repeating the steps used to place the internet picture in direction #4. Size the image and place it in the correct location next to the third text item. ***Check end of lesson for an example of what it should look like when you are done***

6. Save and print.

What the exercise should look like!

This is a picture taken directly from clip art. When I am finished, it will print with the graphic to the right of the text.

This is a picture taken directly from an internet source. When I do this correctly, it will also appear to the right of these words.

This is a picture of me taken with the digital camera by one of my computer friends. When I am done with this task my picture will appear to the right of this text. Cute, aren't I?

WP Intermediate Problem #1

Create a new word processing document called Int. Problem #1. Use an appropriate header. In this document, write a five sentence story of your life. Include at least one picture from clip art, one picture from the internet, and one picture from the digital camera. The graphics must be text wrapped (directions in Int. Lesson 1) and strategically placed within the story. Be clever and unique, but remember, you have two more lessons and problems to do!!!!!

EXAMPLE:

Many, many years ago, in a small town in South Dakota, a baby was  born. The month was November, the day was number 13, and the year was 1955. She was the sixth child to enter the family. This baby began the journey called life, destined to become  a teacher. She currently resides in Watertown, SD and teaches at  the senior high school.

WP Intermediate Lesson #2—Tables

1. Create a new word processing document named Intermediate lesson #2. Place an appropriate header on the document.
2. Place a 2X7 table on the document
   - A. Click on the Table menu option
   - B. Click Insert Table
   - C. Set the number of columns to 2 and the number of rows to 7. Leave the column width set to auto

     OR
   - D. Click on the Insert Table icon on the format menu bar (grid lines without a pencil in them)
   - E. Highlight 2 boxes across and seven boxes down
   - F. Enter this choice to create the table on your document
3. Enter the data found on the next page into the table following the steps listed below.
   - A. Click in the first box (referred to as a cell) of the table
   - B. Key in the word Software and press Tab to move to the cell to the right
   - C. Key in the word Function and press Tab to move to the next row. Continue to enter the data (found between the arrows) using the tab key. NOTE—if you run out of cells, the computer automatically adds them for you as long as you continue to press the TAB key.
4. Format the table
   - A. Highlight the data in the first row (be sure both Software and Function are highlighted)
   - B. Click the Table menu option and click on Heading Rows Repeat—while highlighted, center the data with the alignment buttons
   - C. Highlight the entire table—(Click on Table in the menu bar, click Select, then click on Table)
     1. Click the Table menu option and click on auto fit to auto fit contents
5. Place a copy of the table directly below the original—you will have two identical tables when done with this step
   - A. Copy the table
     1. Highlight the entire table
     2. Copy the table

B. Move to the bottom of (under) the table and press the enter key twice

C. Paste the table

6. Sort the data **in the copy** of the table alphabetically A to Z

A. Click anywhere on the copy of the table

B. Click the Table menu option

C. Click Select, then click table

D. Click the Table menu option again

E. Click Sort

F. Sort from A-Z (the computer will call it ascending!) based on column #1

7. Proofread and submit.

Software	Function
Word Processor	Turns the computer into a typewriter
Excel	Turns the computer into a calculator
PowerPoint	Creates a computerized presentation
Publisher	Allows for desktop publishing
Access	Turns the computer into a filing system
FrontPage	Creates web pages

WP Intermediate Problem #2

Using all the skills you now possess, create a word processing document that informs the employees in your work group that the "boss" has told you the entire company needs to improve their vocabulary. She has left the choice of words up to you, but each person in the work group must be able to use all 15 words by the end of the week. Place a memo at the top of the page with an appropriate message to the workers. Add a table at the end of the memo containing 15 words in one column and their definitions in another. Experiment with the format options found under the Table menu option to make the document look as good as possible. You will want to auto fit the contents of the table. You may want to change height and width of cells; you may want to hide the grid lines. The options are at your disposal. Be sure you have an appropriate header on the document, then print and submit for a grade.

Be the Best	Good enough is not….
you can be!!	GOOD ENOUGH!!!!

WP Intermediate Lesson 3—Mail Merge

1. Create a new word processing document to use as a merged letter. Name the document **Intermediate Lesson 3.**
2. Prepare the document for data merging **(Step 1 of 6)**
   A. Click the Tools Menu item
   B. Click Letters and Mailings
   C. Click the Mail Merge Wizard
   D. On the Mail Merge task pane that appears, click the Letters option
   E. Click the Next: Starting document link at the bottom of task pane
3. Prepare the data to be merged **(Step 2 of 6)**
   A. Click a set up option—in this case—use the current document
   B. Click the Next: Select recipients link
   C. Create your data source (recipients list) **(Step 3 of 6)**
      1. Notice the task pane prompts you to select the recipients for the letter. Since you do not have a list, click on Type a new list.
      2. Click the Create link on the task pane. A New Address List box appears. Remove fields names not needed by using the customize option:
         a. Click on customize
         b. Click on Company Name and click delete. Click yes on the next window that appears.
         c. Delete Address Line 2 following the same procedure
         d. Delete Country
         e. Delete Work Phone
         f. Delete E-Mail Address and click OK.
      3. Input the data (your recipients)
         a. Type in the first two records of data. Be sure to press the Tab key to move from one field to the next. Press new entry when ready to input the second record.

            Mrs. Annette Roby

            1337 N. Park St.

            Watertown, SD 57201

            882-2342

Mr. Bill Zubke

417 N. Broadway

Watertown, SD 57201

886-8637

b. Add your title, name, address, and phone number as record #3.

4. Click the Close button—the computer automatically takes you to the save window

5. Save the data source as **Int. Lesson 3 data** (Notice the data is saved in a folder named My Data Sources on your home directory—this is okay)

6. You will now see a Mail Merge Recipients list on the screen. Make sure they are all selected and click OK. This adds your address list to the task pane and you are ready to move on.

7. Click Next: Write your letter

4. Compose your merged document **(Step 4 of 6)**

A. Click the Insert menu option

B. Click the Date and Time option

C. Click the third available format

D. Click Ok

E. Press enter four times

F. To insert an address block (inside address) for the letter, click the Address block link. You will see the Insert Address Block box—check to set up the format correctly. (this will depend on how your data source was set up) The preview window reflects your choices—click OK.

G. Press enter two times after the Address Block

H. Insert a greeting—click on the Greeting line link—on the box that appears check the preview box. It should read Dear Mr. Randall, if so say OK.

I. Press enter two times

J. Type in the following text:

This is a sample of the word processor's ability to take data from one source and add it to a letter to create a mail merge document. When I print this letter, one copy will go to each person listed in my data source. [press enter two times]

K. Type in Sincerely yours, and press enter four times

L. Type your first and last name and save this letter.

5. Click the Next: Preview your letters link on the task pane. **(Step 5 of 6)**

A. Check to see that the mail merge worked by clicking the next or previous buttons on the task pane. (you should have three letters to preview)

6. When you finish previewing your letters click the Next: Complete the merge link. **(Step 6 of 6)**

   A. Print the letters

      1. Click Print

      2. On the Merge to Printer box click All

      3. Click OK

      4. When the print box appears, check to see where you are printing, click OK. You will print once but get a copy of the letter addressed to each person in your data source. You should have three letters.

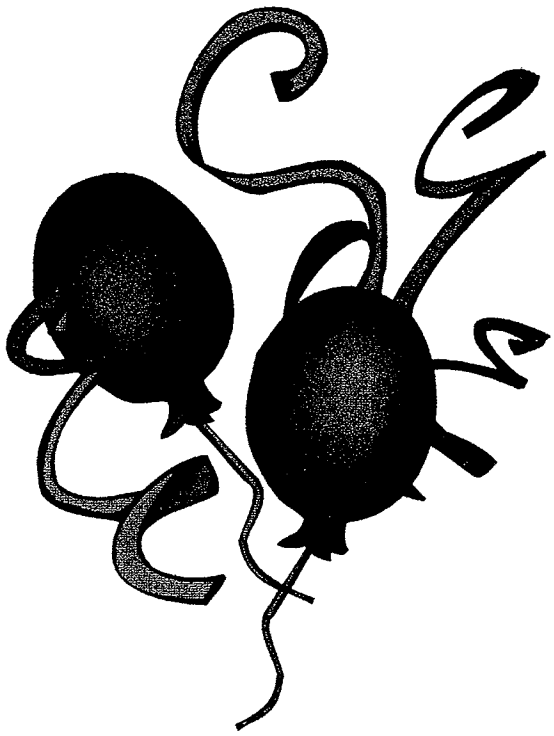
      5. **Staple** all three letters together with yours on top.

WP Intermediate Problem 3

You're having a celebration and you want to invite five of your friends to share in the festivities. Using the information you have learned, create a mail merge document that meets the following criteria:

1. The invitation is to a party or celebration that is done in good taste according to your instructor.
2. The data source (recipients list) contains the names and addresses of five of your friends and your own data as record 6. (remember: name includes first and last name and address includes city, state, and zip code)
3. The merge document is a creative invitation, including at least one text wrapped graphic, with information about where, why, when, what, etc.
4. It must be set up in block letter form. (just like the lesson)

Ideas for parties: Birthday, Halloween, KIYI, 4th of July, Going away party for someone moving, Christmas, New Years, Valentine's Day, St. Patrick's Day, and any other idea you might have!



Word Processing Assessment

Problem—As a teacher, you will be taking three of your students on a field trip. Create a mail-merged letter to their parents to inform them of this trip and the materials they need with them.

Process:

- Create a new word processing document with an appropriate header.
- Begin with today's date followed by four enters.
- Create a data source with the appropriate fields using the mail merge wizard option containing the following names:

Mr. and Mrs. R. U. Sleeping 123 4th St. NE Watertown, SD 57201	Mr. and Mrs. I. Doncare 234 5th St. NE Watertown, SD 57201	Ms. Ima Hogg 345 6th St. NE Watertown, SD 57201

- Place the inside address in the appropriate location followed by two enters.
- The salutation (greeting line) should include the word ***Dear*** and the parents' name (merged) followed by two enters.
- Enter the following text:

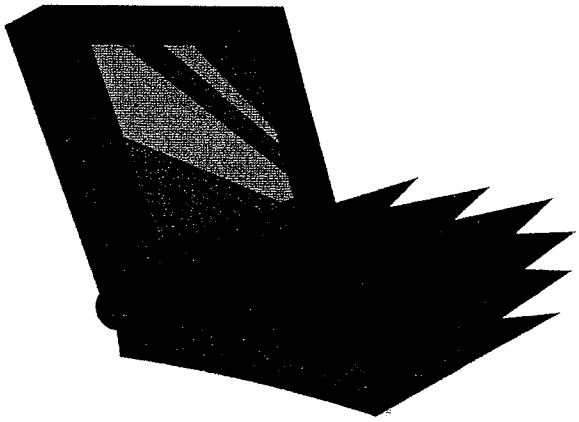
> Thank you for your continued support!
>
> On Friday, September 22, Watertown Public Schools will be taking a field trip to the Redlin Art Center. Your child will be a participant in the field trip. We would ask that your child have the following materials along:
>
> Watertown Public Schools

- Print a copy of the unmerged document.

Edit using the following directions:

- Move the "Thank you…" paragraph so it comes at the end of the letter (but before Watertown Public Schools found at the end of the letter).
- Insert a 2 column 3 row table (think about where this table goes) that places the words ***Their books***, ***A pencil***, and ***A clipboard*** in the left column (one in each cell) and an appropriate clip art picture for each item in the right column.
- Size the pictures so that they are no more than 1" tall.
- Format the left column of the table so that the text is 24 point and bold.
- Autofit the table
- Change the ruler for the first and last paragraph of the letter so that the left margin is set at ½ inch and the right word wrap is set to 5".
- Merge and print the 3 letters. **Staple** the original (unmerged copy) to the top and hand in all four copies. (YOU WILL HAVE FOUR COPIES WHEN DONE)

Word Processing Enrichments



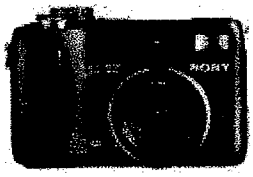
WORD PROCESSING ENRICHMENT #1

Digital Camera Picture Story

Skills developed:
Use of the digital camera
Integration of digitized data with text

In this enrichment you will use the digital camera. To begin you must get a pass from your teacher to go out around the school and take the pictures needed for the enrichment. Using no fewer than four and no more than ten pictures, create a pictorial story about any aspect of Watertown Senior High School. No picture (except the last one) may appear on a page by itself. Using MS Word you will insert the pictures and place text with each one to help tell the story. The last page must contain a full page picture of the author (that's you) including your name. As is the case with all assignments in this class, the end result must be in good taste. A title page is optional (but encouraged).

CREATIVITY IS EXPECTED!!!!

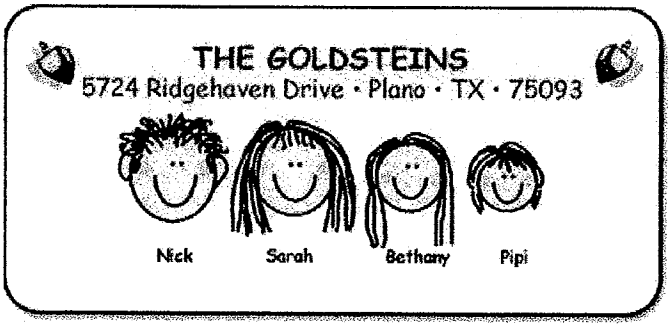


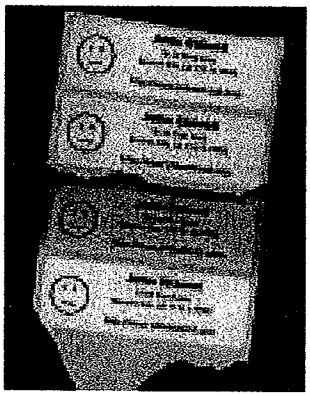
WORD PROCESSING ENRICHMENT #2

Return Address Mailing Labels

Skills developed:
Use of wizards
Creation of mailing labels

In this enrichment, you will use the tools menu option, go to letters and mailings and find the envelopes and labels option. You will be expected to create return address labels for at least five different people (YOU MUST BE ONE OF THE FIVE). Each label must contain the first and last name of the person, their street address, city, state, and zip code. The labels must be formatted to fit an Avery standard label 5160 (go to options). Set the document to print a full page of the same label and click on new document. Repeat the process for each of the five people. Format the label so it is attractive—this means you MUST include some sort of editing change on each set of labels to receive credit for this enrichment. Editing changes include things such as font size, style, color, alignment, etc. (this can, but does not have to, include graphics) These labels can be printed on label paper if you plan to use them—let your teacher know and label paper will be provided. Otherwise print to plain paper. Turn in all five pages stapled together with YOUR labels on the top. Staple carefully in the upper left hand corner if label paper was used so as not to ruin the label.





WORD PROCESSING ENRICHMENT #3

Story or Poem with Graphics

Skills developed:
Integration of graphics and text
Use of text wrapping
Literary attempt

In this enrichment, you will create a word processing document containing at least four text wrapped graphics strategically placed within the text.

The text needs to:

A. Tell a story, either fiction or non-fiction **OR**
B. Create a poem
C. Be newly created original work

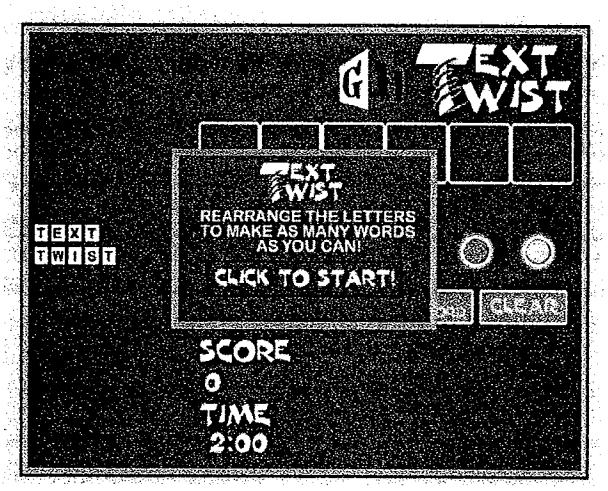
The end result must be attractively formatted and must be minimally one complete double-spaced page. You may increase the font size but it must not exceed 18 point. You may change the font style to your choice. Remember to text wrap the pictures using the picture toolbar.

WORD PROCESSING ENRICHMENT #4

Technical Writing

Skills developed:
Technical writing
Using outline form

1. Find an internet game that is appropriate for school and learn to play the game.
2. In MS Word, prepare a set of technical directions for someone to play the game. Create the directions so that:
   a. They are attractive to the eye
   b. They are formatted in an outline form
   c. They are clear to someone who has never seen or played the game
   d. The directions MUST include the internet address for the game
   e. You MUST include a screen print of the game on the document



Word Processing Practice Problem

Problem — You have been asked to help with the Student of the Month awards. You will need to write a mail merge letter to each student telling them where and when they will meet for an awards banquet.

Process:

- Create a new word processing document with an appropriate header.
- Begin with today's date followed by four enters.
- Create a data source with the appropriate fields using the mail merge wizard option containing the following names:

Daffy Duck	Minnie Mouse	Goofy Dog
111 Funny Street	222 Mouse Ave	333 Dog House
Duckville, IN 11111	Mousetown, SD 22222.	Ruffruff, OK 33333

- Place the inside address in the appropriate location followed by two enters.
- The salutation should include the word ***Dear*** and the name of the student, when merged, followed by two enters.
- Enter the following text

> Congratulations on being chosen Student of the Month!
>
> We would like to invite you to a banquet in your honor. Below you will find the time and location of the banquet. If for some reason you can not attend, please email me at kranzli@wtn.k12.sd.us by Monday.
>
> Linda Kranz

- Print a copy of the unmerged document.

Edit using the following directions:

- Move the "Congratulations…" paragraph so it comes at the end of the letter (but before Linda Kranz found at the end of the letter).
- Insert a 2 column 3 row table (think about where this table goes) that places the words ***Time:, Date:,*** and ***Location:*** in the left column (one in each cell) and ***6:30 pm, April 15th,*** and ***Watertown Senior High Cafeteria*** in the right column (be sure you have the information in the correct cells).
- Insert an appropriate clip art image in the paragraph that starts ***We would…Monday***. Be sure that it is placed in an appropriate spot in the text so that it looks attractive.
- Size the graphic so that it is no more that 1" tall.
- Format the left column of the table so that the text is 20 point, Arial font, and bold.
- Autofit the table.
- Change the ruler for the first and last paragraph of the letter so that the left margin is set at ¾ inch and the right word wrap is set to 5 inches.
- Merge and print the 3 letters. **Staple** the original copy to the top and hand in all four copies.

Literacy Integration Lesson Plan

Name of Lesson: Introduction to Access

Teacher: Annette Roby

Class: Intro to Computer

Activate Prior Knowledge

Using a Prereading Plan I will get discussion started on what they think of when they hear the word database. I will list all of their thoughts on the computer using the LCD projector for all students in the class to see. We will reflect on why each association was made and what it meant. From the discussion I will lead into the Access unit.

Set a Purpose for Reading

Direct the students to the Access unit materials and have them follow along with the technical instructions while I demonstrate the seven skills in the unit using my computer and the LCD projector.

Monitor Comprehension

While watching the demonstration students will use sticky notes and write comments or jot down thoughts about concepts that are not clear to them. The notes will serve as reminders to them of what they want clarification on when I am done demonstrating. Completion of the skills will show their ability to follow technical directions.

Organize, Capture, and Remember What Is Read

After completing Access skills 1-7 the students will be expected to complete two more practice problems using the knowledge they obtained in the opening skills.

Reflect and Apply

The student will turn in the assignments for a grade.

The Software

Perhaps no software has increased in use as much as the data base. Microsoft Office uses the Access software to manipulate data. Its power is amazing, and in this unit, we will simply introduce you to seven fundamental skills. The format for this unit will be somewhat different. Instead of lessons and problems, you will have one problem with seven different skills. Each skill will be described in detail. Each skill will have a printout available so you can check your progress. If your printout doesn't match the sample, something is probably wrong and you will want to ask for assistance. DO NOT ASK FOR HELP WITHOUT BEING ABLE TO DEMONSTRATE THAT YOU HAVE TREID TO SOLVE THE PROBLEM ON YOUR OWN! At the end of the problem, you will be asked to complete a practice problem and then perform an assessment demonstrating all seven skills. You may use any and all notes/directions that you have. During the assessment, NO questions about "how?" will be answered.

The Problem

You have recently become a paper carrier for BZAR (pronounced bizarre) News. You need to find a way to keep track of your customer list. Once you have created the table (skill #1), you will want to create a form (skill #2) to enter the data. Then, you will want to return to your table, sort it (skill #3) alphabetically by last name, keep track of the money each client should be charged, and how much they have paid (skill #4). To avoid getting too far behind in collections, you will want a quick way to find out who has not paid anything (skill #5). Likewise, you will want to be able to calculate how much each client owes and print out only the pertinent information (skill #6). Finally, for your tax records, you will want to print out a formatted report of all your data (skill #7).

Access Skills to be Mastered

- Create and save a data base
- Create an entry form
- Sort a data base
- Adjust data base fields (add or subtract as necessary)
- Filter fields
- Query fields to calculate data
- Create Reports

Necessary data to begin

Customer Name		Address				Daily?	Sunday?
Abe	Zilwiger	123 4th St.	Watertown	SD	57201	Yes	Yes
Yale	Bumblehead	432 1st St.	Watertown	SD	57201	Yes	No
Candace	Xerxes	125 4th St.	Watertown	SD	57201	No	Yes
Walter	Danforth	434 1st St	Watertown	SD	57201	Yes	Yes
Eunice	Verfont	436 1st St.	Watertown	SD	57201	No	Yes
Ulster	Fairmont	438 1st St.	Watertown	SD	57201	Yes	Yes
Greta	Thomas	126 1st St.	Watertown	SD	57201	No	Yes
Samuel	Hooper	128 1st St.	Watertown	SD	57201	Yes	Yes
You	*You	You	You	You	You	Yes	Yes

Microsoft Access

Skill #1—Create and save the data base

1. How to load Access
    - A. Click the Access icon (the burgundy key)
    - B. Click Blank Database under New on the task pane
    - C. Name (save) the data base
        1. Save in your class folder in Home Directory
        2. If not already highlighted, highlight the contents of the File Name box
        3. Name the data base **Customers For (your first initial and last name)**
        4. Click Create
2. How to set up the data base
    - A. Be sure the Tables tab on the top of the window is selected—click on create table in Design View
    - B. Click New
    - C. Click Design View on the New Table Window (second option down)
    - D. Click OK
    - E. Name the fields and type of field
        1. Notice the cursor blinking in the first box
        2. Type in the field name **First Name**
        3. Press the tab key
        4. The computer expects you to tell it what kind of entry this is. The default setting is Text. Since names are text, simply press tab to accept the value and move to the description
        5. The computer then expects a description of the field. First Name is self descriptive, so that column can be left blank. Press tab to move to the next field name
        6. Add the following text fields (with no description) following the same procedure:

           Last name

           Street

           City

           State

           Zip (even though this is a series of numbers, you will still enter it as text!)
        7. Add yes/no fields
            - a. Type in the field name **Daily?** and press tab
            - b. Click the arrow to the right of the word text

c. Drag down to yes/no and click. Tab to the next field name.

d. Type **Sunday?** and set the same way as Daily?

3. Save the table to your data base

A. Pull down File to Save, type in the name ***Customer List*** and click OK.

B. Respond to the Primary Key prompt with **NO!**

C. Close the table

Skill #2—Creating an entry form

1. Create a form to enter the data

A. In the Objects window, click on Forms

B. Choose Create form using Wizard

C. Using the double right arrows, select all the fields you created in the table to be used in the form document and click Next

D. In the layout window, choose Justified and click Next

E. In the style window, choose Standard and click Next

F. Change the title of the form to **Customer List Entry Form** and click Finish

G. Using the data on the first page, enter the information on the form. Move from field to field by using the tab key. When you get to the yes/no fields, if the answer to the question is yes, simply press the space bar. If the answer is no, press the tab key to move to the next field. You will automatically move from one record to the next by pressing the tab key. When you reach the last record, enter your data. When you type in your last name, make sure you begin with an asterisk and then type your name. (ex. If Mrs. Roby were doing the exercise, she would enter her last name as follows: *Roby)

H. Once all data is entered, simply close the form window. Click the Table tab, open customer list, and notice all the data is now entered in the table.

2. Adjust the field width of each column so that it is as small (with all the data still readable) as possible

A. Move the mouse to the dividing line between field names (it will change shape!)

B. Double click between the field names—the computer will automatically adjust the field width to the best size!

3. Save and print a copy. Compare it to the hard copy sample. If it is correct keep it in your binder until all skills are finished. IF IT IS NOT CORRECT, FIX IT!

Microsoft Access

Skill #3—Sorting existing Data

1. If not already open, open the data base you created
   - A. Click the Access icon
   - B. Under Open a file, select the database you wish to use—if it is not listed click on more files.
   - C. Click on table and choose the one you wish to use—in this case, Customer List
2. Sort the data by desired field—in this case, Last Name
   - A. Click the **Last Name** field name to highlight the column (since we want to alphabetize by last name!)
   - B. On the tool bar, find the Sort Ascending button (A to Z with an arrow pointing down) and click it!
3. Save and print a copy. Compare it to the hard copy sample. If it is correct keep it in your binder until all skills are finished. IF IT IS NOT CORRECT, FIX IT!

Skill #4—Adding Fields to an existing table

1. Be sure the data base and table are open in which you will add fields
2. Switch to design view to take you back to the window in which you created field names (On the toolbar, click View and choose Design)
3. Click the first empty field at the bottom of the field name column and add the field you wish to insert. In this case, you will add the field ***Weekly Charge***.
4. Press the tab key and set this field to currency. (DO NOT LEAVE IT AS TEXT)
5. Press the tab key **twice** to move to the next field name box and set another new field named ***Collected***. Set this field to currency too.
6. Shift back to datasheet view. (On the toolbar, click View and choose Datasheet) When prompted to save, do so!
7. Enter the data found on the chart below. It is NOT necessary to put in the dollar signs or any zeros not followed by another number. The computer will automatically adjust the numbers.
8. Save and print a copy. **(Because of the added fields, you will want to change the page setup to LANDSCAPE rather than portrait before printing!)** Compare it to the hard copy sample. If it is correct keep it in your binder until all skills are finished. IF IT IS NOT CORRECT, FIX IT!

Customer	Weekly Charge	Collected
Zilwiger	$5.00	$3.00
Bumblehead	$3.50	$3.50
Xerxes	$1.50	$1.50
Danforth	$5.00	$3.00
Verfont	$1.50	$1.50
Fairmont	$5.00	$5.00
Thomas	$5.00	$0.00
Hooper	$5.00	$0.00
You	$5.00	$0.00

Microsoft Access

Skill #5—Flash Filter for specific data

1. Be sure the data base and table, Customer List, are open.
2. In the table, click in any cell that contains the information for which you are looking. In this particular exercise, you need to find those people who have paid nothing to date, so click any cell in the field **Collected** that contains $0.00.
3. In the tool bar on top of the page, find the funnel followed by the lightening bolt. This is the flash filter (filter by selection) icon. Click it and your data base should show only those people who have paid nothing to date. This should include you!
4. Save and print a copy. Compare it to the hard copy sample. If it is correct keep it in your binder until all skills are finished. IF IT IS NOT CORRECT, FIX IT!
5. To remove the filter and return to the full data screen, simply click on the funnel icon (it says remove filter when you point at it) that has nothing else with it. This will remove the filter you just applied and all names will appear on the table again.

Skill #6—To calculate data

1. Close any tables that you have open
2. **Single click** on the name of the table to be used. (Customer List)
3. In the left window, click Queries
4. In the queries window, click New
5. The new query window will come up. Design View will be selected. Click OK
6. In the Show Table window, highlight the table you want to use (in this case, Customer List), click Add and then click close on the Show Table window.
7. In the Select Query window, double click on the fields you want to show up on the report you are creating. (In this case, first name, last name, weekly charge, and collected!) Click them in the order you want them to appear on the report. Be sure the Show box has a checkmark in it.
8. When all the fields are selected, press the tab key to move to the next column. Type in the name you want to use as a label (Amount Owed), followed by a colon, and the math you wish to perform in brackets. For example, if you want the name of the new field to be Amount Owed and have the query subtract what they have already paid (Collected) from a set amount (Weekly Charge), the formula would be:

   Amount Owed:[Weekly Charge]-[Collected]

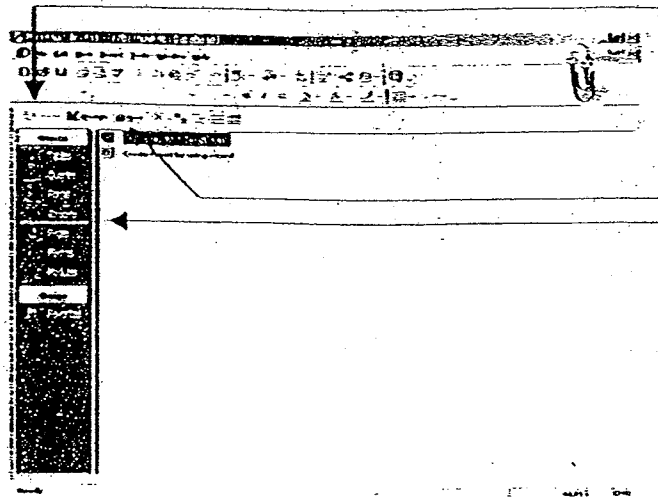
9. Click the Run menu option (the red exclamation mark on the tool bar) to see the results. If it doesn't work, you have an error and need to retype the formula, making sure it is perfect (each field name is spelled correctly, the brackets are correct, and all the mathematical symbols are correct. To get back to the formula, click on View and pull down to Design View.
10. Save and print a copy. Compare it to the hard copy sample. If it is correct keep it in your binder until all skills are finished. IF IT IS NOT CORRECT, FIX IT!

Skill #7—Reporting data

Close the query window. Writing reports can be one of the hardest things to do in a data base. We are primarily concerned with using the report wizard to create our final report. To do this, follow the next three pages step by step. Save and print a copy. Compare it to the hard copy sample. If it is correct, staple it to the first six skills you completed and turn it in. IF IT IS NOT CORRECT, FIX IT!

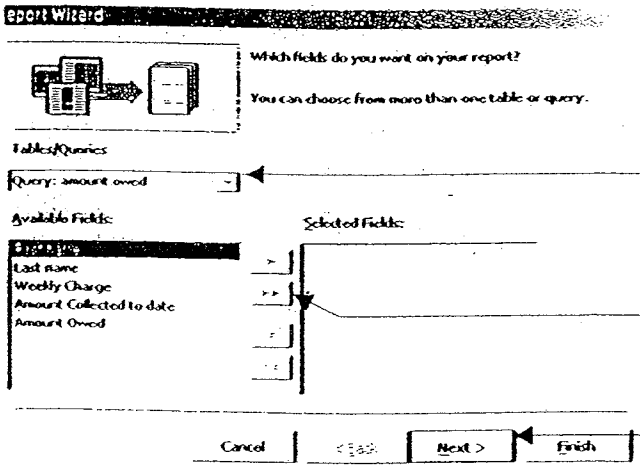
PLEASE…staple the seven skills you completed together in the order you did them with #2 on the top and #7 on the bottom. Place them in the hand-in binder. THANK YOU!!

Reporting Data



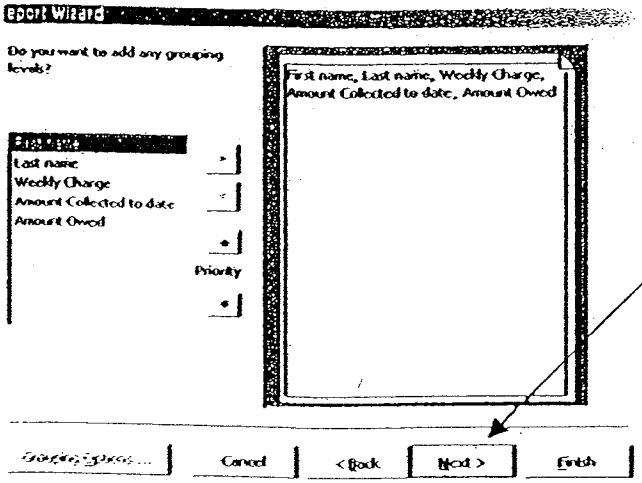
In the *Objects window* on the far left side of the screen, Click on the *Reports* choice, then click the *New* button.

Choose the *Report Wizard* option and click the OK button.



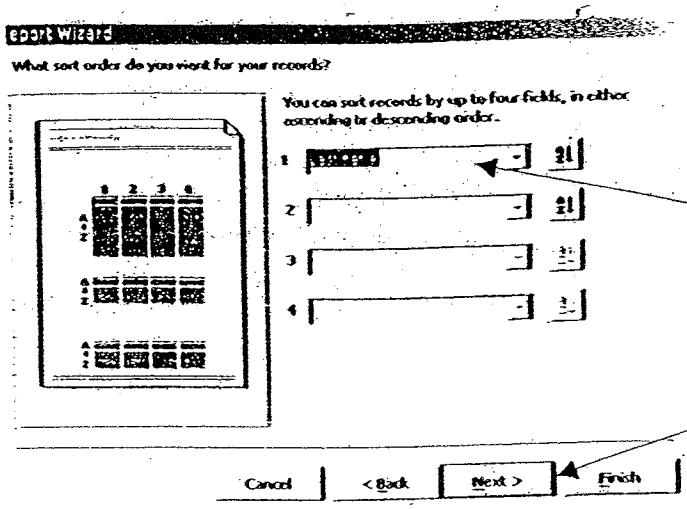
On the Report Wizard window, be sure you have the *Query* selected.

Move all the fields to the Selected Fields window by pressing the *double right arrows*. Press *Next* to continue.



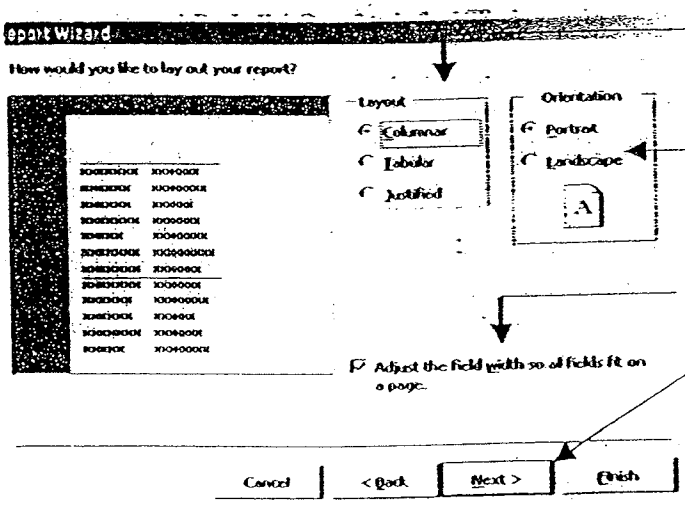
For this particular report, we don't need any grouping, so press the *Next* button.

Reporting Data



For the purpose of this report, we want the records displayed alphabetically by last name, so in *blank #1*, click the down arrow immediately to the left of the A to Z button and choose Last name—or, simply type in the letter L and let the computer fill in the blank.

Press the *Next* button.

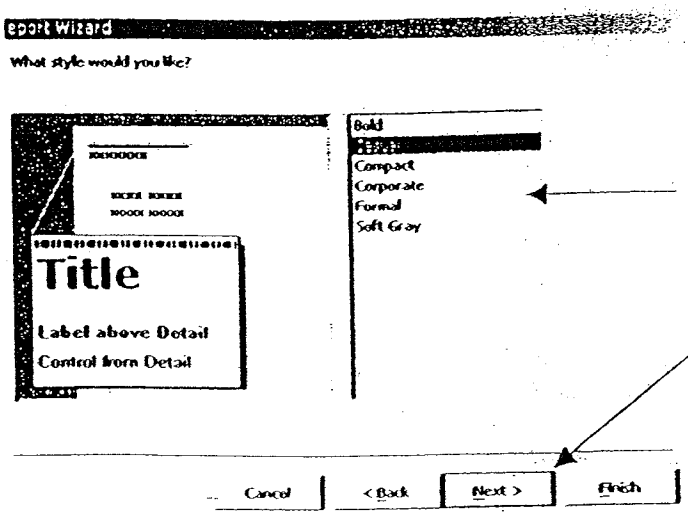


Set the *Layout* to *Columnar*.

Be sure the orientation is set to *Portrait*.

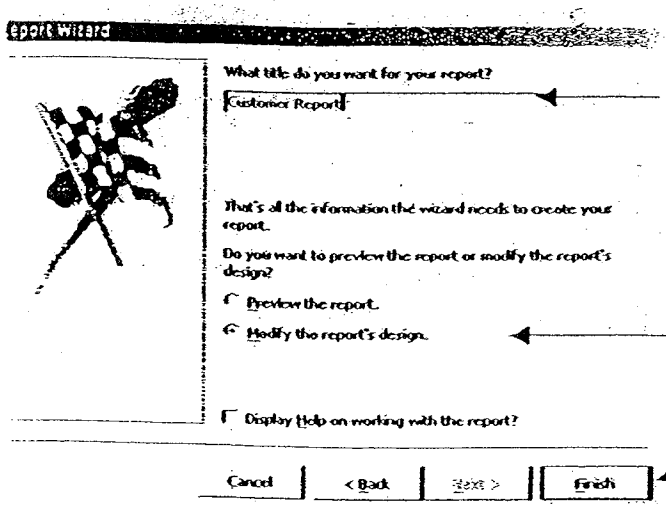
Check to be sure the *Adjust field Width* button is selected

Click the *Next* button.



For this particular report, you can choose the style you want to use for the title. Simply click the *option you prefer* in the right hand window and click the Next button.

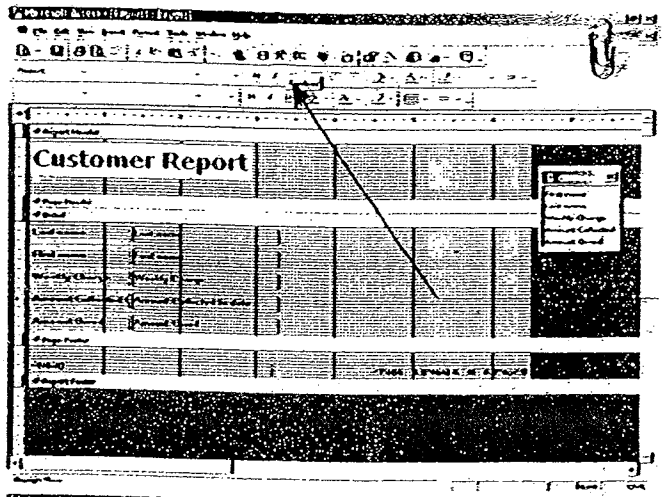
Reporting Data



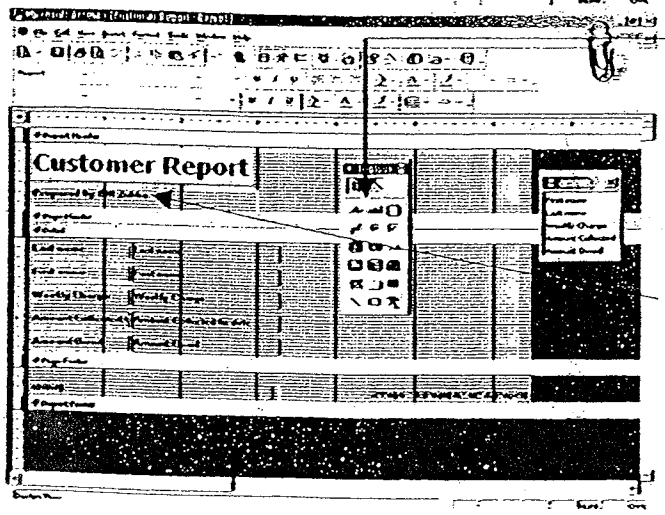
Change the title of this report to **Customer Report**.

Since we are going to want to add your name to the report, be sure you click *Modify the report's design*.

Click the *Finish* button.



The *Report Form window* will appear. We want to add the words PREPARED BY [YOUR NAME] below the report header. To do this, you must activate the *Tool Box*. Find the icon with the tools on the menu bar on top and click it.



Select the *label tool* (*Aa*), click and *drag a text block* the same size as Customer Report immediately below the report header, and type in the phrase, PREPARED BY [YOUR NAME]

Save and print the report.

Customer List

9/9/2003

Skill 2

First Name	Last Name	Street	City	State	Zip	Daily?	Sunday?
Abe	Zilwiger	123 4th St.	Watertown	SD	57201	☑	☑
Yale	Bumblehead	432 1st St.	Watertown	SD	57201	☑	☐
Candace	Xerxes	125 4th St.	Watertown	SD	57201	☐	☑
Walter	Danforth	434 1st St.	Watertown	SD	57201	☑	☑
Eunice	Verfont	436 1st St.	Watertown	SD	57201	☐	☑
Ulster	Fairmont	438 1st St.	Watertown	SD	57201	☑	☑
Greta	Thomas	126 1st St.	Watertown	SD	57201	☐	☑
Samuel	Hooper	128 1st St.	Watertown	SD	57201	☑	☑
Student	*Student	Student	Student	Student	Student	☑	☑

Customer List

9/9/2003

Skill 3

First Name	Last Name	Street	City	State	Zip	Daily?	Sunday?
Student	*Student	Student	Student	Student	Student	☑	☑
Yale	Bumblehead	432 1st St.	Watertown	SD	57201	☑	☐
Walter	Danforth	434 1st St.	Watertown	SD	57201	☑	☑
Ulster	Fairmont	438 1st St.	Watertown	SD	57201	☑	☑
Samuel	Hooper	128 1st St.	Watertown	SD	57201	☑	☑
Greta	Thomas	126 1st St.	Watertown	SD	57201	☐	☑
Eunice	Verfont	436 1st St.	Watertown	SD	57201	☐	☑
Candace	Xerxes	125 4th St.	Watertown	SD	57201	☐	☑
Abe	Zilwiger	123 4th St.	Watertown	SD	57201	☑	☑

Skill 4

First Name	Last Name	Street	City	State	Zip	Daily?	Sunday?	Weekly Charge	Collected
Student	*Student	Student	Student	Student	Student	☑	☑	$5.00	$0.00
Yale	Bumblehead	432 1st St.	Watertown	SD	57201	☑	☐	$3.50	$3.50
Walter	Danforth	434 1st St.	Watertown	SD	57201	☑	☑	$5.00	$3.00
Ulster	Fairmont	438 1st St.	Watertown	SD	57201	☑	☑	$5.00	$5.00
Samuel	Hooper	128 1st St.	Watertown	SD	57201	☑	☑	$5.00	$0.00
Greta	Thomas	126 1st St.	Watertown	SD	57201	☐	☑	$5.00	$0.00
Eunice	Verfont	436 1st St.	Watertown	SD	57201	☐	☑	$1.50	$1.50
Candace	Xerxes	125 4th St.	Watertown	SD	57201	☐	☑	$1.50	$1.50
Abe	Zilwiger	123 4th St.	Watertown	SD	57201	☑	☑	$5.00	$3.00

Customer List

9/9/2003

First Name	Last Name	Street	City	State	Zip	Daily?	Sunday?	Weekly Charge	Collected
Student	*Student	Student	Student	Student	Student	☑	☑	$5.00	$0.00
Samuel	Hooper	128 1st St.	Watertown	SD	57201	☑	☑	$5.00	$0.00
Greta	Thomas	126 1st St.	Watertown	SD	57201	☐	☑	$5.00	$0.00

SKILLS

Skill 6

First Name	Last Name	Weekly Charge	Collected	Amount Owed
Walter	Danforth	$5.00	$3.00	$2.00
Eunice	Verfont	$1.50	$1.50	$0.00
Ulster	Fairmont	$5.00	$5.00	$0.00
Greta	Thomas	$5.00	$0.00	$5.00
Samuel	Hooper	$5.00	$0.00	$5.00
Student	*Student	$5.00	$0.00	$5.00
Abe	Zilwiger	$5.00	$3.00	$2.00
Yale	Bumblehead	$3.50	$3.50	$0.00
Candace	Xerxes	$1.50	$1.50	$0.00

Skill 7

Customer Report

Prepared by Your Name

Last Name	*Student
First Name	Student
Weekly Charge	$5.00
Collected	$0.00
Amount Owed	$5.00
Last Name	Bumblehead
First Name	Yale
Weekly Charge	$3.50
Collected	$3.50
Amount Owed	$0.00
Last Name	Danforth
First Name	Walter
Weekly Charge	$5.00
Collected	$3.00
Amount Owed	$2.00
Last Name	Fairmont
First Name	Ulster
Weekly Charge	$5.00
Collected	$5.00
Amount Owed	$0.00
Last Name	Hooper
First Name	Samuel
Weekly Charge	$5.00
Collected	$0.00
Amount Owed	$5.00

Last Name	Thomas
First Name	Greta
Weekly Charge	$5.00
Collected	$0.00
Amount Owed	$5.00
Last Name	Verfont
First Name	Eunice
Weekly Charge	$1.50
Collected	$1.50
Amount Owed	$0.00
Last Name	Xerxes
First Name	Candace
Weekly Charge	$1.50
Collected	$1.50
Amount Owed	$0.00
Last Name	Zilwiger
First Name	Abe
Weekly Charge	$5.00
Collected	$3.00
Amount Owed	$2.00

Practice Access Problem

You have recently accepted employment at *ezbz Inc.*, a for profit company designed to teach students how to market and sell products from the classroom. Following an intensive training session on Access software, your boss has appointed you the inventory clerk. You are to create a database to keep track of the stock, and report back to the boss at the end of the week. You will need to create the data base, create an entry form, sort the data alphabetically by product, add fields as necessary, filter for products from a specific company, calculate the number of each product on hand, and prepare a report to the boss.

The following inventory data has been provided.

Product	Company	Number ordered	Cost	Selling Price
Stainless Steel Coffee mugs	School Products	100	7.25	10.00
Arrow Coffee Mugs	School Products	500	2.50	5.00
Window Clings	Advanced Photo Studios	1000	.57	2.00
Shoelaces	Shoelaces R Us	250	1.47	3.00
Carabiners	School Products	250	4.90	5.00
* Your name	School Products			

1. • **Create a database called ezbz**, with all necessary fields created
2. • **Create a form** to enter the given data (see table above), and print a copy of the table.
3. • **Sort the data based on product** and print a copy of the table.
4. • **Add a column labeled Number Sold**, enter the given data, and print a copy of the table.

At this point in time, you have sold 72 stainless steel mugs, 250 arrow coffee mugs, 543 window clings, 100 pair of shoelaces, and 212 carabiners.

5. • **Filter for only products provided by School Products** and print a copy of the table.
6. • **Create a new query to add the calculated field *Number on Hand*** and add the formula to subtract Number Sold from Number Ordered and print a copy of the query.
7. • **Create a report that lists the product name and the number of items on hand** and print the results.

Staple all six copies together and turn in.

Enrichment—Find a way to have the computer figure current profit (or loss) on each product. Print a report with this information!

Access Additional Practice

You are helping your local Girl Scout organization with their annual cookie sales. You have been asked to keep track of sales information for them. The data is listed below.

1. Create a data base of the existing information, create an entry form for the data and print the resulting table.

Scout Name	Scout Number	Sugar Cookies	Chocolate Chip	Peanut Butter
Jane	1234	5	3	6
Jill	4321	7	2	9
JoLynne	1543	1	2	3
Jenny	1863	2	7	9
Jackie	1111	8	3	2
Josephine	1000	9	9	7
*Your name				

2. Sort the data base alphabetically by name and print.
3. Add Gingerbread cookies to the table and print

Scout Name	Scout Number	Gingerbread
Jane	1234	5
Jill	4321	3
JoLynne	1543	6
Jenny	1863	7
Jackie	1111	1
Josephine	1000	2
*You		5

4. Filter for all scouts who have sold 5 boxes of Gingerbread cookies and print.

Query → 5. Find the total sales for each scout and print. To find the total add all the cookies together. (Jane's total should be 19)

6. Print a report with the scout's names and total sales. Be sure to include the "Prepared by" and your name.

Staple the copies together in order and turn in!

Access Assessment

This is the test.. DO NOT DO THIS.

You teach a class called Intro to Computer to six students. They have taken three tests. The data is listed below.

1. Create a data base of the existing information, create an entry form for the data, and print the resulting table.

Original Data

First name	Last name	Test 1	Test 2	Test 3
Mary	Jones	82	81	83
Tom	Anderson	77	93	92
Betty	Smith	88	93	0
Fred	Young	50	88	63
Bertha	Butte	33	99	98
You	*You	89	87	0

2. Sort the data base alphabetically by last name and print
3. Add test four and print

First name	Last name	Test 4
Mary	Jones	79
Tom	Anderson	80
Betty	Smith	78
Fred	Young	99
Bertha	Butte	88
You	*You	95

4. Filter for all students who haven't taken test three and print
5. Find the average score for all students and print—Hint—average is found by adding the four tests together and dividing by four. Remember to place the addition in parenthesis.
6. Print a report with the students' names and their averages. Be sure to include "prepared by" and your name.

Staple the six printed copies together and turn in.

Microsoft Access Enrichment

You are the owner of ACME Electronics. You manufacture electronic gadgets. You are trying to keep track of some employee information. Do the following:

1. Create a data base of the existing information, create an entry form for the data, and print the resulting table.

Original Data

First Name	Last Name	Id Number	Employment Status	Parts Produced Week 1	Parts Produced Week 2	Parts Produced Week 3
Sally	Jones	1423	Full Time	125	110	145
Jim	Smith	1009	Full Time	123	115	132
Mary	Olson	1873	Part Time	65	55	72
Burt	Thompson	1109	Part Time	60	57	71
You	*You	1111	Part Time	1	1	1

2. Sort the data base alphabetically by last name and print.
3. Add Parts Produced Week 4 and print

First Name	Last Name	Parts Produced Week 4
Sally	Jones	151
Jim	Smith	149
Mary	Olson	58
Burt	Thompson	59
You	*You	1

4. Filter for all employees who are Full Time and print.
5. Find the Total Parts Manufactured (Add all 4 weeks together)
6. Find the Average Parts Per Week (Divide the Total Parts Manufactured by 4).
7. Print a report with the employee's names and their Average Parts Per Week. Be sure to include who prepared the report.

Staple all reports together (in order) and turn in!

Microsoft Access Enrichment

You have just opened a new gardening service called Hoe! Hoe! Hoe! Your company provides landscaping and yard care services. Through careful word-of-mouth advertising, you have built up a customer base of 3 landscaping clients and 4 yard care service clients. For the sake of record keeping, you include your name last as a yard care client (making a total of 8 customers listed!). As the computer-savvy kind of person you are, you now want to create a database to keep all the pertinent information. [SKILL #1] Once you have entered the data found below, saved it and printed it, you decide you would prefer to have the information in alphabetical order by last name, [SKILL #2] so you sort it and print another copy. Then, you have the computer filter the database for only those people who have yard care services and print. [SKILL #4] Do this much first!

Name		Address				type of service
Edna	Fritzel	222 4th St.	Watertown	SD	57201	yard care
Greta	Hansel	1234 Sycamore	Watertown	SD	57201	yard care
Kitty	Lanyard	14532 32nd Avenue	Watertown	SD	57201	yard care
Mike	Nowyouseeme	1444 14th St.	Watertown	SD	57201	yard care
Candy	Dutenhofer	1234 6th St	Brookings	SD	57006	landscape
Able	Billings	234 5th St.	Watertown	SD	57201	landscape
Ingrid	Jones	231 7th St.	Watertown	SD	57201	landscape
You	*You	Your	Your	Your	Your	yard care

While looking at your printouts, you realize that you could have the computer do your math for you if you were to add fields [SKILL #3] for cost per hour and another for hours worked, so you do so with the data found below. Remember to save and print it. Once this data is entered, you want a list of all clients by first and last name, the type of service they have, the cost per hour, the number of hours, and a query to figure out what they owe. [SKILL #5] Print this much out.

Customer		cost per hour	hours worked
You	*You	$9.50	5
Able	Billings	$15.50	18
Candy	Dutenhofer	$15.50	24
Edna	Fritzel	$9.50	6
Greta	Hansel	$9.50	8
Ingrid	Jones	$15.50	13
Kitty	Lanyard	$9.50	7
Mike	Nowyouseeme	$9.50	6

Finally, it is time to check with the auditor, so you need to create a report [SKILL #6] of the query in columnar form titled ***Hoe! Hoe! Hoe! Records*** with your name immediately beneath the title. Print this report. When finished, you will have six different printouts. Place them in order by skill, staple them, and hand them in.

Access Babysitting Database

Imagine that you have taken a job babysitting this summer. You will need a way to keep track of the total amount of money you make. Do the following:

1. Create a data base of the existing information, create an entry form for the data, and print the resulting table. Be sure for your information you put your first initial and your last name. For example, I would put *Lkranz. Also, make sure you adjust your field size before printing and check to see if it fits on one page.

Original Data

Family Name	Number of kids	Cost per Hour	Hours Week 1	Hours Week 2	Hours Week 3	Hours Week 4
Johnson	1	1.75	10	10	15	10
Smith	2	4.00	40	40	45	30
Jones	3	6.00	20	30	20	35
Anderson	4	8.00	15	40	15	20
*You	3	2.00	5	5	5	5

2. Sort the data base alphabetically by family name and print.
3. Add fields Hours Week 5, Hours Week 6, and a Paid field with the information below and print a new copy of the table. Be sure to adjust your fields and make all information fit on one page before printing.

Family Name	Hours Week 5	Hours Week 6	Paid
*Lkranz	5	10	Yes
Anderson	40	10	No
Johnson	15	10	Yes
Jones	0	10	Yes
Smith	25	10	No

4. Filter for all families that have paid their bill.
5. Find the Total Hours and the Total Bill in one query. Be sure to adjust all column widths and print on one page.
6. Print a report with the family names and their Total Hours and Total Bill. Be sure to include who prepared the report.

Staple all reports together (in order) and turn in!

PowerPoint

PowerPoint
This is Slide #1

by Mrs. Roby

Slide #2

This is a slide show—the slides are guides
Font size and text boxes
Backgrounds and color combinations
Graphics
Animation and Sounds
Hyperlinks
Run the show
Print
More is not always better!!!

Slide #3

- Font size
  - Readable from all over the room
  - At least 24 point
  - Colored Text
- Text boxes—layouts
  - bullets

This is a separate text box

Slide #4

- Backgrounds
  - Format to background
  - Color schemes and combinations
  - Fill effects
  - Picture backgrounds
  - Design vs original

Slide #5

- Graphics
  - From clipart
  - From file--browse

Slide #6

- Animation and sound
  - Effect options
  - Order and timing
- Slide Transitions

More is not always better!!!

Slide #7

- Hyperlinks
  - Create a table of contents
  - Link to the appropriate slide

Slide #8

Run the slide show
*three ways

Slide #9

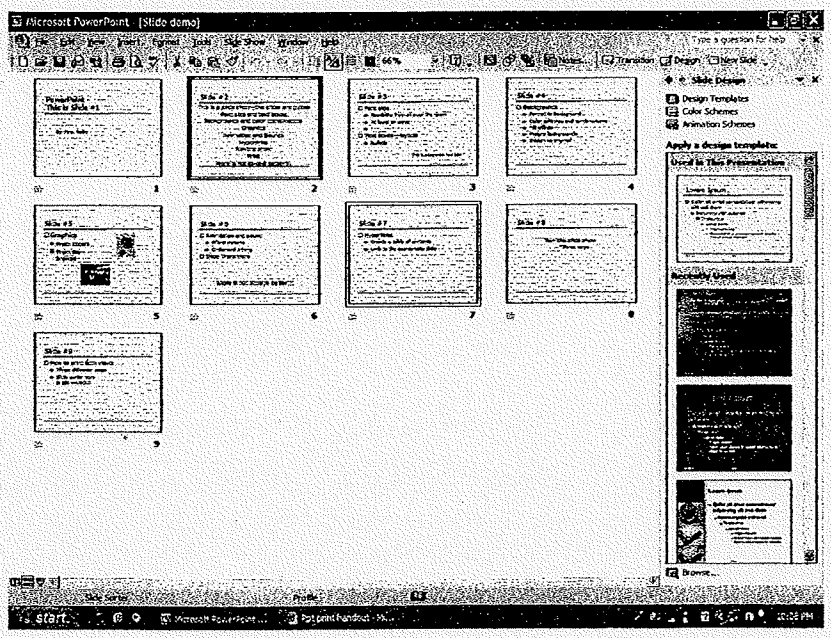
- How to print both views
  - Three slides per page
  - Slide sorter view
    - SEE HANDOUT

How to print the slide show—three slides to a page:

1. Pull down file to print
2. Find the "Print What" window 2/3 down the page and change from "slides" to "handouts"
3. Find the "handouts" window to the right of "Print What" and change to 3 slides per page
4. Say OK to print

How to print the slide sorter view:

1. Choose the Slide Sorter View
2. Click the PrtScrn (print screen) button in the upper right part of the keyboard—nothing will appear to happen
3. Open a new Word document
4. Right click on the window and choose paste
5. Place a header on your document
6. Print the document and staple to the back of your slides printout



PowerPoint Problem #1

Create a PowerPoint presentation on any topic of your choice (as long as it is legal, moral, and in good taste according to the instructor). The presentation must be minimally 5 slides in length. The slide show must contain transitions between the slides. Each slide must contain text, at least one graphic (taken from clipart, the internet, or the digital camera), at least one animation and one sound set under custom animation, and a visible background with an attractive appearance. Each student must be prepared to present this slide show to the class. (there is no time limit for this presentation) Your presentation needs to include a verbal introduction to the slide show, the slide show itself, and a verbal conclusion to the slide show. You may use slides to help introduce and conclude the slide show, but they must be in addition to the 5 content slides in your presentation. Print both copies of your slide show—the three slides per page copy and the slide sorter view. Keep these copies in your binder until you present your slide show to the class. This presentation will be graded with the rubric on the following page.

PowerPoint Problem Rubric

INTRODUCTION						
	5	4	3	2	1	
Attention Grabber						
PRESENTATION						
	5	4	3	2	1	
Five slides						
Slide transitions						
Background						
Text						
Animation						
Sound						
Graphics						
Appearance						
CONCLUSION						
	5	4	3	2	1	
Related back to Intro						
TOTAL POINTS						

NAME

Printouts needed—both views:

three slides per page ☐

slide sorter view ☐

PowerPoint Assessment

This assessment will check for the following skills:

Load PowerPoint software	Add text	Apply a slide layout
Create a new slide show	Add animation	Add graphics
Create a slide	Incorporate sounds	Apply slide transitions
Apply a background	Create hyperlinks	Use an intro and conclusion

TASK:
Teach the class how to perform a certain task. The task must be one that can be learned by listening and watching you and your presentation. The task must be in good taste. The slide show must be minimally 7 slides long, with slide #1 being your opening slide used during your verbal introduction. Likewise, slide #7 should be your closing slide, used with your verbal conclusion. Use the rubric on the following page to help determine what must appear on all slides.

Slide #	Requirement	Yes	No
1 Intro	Contains name of task to be demonstrated		
	Contains attractive background		
	Contains appropriate graphic		
	Contains name of presenter		
	Contains custom animation and sound		
2 TOC	Contains transition into slide		
	Allows for hyperlink activity		
	Contains attractive background		
	Contains text block		
	Contains appropriate graphic		
	Contains custom animation and sound		
3 Content	Contains transition into slide		
	Contains attractive background		
	Contains text block		
	Contains appropriate graphic		
	Contains custom animation and sound		
4 Content	Contains transition into slide		
	Contains attractive background		
	Contains text block		
	Contains appropriate graphic		
	Contains custom animation and sound		
5 Content	Contains transition into slide		
	Contains attractive background		
	Contains text block		
	Contains appropriate graphic		
	Contains custom animation and sound		
6 Content	Contains transition into slide		
	Contains attractive background		
	Contains text block		
	Contains appropriate graphic		
	Contains custom animation and sound		
7 Concl	Contains transition into slide		
	Contains attractive background		
	Contains summary text		
	Contains appropriate graphic		
	Contains custom animation and sound		
Introduction	Captures audience attention		
	Leads into topic		
Conclusion	Summarizes main points		
	Relates back to introduction		

Printouts needed—both views:

PowerPoint Enrichment

Task—Test the knowledge of PowerPoint software on any student

Process:

Create a PowerPoint presentation that tests any student's knowledge on PowerPoint. You must have an introductory slide explaining what they will be doing. You must include a hyperlink button to move to the next slide. You must have five questions. The test questions must deal with any aspect of the creating process (how to create a slide, how to animate a slide, how to hyperlink, etc. The questions may be true/false or multiple choice. Each slide must be hyperlinked in the following manner:

- If the answer they click is right, hyperlink them to the next question
- If the answer they choose is wrong, hyperlink them to a page that explains the right answer and then asks them to move on the to the next question.

Each slide must contain graphics of some kind (word art is considered a graphic), text, and animation. Make each slide as attractive as possible.

Media Partners Project

With the development of digital broadcasting resources, South Dakota Public Broadcasting is increasing its capacity on the Internet. Simply put, they have more space/time than content they can create to fill it! They believe there are many potential benefits in creating a "media partnership" with the students of Watertown High School.

Project Summary

Utilize the skills of Watertown High School students to create multimedia presentations with audio/video components that meet specific content and production guidelines, which can be co-distributed by SDPB.

Content Ideas and Guidelines

People - Students, teachers, family members, or people within the community with a unique achievement, accomplishment, or contribution to the school or community. (Camera can not leave school!)

Things - Unique events with the school or community, and school or community icons

Peer to Peer – Students talking to students about life style, life experience, advice, trends, and promoting a successful high school experience and personal growth and development.

You will create a media partnership presentation with PowerPoint and Movie Maker. The PowerPoint will contain all details necessary to develop an understanding of the importance of the topic you have chosen. The key component will be an embedded video created using photos and video clips captured using the HP Photosmart Digital Camera and edited with Windows Movie Maker. Creativity and attention to detail is mandatory as this presentation will be available to be viewed by all people logging on to the SDPB website.

Media Partners PowerPoint to Video must include these items:	**5 points per Item**	
PowerPoint	Yes	No
The PowerPoint is well designed	☐	☐
The PowerPoint is well organized	☐	☐
The PowerPoint contains no grammatical errors	☐	☐
The PowerPoint contains no punctuation errors	☐	☐
The PowerPoint contains classroom appropriate content and is factual	☐	☐
The forwarded presentation folder is properly named/contains all data necessary to present.	☐	☐
PowerPoint Components	Yes	No
The topic is identified	☐	☐
The topic is well defined	☐	☐
The impact on community, school or students is identified	☐	☐
Reinforces issues addressed in the video	☐	☐
The PowerPoint has the video embedded in a slide	☐	☐
The last slide includes appropraite credit to used copyright material and people interviewed.	☐	☐
Presentation		
The presentation lasted between 5-10 minutes	☐	☐
There was a verbal introduction	☐	☐
There was a verbal conclusion	☐	☐
The presentation was well practiced	☐	☐
	5 points per Item	
Commercial Production Components	Yes	No
Includes voice audio in video production	☐	☐
Includes audio music background (volume adjusted)	☐	☐
Includes additional pictures that support the video production	☐	☐
Includes video effects (theme related and are a minimal distraction)	☐	☐
Includes video/audio transitions (appropriate, minimal distraction, and consistent)	☐	☐
Effective use of Font, Size, Color, and Text Effects	☐	☐

This is a professional presentation for SDPB. Not your peers! Have fun but be appropriate when completing various components of this project.

Compatible Audio, Video and Image Formats for Windows Movie Maker
Audio Formats: WMA and MP3 | Video Formats: AVI and MPEG | Image Formats: JPG, BMP and GIF

Preplanning:

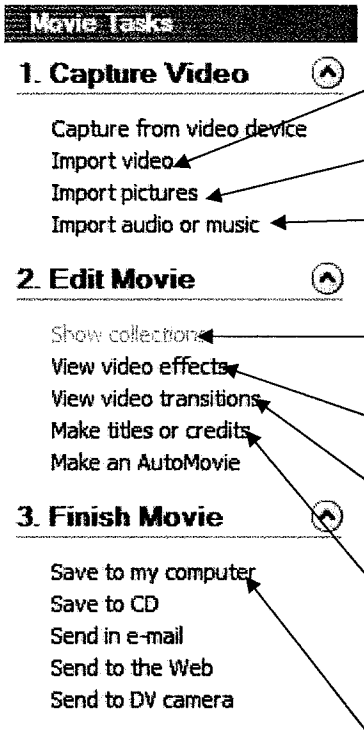
- Create a folder on you desktop named "username_media_project"
  feiningc_media_project
- Cut, copy or save all files that will be used in the project here
- Rename all files to minimal names, example: Copy of 10 Favorite Song.mp3 to song_1.mp3
  Copy of 10 Favorite Song.mp3 Renamed to song_1.mp3
- This folder will not be backed up since it is not in your Home Directory because of file size issues

Open Windows Movie Maker:

- Click on "start" start, "All Programs" All Programs, "Windows Movie Maker" Windows Movie Maker
- After Movie Maker is open, save the project in the folder (previously created) as "username_media_project_video"
  feiningc_media_project_video.MSWMM (This is not a movie, it is the working file that the movie is built in, it can not be played in Windows Media Player and cannot be sent to the WSD: Drive or to people via Email)
- ***SAVE OFTEN!!!!!!!!! WINDOWS MOVIE MAKER CAN BE A PAIN IF FILES ARE NOT SETUP RIGHT!!!!!!!!!!!!***

Navigating within Windows Movie Maker – Movie Tasks:

- First, click on "Show Timeline" Show Timeline to view the timeline components
- Click on "Task" Tasks located near the top/center of the screen to view tasks that can be completed



Click to import video clips from the working folder into **Collections**. These clips can be dragged down onto the "Video" section of the **Timeline** and edited.

Click to import pictures from the working folder into **Collections**. These pictures can be dragged down onto the "Video" section of the **Timeline** and edited.

Click to import audio files from the working folder into **Collections**. These audio files can be dragged down onto the "Audio/Music" section of the **Timeline** and edited.

Click to view your video, picture, and audio collections after they have been imported. Click Collections and Tasks at the top to view between Tasks and Collections.

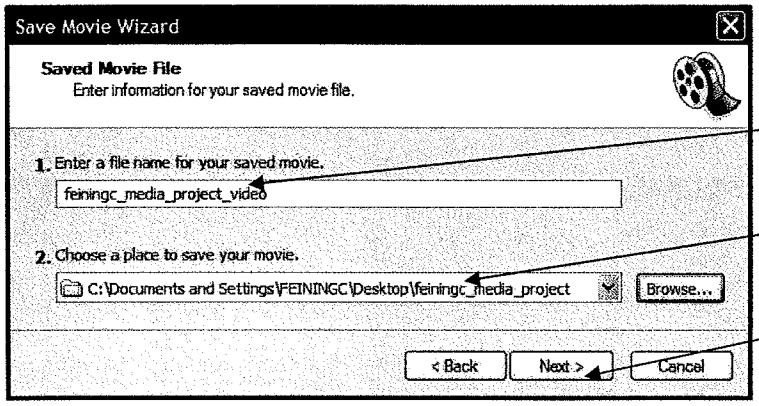
After dragging clips onto the **Timeline,** click to view the **Video Effects**. These can previewed in the **Preview Window** then dragged onto video clips or pictures in the **Timeline** to change their appearance.

After dragging clips onto the **Timeline,** click to view the **Video Transitions**. These can previewed in the **Preview Window** then dragged between video clips or pictures in the **Timeline** to create a transition between clips.

After dragging clips onto the **Timeline,** click to add text to the movie. These can be put before, on or after video clips and pictures. You can change the animation, font, size, font color and background. If placed on the selected clip it will be located in the "Title Overlay" section of the **Timeline.** If placed before/after the selected clip it will be located in the "Video" section of the **Timeline.**

This is the final step in creating a movie. You must do this to create a movie that can be play in Windows Media Player. This step takes the working **Timeline** and creates a WMV file. Refer to the **Finish Movie** section of this handout.

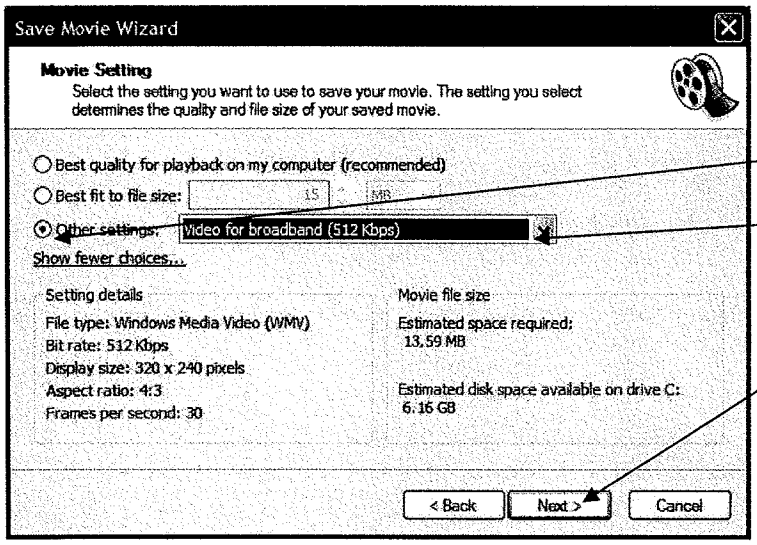
- Complete the Movie Maker tasks in this order (Use the "**Timeline**" view **NOT** the "**Storyboard**" view):
  - **Movie Tasks - 1. Capture Video**
    - Import videos, pictures and music.
    - Drag videos, pictures and music into the **Timeline**
  - **Movie Tasks - 2. Edit Movie**
    - Drag **video effects** onto video clips and pictures on the **Timeline**
    - Drag **video transitions** between clips
    - Add text before/after and on clips.
  - **Movie Tasks - 3. Finish Movie**
    - Follow these steps to convert the project into a compiled viewable video
    - Click "Save to my computer" Save to my computer



Enter the name you want your video to have. An example is: feiningc_media_project_video

Browse for the working folder where all your working files are. This is where the compiled video will be created.

Press next to go to the next screen

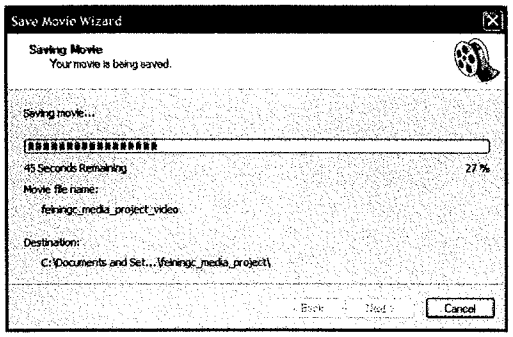


Click on Show more choices... to view these options

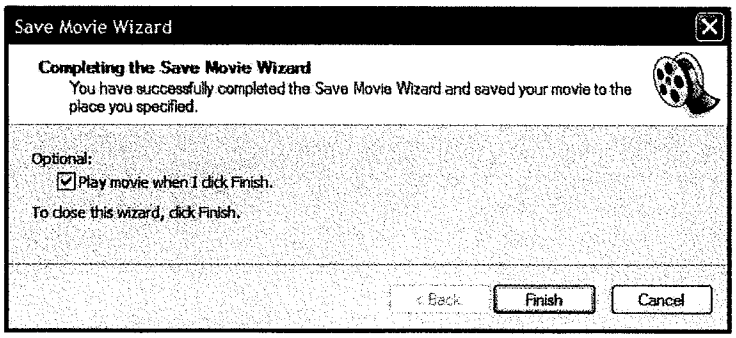
Select "Other Settings"

Select "Video for broadband (512 kbps)"

Press next to go to the next screen



In this screen Movie Maker takes all the video clips, pictures, music and text and converts it into a Windows Media file that will play in a media player. This file can be forward to the WSD: Drive or sent in an Email.

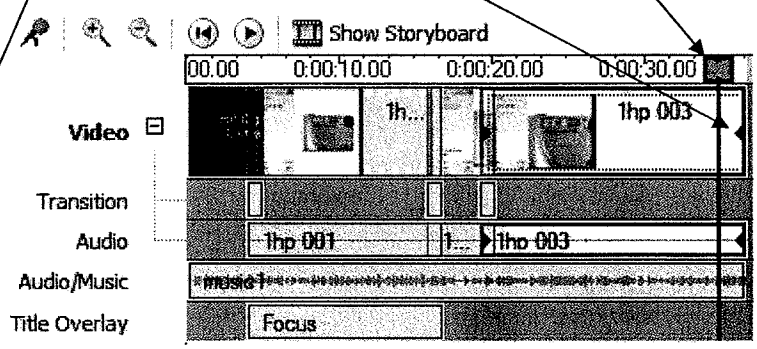


The movie is now compiled and can be viewed in the folder we created in the preplanning section and was selected at the beginning of **Movie Task 3 – Finish Movie**.

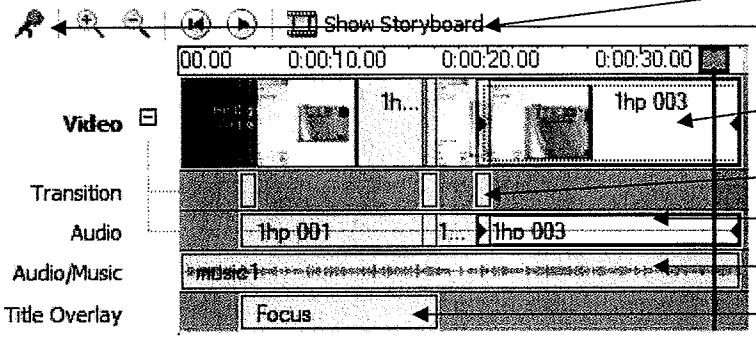
Tools within Windows Movie Maker – Preview Window:

Press the **Play/Pause** button to preview the movie, transitions and video effects. Use the **Pause** button rather than the **Stop** button while editing clips to prevent the movie from starting over (from the beginning) when you press **Play**.

Press to split the selected clip at the current frame. This is used when working with videos and audio. You can remove excess footage or music.



Windows Movie Maker – Timeline:



Click to change to **Storyboard** or **Timeline** view

Create a narration with this button

Video clips, pictures dragged down from the **Collections** and before/after text

Transitions dragged down from the **Video Transitions**

Audio that was recorded with the video clip

Music that was dragged down from the **Collections**

Text that overlays video clips

Slideshow Safety

I have been to my share of conferences and have sat through my share of workshops. Increasingly presenters, both professional and from the field, are coming armed with computerized slide shows. And I have seen the good, the bad, and the truly ugly uses of these things. Hey, I've MADE good, bad and ugly computerized presentations myself! Unfortunately, most computer technology comes only with how-to instructions, rarely with how-to-do-it-safely instructions. Since slideshows are usually public (presented) and noticeable, I am offering some safety tips for you as a presenter:

1. Have something to say. Pretty pictures and lots of technology will never make up for the lack of interesting ideas and useable information. You can put all the pretty clothes on your dog you want, but he's still a dog.

2. Organize it. My English classes taught me to get a message across. In a talk you have to tell the audience what you are going to tell them, tell them, and then tell them what you just told them. Good presenters use an outline to put their talks together logically. Use an introduction to the topic, then talk about the topic information, and use a conclusion! And then use graphics, colors, or other on-screen guides to help the audience stay on track and enhance the presentation.

3. Don't let the slides be the show. The slide show should always be the second banana in any presentation. You, the human one, need to be the focus of the audience's attention. That means things like eye contact, enthusiasm, gestures, vocal variety, practice, and other basics of good public speaking are still as important as ever. Stand off to the side of the screen when you present. Use a remote so you can get closer to your audience. And PLEASE don't turn around to read the slides off the screen. Think about it: would you rather the world was looking at your face or your backside?

4. Use a good projector. Poor projectors, especially LCD panels, require a room to be very dark. Dark rooms induce sleep. Enough said.

5. Use good slide formatting techniques. Here are some very basic rules of thumb about slide formatting:

- Never have more than five lines of text on a slide with more than 5 words in each line. Less is more.
- Always use font sizes of at least 24 point for text and headlines of at least 36 point. Bigger is better.
- Cute fonts are hard to read. Plain fonts are easy to read.
- Use high contrast colors and simple backgrounds. Make the message jump out.
- Never sacrifice readability for style.

6. Don't go overboard on special effects. Like any kid with a new toy, I had to try out all the bells and whistles that came with my presentation software: sound effects, music, animations, cute graphics, and spiffy transitions. And, boy, did I get comments about my presentations! The problem was that the comments were not about my topic, they were about the special effects. Attention-getters when used sparingly really do get people's attention. But don't over do it.

7. Use graphics for a purpose. We forget that many, many adults as well as children are primarily visual learners. And for all of us, a good graphic image can communicate a concept with more impact than words alone.

8. Proofread. Spelling errors in 48-point type projected 3 feet tall are lots more embarrassing than spelling errors in 10-point type on a page. And please remember that spell checkers don't catch everything.

9. Practice. Most of us get nervous enough having to talk in front of a bunch of people. Add to that situation the often-unpredictable nature of technology, and you have a recipe for big-time stress. There are a couple of things you can do to minimize the terror. First, practice using the computer and projector. Second, practice giving your presentation.

10. Have some fun! Handouts with views of each slide are a good back-up. You can put notes on the handouts to use when you present.

Websites to use for PowerPoint

For sounds:

www.ilovewavs.com

http://frogstar.com/wav

Or search for "free wav files"

For graphics:

www.animfactory.com

www.animation-central.com

www.animationlibrary.com

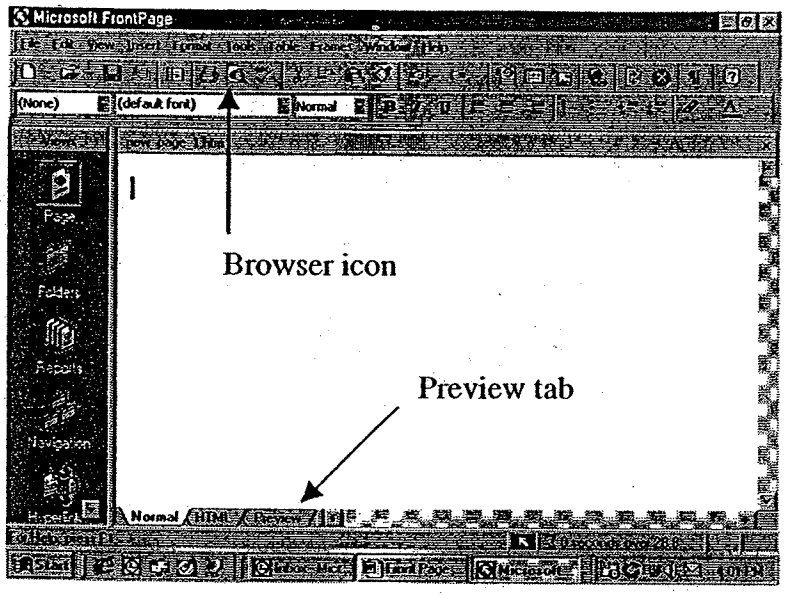
Front Page

web authoring software

Front Page Directions

1. Load in the FrontPage program from the tool bar. (It is the blue box with an arrow on a circle in it—when you place your mouse pointer on it, it will say Frontpg.)

2. Notice the page that opens.



3. Use the page as you would a word processor. Simply create the page you want. Remember to save frequently and **always save before you preview** the page.

4. To preview the page, either click the Preview tab in the lower left corner of the page or click the icon labeled Preview in Browser on the format tool bar. (Located between the printer and the spell check icons). **The second option is probably the best.**

5. Use the toolbars to set the font size and style to your liking. Format the text and background color so it is visually appealing. (You will locate these options by going to format to background.)

6. To set hyperlinks within the page itself (internal) or to an existing web site (external).

   A. Internal Link
      1. Highlight the target (the location to which you want to go)
      2. Click the Insert menu option
      3. Click the bookmark option
      4. Name the bookmark appropriately and press return
      5. Highlight the link (the item you will click on to go to the bookmark)

6. Click the Link icon on the toolbar (the globe with two chain links below it)
7. Click the bookmark option on the bottom of the page and select the appropriate bookmark.
8. Check to see that the program has responded correctly. The bookmark (target) should be underlined with a broken line. The link should have changed color and be underlined with a solid line. Click either the preview tab or the browser button to see if it works. If you click on a link, does it take you to the bookmark (target)? If the answer is yes you have been successful.

B. External Link

1. Highlight the link text (or picture).
2. Click the link icon on the tool bar (the globe).
3. In the URL line, type in the internet address of the web link to which you want the computer to go.

FrontPage Assignment #1 ← Enrichment

Design a recipe web page which contains any four of the eight recipes given. The page must meet the following requirements:

1) Background is changed from original form—must be subtle!
2) Introduction must explain what the page will do
   a. Will give them a choice of four different recipes
   b. Will give ingredients
   c. Will give directions
   d. Encourages e-mail response once the recipe has been tried
   e. Includes a picture of the author of the page
3) Introduction links to table of contents
4) Table of contents links to and from four recipes or to a "quit" window
   a. recipes must be isolated
   b. ingredients must be entered in table form
   c. directions must be written in paragraph form
   d. graphics must be included
   e. e-mail link must be included
5) "quit" page thanks them for running the program and directs them to two outside links—www.floras-hideout.com/recipes and www.epicurious.com

Enrichment: author tries one of the recipes and shares results of the trial with the class.

FrontPage Assignment #2

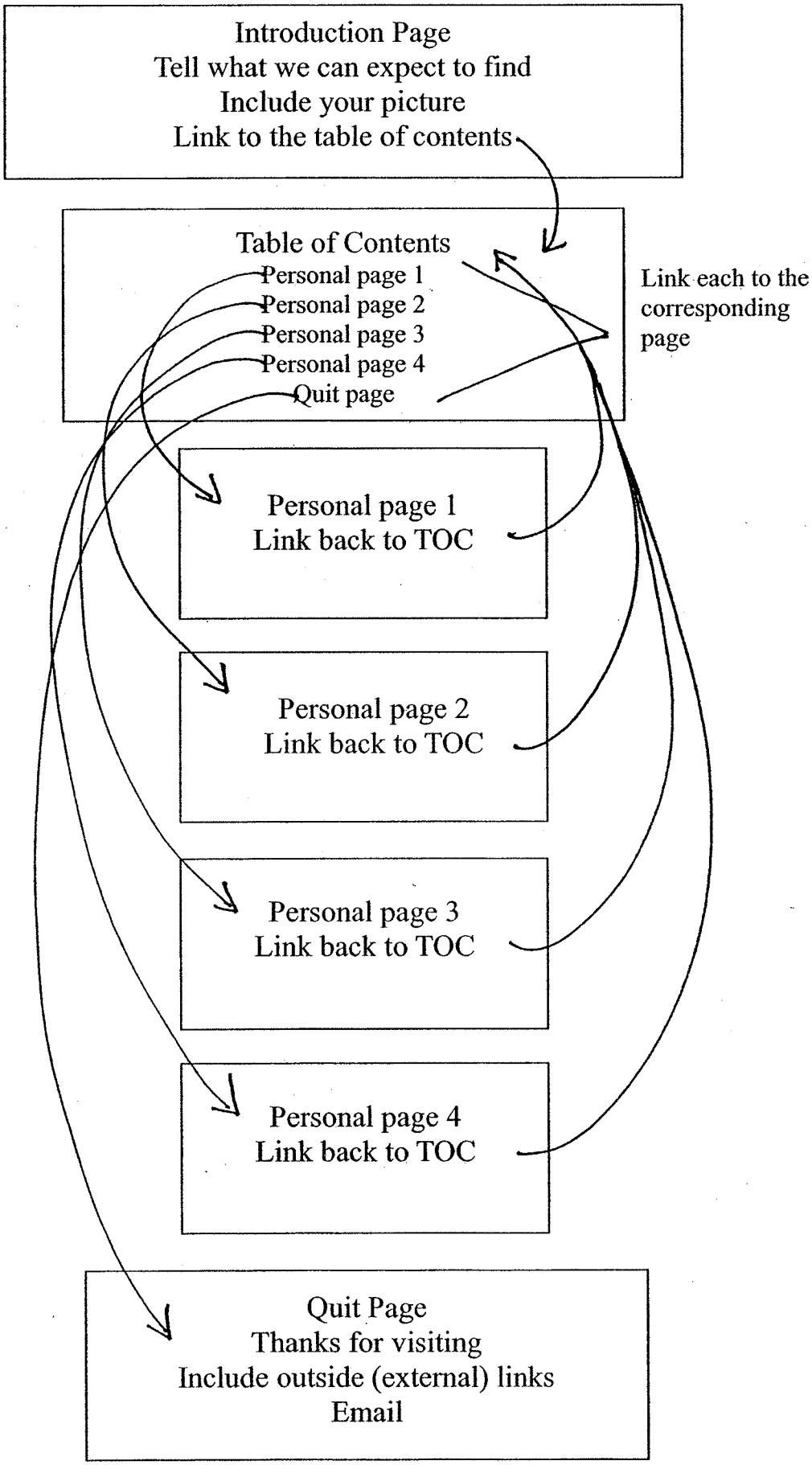
Create a personal web page. This page must meet the following criteria:

- Must contain an introduction
- Must contain a menu to at least 4 separate "descriptions" of you, each of which must be a separate page with changed backgrounds
- Must contain appropriate links between pages
- Must contain a "links" page that includes internet sites you think are good (each of which must be legal, moral, and in good taste according to the instructor—if you have questions, ask!)
- Must contain a concluding page thanking them for visiting and encouraging them to e-mail you.

This Page WILL NOT BE PUBLISHED! You should NEVER place personal information on the web that contains where you live or how to get in contact with you.

Format this page so it is as attractive as you can make it! Experiment with backgrounds, sounds, etc.

Personal Page Assignment—seven different pages



Recipe Page Assignment—all one page

Introduction Section
Tell what we can expect to find
Include your picture
Include a link to the table of contents
(return several times)

Bookmark-> Table of Contents
Recipe 1
Recipe 2
Recipe 3
Recipe 4
Quit page (return several times)

Link each to the corresponding section (use the arrows)

Bookmark-Recipe 1
Use rubric for specifics
Link back to TOC
(return several times)

Bookmark-Recipe 2
Use rubric for specifics
Link back to TOC
(return several times)

Bookmark-Recipe 3
Use rubric for specifics
Link back to TOC
(return several times)

Bookmark-Recipe 4
Use rubric for specifics
Link back to TOC
(return several times)

Bookmark-Quit Section
Thanks for visiting
Include outside (external) links
Email

Personal Page

Skills	Requirement	Yes	No
Background	Is the intro page background attractive and easy on the eye		
	Is there a different background for each subsequent page		
	Do text and graphics show up well on all backgrounds		
Intro Page	Does it explain what the page will do		
	Does it link to the table of contents		
	Does it contain name of the author		
	Does it contain a picture of the author		
	Is it isolated		
Table of Contents	Does it identify itself		
	Does it list 4 personal options		
	Does it list a quit option		
	Is it linked to each personal page and the quit page		
	Is it isolated		
Personal Page #1	Is page attractively formatted		
	Is page grammatically correct with no spelling errors		
	Are graphics included		
	Is the page linked back to the table of contents		
	Is it isolated		
Personal Page #2	Is page attractively formatted		
	Is page grammatically correct with no spelling errors		
	Are graphics included		
	Is the page linked back to the table of contents		
	Is it isolated		
Personal Page #3	Is page attractively formatted		
	Is page grammatically correct with no spelling errors		
	Are graphics included		
	Is the page linked back to the table of contents		
	Is it isolated		
Personal Page #4	Is page attractively formatted		
	Is page grammatically correct with no spelling errors		
	Are graphics included		
	Is the page linked back to the table of contents		
	Is it isolated		
Quit Page	Does it thank viewers for running your program		
	Does it link to two outside websites		
	Does it offer the author's email address		
Assignment Folder	An assignment folder is created		
	The FrontPage document is saved in folder		
	Backgrounds, graphics, sounds, etc are in folder		
	Document is error free—grammar and spelling		

Skills	Recipe Page Requirement	Yes	No
Background	Is it visibly changed		
	Is it attractive and provide easy viewing (subtle)		
	Do text and graphics show up well on it		
Intro Section	Does it explain what the page will do		
	Does it link to the table of contents		
	Does it contain name of the author		
	Does it contain a picture of the author		
	Is it isolated		
Table of Contents	Does it identify itself		
	Does it list 4 recipes		
	Does it list a quit option		
	Is it linked to each recipe and quit option		
	Is it isolated		
Recipe #1	Are ingredients entered in table form		
	Are directions written in paragraph form		
	Are graphics included		
	Is there a link back to the table of contents		
	Is it isolated		
Recipe #2	Are ingredients entered in table form		
	Are directions written in paragraph form		
	Are graphics included		
	Is there a link back to the table of contents		
	Is it isolated		
Recipe #3	Are ingredients entered in table form		
	Are directions written in paragraph form		
	Are graphics included		
	Is there a link back to the table of contents		
	Is it isolated		
Recipe #4	Are ingredients entered in table form		
	Are directions written in paragraph form		
	Are graphics included		
	Is there a link back to the table of contents		
	Is it isolated		
Quit Option	Does it thank viewers for running your program		
	Does it link to two outside websites		
	Does it offer the author's email address		
Assignment Folder	An assignment folder is created		
	The FrontPage document is saved in folder		
	Backgrounds, graphics, sounds, etc are in folder		
	Document is error free—grammar and spelling		

Peanut Bars

1 large jar dry roasted peanuts
1 bag minature marshmallows
1 pkg. peanut butter chips
3 Tbs. butter
1 can sweetened condensed milk

Generously butter a 9X12 cake pan.
Sprinkle half the nuts into the pan.
In microwave, melt chips and butter for 2 min.
Add sweetened condensed milk and blend.
Pour over marshmallows and stir to coat.
Press marshmallow mixture onto peanuts.
Sprinkle remaining peanuts on top.
Refrigerate for 4-24 hours and serve.

Chocolate Chip Cookies

1 cup butter
1 cup Butter Flavored Crisco
2 cups white sugar
2 cups brown sugar
2 tsp. vanilla
4 eggs
4 cups flour
5 cups oatmeal
2 tsp. soda
2 tsp. baking powder
1 tsp. salt
2 12 oz pkg. chocolate chips

Cream shortening and butter.
Add sugar and beat until mixed.
Add eggs and beat until fluffy.
Add vanilla.
In separate bowl, combine 2 cups flour and 2 cups oatmeal.
Add 1 tsp. salt, soda, and baking powder.
Stir until well mixed.
Add remaining flour and oatmeal.
Add 1 tsp salt, soda, and baking powder.
Stir until well mixed.
Add liquid ingredients.
Stir until well blended.
Add chocolate chips and stir.
Bake at 375° for 7-9 minutes until done.

Caramel pull-aparts

Serves 12

3 pkgs. refrigerated buttermilk bisquits

1 cup sugar

3 Tbs. cinammon

1 cup dark brown sugar

1/2 cup cream

1/3 cup vegetable oil

Preheat oven to 350°.
Generously grease a heavy Bundt pan.
Separate bisquits.
Shake each bisquit in cinammon/sugar mix.
Stand on end in Bundt pan.
Mix brown sugar, cream, and oil.
Pour over top of bisquits.
Bake for 30 minutes.
Let cool slightly and invert on serving plate.

Rhubarb-blueberry jam

7 cups cut rhubarb

3 cups sugar

1 can blueberry pie mix

2 small packages raspberry jello

Combine rhubarb, blueberries, and sugar. Let stand 15 minutes.
Bring to boil and boil 12 minutes.
Remove from heat and add jello.
Place in sterilized jar and seal.

CHOCOLATE BROWNIES

95% would make it again

RATE THIS RECIPE

READ REVIEWS

"The Farm of Beverly Hills has the most incredible, delectable giant brownies!" says Cindy Grand of San Francisco, CA. "They taste more like fudge with a light, crunchy surface. Would you help me get the recipe?"

These are probably the fudgiest brownies we've ever tried—in fact, they seemed too rich to serve in giant squares, so we've cut them smaller. They taste even better the day after they're baked.

Active time: 20 min Start to finish: 3 hr

3 sticks unsalted butter, cut into pieces
12 oz fine-quality bittersweet chocolate (not unsweetened), chopped
6 large eggs
1 1/4 cups cake flour (not self-rising)
1 cup plus 2 tablespoons unsweetened cocoa powder (not Dutch process)
3 cups sugar
1/2 teaspoon salt

Preheat oven to 350°F. Butter and flour a 13- by 9- by 2-inch metal baking pan, knocking out excess flour. Melt butter with chocolate in a large metal bowl set over a saucepan of barely simmering water, stirring until smooth. Remove bowl from pan and whisk in eggs, 1 at a time. Sift together flour and cocoa powder in a separate bowl and stir into batter with sugar and salt. Pour batter into pan and bake in middle of oven until top is firm and a tester inserted into center comes out with crumbs adhering, 40 to 45 minutes. Cool completely in pan on a rack, about 2 hours, before cutting into 20 squares.

Cooks' note:
• Brownies keep, layered between wax paper in an airtight container, 5 days.

PISTACHIO BREAD

1 pkg. white cake mix
1 pkg. pistachio pudding mix
4 eggs
1/4 cup oil
1/2 cup water
1 cup dairy sour cream
1/2 cup chopped cherries
1/2 cup chopped nuts

****

1/4 cup granulated sugar
1/2 tsp. cinnamon

In a large mixing bowl combine the first 8 ingredients until well blended. Grease and flour 2 loaf pans (or use small pans). Combine sugar and cinnamon. Sprinkle half the mixture on bottom of pans. Spoon in batter, then sprinkle remaining sugar on top of batter. Bake at 350"F. for 40 to 50 minutes, depending on size of pans. Cool in pans 10 minutes; remove bread from pans and cool on wire racks. Makes 2 large loaves or several smaller loaves. This bread freezes well!

POPPY SEED BREAD

1 pkg. yellow cake mix
1 pkg. instant coconut pudding
3/4 cup salad oil
4 eggs
1/4 cup poppy seed
1 cup hot water

Soak poppy seeds in hot water about 5 minutes. Preheat oven to 350"F. Grease 2 loaf pans. Mix cake mix, pudding mix, oil and eggs together. Add poppy seed/water mixture. Beat 4 minutes. Pour batter into pans. Bake 50 minutes. Cool 10 minutes, then remove from pans and cool completely. Optional: Bake in small loaves, in a greased bundt pan or angel food cake pan. Adjust baking time for type of pan used.
Variation: Use a lemon cake mix and instant lemon pudding.

** A lengthwise crack in the top of fruit loaves is common.

** Cool loaves completely before slicing them to prevent crumbling.

** The flavors mellow, and slicing is easier, if the loaf is cooled, wrapped and allowed to stand for a day before serving.

Another Recipe Courtesy of Flora's Recipe Hideout

Chocolate Caramel Pecan Cheesecake

Recipe By :
Serving Size : 1 Preparation Time :0:00
Categories : Cheesecakes Chocolate

Amount	Measure	Ingredient -- Preparation Method
2	Cups	Cookie Crumbs
6	Tablespoons	Butter Or Margerine
14	Oz. Bag	Caramels
5	Oz. Can	Evaporated Milk
1	Cup	Pecans -- chopped
16	Ounces	Cream Cheese -- softened
1/2	Cup	Sugar
2		Eggs
1/2	Cup	Semisweet Chocolate Chips -- melted
1	Teaspoon	Vanilla

Preheat oven to 350F
Mix crumbs and butter, press onto bottom and sides of 9-inch springform pan.Bake 10 minutes.

Microwave caramels and milk in small bowl on high for 4 - 5 minutes or until melted, stirring every minute.

Pour over crust.
Top with pecans.

Beat cream cheese and sugar until well blended.
Add eggs, one at a time, mixing well after each addition.
Blend in chocolate and vanilla.
Pour over pecans.

Place pan on cookie sheet.

Bake 45 minutes. Loosen cake from rim of pan, cool before removing rim of pan. Keep refrigerated. Garnish with whipped cream.

- - - - - - - - - - - - - - - - - - -

Back to Flora's Recipe Hideout

Literacy Integration Lesson Plan

Name of Lesson: Introduction to Excel Unit

Teacher: Annette Roby

Class: Intro to Computer

Activate Prior Knowledge

Anticipation guide: Using a concept map I will introduce the unit Excel. They will fill out the form first alone and then I will partner them up and let them compare their thoughts about what Excel is, what are some examples, and what it is like before introducing the software.

Set a Purpose for Reading

Unit tour: Using the terms for the unit and a blank spreadsheet (with LCD projector) discuss and demonstrate each term and its function so the step by step directions provided make sense to the student.

Monitor Comprehension

After demonstrating Lesson 2 have students get on their computer and follow the step by step directions and complete the lesson. Completion of the lesson will show their ability to follow technical writing instruction.

Organize, Capture, and Remember What Is Read

After completing Lesson 2 the student will go on to Problem 2 and complete the problem using the skills and concepts learned in lesson 2.

Reflect and Apply

The student will turn in Lesson 2 and Problem 2 for a grade.

Beginning Spreadsheet

Spreadsheet Terminology

Be certain you understand each of the following 15 terms. Spreadsheet problem #1 will be a quiz over the material. You must get at least 85% before proceeding to Lesson 2.

1. **Columns**—Vertical—Always go up and down—Always labeled alphabetically—A-IV
2. **Rows**—Horizontal—Always go across—Always labeled numerically—1-65,536
3. **Cell**—Intersection of a row and a column—16,777,216 available
4. **Grid**—The combination of the intersection of all columns and rows
5. **Active cell**—The cell into which data will go.
   Indicated by a dark line around the cell
   Also indicated by the--
6. **Name box**—Found above Column A—always indicates the current active cell
7. **Formula bar**—the long white rectangle to the right of the Name box—also referred to as the enter bar—As you enter text, it will go in this box until you place it in the spreadsheet using return, tab, the enter box, or the arrow keys.
8. **Status bar**—Found at the bottom of the spreadsheet. Tells when computer is ready for data
9. **Cancel box**—Found between the formula bar and name box. It is a square with a large X in it. If you do not want the contents of the formula bar to go into the active cell, click this X
10. **Enter box**—Found next to the cancel box. It is a square with a check mark in it. If you want the contents of the formula bar go into the active cell, click the enter box
11. **Text**—any entry that contains letters, spaces, or non/mathematical punctuation
12. **Numeric**—Any number or scientific notation
13. **Formula**—Mathematical direction—always uses order of precedence—always starts with an equals symbol (=)
14. **Workbook**—A spreadsheet document created by the computer
15. **Worksheet**—One page of the Workbook

Microsoft Excel - Book1

File Edit View Insert Format Tools Data Window Help

100%

Arial 10

A1 =

	A	B	C	D	E	F	G	H	I	J	K	L
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												

Sheet1 Sheet2 Sheet3

Draw AutoShapes

Ready NUM

Start CD Paper - 011102.25 Microsoft Excel - Book1 9:30 AM

Fundamentals

Concepts:
- Create a new spreadsheet workbook
- Place a header on the worksheet
- Place data into a worksheet
- Use mathematical formulas
- Copy into open cells
- Format the spreadsheet
- Set the Page Setup to print according to directions

1. Create a new spreadsheet workbook and save it as Spreadsheet Lesson 2.
   A. Click the Start button, click the Programs button, find and click the Microsoft Excel button
   B. Reserve space for the document
      1. Pull down File to Save As
      2. Click the down arrow to the right of the Save In box
      3. Click the location in which you wish to save
      4. Type Lesson #2SS in the name box and click Save
2. Add the appropriate header
   A. Click the View menu option
   B. Click Header and Footer
   C. On the window that comes up, find and click Custom Header
   D. In the left column, type in Created by and your name
   E. Press tab to move to the center column and type in the File Name—Lesson #2SS
   F. Press tab to move to the right column and type in today's date
   G. Click OK and OK again
3. Enter the following data into the spreadsheet in the following manner:
   A. Click in cell A1 and key in Employees Names—press tab
   B. You should now be in cell B1—key in Hourly Wage—Press tab
   C. Key in Hours worked (in cell C1) and press enter—the computer should take you to cell A2.
   D. Enter the remaining data so the spreadsheet looks similar to the data table below

DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA

Employees Names	Hourly Wage	Hours worked
Ron Smith	7.75	35
Richard Jones	7.75	39
Harriet Johnson	9.95	42
Cathy Zubke	12.35	51
Bill Zubke	4.45	16

DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA DATA

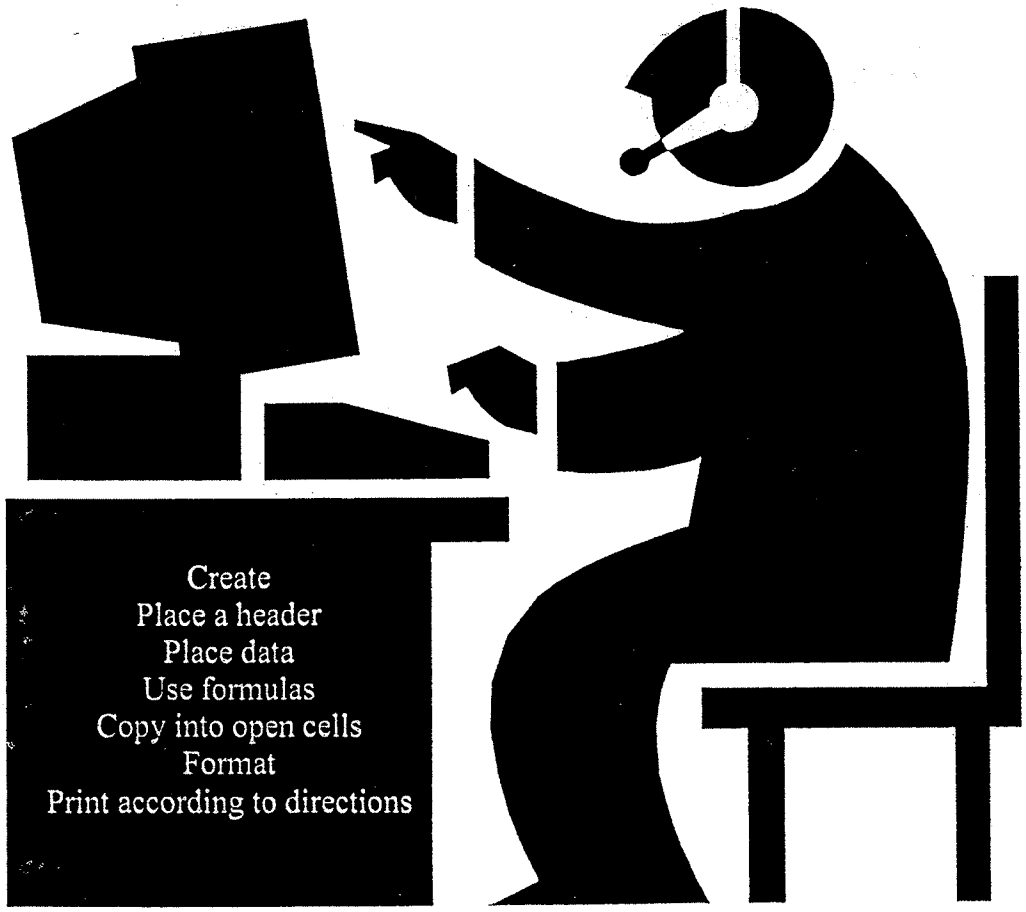
4. Find the amount earned by each employee
   A. Click in cell D1, key in the text Amount Earned, and press the down arrow to move to cell D2
   B. Tell the computer to do the math—Hourly wage times Hours worked
      1. Begin with an equals (=) symbol
      2. Click on cell B2 (the hourly wage for Ron Smith)
      3. Place an asterisk (*) in the formula (the computer symbol for multiplication)
      4. Click on cell C2 (the hours Ron worked) The entry bar should read =B2*C2
      5. Press the enter key—the computer place the correct answer (271.25) in cell D2
   C. Copy this formula into the remaining four cells
      1. Click on cell D2—notice the little box in the lower right corner
      2. Click exactly on this box and drag down through the remaining four cells. The computer will automatically place the correct formula in each of these cells.

5. Format the spreadsheet
   A. Set the Column width
      1. Select all the cells—hold the control key down and press the letter A (for ALL)
      2. Click the Format menu option
      3. Click the word Column
      4. Click the Auto fit option and press OK
   B. Set all dollar amounts to currency
      1. Click the Column marker B (the entire column should become highlighted) [all numeric items in this column WILL be dollars—text items will not be affected]
      2. Click the Format menu option
      3. Click Cells
      4. Click the Currency Option
      5. Click OK
      6. Repeat for Column D (Also a money column!)
6. Set the Page Setup
   A. Click the File Menu Option
   B. Click on Page Setup
      1. Click the Margins Tab at the top of the window—Click to Center on Page Horizontally
      2. Click the Sheet Tab—click to turn on Gridlines and Print Row and Column Headings
      3. Click OK
7. Print the document with values showing—File to Print and click OK
8. Print the document with formulas showing
   A. Find the Accent/Tilde key on the upper left row of the numeric keypad. Hold the control key down and press it—the computer will automatically shift all values derived from formulas to the formulas themselves. Do not panic, it will also take away the currency formatting you did. This is what is supposed to happen! Autofit again!
   B. Do a print preview to be sure that everything fits on one page and print the formulas. Staple the two sheets together (values copy on top) and hand in. DO NOT TURN IN A SINGLE COPY IN THIS UNIT. YOU WILL ALWAYS TURN IN VALUES AND FORMULAS!
   C. To return to the values window, Control Tilde and autofit! It will take you back to your original document.

Spreadsheet Problem #2

Given the data below, create a new spreadsheet (with appropriate header) to find the amount of tax for each item and the total price for each item. (You will have to add two more columns—one for the total tax cost and one for the total cost.) Be sure each column is labeled. Format the columns to auto fit. Format currency to dollars. Center the spreadsheet horizontally on the page. Print with gridlines and column and row headers showing. Print with formulas showing. Staple together and hand in.

Item	Cost	Tax
Shirt	34.95	.07
Slacks	44.95	.07
Sheets	49.95	.06
Towels	33.95	.06
Shoes	49.95	.05



Spreadsheet Lesson 3

Lesson #3—Formatting data

Concepts:

Load a document previously saved
Insert rows/columns
Merge and Center
Format cell contents
Manually re-size columns
Color highlight

1. Load in the spreadsheet you saved for problem #2—Click on File, click on Save As and save as Lesson 3.

2. Change the header so that it is appropriate (name it Lesson 3)

3. Place a blank row at the top of the spreadsheet
   A. Click on the row 1 marker (the number 1 on the far left)
   B. Click the Insert menu option
   C. Click the Rows option

4. Place the label "Tax Cost" centered across the top of the entire spreadsheet
   A. Click in cell A1
   B. Type in the words Tax Cost
   C. Click the enter check (green check mark)
   D Click in cell A1 and drag through cell E1 (highlight, do not copy)
   E. Click the Merge and Center button on the tool bar—located directly to the left of the dollar sign ($).

5. Format the new label
   A. Double click the words Tax Cost
   B. Highlight the words Tax Cost
   C. Change the font to something different than Arial
   D. Change the font size to 20
   E. Click the Row 1 marker to resize

6. Place a blank column between A and B
   A. Click on cell B2
   B Click on the Insert menu option
   C. Click on Columns

7. Set the size of the column to 1 point
   A. Move the mouse so the pointer rests between columns B and C (it should become a straight line with arrows pointing in each direction). Click and drag until the width indicator says 1.00.

8. Color highlight the blank column
   A. Click on cell B2 and drag through B7
   B. Click the color highlight button. (Paint can—fill color)

9. Bold the Total Cost—figures only—do not bold the label.
   A. Click on cell F3 and drag down through F7
   B. Click the Bold button on the format menu (the big letter B)

10. Save and print with values. Press control and tilde key, autofit, and print with formulas.

11. Staple with values copy on top and place in your binder.

DO NOT TURN IN LESSONS

1. Create a new spreadsheet called Spreadsheet Problem 3
2. Based on the data below, find the total amount of money raised by each concession item and the total amount raised by the concession stand.
3. Format the spreadsheet in the following manner
   A. Auto fit the columns
   B. Currency to dollars
   C. Center the spreadsheet horizontally
   D. Gridlines and column and row headings should show
4. Print (values only) **but do not hand in! When finished, make the changes listed below the data!**

Item	Price	Mon	Tues	Thur	Fri
Orange soda	.65	97	85	32	97
Cola	.59	29	35	71	64
Lemon soda	.83	31	51	64	37
Hot dogs	1.55	29	38	21	39

Changes:

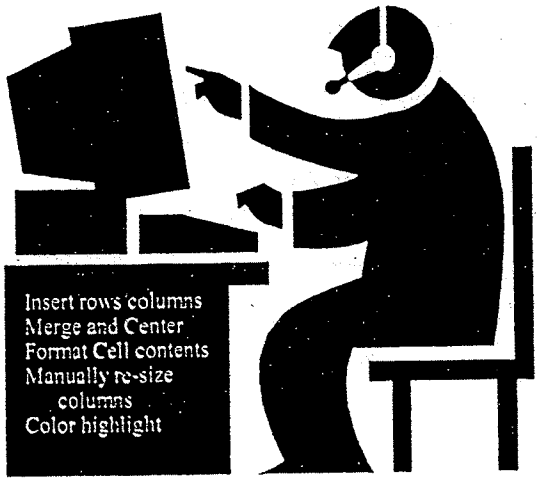
1. Add a row to the top of the spreadsheet. Place the label Concessions centered across the spreadsheet. Format the title so it is at least 20 points tall and attractive to read
2. Insert a row between Lemon Soda and Hot Dogs to enter the following data

Ice Cream Bar	1.20	38	91	54	29

3. Insert a column between Tuesday and Thursday to enter the following data

Wed
92
82
71
73
44

4. Copy the formulas down into the new row so that Ice Cream Bar has all the necessary information.
5. Reformat so all data shows (highlight the data and Format Columns to Autofit)
6. Bold the total raised and print
7. Print with values and formulas: Staple the three documents together—edited copy on top and submit



Lesson 4—Percentage and Charts

Concepts:

Finding percent
Charting

1. Load in the spreadsheet you saved as Problem #3.

2. Add a column to find what percent of total money was raised by each item
   A. Click in cell J2
   B. Key in the label, **Percent**, and press the down arrow
   C. Enter the formula for percent of total money raised by Orange Soda:

      part divided by the whole—in this case: total money raised by orange soda divided by total money raised the the entire concession stand. The formula would be: =I3/I8

   D. Find the rest of the percentages for each concession item.
   NOTE—you cannot use the copy down feature here. Part of the formula is an absolute rather than relative reference—something you will learn later.

   E. Format the column to percent—highlight column J
      1. Click the Format menu option
      2. Click cells
      3. Click percentage and check to see that decimal places is set to 2.
      4. Click OK

3. Create a chart to compare the total sales of each item
   A. Highlight the data in 13-17
   B. Hold the Ctrl key down and highlight cells A3-A7
   C. Click the Chart option on the tool bar (the multi colored columns next to the globe
   D. Choose the Pie option
   E. Click the second pie choice in the top row
   F. Click the Next button on the bottom of the window
   G. Click Next again
   H. Click Data Labels tab
   I. Click Show Percent and click Finish
   J. Click on the non-printed part of the chart and drag it below the existing data on the spreadsheet so that all data shows.

4. Check to see the percentage printed on the chart is close to the percentage in column J. The chart will round numbers to the correct whole percent.

5. Click on cell Al (or anywhere on the spreadsheet) to de-select the chart.

6. Save, autofit, and print with values. Switch to formulas, autofit again, and print. Staple the two copies together with values on top and place in your binder.

Problem #4

Given the data below, create a spreadsheet that finds each student's total points, each student's percentage grade, and presents a chart comparing the total points scored by each student. NOTE—this asks you to compare total points, not percentages. Therefore, it would be incorrect to use a pie chart for this problem!

REMEMBER—PERCENTAGE IS FOUND BY DIVIDING THE PART BY THE WHOLE—IN THIS CASE, YOU WILL NEED TO KNOW THE TOTAL POINTS EACH STUDENT HAS SCORED (THE PART) AND THE TOTAL POSSIBLE POINTS (THE WHOLE)

Format the data like you did in problems 2 and 3. Remember to place a header on the document and print the results—both values and formulas

Student	Test 1	Test 2	Test 3	Test 4	Test 5
Thomas	96	44	30	25	80
Richard	64	30	28	28	75
Harriet	95	45	34	48	95
Possible Points	100	50	40	50	100

Intermediate Spreadsheet

Intermediate Lesson 1—Function formulas

Concepts:

Sum function formula
Average function formula
If function formula

Function formulas are pre-developed formulas that perform specific functions. The ones that we will use are the Sum function (adds a series of cells), the Average function (adds a series of cells and divides by the number added to find the average), and the If function (tests a logical comparison and returns one value if it is true and a different value if it is false). This lesson will use all three function formula.

1. Create a spreadsheet with the following data:

Student	Test 1	Test 2	Test 3	Test 4	Test 5
Emma	96	90	45	35	89
Robert	95	91	46	38	69
Susan	64	76	28	26	67
Possible Points	100	100	50	40	100

2. Add an appropriate header and save the document as Intermediate Lesson 1.

3. Add a column to find the total points for each student (row) using the Sum function key.
   A. Click in cell GI, key in the label **Total**
   B. Click in cell G2
   C. Click the AutoSum Function tool on the toolbar—to the right of the globe—notice the computer automatically enters a formula designed to add the contents of cells B2-F2. Click the enter check (green check mark).
   D. Copy down the formula.

4. Add a column to find each student's percentage.
   A. Click in cell H1 and key in the label **Percent**
   B. Click in cell H2 and enter the formula to find Emma's percentage: =G2/G6

   DO NOT ENTER YET!!!!

   C. ***To copy this formula down—NOTE—this process requires setting the divisor (the second cell reference—G6) to an absolute. To do this click after the 6 in the entry bar and press the F4 key. This function will place dollar signs in front of the G and in front of the 6 making the divisor (G6) absolute—meaning it will never change—it is absolute! The end result should look like this: =G2/G6
   D. Now enter this formula using the enter check (green check mark) and copy down through the remainder of cells needed.

5. Find the average points scored on each test
   A. Insert 2 rows before Possible Points (you will end up with 3 blank rows)
   B. Click Cell A6 and key in the label **Average**
   C. Click cell B6

D. Enter the function formula to find the average of the three scores for Test 1
   1. Click the down arrow to the right of the AutoSum function key
   2. Click Average, look at the entry bar and make sure you have the correct range of cells—in this case B2:B4, then press enter. (If you have an incorrect range click in the entry bar and make the correction—you will need to change B5 to B4)
   3. Press enter. The computer will return the average of the three numbers which is 85.

E. Copy this formula into the next 4 cells
   1. Click on box in the lower right corner on cell B6 and drag through F6

F. Format the average scores to one decimal
   1. Highlight row 6
   2. Click format, click cells, click number, and set decimal places to one

6. Have the computer grade them Pass or Fail—The computer will place the word "pass" in the cell to the right of the percentage if they pass or it will place the word "fail" in that cell if they fail.
   A. Click in cell I1 and key in the label Pass/Fail
   B. Click in cell I2 and enter the formula to determine whether they pass or fail
      1. Click the down arrow to the right of the AutoSum function key
      2. Click more functions
      3. In the Insert Function box select the If function and click OK
      4. On the window that appears find the Logical test box and place the test: (If the student's score is 68% or higher, he/she is passing. If the score is below 68%, he/she is failing.) The logical test would be: **H2>68%** Enter this in the Logical test box and press the tab key
      5. The value_if_true should be pass, so in the value_if_true box, place the word "pass" and press tab
      6. The value if false should be fail, so in the value_if_false bar, place the word "fail" and click OK.
      7. The formula in the formula bar should read =IF(H2>68%,"pass","fail")
      8. Copy this formula down for all three students

7. Create a chart to compare student's total points. (you may use any chart option)

8. Save and print two copies—one with values and one with formulas! Staple together and place in your binder.

***Be sure to print landscape and click on fit to one page!

Intermediate Problem #1

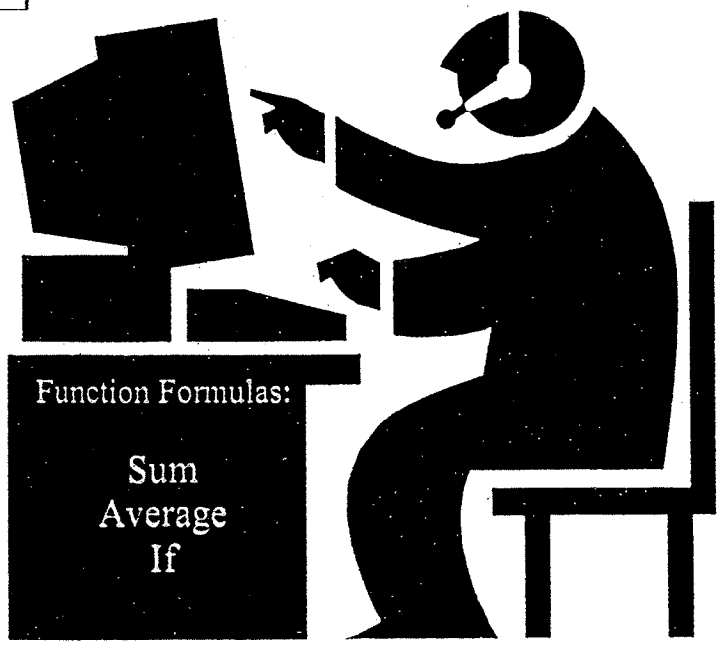
Create a new spreadsheet called Intermediate Problem #1. Place an appropriate header on the document. Enter the data listed below. Find the percentage score for each student. Find the average of each test score. Have the computer print "pass" if they are passing or "fail" if they are failing. (Remember—passing is anything 68% or higher.) Create a chart to compare the total scores of the four students. Save and print. Continue reading the directions after the data when you have the first sheet printed.

Student	Test 1	Test 2	Test 3	Test 4	Test 5
Ima Hogg	96	33	32	49	95
Ura Pigg	88	38	38	49	99
Hesa Fool	78	24	24	35	54
Shesa Rock	66	28	22	39	68
Possible Points	100	40	40	50	100

You have taken one more test and need to enter the data. Check your formulas to ensure that they are still correct—if not, correct them! Print two copies—one with values, one with formulas, and submit.

Additional data to be added

Student	Test 6
Ima Hogg	95
Ura Pigg	93
Hesa Fool	98
Shesa Rock	100
Possible Points	100



Intermediate lesson 2—Data Manipulation

Concepts:

Enter data
Sort data
Filter data

One of the most powerful aspects of Excel is its ability to manipulate data. In this lesson, you have become the secretary of the Mountain Park Athletic Club. It is your job to create a spreadsheet to keep track of the following information:

Member's First Name
Member's Last Name
Member's ID
Member's Street Address
Member's City, State, and Zip
Member's Phone number
Member's permission status

1. Create a new spreadsheet and name it Intermediate lesson 2
2. Place an appropriate header on the document
3. Place the appropriate labels in row 1 (First name, Last name, etc.)
4. Enter the data found on the Mountain Park Total Membership Info sheet
5. Auto Fit the result, save and print
6. Sort the data
   A. Highlight all the data except the labels in row 1
   B. Click on Data
   C. Click on Sort
   D. Click on the Sort by option and find last name
   E. Be sure you have ascending checked
   F. Click OK
   G. Save and print
7. Filter the data so that only those with permission show
   A. Highlight all the data
   B. Click the Data menu option
   C. Click Filter
   D. Click AutoFilter—Notice—an arrow will appear in each column
   E. Click on the arrow in the Permission Field
   F. Click on the 0—notice, the other options will disappear
   G. Save and Print
   H. Click on the arrow again and select All to return all the records to the screen
   I. Save

Mountain Park Athletic Club Membership List

FirstName	LastName	id	Address1	City	State	PostalCode	HomePhone	perm
Darlene	Rhodes	3167	1070 Mahogany Ave.	San Diego	CA	92167-1135	332-5121	1
Donald	Rase	8124	5862 Terra Grove Rd.	San Diego	CA	92166-6391	456-3412	0
Valerie	Matthew	3311	4128 E. Arborwood Dr.	San Diego	CA	92166--4693	322-1245	0
Tomoyuki	Matsunaga	3321	777 Candlegreen Cir	San Diego	CA	92166-8156	452-4367	1
Donna	Link	3611	1755 McCormack	San Diego	CA	92167-8233	455-1333	1
David	Jefferson	8795	366 Oakland Park	San Diego	CA	92166-9643	275-1244	1
Donna	Davis	4522	5028 Cartergrove	San Diego	CA	92166-2169	322-4567	0
Damon	Crosby	2145	8027 Trimmer Rd.	San Diego	CA	92167-8731	452-8867	1

Intermediate problem 2

Create a new spreadsheet to perform the following functions

1. Enter and save the given data. Autofit the data, set to print centered horizontally with grid lines showing and row and column headers showing. Print.
2. Sort the data alphabetically by last name and print
3. Filter the data to print only those who live in South Dakota and print
4. Staple the three printed copies together and hand in.

First Name	Last Name	Address	City	State	Zip	Grade
Thomas	Becket	123 4th St.	Watertown	SD	57201	.88
Richard	Lionheart	234 5th St.	Watertown	SD	57201	.76
Harriet	Stowe	345 6th St.	Watertown	NY	18002	.55
Jo	Mamaknows	456 7th St.	Watertown	MN	56345	.67
Annette	Forfish	567 8th St.	Watertown	SD	57201	.98
Bill	Melater	678 9th St.	Watertown	VE	12341	.86

Challenge: Filter the spreadsheet so that only those students who are not passing (a score lower than 60%) appear on the spreadsheet. Explain in writing how you performed the filter.

Excel Assessment

You are working for Wal-mart, and have been placed in charge of the camera division. Your boss has asked you to track the sales of five cameras. She wants to know the number of each camera you sell each week, the total number of cameras sold, the total money raised from each camera, the total money raised from all cameras, and what percent of the total of all dollar sales each camera's total is. Likewise, she wants to know the average number of cameras sold each day! To help her understand sales patterns, she also wants to see two different charts—a chart that compares the sales by number sold and a chart that compares the sales by dollars sold. Since you are ready for your 6 month evaluation, you want to make the spreadsheet attractive and easy to read. You will receive an extra point for placing a merge and center title on the sheet. Remember to format the spreadsheet correctly, include both values and formulas, be sure neither printed copy is longer than one page, staple and hand in at the end of the hour.

Data:

Cameras	Cost	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Canon Sureshot	$129.95	3	2	0	3	2	1
Yashika One Step	$195.95	2	3	2	1	1	2
Polaroid One Step	$49.95	3	5	8	9	2	1
Canon Alph	$199.95	1	3	2	1	0	1
Kodak Instamatic	$33.95	1	2	3	4	5	6

To help you be sure that everything is done, use the checklist below.

- ☐ Create a new spreadsheet named Spreadsheet Assessment
- ☐ Place an appropriate header on the document
- ☐ Enter the data
- ☐ Find the total number of each type of camera sold
- ☐ Find the total number of cameras sold
- ☐ Find the total money raised by each camera
- ☐ Find the total money raised by all cameras
- ☐ Find the percent of total dollar sales each camera is
- ☐ Find the average number of cameras sold each day
- ☐ Chart the comparison of total numbers
- ☐ Chart the comparison of total money
- ☐ Format and print a value sheet
- ☐ Format and print a formula sheet

Excel Enrichment #1

Ezbz Inc. sells five different flavors of fudge for $5.00 a batch. They have hired you to do their inventory. Each day this week they have kept track of how many of each type of fudge they have sold. Your job is to find the total number of each type of fudge sold for the week, the total number of orders for the week, and the amount of money that should have been collected. bz, their boss, also wants to know the average number of orders sold per day and the % of total orders each flavor makes up. bz is a visual person, so has also asked that you create a chart that will compare the total number of orders sold by flavor. **PRINT WITH VALUES AND FORMULAS AT THIS TIME!** Finally, he wants the data sorted alphabetically by flavor type **(PRINT AGAIN)** and filtered so that any flavor not selling at least 20 orders is **PRINT**ed out. Being persnickety, bz also wants the printouts to be attractively formatted, with grid lines showing and the data centered horizontally on the page.

Challenge—bz wants the computer to place an smiley [:)] next to all batches of fudge that make over $75.00 for the week, and a frown [: (] next to all that don't. Use an if function formula to do it! **PRINT** 2 more copies—one with values and one with formulas.

You will have six **PRINTED** copies to turn in—the original values and formulas (2), the alphabetical sort (1), the filter (1), and the values and formulas of the challenge (2).

DATA

	Monday	Tuesday	Wednesday	Thursday	Friday
Chocolate	12	33	22	12	10
Vanilla	4	3	4	2	1
Peanut Butter	13	23	12	11	1
Almond	1	2	3	4	5
Peppermint	2	13	2	0	1

Excel Enrichment #2

The problem—Having just been hired by Christmas-R-Us, a local holiday decorating store, your boss has looked at your resume and found that you are computer literate. To help grow her business, she has decided that she wants weekly reports on how well her salespeople are doing in each department. As department chair of the novelty light section of the store, you have six employees working for you. Each day, the cash register prints out how many of each item in stock each employee has sold. At the end of the week, the computer will print out a total of sales for each employee.

The solution—Design a spreadsheet that takes the weekly data and finds the total amount of money raised by each employee. Then, the spreadsheet should find the percent of total sales each employee brought in. To compare sales by employee, you will need to create a pie chart comparing weekly sales. Your boss has also asked you to find the average number of each type of light sold during the week. Finally, she has asked to print whether the salesperson deserves a bonus or not (to earn a bonus, the employee must have sold more than a total of $350.00 worth of products during the week.) Have the computer automatically print "Bonus" or "No Bonus". For your records, be sure to print a report (formatted correctly) that contains the mathematical results and a report that contains the formulas used to find those results. To make the report complete, the boss wants a printed copy of the data organized alphabetically by last name, and a separate report listing only those who should receive a bonus.

The bonus—If all data and results are correct, you can receive up to 5 extra points for demonstrating your talent at formatting—make the reports "attractive" and get the extra points!

Weekly Data

Salesperson*	Bi-colored Lights $3.95	Pooh Lights $12.95	Candle Lights $9.95	M&M lights $6.95	Chili Pepper Lights $14.95
Thomas Richards	21	7	12	15	3
Richard Harriet	12	5	15	12	5
Harriet Thomas	16	9	13	3	1
Igot Lotsadoe	13	6	9	5	0
I. M. Poor	10	2	8	4	1
I. Cudcareless	3	9	5	19	5

*** Be careful when you enter this data—note the need to alphabetize!**

Excel Enrichment #3

You have just been appointed the supervisor of the green plants division of ezbz floral. Your inventory includes tomatoes, green peppers, red peppers, yellow peppers, cabbage, parsley, and squash plants. At the end of each week you must make the following report:

	Skill to demonstrate	*Possible Points*	*Points Awarded*
1	Total number of each kind of plant sold during the week	5	
2	Total money raised by each kind of plant	5	
3	Total number of plants sold	5	
4	Total money raised by selling all plants	5	
5	The percentage each weekly sale of plants is of the total weekly sales	5	
6	The average number of plants sold per day.	5	
7	To help your employer understand which plants are selling best, create a chart that compares the total number of each type of plant sold. Be sure to label the data so that the chart is easily understood	10	
8	Establish a filter that shows which plants sold more than 100 units for the week and print one more sheet with the values and filtered data showing.	10	

After finishing skills 1-7, print the information using the page-setup directions we have used in this unit (remember—all data must be printed on one page). Be sure to print one sheet of values and one sheet of formulas. Complete the assignment by doing the filter in skill 8 and print a third sheet with the values showing. Turn in all 3 sheets.

Your sales personnel have turned in the following data

Tomatoes $3.59	Green Peppers $1.99	Red Peppers $2.19	Yellow Peppers $2.39	Cabbage $1.59	Parsley $.89	Squash $1.49
M—25	M—12	M—5	M—15	M—28	M—33	M—2
T—22	T—5	T—7	T—14	T—33	T—44	T—3
W—33	W—27	W—3	W—13	W—34	W—55	W—4
Th—32	Th—12	Th—18	Th—12	Th—44	Th—66	Th—14
F—15	F—15	F—12	F—11	F—22	F—22	F—15
S—55	S—33	S—15	S—23	S—55	S—11	S—54

Optional Challenge—Counts as an enrichment.

Add a formula that checks the total number of plants sold and if under 100, prints the word enough, and if 100 or over, prints the word reorder. Turn in a printed copy of values and formulas.

PUBLISHER

Publisher problem:

You have just accepted a position as Key Club Advisor for Watertown Senior High School. As advisor, you are responsible for encouraging membership, planning the spring banquet, and awarding certificates of excellence to your outstanding members. Likewise, you will be traveling to the national Key Club convention, so you will need business cards to take with you. Keep the three printed projects in your possession until you are finished. (you **do not print** the certificates)

Job #1—Create a flyer announcing a Key Club meeting to be held at 3:45 on Friday, May 19, 2006, in room 304. The announcement should be on one full sheet and must contain the key club logo. **Key in your name on the bottom of the flyer.** Print.

Suggestions to solve:

1. Using Google, search images for the Key Club logo. Save the picture as KCLogo to your folder.
2. Open Publisher and click the blank publication option.
3. Place the logo on the page, enlarge it and format the picture "shade" or "washout" the logo to use it as a watermark.
4. Place the pertinent text and any other graphics you may want to use on the flyer. (see the example)
5. Place a border around the edge (select the Line/Border style tool).
6. Use the F9 key to toggle from the small view to full size and back to small size.
7. **Remember to place your name on the flyer. Print.**

Job #2—Design a "four page" program for the awards banquet to be held May 25, 2006. The banquet is going to be held at Past Times and will begin at 7:00. The program for the evening will include an invocation by the principal, dinner, a presentation by Dr. Robert Mayer entitled "Pay-back Time", and presentation of awards. The menu for the evening will be Prime Rib Sandwich, Cheesy hash browns, tossed salad, sweet and sour green beans, and individual cheesecakes for dessert. The last page must contain the Key Club logo and the list of officers: [Your Name], President, Ura Pigg, Vice President, Ima Hogg, Secretary, and Igot Bucks as Treasurer. Board members include: Count Me-in, Hook Aires, and Betty Wont. Print one copy front to back (this will require you to manually feed the document, turn it over, and print on the other side!).

Suggestions to solve:

1. Use the program wizard in Publisher.
2. Remove all existing text and graphics.
3. Place the event name, date, time and location on the cover; use a border
4. Place the program (with menu) on page 2.
5. Copy and paste the Key Club information on page 3—this information is found toward the end of: **http://www.keyclub.org/keyclub/about/history/**
6. Place the logo, officers, and board members on page 4.
7. Use the example provided for guidance and print when done.

Job #3—Design a certificate of achievement for Community Service and present it to the honorees (they are listed on the sample program in the binder materials). When finished, call your instructor over to your computer tograde this document from the screen.

Suggestions to solve:

1. Use the Award Certificate wizard in Publisher.
2. Change the data so that it is consistent with the award (see the example provided). Place your name on the signature line.
3. Create a mail merge document
   - Highlight the name blank on the certificate
   - Go to mail merge and create an address list
   - Delete all fields but first and last name
   - Add names (they are on the sample program)
   - Insert fields into Name box
   - Show merge results

Remember to call the instructor to your computer for the certificates to be graded.

Job #4—Design business cards for yourself as the Key Club Advisor for Watertown. Print on plain paper—several tiled to a page.

Suggestions to solve:

1. Use the business card wizard in Publisher. (use example)
2. Update existing personal information (change it so it is appropriate for you)
3. **Be sure to tile several to a page.**
4. Delete the existing logo and replace with the Key Club logo
5. Manipulate the card so it is attractively formatted.
6. Print on plain paper.

At this time, collect the three printed copies, staple them in the order in which they were produced, and place them in the hand-in binder.

Key Club Meeting

Friday

May 19, 2006

3:45

Room 304

Flyer created by Your Name

Program

Invocation — Mr. Field

Dinner

- Prime Rib Sandwich
- Cheesy hash browns
- Tossed Salad
- Sweet/Sour green beans
- Cheesecake

Presentation — Dr. Mayer

"Pay-Back Time"

Awards — [your name]

- Belinda Applewaite
- Freddy Camper
- Mary Frumpke
- Johnny Miller
- Barb Plumper
- B. Virtue

Key Club Information

Since May of 1925, Key Club continues to grow rapidly. There are now clubs located throughout North America and the Caribbean area. In these groups, thousands of students are receiving training in leadership and service. The Key Club District organization is patterned after the original Florida District and its parent Kiwanis districts. These organizations hold their own annual conventions for fellowship, to coordinate the efforts of individual clubs, to exchange ideas on Key Clubbing, and to recognize outstanding service of clubs or individual with appropriate awards.

Key Club is truly an "International" organization. In 1946 the first club was built in Canada, and since that time many more have been added. Key Clubs have also been formed in the Caribbean and future growth is promising. Every year, led by the international officers, two hundred or more new Key Clubs are added to this fast growing organization, but emphasis is on permanent, active clubs, rather than on mere numbers as such. With this criterion as a guide, Key Clubs can expect a steady, healthy growth for many years to come.

Watertown Key Club Officers

Your Name	President
Ura Pigg	Vice President
Ima Hogg	Secretary
Igot Bucks	Treasurer

<u>Board Members</u>

Count Me-In

Hook Aires

Betty Wont

Key Club 2005-2006 Awards Banquet

May 25, 2006

Past Times

7:00 pm

COMMUNITY SERVICE AWARD

THIS CERTIFICATE IS PRESENTED TO

Belinda Applewaite

FOR EXCEPTIONAL WORK IN THE COMMUNITY

YOUR NAME GOES HERE — 5/25/06

Signature — Date

Signature — Date

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

[Your Name]
Advisor

Watertown Senior High Key Club

200 9th St. NE
Box 730
Watertown, SD 57201

Phone: 605-882-6316
Fax: 605-882-6327
Email: username@wtn.k12.sd.us

Publisher Enrichment

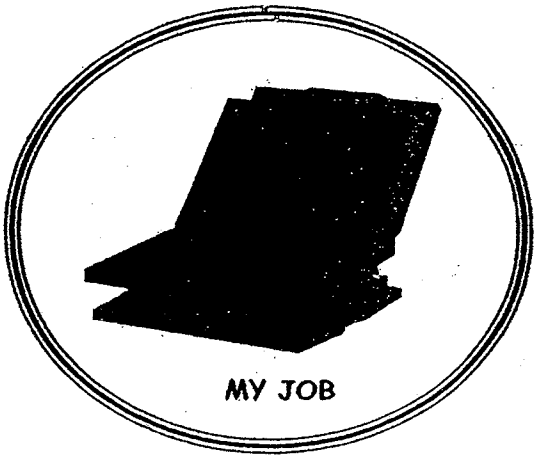
Job #5—Design a page for the Key Club scrapbook highlighting your activities and responsibilities as advisor and president for the organization. The page should include at least 4 graphics—digital camera images. Include borders and labels. **These pages may be displayed for public viewing.**

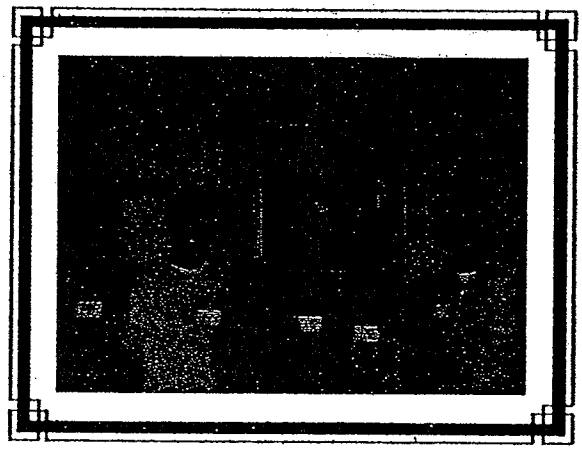
Suggestions to solve:

1. Use the blank publication document.
2. Include a border around the edge of the page
3. Border each of the pictures. (be creative and fill different shapes with pictures)
4. Include a title for the page.
5. Label each picture.
6. Include the Key Club logo.

All about me!

July 4, 2003
Washington DC



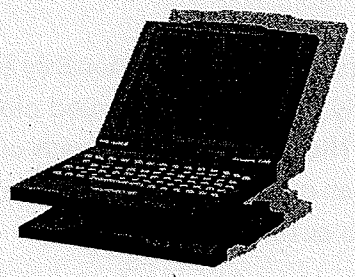


My family in Washington DC

OKOBOJI

The Final Project

Introduction to Computer



Each student must present a final project:

- The project will demonstrate mastery of each of the softwares taught in class.
- The project may be done individually or with a partner. NO MORE than two people may work on any one project. If done with a partner, each person will receive the same grade. Each person must be an active participant.
- The project is presentational in nature. The presenters must be dressed appropriately for the project.
- The project will count for approximately 10% of the final grade. If mastery is not demonstrated during the software unit in class, it may be demonstrated here. Failure to present the final project will result in an incomplete grade which will turn to an F for the grading period if the presentation is not given.

The Job

Based on the following assumptions—the student is 18 years of age, has been emancipated, and has no other means of support. He/she must find a job!! Use the softwares in the following manner:

WORD (word processing): A merge document will be created asking for information concerning the possibility of employment, gives the author's qualifications, and uses a table to provide a return address and contact information about the future employee. The three paragraph letter must be done in block style. The letter must have a header with the author's name. A printed copy of the unmerged letter is required, as well as copies of the result of the merge, all signed in ink.

ACCESS (database): Compile a database table of 10 local businesses including the manager's first name and last name, name of the business, address (this includes city, state and zip code too) of the business, the business phone number, and type of business (service or product). The database will be sorted alphabetically by the manager's last name and filtered for a list of product providers and a list of service providers. The student's name must appear on the list with an asterisk preceding the last name for a total of 11 entries. Printouts of the sorted and filtered copies are required.

EXCEL (spreadsheet): Create a workable, realistic monthly budget that allows the student to survive on his/her own. A monthly total must be found along with the percent of total each area is and a graph comparing the total spent on each area of the budget. Formatted copies of the values and the formulas used to reach those values must be printed. A header must be used to identify the author.

FRONTPAGE: Create a personal web page (non-published) which will include both internal and external links to describe the student. The student's picture must appear on the web page and the page must be attractive in appearance and easy to navigate. Print HTML and normal views.

PUBLISHER (desktop publishing): Create a working resume which includes a picture of the author and other information necessary to apply for a job.

POWERPOINT: Design a slide show of minimally five slides to support the presentation of the chosen project. The slides must each demonstrate use of background, text, graphics, custom animation, and slide transitions between the slides. Two different printouts are required of the student.

The Menu

Based on the following assumptions—the student is employed by EZBZ Printing Company and is attempting to get local restaurants to order menus from this company. Use the softwares in the following manner:

WORD (word processing): A merge document will be created which introduces the salesperson (you) and the printing company, explains why he/she is writing the letter, and asks for the restaurant's business. The letter uses a table to provide a return address and contact information about the sales person and the business. The three paragraph letter must be done in block style. The letter must have a header with the author's name. A printed copy of the unmerged letter is required, as well as copies of the result of the merge, all signed in ink.

ACCESS (database): Compile a database table of 10 local restaurants including the manager's first name and last name, name of the restaurant, address (this includes city, state and zip code too) of the restaurant, the phone number, and type of restaurant (elegant or family). The database will be sorted alphabetically by the manager's last name and filtered for a list of elegant restaurants and a list of family restaurants. The student's name must appear on the list with an asterisk preceding the last name for a total of 11 entries. Printouts of the sorted and filtered copies are required.

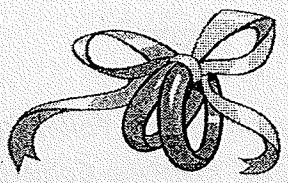
EXCEL (spreadsheet): The student will select five items that will appear on the sample menu. For each item the student will find the bulk cost, individual serving cost, the overhead cost, and a profit cost. A chart will be prepared comparing the five items. Formatted copies of the values and the formulas used to reach those values must be printed. A header must be used to identify the author.

FRONTPAGE: Create a web page (non-published) for EZBZ Printing which explains your business. Include both internal and external links. Graphics must be included along with an example of your sample menu. The page must be attractive in appearance and easy to navigate. Print HTML and normal views.

PUBLISHER (desktop publishing): Create a sample menu which includes (but is not limited to) the five items on the spreadsheet, descriptions of the items, and graphics to make it attractive. The final copy should be printed on both sides and folded appropriately.

POWERPOINT: Design a slide show of minimally five slides to support the presentation of the chosen project. The slides must each demonstrate use of background, text, graphics, custom animation, and slide transitions between the slides. Two different printouts are required of the student.

The Wedding



Based on the following assumptions—either the student is getting married and has to plan the event or the student will serve as a wedding planner and plan a wedding for someone. Use the softwares in the following manner:

WORD (word processing): A merge document will be created which invites guests to a wedding shower, explains the type of shower, and uses a table to provide contact information for the RSVP. The three paragraph letter must be done in block style. The letter must have a header with the author's name. A printed copy of the unmerged letter is required, as well as copies of the result of the merge, all signed in ink.

ACCESS (database): Compile a database table of 10 wedding guests including their first name and last name, address (this includes city, state and zip code too) of the guest, the phone number for each guest, and classification as to whether the guest is a friend of the bride or groom. The database will be sorted alphabetically by last name and filtered for a list of the bride's friends and a list of the groom's friends. The student's name must appear on the list with an asterisk preceding the last name for a total of 11 entries. Printouts of the sorted and filtered copies are required.

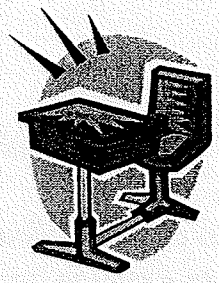
EXCEL (spreadsheet): Create a workable, realistic budget covering the expenses of a wedding from the engagement to the honeymoon. Divide the expenses into three categories—pre-wedding, wedding, and post-wedding. Total expenses must be found for each area as well as the entire wedding. Find what percent of the total expenses each area is. A chart will be prepared comparing the three expense areas. Formatted copies of the values and the formulas used to reach those values must be printed. A header must be used to identify the author.

FRONTPAGE: Create a web page (non-published) to assist future brides and grooms with their wedding plans. It must include a picture of the couple getting married along with the wedding information. Include both internal and external links. Graphics should be included as needed. The page must be attractive in appearance and easy to navigate. Print HTML and normal views.

PUBLISHER (desktop publishing): Create a wedding program to be handed out prior to the wedding ceremony. The program must include a picture of the bride and groom. Enhance the looks of the document with graphics, different font styles and sizes. The final product should be printed on both sides and folded appropriately.

POWERPOINT: Design a slide show of minimally five slides to support the presentation of the chosen project. The slides must each demonstrate use of background, text, graphics, custom animation, and slide transitions between the slides. Two different printouts are required of the student.

The Teacher



Based on the following assumptions—you teach a class of 21 students who have just finished the word processing unit. You are to find the student's percentages and inform their parents of their progress. Use the softwares in the following manner:

WORD (word processing): A merge document will be created to send to the students' parents informing them of their student's grade and inviting them to conferences. A table should be included providing information about how to reach the teacher. The three paragraph letter must be done in block style. The letter must have a header with the author's name. A printed copy of the unmerged letter is required, as well as copies of the result of the merge, all signed in ink.

ACCESS (database): Create a database table that contains your students and their parents. Include their first name and last name, parent's name and title, address (this includes city, state and zip code too), and the student's percentage. The database will be sorted alphabetically by the student's last name and filtered for a list of all the students who have A's, the student's who have B's, the student's who have C's, D's and those who are failing. (This will require five different filters) The student's name must appear on the list with an asterisk preceding the last name for a total of 11 entries. Printouts of the sorted and filtered copies are required.

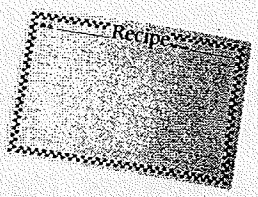
EXCEL (spreadsheet): Create a spreadsheet that calculates each student's total points, the total points possible, the average score for each problem, and each student's percentage. Prepare a chart comparing each student's total points. Formatted copies of the values and the formulas used to reach those values must be printed. Print a list of students not turning in problems 1, 2, 3, 4, or 5, and print a list of students whose percentage is below 85%. A header must be used to identify the author.

FRONTPAGE: Create a web page (non-published) about your school. Include pictures of your school, an explanation of your class, pictures of your classroom, samples of some of the assignments, and links to any educational websites you think parents would be interested in viewing. Include both internal and external links. The page must be attractive in appearance and easy to navigate. Print HTML and normal views.

PUBLISHER (desktop publishing): Create a certificate of completion to give to each student who has 85% or better in word processing. Print one certificate for each student who meets the requirement. Enhance the looks of the document with graphics, different font styles and sizes.

POWERPOINT: Design a slide show of minimally five slides to support the presentation of the chosen project. The slides must each demonstrate use of background, text, graphics, custom animation, and slide transitions between the slides. Two different printouts are required of the student.

The Recipe Book



Based on the following assumptions—the student is going to create a recipe book containing the favorite recipes of local politicians, teachers, or relatives. (At least two of the three must be used) Use the softwares in the following manner:

WORD (word processing): A merge document will be created explaining the project to the recipient, asking the person for their favorite recipe to be returned via e or snail mail, and uses a table to provide the email or snail mail addresses to which the recipe can be sent. The three paragraph letter must be done in block style. The letter must have a header with the author's name. A printed copy of the unmerged letter is required, as well as copies of the result of the merge, all signed in ink. These letters will actually be sent to the recipient.

ACCESS (database): Compile a database table of the 10 local politicians, teachers, or relatives you have selected. The database must include the first name and last name, address (this includes city, state and zip code too), and classification as to whether they are a politician, teacher, or relative. The database will be sorted alphabetically by the person's last name and filtered for a list of politicians, a list of teachers, and a list of relatives. The student's name must appear on the list with an asterisk preceding the last name for a total of 11 entries. Printouts of the sorted and filtered copies are required.

EXCEL (spreadsheet): Select at least two of the recipes and analyze them by fat content or calorie content. Find the percent of the total fat or calorie content each ingredient is. Make a graph comparing the total fat or calorie content. Formatted copies of the values and the formulas used to reach those values must be printed. A header must be used to identify the author.

FRONTPAGE: Create a web page (non-published) centered on cooking. At least two of the recipes must be included on the web page as well as links to other sources of recipes on the web. Include both internal and external links. The student's picture must appear on the web page and the page must be attractive in appearance and easy to navigate. Print HTML and normal views.

PUBLISHER (desktop publishing): Create a recipe book which includes all 10 recipes and their authors. Attractively format the booklet using graphics and two-sided printing.

POWERPOINT: Design a slide show of minimally five slides to support the presentation of the chosen project. The slides must each demonstrate use of background, text, graphics, custom animation, and slide transitions between the slides. Two different printouts are required of the student.

Final Project General Information

	Job	Menu	Wedding	Teacher	Recipe Book
WORD	Write a letter of inquiry concerning availability of a job • Block style • Para #1—inquire about job possibility • Para #2—Sell yourself—why should you get the job? • Para #3 —Include a table with contact information	Write a letter to local restaurants asking for their business • Block style • Para #1—introduce yourself and the company • Para #2—ask for their business • Para #3—Include a table with contact information	Write an invitation to a wedding shower • Block style • Para #1—explain the shower—for who, when, why, etc • Para #2—explain the type of shower • Para #3—Include a table with contact information for the RSVP	Write a letter to all the students' parents • Block style • Para #1—inform parents of conferences • Para #2—inform parent of student's grade and progress • Para #3—Include a table with contact information	Write a letter requesting a favorite recipe • Block style • Para #1—explain the project • Para #2—request recipe and picture • Para #3—Include a table with contact information about where to send the recipe
ACCESS	Create database of 10 businesses to whom you would apply for a job—include: • Manager's first and last name and address • Name of business • Business phone number • Type of business • Your name (last name preceded by an asterisk)	Create database of 10 restaurants to whom you would send a letter—include: • Manager's first and last name and address • Name of restaurant • Business phone number • Type of restaurant • Your name (last name preceded by an asterisk)	Create a database of 10 friends you would invite to the bridal shower—include: • First and last name • Address • Phone number • Friend of bride/groom • Your name (last name preceded by an asterisk)	Using data provided, create a parent list—include: • Student first and last name • Parent's title and last name • Address • Student's grade • Your name (last name preceded by an asterisk)	Create a list of 10 local politicians, teachers, or relatives to whom you will send the letter—include: • First and last name • Address • Classification of person • Your name (last name preceded by an asterisk)
EXCEL	Create a monthly budget with the following data: • Categories for monthly expenses (rent, food, clothing, etc) • Reasonable monthly estimate of each expense • Total of all expenses • % of total each expense is • Chart comparing each expense	Choose five menu items and find the following: • The bulk cost of the item • Individual serving cost • Overhead cost—ind. cost multiplied by 1.35 • Profit cost—overhead cost multiplied by 1.5 • Chart comparing the five items	Create a wedding budget that includes: • Expenses for three categories: pre-wedding, wedding, and post-wedding. • Total of each expense • Total of entire wedding • % of total each area is • Chart comparing the three expense areas	Using the data provided, find the following: • Total points possible • Each student's total points • Student's percentage • Average score for each problem • Chart comparing each student's total points	Select two of the recipes and report the following data: • Recipe name and contributor • Ingredients • Fat or calorie content per ingred. • Total fat or calories • % of fat or calories of the total • Chart fat or calorie content of each item

Final Project General Information

	Job	Menu	Wedding	Teacher	Recipe Book
FRONTPAGE	Create a personal web page that includes: • Your educational background • Skills you possess to make you employable • Work experience • Your picture • External and internal links • Visible background	Create a company web page that includes: • Explanation of your company • Sample of your menu • Internal and external links relating to the project • Graphics • Visible background	Create a web page to assist brides and grooms plan a wedding. Include: • Picture of the couple • Date and location of the wedding • Internal and external links • Graphics as needed • Visible background	Create a web page that contains the following: • Picture of the school and your classroom • Explanation of your class • Samples of student work • Internal and external links • Visible background	Create a web page centered on cooking. Include: • Two of the recipes • Internal and external links to other recipe sources • Student's picture • Graphics as needed • Visible background
PUBLISHER	Create a resume that includes: • Your personal info • Your picture • Educational background • Skills you possess • Honors and activities • References	Create a sample menu that contains (but is not limited to) the five items on the spreadsheet. The document should include graphics, be printed two sided and folded appropriately	Create a wedding program that includes: • Graphics—including a picture of the bride and groom • Printed two sided and folded appropriately • Pertinent information	Create a certificate of completion to give each student who has 85% or better on word processing	Create a recipe book containing the recipes received. Include: • Recipes and author • Graphics • Your name • Printed and folded appropriately
POWERPOINT	Design a slide show to support the oral presentation of your project. The slides must demonstrate use of text, graphics, backgrounds, custom animation and transitions.	Design a slide show to support the oral presentation of your project. The slides must demonstrate use of text, graphics, backgrounds, custom animation and transitions.	Design a slide show to support the oral presentation of your project. The slides must demonstrate use of text, graphics, backgrounds, custom animation and transitions.	Design a slide show to support the oral presentation of your project. The slides must demonstrate use of text, graphics, backgrounds, custom animation and transitions.	Design a slide show to support the oral presentation of your project. The slides must demonstrate use of text, graphics, backgrounds, custom animation and transitions.

Word Processing	Yes	No
Correct Header		
Set as merge document		
Uses block letter style		
Grammatically correct		
Correct table		
11 printed copies		
Printed Materials		
Pre-merge letter		
Merged letters signed in ink		

Access	Yes	No
Correct information is entered		
List contains correct number		
List is sorted as directed		
List is filtered as directed		
Printed Materials		
Sorted List		
Filtered List		

Spreadsheet	Yes	No
Correct Header		
Data is entered correctly		
Information is found		
Formulas are used correctly		
Graphs used appropriately		
Printed with labels and grids		
Printed Materials		
Spreadsheet with values		
Spreadsheet with formulas		

Presentation		
Effective introduction		
Planned and organized body		
Effective Conclusion		
Met time limit		
Printed Materials		
Introduction		
Conclusion		

FrontPage	Yes	No
Name on title page		
Changed backgrounds		
Has internal links		
Has external links		
Easily navigated		
Pages contain graphics		
Printed Materials		
FrontPage print		
HTML print		

Publisher	Yes	No
Format meets requirement		
Information is assigned		
Graphics are included		
Layout is appropriate		
Printed in color		
Printed Materials		
Final document printed in color		

PowerPoint	Yes	No
At least five slides		
Appropriate backgrounds		
Text is easily read		
Graphics on each slide		
Animation on each slide		
Slide transitions used		
Printed Materials		
Slides printed 3 to a page		
Slide sorter view		

Summary				
Word		Access		Comments:
Spreadsheet		FrontPage		
Publisher		PowerPoint		
Presentation		Deduction (?)		
Total		**Total**		
Grand Total				