

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

BUSINESS DEPARTMENT

DIGITAL BUSINESS TOOLS

Grade Level: 9-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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Digital Business Tools - Introduction

Introduction

Course Philosophy

Microsoft Office Suite is one of the most widely used software suites in colleges, high schools, the workplace, and homes throughout the United States. Technology literacy is an essential element for success in today's electronic society. Therefore, the course, Digital Business Tools, provides students with the opportunity to obtain and refine skills utilizing the many basic and complex features of software that enables individuals to analyze, problem-solve, and communicate effectively.

Course Description

Digital Business Tools is a half-year, 2.5 credit course for students in grades 9-12. The course will enable students to acquire basic and advanced skills of Microsoft Office Suite--Excel, Access, Word, and PowerPoint. Spreadsheet, database, word processing, and multimedia software functions and the integration of objects within Microsoft Office are all taught in this class. Knowledge and proficiency in operating one of the most widely used computer software suites will facilitate students' transitions to post-secondary education and the workplace. Students will develop skills that will enhance their efficiency and productivity in a rapidly-changing technological world.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
TEC.9-12.8.1.12.A TEC9-12 TEC.9-12.8.1.12A TEC.9-12.8.1.12B TEC.9-12.8.1.12 A.2 TEC.9-12.8.1.12 A.8 TEC.9-12.8.1.12 B.1 TEC.9-12.8.1.12 B.2 TEC.9-12.8.1.12 B.4	Formatting a document is just as important as composing and proofreading a document.	What types of printed documents do you utilize at school, work or in your personal lives? What formatting features make documents easy to read/understand? What considerations are important when integrating text and graphics to create a document?	Identify samples of different types of documents Oral discussion/questions. Computer screen checks and observation.	Create, format, and edit word processing documents	Unit word processing project Unit test
TEC.9-12.8.1.12 TEC.9-12.8.1.12.A TEC.9-12.8.1.12.E TEC.9-12.8.1.12.F TEC.9-12.8.1.12.A.1 TEC.9-12.8.1 TEC.9-12.8.1.12 A TEC.9-12.8.1.12 B TEC.9-12.8.1.12 A.3 TEC.9-12.8.1.12 A.8 TEC.9-12.8.1.12 B.1 TEC.9-12.8.1.12 B.4	Calculating data and generating charts and graphs facilitates the process of data analysis.	How does spreadsheet software simplify mathematical data calculations? Why do you think it is easier to read and compare mathematical statistics when they are displayed in a chart? What types of mathematical functions do you utilize in your daily lives now and how do you see that changing in the future?	Oral discussion/questions Computer screen checks and observation	Create, format, and edit spreadsheet files (workbooks)--data, formulas & charts	Unit spreadsheet project Unit test

<p>TEC.9-12.8.1.12 TEC.9-12.8.1.12.A TEC.9-12.8.1 TEC.9-12.8.1.12A TEC.9-12.8.1.12B TEC.9-12.8.1.12 A.4 TEC.9-12.8.1.12 A.8 TEC.9-12.8.1.12 A.9 TEC.9-12.8.1.12 B.1 TEC.9-12.8.1.12 B.4 TEC.9-12.8.1.12 B.7</p>	<p>Organizing data in a database allows for storing, sorting and manipulating data thereby making the data more useful and increasing overall productivity.</p>	<p>What information do you currently have stored in your cell phone? iPod? Facebook account? Email account? Are these examples of databases?</p> <p>Have you ever received junk mail that was personalized and addressed to you?</p> <p>How does the use of databases simplify your life?</p>	<p>Oral discussion/questions</p> <p>Computer screen checks and observation</p>	<p>Create, format, and edit database objects--tables, queries, forms, and reports</p>	<p>Unit database project</p> <p>Unit test</p>
<p>TEC.9-12.8.1.12 TEC.9-12.8.1.12.A TEC.9-12.8.1.12.B TEC.9-12.8.1 TEC.9-12.8.1.12 A TEC.9-12.8.1.12 B TEC.9-12.8.1.12 A.5 TEC.9-12.8.1.12 A.8 TEC.9-12.8.1.12 A.9 TEC.9-12.8.1.12 B.1 TEC.9-12.8.1.12 B.2 TEC.9-12.8.1.12 B.4 TEC.9-12.8.1.12 B.7</p>	<p>Presenting information to an audience using multimedia software and equipment enhances the quality of the presentation.</p>	<p>What should you consider when developing a multimedia presentation?</p> <p>How does a multimedia presentation enhance an oral presentation?</p> <p>What types of objects and effects are elements of a multimedia presentation?</p> <p>How can Internet resources be integrated into a multimedia presentation?</p>	<p>Oral discussion/questions</p> <p>Computer screen checks and observation</p>	<p>Create, format, and edit multimedia files</p>	<p>Unit multimedia project</p> <p>Unit test</p>
<p>TEC.9-12.8.1.12 TEC.9-12.8.1.12.A TEC.9-12.8.1.12.A.1 TEC.9-12.8.1 TEC.9-12.8.1.12A TEC.9-12.8.1.12 A.3 TEC.9-12.8.1.12 A.4 TEC.9-12.8.1.12 A.8 TEC.9-12.8.1.12 A.9 TEC.9-12.8.1.12 B.1 TEC.9-12.8.1.12 B.4</p>	<p>Integrating files from different software packages enables you to link objects without having to reenter data or design objects more than once.</p>	<p>How can you link Microsoft Word and Excel files/objects?</p> <p>What are the benefits of linking Microsoft Access objects with Word files?</p>	<p>Oral discussion/questions</p> <p>Computer screen checks and observation</p>	<p>Link a Microsoft Word document with Excel data and charts</p> <p>Merge Microsoft Access tables and queries with a Microsoft Word document</p>	<p>Unit integration project</p> <p>Unit test</p>

Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Word Processing	Formatting a document is just as important as composing and proofreading a document. Goals: Utilize Microsoft Word to create flyers with text and graphic images. Format tables. Format business letters. Format newsletters and booklets.	4 weeks
Unit 2: Spreadsheets	Calculating data and generating charts and graphs facilitates the process of data analysis. Goals: Identify elements of an Excel workbook. Enter, format, and edit data (values and labels). Create formulas/functions with relative cell references. Create formulas/functions with absolute cell references. Format and edit charts. Apply formatting to an Excel worksheet.	4 weeks
Unit 3: Databases	Organizing data in a database allows for storing, sorting and manipulating data thereby making the data more useful and increasing overall productivity. Goals: Identify elements of an Access database. Create database fields and set field properties. Enter, edit, and sort database records. Design and edit database forms. Create database queries. Perform calculations in database objects. Design and format database reports.	4 weeks
Unit 4: Multimedia	Presenting information to an audience using multimedia software and equipment enhances the quality of the presentation. Goals: Design and create multimedia slide shows/movies. Format charts in multimedia slide shows/movies. Orally present a multimedia slide show/movie.	3 weeks
Unit 5: Integration	Integrating files from different software packages enables you to link objects without having to reenter data or design objects more than once. Goals: Link Microsoft Word files with Microsoft Excel charts and data. Link Microsoft Access tables and queries with Microsoft word files.	3 weeks

Digital Business Tools - Unit 01

Unit 1: Word Processing

Enduring Understandings:

Formatting a document is just as important as composing and proofreading a document.

Essential Questions:

What types of printed documents do you utilize at school, work or in your personal lives?

What formatting features make documents easy to read/understand?

What considerations are important when integrating text and graphics to create a document?

Unit Goals:

Students will utilize Microsoft Word to:

Create flyers

Edit and insert graphic images in word processing documents

Format tables

Prepare business letters

Format newsletters and booklets

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What makes a flyer an effective visual document?	Identify information required to make a flyer effective Utilize Microsoft Word's formatting features. Import and edit graphic elements	Current textbook Teacher resources Digital white board/LCD projector Advertising flyers displayed in school and other public facilities Web resources Microsoft Word	Class discussion, lecture, notes Software demonstration Critique flyers that are displayed in school and other public facilities Design and format flyers	Screen checks of class activities Textbook assignments/projects Create a flyer advertising a school or local event Create a flyer advertising your expertise to teach others a special skill/talent Unit application test

<p>Can you identify online and printed documents that are formatted as tables?</p>	<p>Insert a table in a Word document</p> <p>Insert and delete rows and columns</p> <p>Merge cells in a table</p> <p>Enter and align text in a table</p> <p>Apply borders and shading to a table</p> <p>Define and modify a table's properties</p>	<p>Current textbook</p> <p>Teacher resources</p> <p>Digital white board/LCD Projector</p> <p>Web resources</p> <p>Microsoft Word</p>	<p>Class discussion, lecture, notes</p> <p>Software Demonstration</p> <p>Create and format tables</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Design and create a table based on: American heroes, baseball players, favorite books, vacations, etc. Table should include: title, subtitle, 6 columns with headings related to topic, 6 rows for data, table border and shading</p> <p>Unit application test</p>
<p>When is business letters used?</p>	<p>Create and format a business letter</p> <p>Identify the elements of a business letter</p>	<p>Current textbook</p> <p>Teacher resources</p> <p>Digital white board/LCD Projector</p> <p>Samples of professional letters received in the mail</p> <p>Microsoft Word</p>	<p>Class discussion, lecture, notes</p> <p>Software Demonstration</p> <p>Critique the format and word usage of business letters received in the mail</p> <p>Create and format business letters</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Compose and format a letter announcing a grand opening of a new business</p> <p>Compare and critique 2 different letters that were received in the mail. Critique the format of each letter and the word usage in each letter</p> <p>Unit application test</p>
<p>When are newsletters and booklets used to share information?</p>	<p>Insert section and column breaks</p> <p>Set columns and column width</p> <p>Import and edit graphic elements</p> <p>Adjust line and paragraph spacing</p> <p>Insert manual page breaks</p>	<p>Current textbook</p> <p>Teacher resources</p> <p>Digital white board/LCD Projector</p> <p>Microsoft Word</p> <p>Samples of professional newsletters and booklets</p>	<p>Class discussion, lecture, notes</p> <p>Software Demonstration</p> <p>Critique the format and word usage of published newsletters and booklets</p> <p>Create and format newsletters and booklets</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Design and create a booklet for a special event</p> <p>Design and create a newsletter for a local business or school club</p> <p>Unit application test</p>

2009	TEC.9-12.8.1.12.A	Technology Operations and Concepts
2009	TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
2009	TEC.9-12.8.1	All students will use computer applications to gather and organize information and to solve problems.
2009	TEC.9-12.8.1.12 A	Basic Computer Tools and Skills
2009	TEC.9-12.8.1.12 B	Application of Productivity Tools
2009	TEC.9-12.8.1.12 A.2	Create documents including a resume and a business letter using professional format.
2009	TEC.9-12.8.1.12 A.8	Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
2009	TEC.9-12.	Social Aspects
2009	TEC.9-12.8.1.12 B.1	Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2009	TEC.9-12.8.1.12 B.2	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
2009	TEC.9-12.8.1.12 B.4	Use appropriate language when communicating with diverse audiences using computer and information literacy.

Differentiation

Students' understanding and mastery of the information and skills will be strengthened and assessed using various tools. The tools will include: in-class notes and discussion, teacher guided software demonstrations, individualized instruction, simulations and projects, and additional lab time as needed. Cooperative learning strategies may also be utilized as a re-teaching/reinforcement tool for students needing additional assistance. By providing several project and outcome choices (newsletters, brochures, menus, advertising flyers, etc.), the students' various learning styles can be applied and assessment can be tailored to the individual student. Students can also benefit from guest speakers discussing their organizations and sharing their daily experiences.

Technology

Students will be provided with a computer and the necessary software applications to learn the skills required to fulfill the unit goals. In addition, students will have access to online instructional resources including activities such as: practice projects and tests, flash cards and crossword puzzles to reinforce key terms, and an interactive game component designed to challenge the knowledge of chapter content. Students will have the opportunity to do online research to evaluate promotional and informational literature of existing businesses.

College and Workplace Readiness

College and Workplace Readiness skills in today's society include technological literacy skills. Being able to create and edit professional documents are invaluable skills. Creativity, solid writing skills and computer skills will lead to success in college and in the workplace. This unit requires students to create documents much like those that will be required as part of college projects and in the workplace.

Digital Business Tools - Unit 02

Unit 2: Spreadsheets

Enduring Understandings:

Calculating data and generating charts and graphs facilitates the process of data analysis.

Essential Questions:

How does spreadsheet software simplify mathematical data calculations?

Why do you think it is easier to read and compare mathematical statistics when they are displayed in a chart?

What types of mathematical functions do you utilize in your daily lives now and how do you see that changing in the future?

Unit Goals:

Students will:

Identify elements of an Excel workbook.

Enter, format, and edit data (values and labels) in an Excel workbook.

Create formulas/functions with relative cell references.

Create formulas/functions with absolute cell references.

Format and edit charts.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What makes spreadsheets useful organizational and decision-making tools?	Identify elements of an Excel workbook Enter, format, and edit labels (text) and values (numeric entries) Create basic formulas/functions using relative cell references Apply formatting, merging, cell alignment, and page formatting to an Excel workbook	Current textbook Teacher Resources Digital white board/LCD projector Web resources	Class discussions, lecture, notes Software demonstrations Create, edit and format worksheets with basic formulas using relative cell references Formula worksheet--students compose and handwrite formulas	Screen checks of class activities Textbook assignments/projects Design and create a worksheet tracking calorie intake and nutritional values for 5 days Formula sheets printed with every worksheet. Formula sheets show formulas, gridlines and headings. Worksheets show labels and values--no gridlines or headings (A, B, C) Unit application test

<p>How do you think you can easily repeat the same cell in 100 formulas without typing that cell address 100 times?</p>	<p>Identify the purpose of an absolute cell reference</p> <p>Create formulas/functions using absolute cell references</p> <p>Compare relative and absolute cell references</p>	<p>Current textbook</p> <p>Teacher Resources</p> <p>Digital white board /LCD projector</p> <p>Web resources</p>	<p>Class discussions, lecture, notes</p> <p>Software demonstrations</p> <p>Create, Edit and format worksheets with relative and absolute cell references</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Create a workbook that shows a different percentage increase in costs on 4 different worksheet pages--must use absolute cell references in percentage increase formulas</p> <p>Unit application test</p> <p>Formula sheets printed with every worksheet. Formulas sheets show formulas, gridlines and headings. Worksheets show labels and values--no gridlines or headings (A, B, C)</p>
<p>Why do you think it is easier to read and compare mathematical statistics when they are displayed in a chart?</p>	<p>Analyze data and select data for a chart</p> <p>Select and apply a chart type</p> <p>Identify, edit, and create chart elements</p>	<p>Current textbook</p> <p>Teacher Resources</p> <p>Digital white board /LCD Projector</p> <p>Web resources</p>	<p>Class discussions, lecture, notes</p> <p>Software demonstrations</p> <p>Create, Edit and format charts</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Create charts that display movie box office revenue</p> <p>Create charts displaying the costs of producing a specific movie</p> <p>Unit application test</p>

- 2009 TEC.9-12.8.1.12 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
- 2009 TEC.9-12.8.1.12.A Technology Operations and Concepts
- 2009 TEC.9-12.8.1.12.E Research and Information Literacy
- 2009 TEC.9-12.8.1.12.F Critical Thinking, Problem Solving, and Decision-Making
- 2009 TEC.9-12. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
- 2009 TEC.9-12.8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- 2009 TEC.9-12. Effective use of digital tools assists in gathering and managing information.
- 2009 TEC.9-12. Information accessed through the use of digital tools assists in generating solutions and making decisions.
- 2009 TEC.9-12.8.1 All students will use computer applications to gather and organize information and to solve problems.
- 2009 TEC.9-12.8.1.12 A Basic Computer Tools and Skills
- 2009 TEC.9-12.8.1.12 B Application of Productivity Tools
- 2009 TEC.9-12.8.1.12 A.3 Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
- 2009 TEC.9-12.8.1.12 A.8 Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
- 2009 TEC.9-12.8.1.12 B.1 Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
- 2009 TEC.9-12.8.1.12 B.4 Use appropriate language when communicating with diverse audiences using computer and information literacy.

Differentiation

Students understanding and mastery of the information and skills will be strengthened and assessed using various tools. The tools will include in-class notes and discussion, teacher guided software demonstrations, individualized instruction, simulations and projects, and additional lab time as needed. Cooperative learning strategies may also be utilized as a re-teaching/reinforcement tool for students needing additional assistance.

Technology

Students will be provided with a computer and the necessary software applications to learn the skills demonstrating required unit goals. In addition, students will have access to online instructional resources including activities such as: practice projects and tests, flash cards and crossword puzzles to reinforce key terms, and an interactive game component designed to challenge the knowledge of chapter content. Students can complete a budgeting related project which would require financial information to be presented in excel. Topics to be researched could include corporate performance comparisons or financial literacy related topics.

College and Workplace Readiness

Strong verbal and written communications skills are required for college and the workforce. Success at the college level will require analysis and interpretation of data as well as the ability to present the information to their peers. Learning to use Excel as a spreadsheet application and a presentation tool will provide the student with the ability to make effective presentations. In the workplace, employees at all levels are required to take finances into account when making business related decisions. Being able to use statistical data is crucial in the decision making process and for long-term career advancement and success.

Digital Business Tools - Unit 03

Unit 3 Database Applications

Enduring Understandings:

Organizing data in a database allows for storing, sorting and manipulating data thereby making the data more useful and increasing overall productivity.

Essential Questions:

What information do you currently have stored in your cell phone? iPod? Facebook account? Email account? Are these examples of databases? Have you ever received junk mail that was personalized and addressed to you? How does the use of databases simplify your life?

Unit Goals:

Students will:

Identify elements of an Access Database.

Create database fields and set field properties.

Enter, edit, and sort database records.

Design and edit database forms.

Create database queries.

Perform calculations in database objects.

Design and format database reports.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What objects do you own that organize/sort by names, numbers, addresses, songs, artists?	Identify elements of an Access Database Analyze data and create field names and properties for data Enter, edit, and filter/sort records in an Access database's table	Current textbook Teacher resources Digital white board/LCD projector Web resources	Class discussions, lecture, and notes Software demonstrations Create, edit, and format a database table's fields and records	Screen checks of class activities Textbook assignments/projects Create a database table for music stored on an iPod Create a database table for one of your favorite hobbies Unit application test

<p>Why would it be advantageous to look at information for just one database record rather than all of a database's records?</p>	<p>Create and format an Access database form, Size and move the form's labels and controls Insert labels and controls and perform calculations Set the tab order for a form Enter and edit a form's header, footer and graphic elements</p>	<p>Current textbook Teacher resources Digital white board/LCD projector Web resources</p>	<p>Class discussions, lecture, and notes Software demonstrations Create, edit, and format a database form's controls, labels, tab order, and graphic images</p>	<p>Screen checks of class activities Textbook assignments/projects Design and create a database form based on Fortune 500 Companies Design and create a database form based on movies and box office revenues Unit application test</p>
<p>Why do databases sometimes contain more information/fields than is needed for a specific document?</p>	<p>Design and format an Access database query Analyze data and set criterion Insert fields and perform calculations</p>	<p>Current textbook Teacher resources Digital white board/LCD projector Web resources</p>	<p>Class discussions, lecture, and notes Software demonstrations Create, edit, and format a database query</p>	<p>Screen checks of class activities Textbook assignments/projects Design and create a database query based on a database that was already created by the student in the table or form chapters to select 5 fields and set specific criteria for 2 of the fields Unit application test</p>
<p>What do they think the difference is between a database table and a database report?</p>	<p>Design and format an Access database report Identify elements of an Access report</p>	<p>Current textbook Teacher resources Digital white board/LCD projector Web resources</p>	<p>Class discussions, lecture, and notes Software demonstrations Create, edit, and format a database report</p>	<p>Screen checks of class activities Textbook assignments/projects Design and create a report based on a database that was already created by the student in the table or form chapters to create a report with a grouped field and data for at least 5 other fields Unit application test</p>

2009	TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create
2009	TEC.9-12.8.1.12.A	Technology Operations and Concepts
2009	TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
2009	TEC.9-12.8.1	All students will use computer applications to gather and organize information and to solve problems.
2009	TEC.9-12.8.1.12 A	Basic Computer Tools and Skills
2009	TEC.9-12.8.1.12 B	Application of Productivity Tools
2009	TEC.9-12.8.1.12 A.4	Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
2009	TEC.9-12.8.1.12 A.8	Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
2009	TEC.9-12.8.1.12 A.9	Merge information from one document to another.
2009	TEC.9-12.8.1.12 B.1	Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2009	TEC.9-12.8.1.12 B.4	Use appropriate language when communicating with diverse audiences using computer and information literacy.
2009	TEC.9-12.	Information Access and Research
2009	TEC.9-12.8.1.12 B.7	Evaluate information sources for accuracy, relevance, and appropriateness.

Differentiation

Students understanding and mastery of the information and skills will be assessed using various assessment tools. The tools will include in-class notes and discussion, teacher guided software demonstrations, individualized instruction, simulations and projects, and additional lab time as needed.

Businesses in today's competitive environment rely on database information to make significant decisions. The ability to format, analyze and interpret database information is an extremely valuable tool. In addition to the application work in this section, students will benefit from interviewing local business people to gain better understanding of the importance of database information in the daily decision making process.

Technology

Students will have access to online instructional resources including activities such as: practice projects and tests, flash cards and crossword puzzles to reinforce key terms, and an interactive game component designed to challenge the knowledge of chapter content. The Internet will be an excellent resource for researching information that can be entered into database format. Giving the students choices regarding types of database information to work with will accommodate all students.

College and Workplace Readiness

Students will gain college and workplace readiness skills by learning how to create, format and manipulate database records. This unit will require research, planning and computer application skills. The students will be required to complete assignments that simulate activities they will perform as college students and as employees/managers.

Digital Business Tools - Unit 04

Unit 4: Multimedia

Enduring Understandings:

Presenting information to an audience using multimedia software and equipment enhances the quality of the presentation.

Essential Questions:

What should you consider when developing a multimedia presentation?

How does a multimedia presentation enhance an oral presentation?

What types of objects and effects are elements of a multimedia presentation?

Unit Goals:

Students will:

Design and create multimedia slide shows/movies.

Import graphic images.

Format charts in multimedia slide shows/movies.

Orally present a multimedia slide show/movie.

Recommended Duration: 3 Weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What memorable objects was part of a multimedia slide show/movie that you remember liking or disliking?	Identify elements of a multimedia file Enter, format, and edit text objects Import and edit graphic images Set theme, transition, and animation properties	Current textbook Teacher resources Digital white board/LCD projector Web resources	Class discussions, lecture, and notes Software demonstrations Critique a PowerPoint slide show that is published on the Web Design, format, and edit a slide show/movie with text, graphic images, theme, transitions, and animation	Screen checks of class activities Textbook assignments/projects Create a multimedia presentation that is a tribute to a special person in your life or a famous person you admire Unit application test

How do you think charts and audio files enhance a multimedia slide show/movie?	Design, format, and insert charts Import audio files	Current textbook Teacher resources Digital white board /LCD projector Web resources	Class discussions, lecture, and notes Software demonstrations Insert, design, create, and edit charts in a slide show/movie Import audio files into a slide show/movie	Screen checks of class activities Textbook assignments/projects Create a multimedia presentation that is a comparison of two similar products. Create charts that display the price of each product, monthly payment prices if the products are financed, and the total price of each product analyzing cash prices and prices with principal and interest payments Unit application test
What do you think are the elements of a good oral presentation?	Orally present a multimedia file	Teacher resources Digital white board/LCD projector Web resources	Class discussions, lecture, and notes Software demonstrations Sample oral presentation of a multimedia file	Oral presentation of a multimedia project created by the student--eye contact, thorough explanation and knowledge of topic--don't just repeat text that is in the multimedia document, voice volume. Unit application test

2009	TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and c
2009	TEC.9-12.8.1.12.A	Technology Operations and Concepts
2009	TEC.9-12.8.1.12.B	Creativity and Innovation
2009	TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
2009	TEC.9-12.	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
2009	TEC.9-12.8.1.12 A	Basic Computer Tools and Skills
2009	TEC.9-12.8.1.12 B	Application of Productivity Tools
2009	TEC.9-12.8.1.12 A.5	Produce a multimedia project using text, graphics, moving images, and sound.
2009	TEC.9-12.8.1.12 A.8	Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
2009	TEC.9-12.8.1.12 A.9	Merge information from one document to another.
2009	TEC.9-12.8.1.12 B.1	Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2009	TEC.9-12.8.1.12 B.2	Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
2009	TEC.9-12.8.1.12 B.4	Use appropriate language when communicating with diverse audiences using computer and information literacy.

Differentiation

Students understanding and mastery of the information and skills will be assessed using various assessment tools. The tools will include in-class notes and discussion, teacher-guided software demonstrations, individualized instruction, simulations and projects, and additional lab time as needed. This unit provides the perfect opportunity for a group of students to lead instruction and demonstration to allow the teachers (and perhaps higher level students) to give additional assistance to students that need it. Students can be assigned groups with each group having a particular feature to demonstrate/present to the class.

Technology

Students will have access to online instructional resources including activities such as: practice projects and tests, flash cards and crossword puzzles to reinforce key terms, and an interactive game component designed to challenge the knowledge of chapter content. This unit provides the perfect opportunity for the digital business students to work on a multi-media advertisement campaign with the school store, the marketing students, the booster club or various other school/community organizations.

College and Workplace Readiness

Students will gain college and workplace readiness skills by learning how to create, format and manipulate database records. This unit will require research, planning and computer application skills. The students will be required to complete assignments that simulate activities they will perform as college students and as employees/managers. Students might assist school administration with the creation and editing of multi-media presentations for use at 8th grade orientation, back to school night or awards ceremonies and for the school website. The importance and realistic aspect of these assignments will engage the students and increase their level of motivation and creativity.

Digital Business Tools - Unit 05

Unit 5 Integration

Enduring Understandings:

Integrating files from different software packages enables you to link objects without having to reenter data or design objects more than once.

Essential Questions:

How can you link Microsoft Word and Excel files/objects?

What are the benefits of linking Microsoft Access objects with Word files?

Unit Goals:

The students will:

Link Microsoft Word files with Microsoft Excel charts and data.

Link Microsoft Access tables and queries with Microsoft Word files.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What types of information have you seen that has paragraphs with words but also charts that illustrate data?	Integrate objects from Microsoft Word and Microsoft Excel files Link objects from Microsoft Word and Microsoft Excel files	Current textbook Teacher resources Digital white board/LCD projector Web resources	Class discussions, lecture, and notes Software demonstrations Merge and link Microsoft Word files with Microsoft Excel files to create form letters	Screen checks of class activities Textbook assignments/projects Compose, create, and format a proposal explaining how a specific advertising campaign can increase a club's profits by 10% and 15% over a ten-month period. Create charts illustrating the current profit and the estimated increases Unit application test

<p>What types of personalized form letters or postcards have you received?</p>	<p>Create a Mail Merge using Microsoft Access and Microsoft Word files.</p> <p>Format and create mailing labels by merging Microsoft Access and Microsoft Word files</p>	<p>Current textbook</p> <p>Teacher resources</p> <p>Digital white board/LCD projector</p> <p>Web resources</p>	<p>Class discussions, lecture, and notes.</p> <p>Software demonstrations.</p> <p>Merge and link Microsoft Word files with Microsoft Access files to create form letters and mailing labels.</p>	<p>Screen checks of class activities</p> <p>Textbook assignments/projects</p> <p>Compose, format, and create a form letter announcing the grand opening of a business. Create and design a database table with data for ten prospective customers. Merge the database and letter to create form letters addressed to each of the prospective customers. Within the body of the letter also merge at least two fields from the database. Design and format mailing labels for the prospective clients</p> <p>Unit application test</p>
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2009	TEC.9-12.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and c
2009	TEC.9-12.8.1.12.A	Technology Operations and Concepts
2009	TEC.9-12.	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
2009	TEC.9-12.8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
2009	TEC.9-12.8.1	All students will use computer applications to gather and organize information and to solve problems.
2009	TEC.9-12.8.1.12 A	Basic Computer Tools and Skills
2009	TEC.9-12.8.1.12 A.3	Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
2009	TEC.9-12.8.1.12 A.4	Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
2009	TEC.9-12.8.1.12 A.8	Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
2009	TEC.9-12.8.1.12 A.9	Merge information from one document to another.
2009	TEC.9-12.8.1.12 B.1	Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2009	TEC.9-12.8.1.12 B.4	Use appropriate language when communicating with diverse audiences using computer and information literacy.

Differentiation

Students understanding and mastery of the information and skills will be assessed using various assessment tools. The tools will include in-class notes and discussion, teacher-guided software demonstrations, individualized instruction, simulations and projects, and additional lab time as needed. Cooperative learning strategies can be implemented to achieve differentiation.

Technology

Students will have access to online instructional resources including activities such as: practice projects and tests, flash cards and crossword puzzles to reinforce key terms, and an interactive game component designed to challenge the knowledge of chapter content. Websites such as Discoverededucation.com and Internet4classrooms.com include many Web-quests and lesson plan ideas suitable for this unit covering topics such as planning and budgeting for a business trip, starting a business, business ethics, successful business presentations, marketing plans and business plans to name a few.

College and Workplace Readiness

Students will gain college and workplace readiness skills by doing research, preparing a database, creating a mailing using business letters and mail merge features. The students can complete "assignments" for school functions, school clubs, or local business by coordinating with school administration, community business leaders, and the local chamber of commerce or other similar organization. Mastery of the skills gained from this unit will produce employees who meet the needs of industry because they have the fundamental technical and communication skills required for career success in any field.