

Red Bank Regional High School Curriculum Map

P. 1 Course Title: MOUS (WORD 2000)	Red Bank Regional High School Curriculum Map				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Starting Word Creating a Document Save, Edit, Print Document	Opening the Word Program and Setting up a Word Document. Identifying Word Toolbars and Menus. Saving, Editing, Printing and Quitting Word	Describe and Discuss Microsoft Word and list some of the docu- ments that can be produced with, and the capabilities of Word. Use the Word Document Window (toolbars and menus) to format and create a Word Document.	1.5, 2.1, 2.2 2.3, 2.5, 2.6 2.7, 2.8, 2.9 3.1, 3.3, 3.8 3.10, 3.11, 3.12 3.13, 3.14, 3.15 4.1, 4.2, 4.9 4.10	Teacher describes and discusses the icons, toolbars and menus of the Word Window while students use their own computer to observe while taking notes. (Use Figures 1.6-1.9 Pp. WD 1.13-1.15) Teacher directed discussion of the project/document to be cre- ated with computer and final copy illustration. Students should take notes while reading along with teacher and discuss the design considerations of the document being created. Student will review and discuss editing and saving a document.	Word Window identification Quiz of toolbars, icons, menus. Objective Assessment given be- fore the Project and after the Project completion.	1 week
Formatting Features and functions Insert, Size, and Center Graphic Saving and Printing	Formatting a Document with fea- tures such as font size, bold, ital- ics, centering, using clip art en- hancements, and printing.	Describe and identify formatting menus in the Word Document Win- dow, and utilize the enhancement choices from the menus to “set up” the document for insertion of text. Discuss the three categories of document changes—additions, de- letions, modifications.	1.5, 2.1, 2.2 2.3, 2.5, 2.6 2.7, 2.8, 2.9 3.1, 3.3, 3.8 3.10, 3.11, 3.12 3.13, 3.14, 3.15 4.1, 4.2, 4.9 4.10	Student will format the project document according to the in- structions given—setting margins, font size, wordwrap, insert- ing clip art, using spell check to edit, and previewing the docu- ment before final printing hard copy for assessment. Teacher directed discussion about document enhancements and how students can create a more attractive, eye-catching docu- ment.	Individual Assessment of Hard Copy of Project 1 Document.	1 week
Word Help System	Understand the Word Help sys- tem, Office Assistant.	Describe and illustrate use of the Office Assistant. Discuss other ways of obtaining help.	1.5, 2.1, 2.2 2.3, 2.5, 2.6 2.7, 2.8, 2.9 3.1, 3.3, 3.8 3.10, 3.11, 3.12 3.13, 3.14, 3.15 4.1, 4.2, 4.9 4.10	Students will read Table 1-3 on pg. WD 1.57 and utilize the Office Assistant to assist them in keyboarding the assigned document with “help” whenever needed.	“In The Lab” and selected “Cases and Places” exercises will be assigned at the end of WORD Project 1. (*Cases and Places exercises will be completed in Assigned Groups, with each group com- pleting one case. Students will be graded on participation, over- presentation, and peer assess- ment for contribution to the group project.)	2 week
In the Lab Cases & Places	Applying knowledge learned to exercises and cases provided.	Apply and practice formatting skills learned in Word project.	1.5, 2.1, 2.2 2.3, 2.5, 2.6 2.7, 2.8, 2.9 3.1-3.15	Students will create the documents at the end of Project 1 to practice and utilize the skills learned.		
MICROSOFT CERTIFICATION	Obtaining MOUS Certification & the importance of being certified.	Understand what the MOUS Certi- fication is and how to obtain it.	1.1-1.11 2.3, 2.5, 2.6 2.7, 2.8, 2.9	Teacher and students will read and discuss Appendix D of text to investigate the MOUS Certification and will access the MOUS Website www.scsite.com/off2000/cert.htm for further information about all the Microsoft Certificates.		

Red Bank Regional High School Curriculum Map

P. 2	Course Title: MOUS (WORD 2000)				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Create a Research Paper Using WORD	Format an MLA Research Paper. Format Works Cited document with Website Hyperlink. Proofreading, AutoCorrect, and Revisions	Student will create a research paper (MLA Style) Student will identify other styles of research papers and describe the importance of report writing in all careers. Student will define and discuss an alphabetical works cited page.	1.4, 1.5, 2.3 2.5, 2.6, 2.7 2.8, 2.9, 3.4 3.8, 3.10, 3.13 3.15, 4.2, 4.9 4.10	Teacher describes and discusses the importance and purpose of report writing and formatting, and the three S's—Structure, Source, and Style. Teacher will engage students to discuss other styles of research papers and how each differs. Teacher will discuss the MLA Research Paper Project presented and all enhancements and formatting features necessary to complete the research paper. (Figure 2-21) Student will format and type a research paper (MLA Style) using Auto Correct feature after class discussion about the importance of researching sources carefully.	Student will be assessed on the accuracy of formatting, and adherence to proper MLA style as well as the accuracy of grammar and spelling. Objective Quiz will be given on terminology and functions.	2 weeks
		Student will define hyperlink and jumping and display the Web site associated with a hyperlink. Student will E-Mail copy of research paper. Student will review and keep copy of Proofreader's Marks.	1.4, 1.5, 2.3 2.5, 2.6, 2.7 2.8, 2.9, 3.4 3.8, 3.10, 3.13 3.15, 4.2, 4.9 4.10	Students will use shortcut keys (Table 2-1) to adjust line-spacing, use headers, create hanging indents, move blocks of text, and footnote with proper pagination. Student will do a word count of the document, number pages correctly and create an alphabetical works cited page. Student will create hyperlink and incorporate the Web into the research paper (Figures 2-70, 2-71) Student will E-mail a research paper (Figure 2-72). Student will proofread document and make any revisions or corrections by using spelling and grammar check. Student will Save and Print document.	Assessment of all hard copy submitted	1 week
In the Lab Cases & Places	Applying skills learned to exercises and cases provided.	Apply and practice formatting skills learned in Word Project.	1.4, 1.5, 2.3 2.5, 2.6, 2.7 2.8, 2.9, 3.4 3.8, 3.10, 3.13 3.15, 4.2, 4.9 4.10	Students will compose from directions and notes given in the exercises and format, organize and type the research papers at the end of Project 2 to practice and utilize the skills learned.	A separate assessment will be given for each Lab exercise completed	2 weeks

Red Bank Regional High School Curriculum Map

P. 3	Course Title: MOUS (WORD 2000)				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Create Resume with Cover Letter	Format Resume and Cover Letter using Word Wizard. Identify the components of a Formal Business Letter and Address Business Envelope. Describe and discuss employability skills, work attitudes and behaviors needed to obtain and maintain a career.	Student will define, compose and create a Resume and Cover letter using all components required. Identify Resume Wizard and template. Identify the Word Screen in print layout view and use print preview to edit format of document. Layer document window, switching from one document to another. Identify styles in a document. Insert symbols, table, bulleted list, non-breaking space within text. Insert Autotext Entry within document.	1.1--1.11 2.1--2.3 2.5--2.10 3.1, 3.2, 3.4 3.8--3.15 4.1--4.11	Teacher describes and discusses Resumes and Cover Letter as the two elements of business life that presents a prospective employee's best qualities to an employer. Discuss job searches. Teacher and students will review the case presented with the sample resume and discuss parts of the cover letter/envelope. (Figures 3-1, 3-2a, and 3-2b) Students will explore Web sites for sample resume and letter. Teacher will demonstrate as student views at their computer the Resume Wizard template with different styles in the New Office Document Window. Student will personalize a resume and cover letter utilizing employment ads from the newspaper. Student will select paragraph and character style that is appropriate, insert a table, and a bulleted list within their resume. Teacher will demonstrate using the Print Preview Window and the shrink to fit feature, after which the student will print preview their document and shrink to fit on one page. Student will Save, but leave their resume document open.	Objective Assessment on Terminology and Elements of Resume & Cover Letter. Assessment on Format of Resume and Cover Letter. (Project 3) Assessment on report submitted on possible career choices.	2 weeks
	Identify Web Sites for resume and Cover Letter Samples. Save and Print all documents.	Identify Web Links to sites on writing resumes and cover letter. Prepare and print documents with envelope. Proofread, Edit, Shrink and Revise all Documents. Save and Close all open documents.	1.1--1.11 2.1--2.3 2.5--2.10 3.1, 3.2, 3.4 3.8--3.15 4.1--4.11	Teacher and students will review elements of a business letter — letterhead, dateline, inside/letter address, body, closing and signature line. Students will view Web sites for samples of cover letters. Student will open a new document and create a letterhead for their cover letter. Teacher will discuss taskbar where names of open documents are listed and discuss the advantage of working on two documents at once	Assessment of list of Web Sites visited for sample resumes & cover letter.	1 week
			1.1--1.11 2.1--2.3 2.5--2.10 3.1, 3.2, 3.4 3.8--3.15 4.1--4.11	Teacher describes and demonstrates the use of the Office Clipboard to store up to 12 items for use in documents. (Figures 3.42-3.46) Teacher will discuss the illustrate the toolbar menus for creating an envelope. Student will add symbols and a border to the letterhead of the cover letter and insert name and address on the cover letter.		
			1.1--1.11, 2.1-2.3, 2.5--2.10, 3.1, 3.2, 3.4, 3.8-3.15 4.1-4.11	Student will format type the cover letter, edit and revise, insert table and bulleted list provided and Save. Student will generate an envelope reviewing the envelope dialogue box for appropriate placement of letter address and return address. Student will Print resume and cover letter	Assessment for "In the Lab" & "Cases & Places" exercises.	2 weeks

P. 4 Course Title: MOUS (WORD 2000)	Red Bank Regional High School Curriculum Map			Grade Level (s) 10-12	Approximate	
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Create Web Page Using WORD	Create a Web Page by using an existing Word Document and the Web Page Wizard	Student will create a Web Page from an existing Word Document using the Web Wizard.	1.1—1.10 2.1—2.10 3.1, 3.11-3.15 4.9, 4.10	Teacher describes and discusses the two techniques Word offers for creating Web Pages. Discuss frame and frames page. Teacher and students will read and discuss Figure 2 and 3, WDW 1.3-1.4—saving a Word document as a Web Page. Discuss Publishing and procedures for publishing Web Pages in Office (Appendix B) Teacher will demonstrate the Web Wizard Window and features of its toolbars and menus while students view their computers and take notes. Students will access Website to view a resume with hyperlinks. Students will recall a saved Word document —Project 3 (their resumes) and save as a Web Page (Figure 5-11) (WDW 1.5-1.8) using the Web Wizard. Student will save document.	Teacher assessment by observation as students create Web Page with saved Project 3 document.	1 week
		Students will create a hyperlink to the resume Web page and a hyperlink to their e-mail program.	1.1—1.10 2.1—2.10 3.1, 3.11-3.15 4.9, 4.10	Teacher discusses and reviews the steps to format a hyperlink. (Figure 4, WDW 1.4) Students will format their e-mail address as a hyperlink. Teacher will describe the Web Page Preview command ; review how to quit Word. Teacher will review steps to edit a Web Page (Figures 15-17) and Appendix B. Students will complete the “In the Lab” Exercises using previous Project 2 “In the Lab” research paper to create a Web Page from a saved Word document, and submit Edit, Revise, Save, and Print all documents.	Student will submit printout of Web Page from Figure 2-74 on pages WD 2.57 & 2.58 for assessment.	

Red Bank Regional High School Curriculum Map

P. 5						
Course Title:	MOUS (EXCEL 2000)				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Creating a Worksheet and Embedded Chart	Identify Excel and describe the Excel Worksheet. Format and build a worksheet, enter data, and calculate the data.	Students will describe the four major parts of Excel: worksheets (spreadsheets), charts, databases, and Web support. Student will assess data, enter data into a worksheet and manipulate said data to perform numerous calculations.	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.13 3.14, 3.15, 4.2 4.9, 4.10	Teacher describes the Excel Program and worksheet components: columns, rows, cells, ranges, AutoFormat, Auto Calculate functions, sheet tabs, and saving and printing. Teacher and student will observe and discuss toolbar and menu choices (Figures 1-6 & 1.7) E 1.10-1.11. Teacher along with students will open a worksheet in Excel, reset menus, select cells, and enter text and numbers for calculations. Students will continue with Project assignment and use AutoSum to add a range of cells; copy a range of cells using the fill handle, and enhance text (bold, size of font, etc).	Assessment given on teacher observation of student assessing problem and entering data into a Worksheet. Assessment of Hard Copy of Worksheets	2 weeks
	Define embedded chart and create a column chart within the worksheet. Edit data, and adjust sheet through the print preview screen.	Student will create a chart, embed it in the worksheet using the Chart Wizard on the toolbar. Student will proof, edit, enhance, and adjust worksheet for printing.	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.13 3.14, 3.15, 4.2 4.9, 4.10	Teacher describes and discusses charts and how they are used while accessing the Chart Wizard on the toolbar. Demonstrate chart location and sizing of the chart. Have students review at their computers and illustrate how to change chart styles. Students will give examples of types of charts and what they are used for. Teacher will define and review the embedded chart used in this Project. (Figure 1-48) E1.36 Student will continue to complete the Project following illustrations and directions for inserting a 3-D column chart into their worksheets. Teacher will review with students “in-cell editing tasks” (Table 1-6) E 1.52 before students revise, edit and correct worksheets.	Objective Assessment on Excel Terminology and Window Screen Icons, Etc.	
	Save, Open and Close, Print, and Quit an Excel Worksheet.	Student will save BEFORE printing an Excel worksheet.	2.1—2.10	Teacher and students review Saving and Printing an Excel Worksheet. (Figures 1-56—1.64) E1.41—1.46. Students are to PRINT a worksheet before saving.	Assessments of “In the Lab” and “Cases and Places” exercises.	2 weeks

Red Bank Regional High School Curriculum Map

P. 6						
Course Title: MOUS (EXCEL 2000)					Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
EXCEL - Formulas, Functions, Formatting, and Web Queries	Identify arithmetic operations +, —, *, /, %, and ^. Identify the order of operations. Apply mathematical functions. Utilize mathematical formulas to calculate sums, averages, percentages, find maximum and minimums and identify their usage in a financial worksheet.	Students will enter titles and numeric data into a Excel worksheet and perform calculations using formulas. Students will determine sums using AutoSum; determine total percentage gain/loss; use the AVE, MAX, and MIN functions. Students will verify, display and copy formulas using the fill handle.	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.15 4.9, 4.9	Teacher will review steps for creating an Excel worksheet and resetting the toolbars. Teacher and students will open worksheet and enter titles and stock data for Project 2 (Table 2-1) E2.7. *Review (Steps 1-4) E 2.8 Teacher will review order of operations and remind students that the sequence of calculations effects the mathematical results of a equation. With teacher directions, students will enter remaining data for worksheet with formulas (Table 2-2 and 2-3) E 2.10. Formulas will be copied using the “fill handle” where needed. (totals, gain/loss, averages, etc.) Students will determine the highest and lowest numbers in a range using the MAX and MIN functions. Teacher will discuss, while students observe on their computer, verifying a formula using the Auditing commands. (Figure 2-26—2-28)E 2.25-2.26.	Assessment by observation as Teacher instructs and students format and enter data on their worksheets. Objective assessment of terminology and mathematical functions.	2 weeks
	Format and customize a worksheet , preview and print hard copy.	Students will enhance titles, column headings, and any other applicable data using the toolbar menus and icons on taskbars. Students will format numbers for percent, decimal places, or currency. Students will customize the widths and lengths of columns, print preview and adjust worksheet for portrait or landscape layout. Student will print and then save.	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.15 4.9, 4.9	Teacher will discuss consistency in the format of Excel worksheets, and discuss when there is a need for customizing. Teacher and students will review enhancement features—font size, color, borders, etc. and students will apply these features to the Project 2 worksheet. (Figures 2-29—2-38) E 2.27-2.33. Teacher and students will review formatting symbols and numbers in Excel (toolbar and shortcut menus)—aligning numbers, decimal placement (rounding), currency style, floating dollar sign, and percent. Students will apply these features in the Project 2 worksheet. (Figures 2-40—2.46) E 2.35-2.39. Teacher will discuss worksheet layout in print—landscape and portrait. Students will “preview” their worksheet and look at the layout of the worksheet on a page before printing. Student will adjust (shrink to fit) the copy before printing and saving. (Figures 2-63—2.72) E 2.51-2.57.	Assessment of hard copy printouts of student worksheets at this point of completion of Project 2.	
	Obtain “real time” external information from a Web source. E-Mail an Excel Worksheet.	Student will obtain up-to-date information from a Web site. Student will e-mail a worksheet to their e-mail address.	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.15 4.9, 4.9	Teacher will explain “external data” and why its relevant to retrieve up-to-date information for the worksheet. After teacher review of Excel menu and window of how to obtain external data from a web source (Figure 2-73) E 2.58, student will “run” the query for the project. Student will PRINT, Save, and Quit Excel. Students will E-mail and active worksheet. (Figures 2-81-2-82) E 2.63.	Assessment of final printout of Project 2.	1 week
		Students will apply all functions to “In the Lab” and Cases & Places”	2.1—2.10 3.1, 3.2, 3.3 3.8, 3.12, 3.15 4.9, 4.9	Students will apply all features learned to complete end-of-project exercises.	Assessment of each exercise print out.	2 weeks

Red Bank Regional High School

Curriculum Map

P. 7	Course Title: MOUS (EXCEL 2000)				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicators	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
What -If Analysis, Charting, Working with Large Excel Worksheets	Understand why Businesses Use Excel. Understand techniques that enhance large Excel worksheets.	Student will view excel windows and review toolbars and menus for specific functions and enhancements for multiple and large worksheets..	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Teacher will engage students in a discussion about the use of multiple and large worksheets in the corporate world. Ask students for examples. Students, with teacher instruction, will format and create worksheet with enhancements. (Figures 3-2—3-11) E 3.8-3.13 Student will enter text-column headings and row titles-expand columns, enhance & freeze text, and copy format of cells and ranges. (Figures 3-12-3-19).	Assessment by teacher observation while students are formatting the worksheet and entering text.	1 week
	Utilization of formulas. Understand the difference between absolute and relative cell references and how to use the IF function.	Student will identify formulas and explain the difference between absolute and relative referencing; explain and define IF function and logical test and how calculations are determined. Student will use formulas to calculate a 6-Month Revenue Projection Sheet. Student will copy ranges within the Worksheet.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Students will enter numeric data into the worksheet and determine what functions and formulas are needed to calculate for projected revenue, expenses, and net income. Student will use the absolute referencing in a column to keep the data constant (the same) when copied down a column or moved to another cell. (Table 3-4) Student will make decisions about calculation of data using the IF Function (Figures 3-26—3-27) E 3.28. Projected revenue, total monthly Expenses, and Net Income formulas will be inserted to completed the project's 6-month revenue projection worksheet. (Table 3-3) E 3.25 and (Figures 3-20—3.25) E 3.26-3.28 Student will proof, edit, print, and then save the document.	Assessment of hard copy of the worksheet printout.	2 weeks
	Understand rotating a cell, generate a series, and further enhance and display a worksheet; embed and improve appearance of a chart.	Student will format and enhance a worksheet and embed a 3-D pie chart.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Student will format the worksheet using special features —font size & style, color, shadowing, rotation, etc.—to enhance the worksheet. (Figures 3-33—3-49). Teacher will review the Chart feature and students will draw a 3-D Pie Chart on a separate chart sheet using the Chart Wizard icon. (Figure 3-50—3.69) E 3.44-3.56 . Students will adjust and customize the chart with data labels and leader lines; rename and rearrange the order of the worksheets. (Figure 3-69) E 3.55-3.56		
	Proof, Save, Preview , Print and Quit a Worksheet.	Student will proofread multiple paged worksheet, print preview for adjustments, make adjustments, and print before saving. Student will analyze data with “What-If” Analysis.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Teacher will review shrink to fit for printing, and proofreading. Teacher will discuss “what-if analysis/goal seeking” and demonstrate to students the impact of changing values in cells, and how Excel recalculates all formulas in a workbook when new data is entered. (Figure 3-77) E 3.63-3.67 Students will proof, edit, preview, and adjust worksheets before printing final copy. Student will then PRINT before saving and quitting Excel.	Assessment of final printout of Project 3 with 3-D Pie Chart attachment.	2 weeks
		Students will apply all project features, formulas, and functions to “In the Lab” & “Cases & Places” Exercises.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Students will apply all features, formulas, and operations learned to complete end-of-project exercises.	Assessment of each Exercise printout.	2 weeks

Red Bank Regional High School

Curriculum Map

P. 8	Course Title: MOUS (EXCEL 2000)	Curriculum Map			Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Create Static and Dynamic Web Pages using EXCEL	Create a Static (noninteractive) and Dynamic (interactive) Web Page using an existing Excel Worksheet	Student will create a Web Page using Excel and note that with a dynamic Web page, formulas and format changes can be made to improve the appearance of the Web page.	2.1—2.10 3.1, 3.2, 3.3 3.7, 3.8, 3.10 3.11—3.15 4.9, 4.10	Teacher will discuss that Excel worksheets can be saved as Web Pages. Explain static (noninteractive) Web page and dynamic (interactive) Web page. (Figure 1b and 1c) EW 1.2-1.3 Teacher will define and discuss PUBLISH—process of making available to other; and how it relates to the Internet. Teacher will define and discuss HTML (hypertext markup language) —language of the browser.	Teacher assessment by observation as student creates Web Pages and follows directions.	1 week
				Teacher and student will open saved Excel worksheet and follow steps to save and view the document as a static Web page. (Figure 2-5) EW 1.6-1.7 Teacher and students will follow steps to save and view the document as a dynamic Web page. (Figure 6-10) EW 1.8-1.11 Student will modify and change data of the dynamic web page using the browser and view changes.	Teacher will view final on-screen Web Pages student created for final assessment.	

Red Bank Regional High School

Curriculum Map

P. 9	Course Title: MOUS (ACCESS 2000)				Grade Level (s) 10-12	Approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Creating a Database Using Design and Datasheet Views	Understand database concepts, create tables, define data types. Add records to a table, close a table. Start Access and Identify Access window.	Students will start Access and create a database window using the data provided . Students will create a table within the database window	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Teacher will describe what database management system is and how its used in the business world. Students will give examples of how a DBMS is useful. Teacher will demonstrate database window in Access and have students access database window. **The database must be saved prior to creat- ing a table and data. (Figures 1-3—1-7) A 1.09-1.11 Students will create a table and the fields to structure the table for data entry. (Figures 1-8—1-10) A 1.13-1.15 Students will enter records into the table.	Teacher assessment through observation while students are start- ing Access, creating a database, a table, and entering records. Objective assessment of terminology & concepts.	2 weeks
	Open and Close a database Add records to a previously saved table. Create a custom report Print Preview Print contents of table	Students will define fields within a ta- ble that will accommodate all the infor- mation needed to enter the data contained in a record. Students will name and save a table. Students will edit, add additional re- cords to and close a table and a data- base and quit Access. Student will become familiar with the Access Help System.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Students will define the fields of the table the categorize the data to be entered. (Figures 1-12—1-16) A 1.16-1.18 Teacher will explain that as data records are entered into the table they are automatically saved. **Unlike other programs, as soon as a record is entered or modified, the record is saved—data in other programs are not saved until the entire file is saved. But tables must be assigned names. (Figures 1-17 and 1-18) A 1.19-1.20 Students will add records to a table. (Figures 1-19—1.1-25) Students will close and reopen the database and then enter additional data records. (Figure 1-30) A 1.27 Students will proof and edit data records and print. Teacher and students will review creating a table, then add an additional table, fields, and the records to the database. (Figures 1-43— 1-44) A 1.35-1.36. Teacher will review creating a form and a custom report from a Database. Students will create the form and a report following the steps in Figures 1-47 through 1-58. Students will proof and edit the form and the report before printing. Students will print table, form, and report before closing the database. Students will review the Access Help System table. (Table 1-2) A 1.51	Teacher assessment of final printout of Project 1	
		Student will apply all project features to “In the Lab” and “Cases and Places” Exercises.	2.1—2.10 3.1, 3.2, 3.3 3.7—3.15 4.9, 4.10	Students will complete exercises at the end of the project and refer to steps within the project for reference.	Assessment of each exercise printout.	1 week

Red Bank Regional High School

Curriculum Map

P. 10		Curriculum Map			Grade Level (s) 10-12	Approximate
Course Title: MOUS (ACCESS 2000)						
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Querying a Database using the Select Query Window	Explain the <i>Computer Matching and Privacy Protection Act of 1988</i> . Recognize the implications of hacking, the importance of free speech, and privacy. Define query and select query window. Learn to query a database using Access. Create and run queries, use wildcards and numeric data , and use comparison operations.	Students will search the Internet for laws pertaining to Privacy Rights and Computer Privacy Laws, hacking, and unethical and illegal uses of a database. (www2.ncsu.edu/eos/info/computer_ethics./) Students will query a saved database using Access. Students will create and run queries, use, wildcards, and enter conditions using comparison operators. Students will create queries using criterion, such as numbers, comparison operations (and/or).	1.1, 1.5 2.1—2.10 3.1—3.4 3.7—3.15 4.2, 4.3, 4.7 4.9, 4.10, 4.11	Students will submit an Internet report pertaining to privacy protection laws and the misuse of private information or the unethical and illegal use of a database. Teacher will define and discuss a query. Engage students in discussion of samples of a query. (A question posed to an Access database or any other database.) Teacher will review opening a database and a table with the students and guide them through creating a query. Teacher will demonstrate the Select Query Window features (Figure 2-2) A 2.6 and remind students to maximize the screen to create the query. (Figures 2-3—2-7) Teacher will guide students through displaying a field and running a query following steps in figures 2-10—2-19, A 2.11-2.16. Students will run queries including all fields and enter criteria (text or numeric data can be criteria) to give “clues” to the query being run. (*criterion in a query is the same as entering an author’s name in a search in a card catalogue.) Remind students that dollar signs and commas are never entered in a query. Figures 2-17—2-32 Teacher will discuss and define sorting and order of sorting—sort key and major key. Students will complete the sort on field. A 2.29	Teacher assessment by observations as students are opening database and creating a query.	2 weeks
	Sort the answer to a query; join tables, restrict records, calculate statistics in a query. Run, Save and use a saved query. Print a Query.	Students will join tables in a database, calculate statistics, and use calculated fields and statistics in a query. Students will run and save a query.	1.1, 1.5 2.1—2.10 3.1—3.4 3.7—3.15 4.2, 4.3, 4.9 4.10, 4.11	Teacher will discuss Figure 2-45 (A 2.31) to explain what a “join” is—how tables are related—records within two tables with identical values in matching fields. Students will join tables using Figures 2-46—2-51 (A 2.2.32—2.35) Students will calculate fields & statistics following the steps in Figures 2-52—2.66 (A 2.36-2.2.42) Students will run, PRINT, and save the query	Assessment of final printout of the query of table in the database document.	2 weeks
		Student will apply all project features to “In the Lab” and “Cases and Places” Exercises.	1.1, 1.5 2.1—2.10 3.1—3.4 3.7—3.15 4.2, 4.3, 4.9 4.10, 4.11	Students will complete assigned exercise at the end of the project and refer to steps within the project for reference in completing these exercises. Students may work in groups, discuss exercise and solutions as the how to create the database and run the queries.	Assessment of each Exercise printout.	1 week

Red Bank Regional High School

Curriculum Map

P. 11					Grade Level (s) 10-12	Approximate
Course Title: MOUS (ACCESS 2000)						
Topics (Unit Title Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
Maintaining a Database Using the Design and Update Features of Access	Maintaining a database. View, Locate, Change, and Delete Records.	Students will open a database, add, change, and delete records.	1.1, 1.3, 1.5 2.1—2.10 3.1—3.4 3.7—3.15 4.2, 4.3, 4.7 4.9, 4.10	Teacher will review database terminology and discuss database maintenance—updating data, deletions, restructuring, and indexes. Teacher will discuss that database maintenance requires backup. NOTE: Review copying files— <u>cannot</u> make a backup by doing a Save As and replacing the disk in Drive A with another disk. Teacher will review adding records in a table (Figures 3-2—3-5) Teacher will demonstrate (use projection equipment if possible) method of changing contents of a record, and students will perform tasks required by using Figure 3-8 A 3.10 for steps to follow. To delete records, students will following along with teacher steps in Figures 3-15—3-16 and review dialog box shown in Figure 3-16	Teacher assessment by observation as students are manipulating and changing the data in the database opened. Assessment of individual class participation.	1 week
	Change the structure of a table in a database. Create rules, make changes using queries, and create indexes to improve the performance and efficiency of the database.	Students will changes fields characteristics, add fields and change the structure of a table. Students will specify field, range, value and format of a database to add and edit records. Students will use multiple views to complete tasks on multiple worksheets (sub-datasheets). Students will create single-field and multiple field indexes of records to change and edit data.	1.1, 1.3, 1.5 2.1—2.10 3.1—3.4 3.7—3.15 4.2, 4.3, 4.7 4.9, 4.10	Teacher and students will discuss structure (characteristics of a field) and why there may be a need for a change within the fields. Students will perform the tasks in Figures 3-17—3-30 (A 3.16-3.22 and change and add fields, delete and resize columns, edit data. Save changes. Students will use a query (question and search) to update and delete groups of records in a single operation. Figures 3-31—38 Teacher will discuss validation rules, and validation text. Students will discuss the importance of valid data, and how invalid records could cause chaos in a person credit history. **Internet research on credit histories and problems related to credit and poor credit ratings. A 3.31-3.40 for window instructions. Students will use the sort to order records on multiple fields — icon on taskbar—to view several fields and records at one time. Figures 3-64—3-66 A 3.43-3.44. Add or edit data as shown. Teacher and students will read A 3.45 together and discuss the importance of an index(es) in a large database. Students will create and use indexes by following Figures 3-69—3-72 A 3.48-3.50	Objective assessment of terminology.	1 week

