Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: A. **Plan, design and manipulate database objects**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>CCSS: 11-12.RI.4</td>
</tr>
<tr>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Create and manipulate a database
- Create a table, a query, a report and a form in various ways and views
- Create table relationships
- Know database terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What does a relationship in a database mean?
- What is the difference between a report and a query?
- What can you make from having a query?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: B. Simplify data entry with data types, properties and find with filters

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Distinguish between different field types (text, number, lookup, etc.)
- Process material using database features (sort/filter/merge)
- Modify databases using queries (combine, calculate, update, delete)
- Use import, export features
- Know terminology related to databases

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What is the difference between a filter and a query?
- How can the data type and/or the data properties affect the information in your database?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: C. Use advanced database functions, concatenations and calculations

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

#### Learning Targets:
- Apply concatenations to fields
- Utilize formulas/calculation in fields
- Manipulate the database to yield the necessary results

#### Instructional Strategies:
- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
### Assessments/Evaluations:

- **Formative:**
  - Edmodo mini quizzes for comprehension checks
- **Teacher:**
  - guidance
  - monitoring
  - feedback
- **Summative:**
  - Written test
  - Summative project

### Sample Assessment Questions:

- How can you join two or more fields into one field?
- Name three relational operators and their use as far as criteria

### Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

### Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Visual Arts**

### Depth of Knowledge (Section 5)

**DOK: 4**
Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: D. **Electronically organize and manage digital files**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
<th>Knowledge: (CA) 3,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.RI.4</td>
<td>CCSS: 11-12.RI.4</td>
</tr>
<tr>
<td>NETS: 1a; 2b; 3b,c; 6</td>
<td>NETS: 1a; 2b; 3b,c; 6</td>
</tr>
<tr>
<td>Performance: 1.5, 1.10, 2.7</td>
<td>Performance: 1.5, 1.10, 2.7</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**
- Create, manage and transfer files and folders
- Organize files on a server or web based system
- Create screen captures
- Map drive
- Demonstrate proper network user procedure (log on/save to)

**Instructional Strategies:**
- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations
Assessments/Evaluations:

- **Formative:**
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- **Summative:**
  - Written test
  - Screen capture at various times

Sample Assessment Questions:

- How do you take a screen capture? Why would a person need to?
- Why is file maintenance or management so important in the digital world?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: E. Choose applications for a specified task as well as file extensions

**Standard Alignments (Section 2)**

| VACLE: N/A | Knowledge: (CA) 3,5 |
| CCSS: 11-12.RI.4 |
| NETS: 1a; 2b; 3b,c; 6 |
| Performance: 2.1, 2.7 |

**Unit (Section 3)**

Learning Targets:

- Determine appropriate software application for tasks needed
- Utilize resources to classify and differentiate digital file extensions to match them to appropriate media and source editors
- Demonstrate how to change defaults

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative: Written test

**Sample Assessment Questions:**

- If my supervisor wanted me to organize the inventory for the office, what program would I use to make this happen?
- If a .rtf file is sent to me, what program would I use to open and edit this document?

**Instructional Resources/Tools:**

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

**Cross Curricular Connections:**

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: F. **Properly create and print out documents in word processing, spreadsheets, presentations and database**

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 3,5</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1a; 2b; 3b,c; 6</td>
</tr>
<tr>
<td>Performance: 1.8, 2.1</td>
</tr>
</tbody>
</table>

### Unit (Section 3)

**Learning Targets:**

- Use of templates to create documents in any application
- Proofread/edit all work for professionalism
- Properly print a document as instructed in various ways

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative: Projects throughout the course

Sample Assessment Questions:

- Why is the knowledge and use of templates important?
- Proofreading is an important skill because: ___________________________

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 2
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: G. **Insert and modify text/animation to enhance slides**

### Standard Alignments (Section 2)

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
<th>Knowledge: (CA) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.R1.4</td>
<td></td>
</tr>
<tr>
<td>NETS: 1a,b,c; 3b,c; 4b; 5b,c; 6a,d</td>
<td></td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
<td></td>
</tr>
</tbody>
</table>

### Unit (Section 3)

**Learning Targets:**

- Demonstrate correct use of presentation software terminology
- Create, format and edit presentations
- Enhance presentation with sound, animation, graphics, transitions, and video

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How much is “too much” on a presentation?
- Why are animations and/or transitions used in a presentation?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge  (Section 5)**

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: H. **Insert and modify images and objects on slides**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Identify copyright principles when using images (public domain, copy protection)
- Insert, wrap, modify images and objects

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

**Assessments/Evaluations:**

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback

Board Approved 8-3-15
• Summative:
  • Written test
  • Summative project

Sample Assessment Questions:

• How do you know if an image is “free” to use in your presentation or publication?
• What is the difference between copyright and public domain?

Instructional Resources/Tools:

• Microsoft Office Software Suite
• Online resources
• Technical manuals/textbooks

Cross Curricular Connections:

• ELA:
  • Reading
  • Writing
  • Language
  • Speaking and listening
• Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: I. **Manage and deliver a presentation**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
<th>Knowledge: (CA) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td></td>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d</td>
</tr>
<tr>
<td></td>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Identify audience and design presentation with audience in mind
- Prepare handouts
- Speak to the audience with eye contact and confidence
- Identify appropriate amount of information on a slide
- Review what to say that differs from slide content

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - Edmodo mini quizzes for comprehension checks
- **Teacher:**
  - guidance
  - monitoring
  - feedback
- **Summative:**
  - Written test
  - Summative project

Sample Assessment Questions:

- What are three different options in printing a presentation?
- Why is it important to not read the slide information straight to the audience?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Visual Arts**

**Depth of Knowledge** (Section 5)

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: J. **Format and align cells and cell data**

<table>
<thead>
<tr>
<th>Standard Alignments (Section 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VACLE: PP.1.C (Levels 2,4)</td>
</tr>
<tr>
<td>Knowledge: (CA) 1,3</td>
</tr>
<tr>
<td>CCSS: 11-12.RI.4; 11-12.RST.3</td>
</tr>
<tr>
<td>NETS: 1; 2a; 3c,d; 4a-c; 5; 6</td>
</tr>
<tr>
<td>Performance: 1.4, 1.6-1.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Create, design and edit spreadsheets
- Edit and manipulate workbooks, worksheets, ranges, tabs
- Use values and labels properly
- Import and export various files to integrate applications
- Interpret and organize spreadsheet data (sort/filter)
- Demonstrate correct use of Spreadsheet terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
### Assessments/Evaluations:

- **Formative:**
  - Edmodo mini quizzes for comprehension checks
- **Teacher:**
  - guidance
  - monitoring
  - feedback
- **Summative:**
  - Written test
  - Production test

### Sample Assessment Questions:

- What is the difference between a label and a value?
- How is it possible to take all your information and then pull from it only the specific information you need at that moment and not the entire spreadsheet of information?

### Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

### Cross Curricular Connections:

- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Visual Arts**

### Depth of Knowledge (Section 5)

**DOK: 4**
Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: K. Use advanced functions in spreadsheets

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,3</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4; 11-12.RST.3</td>
</tr>
<tr>
<td>NETS: 1; 2a; 3c,d; 4a-c; 5; 6</td>
</tr>
<tr>
<td>Performance: 1.4, 1.6-1.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Create basic formulas with addition, subtraction, multiplication and division, auto sum, and if statements
- Use conditional formatting, payments, what if’s
- Use relative and absolute formula cell references
- Use nested formulas
- Identify dependencies in a formula
- Demonstrate knowledge of formula terminology

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Production test

Sample Assessment Questions:

- Explain the differences between absolute and relative reference and when you might use those?
- What could conditional formatting be used for in the real world?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: L. **Create and format multiple chart types**

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 2,4)</th>
<th>Knowledge: (CA) 1,3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.RI.4</td>
<td></td>
</tr>
<tr>
<td>NETS: 1; 2a; 3c,d; 4a-c; 5a-c; 6</td>
<td>Performance: 1.4, 1.6-1.8</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Create, format and edit charts and graphs (such as a pie, column, and line chart) in its proper use
- Format legend, title, y and x axis on charts
- Demonstrate knowledge of chart terminology

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
### Assessments/Evaluations:
- **Formative:**
  - Edmodo mini quizzes for comprehension checks
- **Teacher:**
  - guidance
  - monitoring
  - feedback
- **Summative:**
  - Written test
  - Production test

### Sample Assessment Questions:
- Explain how a person knows which chart to use in which situation?
- What are three things you can do to customize a chart?

### Instructional Resources/Tools:
- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

### Cross Curricular Connections:
- **ELA:**
  - Reading
  - Writing
  - Language
  - Speaking and listening
- **Visual Arts**

### Depth of Knowledge (Section 5)

**DOK: 4**
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: M. Create, format and modify tables

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

**Learning Targets:**

- Create advanced customized tables (text direction & alignment/borders/shading/sort/calculations of basic formulas)
- Add/delete a row/column
- Knowledge of basic table terminology

**Instructional Strategies:**

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How do you align text vertically?
- How do you make calculations within a table to add values in the table?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: N. Create mail merge documents

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,5</td>
</tr>
<tr>
<td>CCSS: 11-12.R1.4</td>
</tr>
<tr>
<td>NETS: 1; 2a,b; 3c,d; 4a-c; 5; 6</td>
</tr>
<tr>
<td>Performance: 1.4, 1.6, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Create a main form document to use with data sources
- Create and/or edit a data source document and integrate with Access
- Merge letters, directories, labels, envelopes
- Demonstrate knowledge of mail merge terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations
Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
- Teacher:
  - guidance
  - monitoring
  - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- Why is mail merge helpful in the business world?
- What is the difference between the form document and the merged document?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4
Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: O. Insert, format and manipulate objects in a word processing document

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>VACLE: PP.1.C (Levels 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: (CA) 1,5</td>
</tr>
<tr>
<td>CCSS: 11-12.RI.4; 11-12.RI.7</td>
</tr>
<tr>
<td>NETS: 1; 2a,b; 3c,d; 4a-c; 5; 6</td>
</tr>
<tr>
<td>Performance: 1.4, 1.8, 2.2</td>
</tr>
</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

- Insert, format, align, and wrap graphics, text boxes, hyperlinks
- Insert references, citations, page numbers, headers/footers
- Insert page, section and column breaks
- Format styles, bullets/numbering
- Demonstrate knowledge of terminology of concepts

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Board Approved 8-3-15
<table>
<thead>
<tr>
<th>Assessments/Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative:</td>
</tr>
<tr>
<td>• Edmodo mini quizzes for comprehension checks</td>
</tr>
<tr>
<td>• Teacher:</td>
</tr>
<tr>
<td>• guidance</td>
</tr>
<tr>
<td>• monitoring</td>
</tr>
<tr>
<td>• feedback</td>
</tr>
<tr>
<td>• Summative:</td>
</tr>
<tr>
<td>• Written test</td>
</tr>
<tr>
<td>• Summative project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are some problems individuals have when inserting items into documents?</td>
</tr>
<tr>
<td>• How are section breaks useful in documents?</td>
</tr>
<tr>
<td>• What is the difference between the many different breaks that can be put in a document?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Microsoft Office Software Suite</td>
</tr>
<tr>
<td>• Online resources</td>
</tr>
<tr>
<td>• Technical manuals/textbooks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ELA:</td>
</tr>
<tr>
<td>• Reading</td>
</tr>
<tr>
<td>• Writing</td>
</tr>
<tr>
<td>• Language</td>
</tr>
<tr>
<td>• Speaking and listening</td>
</tr>
<tr>
<td>• Visual Arts</td>
</tr>
</tbody>
</table>

**Depth of Knowledge (Section 5)**

DOK: 4