

Microsoft Office
Activities and Projects
for the Classroom

Microsoft Office Activities and Projects for the Classroom

FORWARD

The classroom teacher is busier today than ever. With that in mind, a group of business education teachers were brought together for a project that focused on activities and projects for use in the business classroom using the software applications of Microsoft Word, Excel, PowerPoint, Publisher, and Access. Suggested courses have been listed in the project or activity, but these activities and projects can be used in a variety of courses. Other business teachers also contributed projects and activities that they had used in their classrooms as well.

It is the hope of the members of the committee that you will find these helpful additions to your classroom lesson plans.

Microsoft Office Activities and Projects for the Classroom

SPECIAL ACKNOWLEDGEMENTS

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who submitted projects and ideas for this project.

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Microsoft Word

Microsoft Word

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20 Questions

Software: Microsoft Word

Main Class Applicable To: WWP 200—Workplace Principles
Secondary Class: OST 110--Document Formatting and Word Processing

Main Class Task #'s: 6
Secondary Class Task #'s: 19

Materials Needed:

- Microsoft Office Word Software
- Handout 1 (table example)
- Grading Rubric
- Printer

Things to Remember:

- This project can be used in any class; the students will create a table, use the number feature, change style, font, etc. while answering questions about themselves.

Procedures:

1. Students will type 20 questions and then format and edit their responses
2. Students will open a new document in Microsoft Word
3. Insert a header that includes the lesson title that is left aligned, student name that is centered aligned, and class period that is right aligned
4. The first step is for students to create and insert a table that has 2 columns and 21 rows as illustrated in figure 1-1
5. Students will create the table with the questions save as 20 questions copy 1
6. Students will then answer the questions and save as 20 questions copy 2

20 Questions Form

What is your nickname?	Bold the text
How old are you?	Change the font size to your answer
What color do you feel is most appropriate to wear in the business world?	Change the color of the text to the color you entered
What would be your favorite job if you could do anything?	Underline the text
Where do you plan on living when you start your career?	Italicize the text
What is your favorite fast food?	Center align the text
What is your favorite sports team?	Insert a standard bullet before the text
What is your favorite holiday?	Insert a custom bullet before the text
What is your least favorite holiday?	Double underline the text
What is your most over-used phrase?	Change the font style to one of your choice other than Arial or Times New Roman
What personality traits do you feel you need for your chosen career?	Change the font size to 2 pts smaller than the rest of the document
What do you want to be when you grow up?	Italicize the text
How old do you think you will be when you retire?	Change the font to that size
Are you a risk taker?	Add a strikethrough through the text
Do you prefer to work as a team or alone?	Change the font size to 20 pts bold
Are you a leader or follower?	Change the first letter of the text to Drop Cap
What is the last TV show you watched?	Center align the text
What is the last movie you watched?	Change the text to all caps
What is the last DVD you purchased?	Underline the text and use a bullet of your choice
What relevance do you feel these questions have in regards to acceptable business behavior?	Copy and paste the text two times under your answer on separate lines

20 Questions Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Bold nickname	5	
Font size changed to age entered	5	
Color changed to color worn most often	5	
Underlined favorite class	5	
Italicized song	5	
Center aligned favorite fast food	5	
Standard bullet is used for favorite sports team	5	
Custom bullet is used for least favorite holiday	5	
Double underlined phrase	5	
Name is changed to font of choice	5	
Size of answer is decreased by 2 points	5	
Italicized retirement age	5	
Answer has a strikethrough	5	
Answer is right aligned	5	
Answer is changed to red	5	
Answer is changed to 20 point	5	
Center aligned answer show	5	
Answer changed to all caps	5	
Underlined answer	5	
Answer is copy and pasted 2 times (on separate lines)	5	
Total	100	



Business Letter - Homonyms

Software:	Microsoft Word
Main Class Applicable To:	OST 110—Document Formatting and Word Processing
Secondary Class:	OST 235—Business Communication Technology
Main Class Task #'s:	11
Secondary Class Task #'s:	12

Materials Needed:

- Microsoft Word
- Computer
- Paper & Pencil
- Handout 1
- Grading Rubric
- FBLA Formatting Guidelines

Things to Remember:

- One of the most valuable tools in Word is the spell check too. Unfortunately, many users rely on this tool to find all misspells without realizing that a word may be spelled correctly but is not grammatically correct.

Procedures:

1. Open a new document in word
2. Students will type the letter in handout 1 using the correct FBLA guidelines for a block style business letter
3. Save the letter as it is
4. Then go through the letter and find the 25 words that have been misspelled or misused, underline and italicize each word.
5. Resave the document as Correct copy of Homonyms
6. Print and turn in

Handout 1-1
Example of Block Style Letter
Homonyms

100 Main Street
Anytown, USA 00001
November 26, 2008

Sophie Lucente
Jacksonville Hi School
25 Dover Avenue
Jacksonville, FL 32218

Dear Sophie:

Here is a typical block style business letter. There are many mistakes in this letter. Most will not be found when using spell check. So you may ask, "How do I find them all?"

Of course you are allowed to use spell check, but I expect that you will read each document carefully before handing it in. Most of the time you will not know just how many errors you have placed in the document. There could be five, ten or even twenty. Be sure to actually read your documents before printing them. Your skills in finding grammatical errors will improve greatly as a result of exercises such as this. For each assignment you create, follow these steps. First, type the assignment. Next, run spell check. Last, read the document looking for grammatical errors. Simple mistakes like these will have a great effect on your grade. Just take your time to look for a needle in the haystack of words.

Homonyms are words that are pronounced the same but have different meanings and spellings. Each document must be spell checked but something more also needs to be done. If you only spell check, many errors will be missed.

Sincerely,

Ms. Turner
Business Teacher

Business Letter – Homonyms Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Top margin is set at 2"	20	
Student return address and date are at left margin	20	
Correct line spacing after return address	5	
Correct line spacing after inside address	5	
Correct line spacing after salutation	5	
Correct line spacing between paragraphs	5	
Correct line spacing after complimentary closing	5	
Complimentary close is at left margin	20	
Student signature is in signature block	15	
Total	100	



Choosing a College

Software: Microsoft Word

Main Class Applicable To: WWP 200—Workplace Principles
Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 8
Secondary Class Task #'s: 12

Materials Needed:

- Microsoft Word
- Computer
- Paper & Pencil
- Handout 1
- Grading Rubric
- FBLA Formatting Guidelines

Things to Remember:

- There will be times that you may need to take several files and combine them into one document. Simply copying and pasting a file can be confusing and take an unnecessary amount of time, especially if the file is lengthy.

Procedures:

1. Open a new document in word
2. Starting on the first line of the document, type the text exactly as shown in figure 1-1
3. Save the document as college and close the file
4. Open a new document in Word
5. Starting on the first line of the document, type the text exactly as shown in figure 1-2
6. Save the document as Basic Steps and close the file
7. Open a new document in word
8. Starting on the first line of the document type the text exactly as shown in figure 1-3
9. Save the text as decision and close the file.
10. Open a new word document
11. Insert a header that included the activity number and title left aligned, and your name

right aligned, type the header in all caps using Times New Roman , 12 pts

12. Starting on the first line of the document, type in all caps the text "Choosing a College"
Center align and bold the text, then hit enter twice.
13. Insert the file College into the document. You should see the text from the College file appear in the document. Position the cursor two lines below the last sentence in the text.
14. Now insert the file Basic steps into the document. You should see the text from the Basic steps file appear in the document. Position the cursor two lines below the last sentence in the text.
15. Now insert the file Decision into the document, you should see the text from the file Decision appear in the document.
16. Review the file and be sure that there is one blank line in each paragraph
17. Change margins to 1inch top, bottom and sides.
18. Carefully proofread, spell check and check for accuracy
19. Save the document as Final
20. Print

CHOOSING A COLLEGE HANDOUT

INTRODUCTION

Choosing a college is one of life's important decisions. The task can seem overwhelming since there are so many factors that come into play when making your choice. This pamphlet will help you sort out where you should start when trying to find the right college.

BASIC STEPS

Begin your search with some basic steps. First, make a list of factors that you feel would influence your choice of college such as available majors, location, and school size. Then, ask parents, teachers, and guidance counselors for suggestions about which college they know that would meet your criteria. You should also speak with recent college graduates to help you understand what others liked or disliked about the school they attended. The Internet is also a great source for finding a match for you. Many Web sites offer tools that allow the user to put in details about the type of college they are looking for and will search databases of schools to help you find the right one.

LOOKING AT COLLEGES SIDE BY SIDE

Once you have narrowed your search down to a handful of colleges, it is time to look at the schools side by side. Doing a more thorough comparison may help you weed out any colleges that you would not like. At a glance, two colleges may appear to be the same, but a careful analysis of the two might tell you otherwise.

FINDING OUT MORE ABOUT YOUR CHOICE

Once you have narrowed your search down even further, it is time to start learning more about each college. Begin with the college's own Web site or printed brochures. Talk to students currently attending the college or who have just graduated. Start planning a visit.

DECIDING WHICH COLLEGES TO APPLY TO

Review the information you have collected, and be sure you have all the facts about the colleges you wish to apply to. Also, consider your chances for being accepted into the college. Be sure you are a somewhat solid candidate before applying. Lastly, consider if this is a college that you and your family can afford if you are accepted.

Choosing a College Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Title is bold and centered	5	
“College” file is inserted into document	30	
“Basic Steps” file is inserted into document	30	
“Decision” file is inserted into document	30	
Proper spacing is used between inserted text	5	
Total	100	



Creating a Cover Letter

Software: Microsoft Word

Main Class Applicable To: MKT 100 – Introduction to Marketing

Secondary Class: WPP 200 – Workplace Principles

Main Class Task #'s: 12

Secondary Class Task #'s: 8

Materials Needed:

- Microsoft Office Word Software Computer
- Paper & Pencil
- Handouts 1 and 2
- FBLA Formatting Guidelines which can be downloaded at www.kyfbla.org

Things to Remember:

- A resume is almost always accompanied by a one-page cover letter. Job applicants use cover letters to introduce themselves to the prospective employer, state what job position he or she is apply for, and briefly elaborate on their job experience. The objective of the cover letter and resume is to obtain a job interview.

Procedures:

Students will create a sample cover letter, and then using the sample letter creates their own cover letter that will go with their resume.

COVER LETTER HANDOUT 1

Student Address

Student City, State, Zip Code

Current Date

Abercrombie & Fitch

6301 Fitch Path

New Albany, OH 43054

Dear Mr. Abercrombie

Enclosed is my resume for your review in response to your advertisement for employment in a recent issue of The Boston Globe. I would be very interested to learn more about the position of fashion designer and how my qualifications may best fit your needs.

Recently, I graduated with a Bachelor of Fine Arts Degree in Fashion Design from the Fashion Institute of Technology in New York. I have also interned with The Gap in New York City. My responsibilities there included assisting designers with style proposals and basic pattern making. My experience with textiles and accessories is solid since I have worked in clothing since high school.

I would love the opportunity to discuss my qualifications further with someone in your company. I can be contacted at <student's phone number> or by e-mail at <e-mail address>.

Sincerely,

Student Name

Cover Letter Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Top margin is set at 2"	20	
Student return address and date are at left margin	20	
Correct line spacing after return address	5	
Correct line spacing after inside address	5	
Correct line spacing after salutation	5	
Correct line spacing between paragraphs	5	
Correct line spacing after complimentary close	5	
Complimentary close is at left margin	20	
Student signature is in signature block	15	
Total	100	



Famous Kentuckians

Software: Microsoft Word

Main Class Applicable To: OST 110 – Document Formatting and Word Processing

Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 19

Secondary Class Task #'s: 1

Materials Needed:

- Microsoft Word

Things to Remember:

- This project is designed to test the student's skills in creating a table, adding rows, and sorting the data.

Procedures:

- Move to a 2 inch top line and insert the following title "**FAMOUS KENTUCKIANS**". Change for the font of the title to a 18 pt. font size. Press enter 2 times after the title.
- Create a new table using 3 columns and 13 rows.
- Apply Bold and Italics the text in row one.
- Insert the text in the cells below using the alignment below.

<i>Name</i>	<i>Birth/Death</i>	<i>Famous For</i>
Judge Roy Bean	1825-1903	Known as the infamous "hanging judge" of Langtry, Texas
James Bowie	1796-1836	Hero of the Alamo and inventor of the Bowie knife
A.B. "Happy" Chandler	1898-1991	Two-time Governor and U.S. Senator
Martha Layne Collins	1936--	First Female Governor of Kentucky
Jefferson Davis	1808-1889	Only President of the

		Confederate States of America
Abraham Lincoln	1809-1865	16 th U.S. President
Anna Mac Clarke	1919-1944	WAC (Women's Army Corp) First African-American to command and all white unit.
Casey Jones	1864-1900	Railroad Engineer
Colonel Harland Sanders	1890-1980	Founder of Kentucky Fried Chicken.
PFC Franklin R. Sousley	1925-1945	Helped raised U.S. Flag at Iwo Jima in the famous WW II Photograph
Garrett A. Morgan	1877-1963	Invented first tri-color traffic light.
John T. Thompson	1860-1940	Inventor of the Tommygun machine gun.

- Add 4 additional rows to the table at the bottom.
- Insert the data below to the table in the four new rows.

Johnny Depp	1963--	Actor
Grandpa Jones	1913-1998	Musician, comedian
Pee Wee Reese	1918-1999	Major League Baseball Player
Michael Waltrip	1963--	Auto Racer

Source: <http://www.kentuckytourism.com/NR>

- Sort the table by the Born/Died Column.
- Click into either cell in row 1 and add a new **row above** row 1.
- Merge the 3 cells in the new row into one row.
- In the merged cell, type the text, *Key Famous Kentuckians*. Center align the text in the cell. Bold the text.
- Save as Table of Famous Kentuckians.
- Print one copy to turn in.

Famous Kentuckians Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Table created and text inserted	25	
Table sorted alphabetically by dates	25	
Text is spelled correctly	15	
Text is capitalized correctly	15	
Text is formatted and aligned	10	
Title line is typed in a merged cell	10	
Total	100	



FBLA Advisers Mail Merge

Software: Microsoft Word

Main Class Applicable To: CIS 130 – Microcomputer Applications
Secondary Class: OST 110--Document Formatting and Word Processing

Main Class Task #'s: 2, 3
Secondary Class Task #'s: 16

Materials Needed:

- Microsoft Office Word Software
- FBLA Formatting Guide

Procedures:

1. Create a new document and begin a merge letter using the Mail Merge Wizard feature. Create the letter in proper formatting according to the FBLA Formatting Guide.
2. Create the source document for the mail merge using the data below. Sort the data in the source file in ascending order by last name. Save the source document as *FBLA Adviser*.

FBLA Adviser							
Title	First Name	Last Name	Address Line 1	City	State	ZIP Code	School
Mr.	Rob	Allen	150 Cardinal Way	Monticello	KY	42633	Wayne Co. ATC
Mrs.	Sandy	Smith	102 Carlisle Ave.	Greensburg	KY	41144	Green Co. ATC
Mr.	Damian	Layman	661 Tapp Rd.	Harrodsburg	KY	40330	Harrodsburg ATC
Ms.	Katie	Trimble	646 Kenton Station Rd.	Maysville	KY	41056	Mason Co. ATC
Mrs.	Louise	Jackson	327 Webster Ave.	Cynthiana	KY	41031	Harrison Co. ATC

3. Create the main document of the letter using Illustration A (*on next page*) following the FBLA Guidelines for a business letter.

ILLUSTRATION A

Current Date

«AddressBlock»

Dear «Title» «Last_Name»

It is hard to believe that the time has come for the FBLA State Conference to be held in just a few short weeks. And with the conclusion of the school year not far behind, it is time that we gather to honor those FBLA advisers who will be retiring at the end of this school year. This year's reception for the retiring advisers will be held on Wednesday night of the conference.

«First_Name», would you be willing to assist with the planning committee for this year's reception? The reception will be held on Wednesday evening of the conference before the beginning of the Awards Gala in the hotel's conference center. The location is still to be determined with the state executive committee and the hotel's conference staff. The location will be announced at the opening session of the conference.

We hope that you will be able to help us plan the reception and to join us in sharing memories with those advisers planning to retire at the conclusion of this school year. The Kentucky FBLA Executive Director will be contacting you next week about planning the reception. We hope to see you and your students from «School» at the FBLA State Conference.

Sincerely,

Dr. Ed Miller
FBLA-PBL Executive Director

yo

4. Save the letter (*main file*) as Retirement
5. Complete the merge. Save the merged letters as FBLA Conference.
6. Print the merged letter document.
7. Create a new Mail Merge Wizard to create envelopes for the letters you have created.
8. Be sure that you check the wizard step for Envelope options to be sure you are using a Size 10 envelope. Use the FBLA Adviser source document you created in step #2 above as the source document for the envelopes.
9. Use your own name and address as the return address for the envelope. Insert the address block as the delivery address for the envelope.
10. Complete the merge. Merge all records to create envelopes.
11. Edit each individual envelope to change the delivery address to correct OCR Format before printing the envelopes.
12. Be sure to check with your instructor for instructions on printing the envelopes so not to disrupt your classmates printing assignments that are on standard size paper.

Grade Sheet

Mail Merge-FBLA Advisers

Student Name: _____ Date: _____

Grading Rubric—Mail Merge FBLA Advisers		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Letter Formatted Correctly	30	
Mail Merge completed correctly	30	
Data Source File set up correctly	10	
Envelopes created	20	
Envelopes in OCR Format	10	
Total	100	



How My School Can Be More Eco-Friendly

Software: Microsoft Word / Microsoft Publisher

Main Class Applicable To: OST 225 – Intro to Desktop Publishing
Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 17
Secondary Class Task #'s: 1

Materials Needed:

- Microsoft Office Word Software

Things to Remember:

- This project will test the students' knowledge on being environmentally friendly as they review how to use bullets, font emphasis, WordArt, and setting page borders.

Procedures:

1. The student will evaluate a classroom (program area, other program areas in the building, school as a whole, etc) to determine where the school/program could become more "eco-friendly" and list at least four (4) areas that could be improved.
2. In Word, create a flyer listing your recommendations for your school to become more eco-friendly. Your color scheme and fonts should be consistent throughout the document.
3. Add a title of your choice using WordArt. Remember to apply a color scheme and font that will match with the rest of the text for the flyer.
4. List your recommendations using a bullet list. Apply Bold and Underline to the action being taken and italics to any description of how the action is completed.
5. Insert appropriate clipart of your choice and place it on your page to compliment the design.

6. Review your completed flyer and apply any additional design and layout changes you feel needed to add to the attractiveness of your document. These could include page borders, background color/shading, additional clipart, shapes, etc.

Grade Sheet

Flyer-Eco Friendly

Student Name: _____ Date: _____

Grading Rubric— Flyer-Eco Friendly Improvements		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Flyer includes 4 areas of improvement	30	
Font and Emphasis is consistent	20	
Text is correctly spelled	10	
Clipart	10	
WordArt	10	
Page Border	10	
Layout and Alignment are Consistent	10	
Total	100	



How My School Is Eco-Friendly

Software: Microsoft Word / Microsoft Publisher

Main Class Applicable To: OST 225 – Intro to Desktop Publishing
Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 17
Secondary Class Task #'s: 1

Materials Needed:

- Microsoft Office Word Software or Microsoft Publisher

Things to Remember:

- This project will test the students' knowledge on being environmentally friendly as they review how to use bullets, font emphasis, WordArt, and setting page borders.

Procedures:

1. The student will evaluate a classroom (program area, other program areas in the building, school as a whole) to determine where your school is already using "eco-friendly" actions. List at least four (4) areas that are being taken to promote good environmentalism.
2. Using Microsoft Word or Microsoft Publisher, create a flyer.
3. Insert an appropriate title using WordArt.
4. Insert the text from your findings using a bulleted list. You may choose complimenting fonts, colors, and font emphasis. Your color scheme and fonts should be consistent throughout the document.
5. Add appropriate Clipart and a page border around your document.
6. List what you have found going on in your assigned area using a bullet list. Apply Bold and Underline to the action being taken and italics to any description of how the action is completed.
7. Review your completed flyer and apply any additional design and layout changes you feel needed to add to the attractiveness of your document. These could include page borders, backgrounds, additional clipart, shapes, etc.

Grade Sheet

Flyer-Eco Friendly

Student Name: _____ Date: _____

Grading Rubric— Flyer-Eco Friendly Improvements		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Flyer includes 4 areas of improvement	30	
Font and Emphasis is consistent	20	
Text is correctly spelled	10	
Clipart	10	
WordArt	10	
Page Border	10	
Layout and Alignment are Consistent	10	
Total	100	



Oh, Captain – Vertical and Centered Document

Software: Microsoft Word

Main Class Applicable To: OST 100 - Keyboarding

Main Class Task #'s: 5

Materials Needed:

- Microsoft Office Word Software

Things to Remember:

- This project will work with both the Vertical and Horizontal alignment of text in a Word document.

Procedures:

1. Students should open a new blank document.
2. Set the Vertical alignment on the page to center.
3. Set the Horizontal alignment on the page to center.
4. Type the information beginning on the next page (***HINT:*** Your finished work will not have the same left alignment as this text.) Show Bold and Italic and increase in font size in your document as shown on this page.

O Captain! My Captain!

by Walt Whitman

*O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.*

*O Captain! my Captain! rise up and hear the bells;
Rise up--for you the flag is flung--for you the bugle trills;
For you bouquets and ribbon'd wreaths--for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.*

*My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But I, with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.*

Source: <http://poetry.org/whitman.htm>

5. Save the file as Oh Captain My Captain Centered on Page
6. Check with your instructor about instructions for printing the file.

Grade Sheet

Oh Captain My Captain Vertical/Horizontal Centering

Student Name: _____ Date: _____

Grading Rubric— <i>Oh Captain My Captain</i> Vertical/Horizontal Centering		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Document is HORIZONTALLY Centered	30	
Document is VERTICALLY Centered	30	
Spelling is correct	20	
Bold, Italic, and Font Size is correct	20	
Total	100	



Resumes

Software: Microsoft Word

Main Class Applicable To: MKT 100 – Introduction to Marketing

Secondary Class: WPP 200 – Workplace Principles

Main Class Task #'s: 12

Secondary Class Task #'s: 8

Materials Needed:

- Microsoft Office Word Software
- Pencil and Paper
- Handout 1
- Grade Form

Things to Remember:

- A resume is one of the most important documents you will ever produce. A resume is a document that highlights a job candidate's work and educational experience and is usually kept to one page. Resumes are sent to employers who are seeking to hire new employees. Therefore it is important that resumes be formatted very professionally and contains no grammatical or spelling errors.

Procedures:

1. Students will create a sample resume, and then using the sample resume creates their own resume for the career that they research for their future job.

PERRY JAMESON

1515 Stanley Drive #62

Hometown, KS 66202

perry.jameson@dbplanet.com

(913) 555-1938

OBJECTIVE

To obtain knowledge of the day-to-day workings of a communications, public relations, or publishing firm through a part-time job or summer internship.

EDUCATION

- Completed three years at Hometown High School.
- Graduation date: May 2005
- G.P.A. 3.85. Top 5% of class.

EXPERIENCE

Newspaper Staff Member, Hometown High School

- **Aug 2004 - present.** Features editor of campus newspaper.
- **Aug 2001 - Aug 2004.** Researched information for news articles using library and Web sources. Composed and edited informational articles, columns, editorials, and advertising copy.

Yearbook Committee Member, Hometown High School

- **Aug 2004 - present.** Editor-in-chief of yearbook staff. Leader of design and publication teams from initial layout through finished product.
- **Aug 2003 - Aug 2004.** Yearbook staff member. Experience taking photographs, designing layout, and writing captions and sidebars.

RELEVANT HIGH SCHOOL STUDIES

Technical writing; advanced composition; debate; video production; computer classes providing knowledge of word processing, desktop publishing, and Web software.

HONORS, AWARDS, AND MEMBERSHIPS

- **U.S. Media Association Scholarship recipient**
Scholarship based on academic achievement, community service, and campus participation and leadership in high school communications projects and studies.

- **2004 Best High School Newspaper Design winner**
Central State Regional Communications Contest, sponsored by the
Communications Department, State University.
- **Treasurer of National Honor Society, 2004 - present**

Resume Creation

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Correct margins are set	5	
Left aligned tab at 1.5"	10	
Right aligned tab at 6"	10	
Name is centered, bold, and 16 point	10	
Address, phone, fax and e-mail is centered and 14 point	10	
Inserted bullet between phone and fax numbers	5	
Horizontal line below e-mail address	5	
Headings are bold	10	
Places of employment are bold	10	
Job titles are italicized	10	
Standard bullets are used for job duties	10	
Footer includes activity number and title left aligned, student name is right aligned	5	
Total	100	



School Event Newsletter

Software: Microsoft Word

Main Class Applicable To: OST 110 – Document Formatting and Word Processing

Secondary Class: MKT 100 – Introduction to Marketing

Main Class Task #'s: 7

Secondary Class Task #'s: 8

Materials Needed:

- Microsoft Office Word Software
- Handout 1
- Grading Rubric
- Computer
- Printer

Things to Remember:

- A newsletter is a document that can be used for many reasons. The purpose of this newsletter is promoting a school's homecoming week activities. A newsletter is usually a part of a series and is formatted the same way.

Procedures:

1. You can type the newsletter provided or you can have the students to create their own newsletter about a topic of their choice (see example Handout 1)
2. On the first line of the document type the title of the newsletter, format in Arial, 40 pt, bold, and center aligned
3. Type the Sub-heading if there is one
4. Set the rest to of the documents to 2 columns, with the line between the columns with 3' per column and .5' between each column,
5. Format each newsletter article heading as Arial 14 pt, bold, left aligned
6. Justify the body of the text
7. Bold important dates to remember
8. Insert a picture to represent the theme of the newsletter

9. Separate each article in the newsletter using a square symbol, center aligned
10. Carefully read the document for spelling grammar, and accuracy
11. Print and turn In

Design Guide

- Keep the layout simple
- Design the heading as the most prominent element on the page
- Use a maximum of two or three fonts
- Article headings should be no more than 14 pt and body text no more than 12pt
- Place the most important information at the top

THE DRAGON TIMES

Greensburg City High School Newsletter • November 2008 Issue 3 Volume 2 • By Student Name

Spirit Week Has Arrived!

The big Thanksgiving Day football game is coming soon! Show your support by participating in spirit week. Below are the themes for each day.

Monday - Hat Day

Tuesday - Crazy Hair Day

Wednesday - Hawaiian Shirt Day

Thursday - Pajama Day

Friday - Orange & Black Day

Important Dates in November

November 3 - Sophomore Pictures

November 4 - Junior & Senior Pictures

November 11 - Homecoming Dance 7-10pm

November 12 - Homecoming Game 10 am

November 23 - Thanksgiving Break

Panthers vs. Cougars

Reported by Lindsey Cameron, Senior

This Saturday the Dragon football team meet their long time rivals the Cougars. Deshawn Jackson will be the starting quarterback for the Panthers, and interestingly enough Deshawn's cousin, Jerome Henderson will be the starting quarterback for the Dragons. Everyone is eager to see these two cousins face off on the football field. Coach Leonard is so excited and has been seen running through the halls wearing orange and black streamers around his head. The game kicks off at 10 am on Saturday and tickets to the game are selling fast. Athletic Director, Walter Dionne is asking for volunteers to work the hot dog booth. Go Dragons!

Principal Praises Student for Good Deed

Reported by Doug Fleming, Sophomore

Principal Evans is hosting a dinner on Saturday, November 2nd in honor of Freshman Albert Nunez. Albert was delivering his daily paper route last weekend when he heard cries from an abandoned house Albert took action immediately and took a good look under the bushes of the house only to discover a stray cat in distress. According to Albert, the cat's front paw was stuck under a rock. Fearful that the cat would bite Albert due to being in pain, Albert quickly dialed 911 on his cell phone. Within minutes an animal rescue team was on the scene and the cat was rescued. Once the cat was rescued unharmed, Albert returned the cat to its owner, Mrs. Fimbley, a customer on his paper route. Albert will receive an honorary key to the city by Mayor Burnap in commendation for a job well done. Kudos to Albert!

Class of 2010

Favorite Fast Food

1. Tacos
2. Pizza
3. French Fries
4. Cheeseburger
5. Mozzarella Sticks



School Newsletter Activity

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Title is Arial, 40 point, bold, and center aligned	5	
Sub-title is Arial, 10 point, center aligned with inserted bullets	5	
1 point border line below sub-title	5	
2 columns with line	10	
Article headings are Arial, 14 point, bold, and left aligned	10	
By-lines are italicized	10	
“Principal Praises...” articles are justified	10	
Days of the week in the “Spirit Week Has Arrived” article are bold	10	
Dates in the “Important Dates in November” article are bold	10	
“Photo of the Week” section contains inserted clip art image	10	
Body text is Times New Roman, 11 point, left aligned	5	
Articles are separated by a center aligned square symbol	10	
Total	100	



Student Council Memo

Software: Microsoft Word

Main Class Applicable To: OST 235 – Business Communication Technology

Secondary Class: OST 215 – Office Procedures

Main Class Task #'s: 14

Secondary Class Task #'s: 5

Materials Needed:

- Microsoft Office Word Software
- Handout 1
- Grading Rubric
- FBLA Formatting Guidelines
- Computer
- Printer

Things to Remember:

- A memo is a business document that is used to correspond internally within an organization. If it goes outside the organization and needs to be mailed, then a properly formatted letter should be used. Memos are short and to the point and are written to do something or to inform them about important information. They tend to be less formal than letters. When printed they are initial with blue or black ink by the sender next to the sender's typed name.

Procedures:

1. Open a new document
2. Set the page margins as follows, top 2inch, left right, and bottom to 1inch
3. insert a header that includes the lesson title, your name, and class period
4. Starting on the first line of the document type the title "MEMORANDUM" center and bold the title. Type the remaining text in the memo exactly as shown in handout 1.
5. Make sure to tab after TO, FROM, DATE, AND SUBJECT to ensure that the text aligns
6. Save the document as COUNCIL
7. Print, and initial the document with blue or black ink

MEMORANDUM

TO: Class of 2011

FROM: Student Name, Student Council President (Student's Initials)

DATE: Current Date

SUBJECT: Soft Drink Fundraiser

The Soft Drink Fundraiser continues to be the biggest money-making project that this year's Student Council is involved in. Principal Marlowe assures me that the vending machines will be available to all students this year. We can expect to raise close to \$5,000 that will be used for scholarships for our students.

You will also be pleased to learn that Alexa Dickenson, a junior, has agreed to assume total marketing responsibility for the project. She has informed me that a tentative plan for adding advertisements in hallways is underway. These ads will direct all students to vending machines throughout the school.

I am confident that the success of this project will ensure that students will have cold soft drinks in our school for a long time to come. If you have any great ideas about how to raise more money with this project, I'd love to hear from you. Drop me a note in the Student Council mailbox in the main office.

Student Council Memo Grade Form

Student Name: _____ Date: _____

Rubric Criteria	Point Value	Points Earned
Top margin is set at 2"	20	
Title is bold, centered and in all capital letters	20	
Proper tab is used in headings	20	
Correct line spacing is used	20	
Student initials are properly placed	20	
Total	100	



Shall I Compare Thee to a Summer's Day

Vertical and Centered Document

Software: Microsoft Word

Main Class Applicable To: OST 100 – Keyboarding

Main Class Task #'s: 5

Materials Needed:

- Microsoft Office Word Software
- Handout 1 (table example)
- Grading Rubric
- Computer
- Printer

Things to Remember:

- This project will work with both the Vertical and Horizontal alignment of text in a Word document.

Procedures:

1. Students should open a new blank document.
2. Set the Vertical alignment on the page to center.
3. Set the Horizontal alignment on the page to center.
4. Type the information beginning on the next page (***HINT: Your finished work will not have the same left alignment as this text.***) Show Bold and Italic and increase in font size in your document as shown on this page.

Shall I Compare Thee To A Summers Day?
by William Shakespeare

*Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a day:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course untrimm'd:
But thy eternal summer shall not fade,
Nor loose possession of that fair thou ow'st;
Nor shall Death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.*

Source: <http://poetry.org/shakespeare.htm>

5. Save the file as Summers Day Centered on Page
6. Check with your instructor about instructions for printing the file.

Grade Sheet

Summer's Day Vertical/Horizontal Centering

Student Name: _____ Date: _____

Grading Rubric— Summer's Day Vertical/Horizontal Centering		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Document is HORIZONTALLY Centered	30	
Document is VERTICALLY Centered	30	
Spelling is correct	20	
Bold, Italic, and Font Size is correct	20	
Total	100	



Wanted Poster

Software: Microsoft Word

Main Class Applicable To: MKT 100 – Introduction to Marketing

Secondary Class: WPP 200 – Workplace Principles

Main Class Task #'s: 12

Secondary Class Task #'s: 8

Materials Needed:

- Microsoft Office Word Software
- Handout 1
- Grading Rubric
- Computer
- Printer

Things to Remember:

- This activity is to help students work on their technology skills, while connection knowledge from content area. Also while connecting to the real-world on acceptable and unacceptable practices for professional.

Procedures:

Students will create a wanted poster about a famous person, teacher, friend, product, or event, that has had a positive professional impact upon their life.

First Name, Last Name #

Period

Date

Your Heading goes here in a text box. Remove the line from around the text box. Do not cut off the border or any of the words. (8pts.)

WANTED!!!

Any Style. Size 72. Bolded. Centered. (5 pts.)

Mrs. Smith

Your Name. Any Style. Size 48. Centered.

\$ 10,000 Reward

Money amount. Any Style. Size 48. Centered.

Thank you.

Thank you very Much!

Your Picture. Insert a Text Box. Then place the picture in the text box. Remove the line from around the text box. Center and Size the picture appropriately. (5 pts.)



Put a *Call out* (AutoShape) here. Make sure that the end is on your mouth! (2 pts.)

Say why you are wanted down here. This must be positive! Font size 36. Any Style. Bolded. Centered (4 pts.)

For Being a

Insert a Page Border around your poster. At least a 3 pt. width. (3

Excellent Teacher

Total= 40 pts.

DESKTOP PUBLISHING RUBRIC

Name _____ Document Title: _____

	1 pt. Unacceptable	2 pts. Good	3 pts. Excellent
<i>CONTENT---PURPOSE---OVERALL IMPACT</i>			
1. Purpose of the document is clear, well conveyed, and well organized.			
2. Document is attractive and in good taste; the reader instantly understands the message (purpose).			
3. Information is relevant, accurate, and adequate.			
4. Student has knowledge of subject; uses creative and innovative ideas.			
5. Meaning is clear and concise; the reader completely understands the way the information is organized..			
<i>LAYOUT---FORMAT---DESIGN</i>			
1. Design is appropriate for content and targeted audience.			
2. Placement of elements effectively conveys the intended message.			
3. There is a logical sequence and flow of information, facts, statistics.			
4. Appropriate use of margins, spacing, tabs, indents, etc.			
5. Consistency and unity in formatting is followed according to given directions and objectives.			
<i>TEXT</i>			
1. Text is keyed using appropriate font type, size, and color.			

2. Spelling and grammar are accurate; statistics and facts are correct.			
3. Text is easy to read.			
4. The content is appropriate for the purpose.			
5. Formatting instructions followed. (caps, bold, italics, etc.)			
<i><u>GRAPHICS---PHOTOS---ART</u></i>			
1. Graphics are appropriate and relate to content.			
2. Graphics accentuate understanding and enhance visual appearance.			
3. Graphics and text work together and compliment each other in addition to other document elements.			
4. Graphic size, color and type are appropriate for content.			
5. Good quality graphics, photos, and art are used in document.			



World War II Key Figures

Software: Microsoft Word

Main Class Applicable To: OST 110 – Document Formatting and Word Processing

Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 19

Secondary Class Task #'s: 1

Materials Needed:

- Microsoft Office Word Software

Things to Remember:

- This project is designed to test the student's skills in creating a table, adding rows, and sorting the data.

Procedures:

- Create a new table using 2 columns and 13 rows.
- Apply Bold and Italics the text in row one.
- Insert the text in the cells below using the alignment below.

<i>Name</i>	<i>Position</i>
Roosevelt, Franklin D.	President, United States
McArthur, Douglas A.	General, U.S. Army
Churchill, Winston	Prime Minister, Great Britain
Montgomery, Bernard	Field Marshall, British Army
Eisenhower, Dewight D.	Genera, U.S. Army
Hitler, Adolf	Dictator, Germany
Nimitz, Chester	Admiral, U.S. Navy
De Gaulle, Charles	Prime Minister, France
Tojo, Hideki	Prime Minister, Japan
Rommel, Erwin	Field Marshall, German Army

Stalin, Joseph	Leader, Soviet Union
Patton, George S.	General, U.S. Army

- Add 4 additional rows to the table at the bottom.
- Insert the data below to the table in the four new rows.

Mussolini, Benito	Dictator, Italy
Yamamoto, Isoroku	Admiral, Japanese Navy
Hirohito	Emperor, Japan
Halsey, William	Admiral, U.S. Navy

Source: <http://www.socialstudiesforkids.com/subjects/worldwariifamouspeople.htm>

- Sort the table alphabetically (excluding the header row).
- Click into either cell in row 1 and add a new **row above** row 1.
- Merge the 2 cells in the new row into one row.
- In the merged cell, type the text, *Key Figures of the Civil War*. Center align the text in the cell. Bold the text.
- Save as Table of Civil War Figures.
- Print one copy to turn in.

Grade Sheet

World War II Key Figures

Student Name: _____ Date: _____

Grading Rubric—World War II Key Figures		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Table created and text inserted	30	
Table Sorted Alphabetically by Names	20	
Text is spelled correctly	15	
Text is capitalized correctly	15	
Text is formatted and aligned	10	
Title Line is typed in a merged cell	10	
Total	100	



U.S. Presidents

Software: Microsoft Word

Main Class Applicable To: OST 110 – Document Formatting and Word Processing

Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 19

Secondary Class Task #'s: 1

Materials Needed:

- Microsoft Office Word Software

Things to Remember:

- This project covers creating a table and applying a layout format.

Procedures:

1. Set the page vertical centering to Centered.
2. Center horizontally the text United States Presidents and press enter 1 time.
3. On the next line center the text 1961-Present.
4. Create a new table with 3 columns and 11 rows
5. Change the font for all cells to Georgia and the font size to 14 point.
6. Change the alignment for the text in the center and right columns to Center.
7. Bold and Italicize the text in the header row (Row 1)
8. Insert the text below into the table.

<i>Name</i>	<i>Dates in Office</i>	<i>Presidential Number</i>
Bush, George H.W.	1989-1993	41
Bush, George W.	2001-2009	43
Carter, Jimmy	1977-1981	39
Clinton, William J.	1993-2001	42
Ford, Gerald R.	1974-1977	38
Johnson, Lyndon B.	1963-1969	36

Kennedy, John F.	1961-1963	35
Nixon, Richard M.	1969-1974	37
Obama, Barack H	2009-Present	44
Reagan, Ronald W.	1981-1989	40

Source: <http://www.whitehouse.gov/about/presidents/>

9. Sort the names of the presidents by their Presidential Number in Descending order.
10. Apply a preset color format.

Grade Sheet

U.S. Presidents

Student Name: _____ Date: _____

Grading Rubric—U.S. Presidents		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Table created and text inserted	40	
Table Formatting applied	20	
Text is spelled correctly	10	
Text is capitalized correctly	10	
Text is formatted and aligned	10	
Table is vertically & horizontally centered on page	10	
Total	100	

Microsoft Excel

Microsoft Excel

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Civil War Battle Casualties

Software: Microsoft Excel

Main Class Applicable To: CIS 100— Introduction to Computers
Secondary Class: IT 130 – Microcomputer Applications

Main Class Task #'s: 6, 8
Secondary Class Task #'s: 26

Materials Needed:

- Microsoft Office Excel Software

Things to Remember:

- This project covers all basic operations of Excel. It includes Merge and Center, Addition and Division Calculations, fit to one page, cell highlighting, and font sizes.

Procedures:

1. Open a new blank spreadsheet document. Change the cell format for the range of cells B8 through H17 to Comma format with 0 (zero) decimal places.
2. Set the font to an appropriate font of your choice. Set the font size for Row 1 to be 22 point. Set the font size for Row 2 to be 18 point.
3. Apply Bold, Italic, and Underline where shown in the problem. Set the font size for Rows 6 and 7 to 14 point. Set the font size for Rows 8-17 to 12 point.
4. For Row 6, use "Merge and Center" for each 2 cell groups for 'Forces Engaged' in B and C, '# of Casualties' in D and E, and 'Percent of Casualties' in F and G. Apply and Underline and RIGHT ALIGN the data in Row 7.
5. Complete the Excel Assignment attached to this page Enter the data in the appropriate cells as indicated by the column/row Cell Reference. Type capitalization as shown in the problem. Adjust column width as needed so that all data is showing in all columns.

6. **HIGHLIGHT THE VICTOR.** For the forces engaged cells in columns B and C, set the fill color in column B for Union and column C for the Confederacy for the battles they won with the appropriate blue/gray colors. The **Union** won Gettysburg, Antietam, Stone's River, Shiloh, and Ft. Donalson. The **Confederates** won Chickamauga, Chancellorsville, Spotsylvania and Second Manassas. The Battle of The Wilderness did not have a decided victor, leave it without a fill color (white).
7. To find the % of Casualties, you would divide the number of casualties for a side by the total number of forces engaged for that battle. Change the cell format for your results to a % format with 1 decimal place. After you have inserted the formula for the first battle, use the Fill Handle to copy the formula to the rest of the column.
8. To find the Total Casualties, you would add the number of casualties for both the Union and the Confederacy. After you have inserted the formula for the first battle, use the Fill Handle to copy the formula to the rest of the column.
9. Set the page orientation to LANDSCAPE (Page Layout Ribbon, Orientation button). If your problem still does not fit on one page, change the Page Setup "SCALING" option for 'Fit to 1 wide page by 1 page tall.
10. Save the file as "Civil War Battles" and print one copy to turn in to your instructor. Your name and the date should already be typed into cells A21 and A22.

Grade Sheet

Excel-Civil War Battle Casualties

Student Name: _____ Date: _____

<i>Grading Rubric— Excel-Civil War Battle Casualties</i>		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Data is entered and spelled correctly	20	
Text is Formatted (Bold, Ital., Underlined) correctly	20	
Calculations are correct	20	
Value Cells are formatted (comma, percent)	10	
Column B and C data is fill colored	10	
Merge and Center used correctly	10	
All Labels/Values are visible	10	
Total	100	



If/Then Student Survey

Software:	Microsoft Excel
Main Class Applicable To:	CIS 130 - Microcomputer Applications
Secondary Class:	CIS 100 - Introduction to Computers
Main Class Task #'s:	6, 7, 8, 10
Secondary Class Task #'s:	5, 6, 8

Materials Needed:

- Microsoft Excel
- Printer (as needed)

Things to Remember:

- This project will build on the student's ability to gather data, and process data using Microsoft Excel.
- Students should have in-depth knowledge of basic Excel functions and spreadsheet formatting before beginning the lesson.

Procedures:

1. Before beginning the lesson, explain to students the functionality and purpose of If/Then statements in Excel.
2. Demonstrate to students, by using the example survey, or the instructor's own example, how to set up if/then statements in excel, and utilize features.
3. To demonstrate the purpose of if/then statements, have students design a survey, like the example, to create their own if/then statements, and then categorize their answers.
4. Students may make charts based on responses, if required.

Grade Sheet

Student If/Then Surveys Excel Project

Student Name: _____ Date: _____

<i>Grading Rubric— Excel-If/Then Student Surveys</i>		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Data is entered and spelled correctly	20	
If/Then Statements are in appropriate columns	20	
Results are correct	20	
Rows/Columns are labeled correctly	10	
Charts appropriately illustrate results	20	
Appropriate questions are selected for survey	10	
Total	100	



Bobcat Candy Company Quality Control

Software: Microsoft Excel

Main Class Applicable To: CIS 130 – Microcomputer Applications

Secondary Class: BA 260 – Intro to Electronic Commerce

Main Class Task #'s: 7, 8

Secondary Class Task #'s: 7

Materials Needed:

- Microsoft Office Word Software
- Projector
- Grading Rubric
- Worksheets
- Bags of Candy

Things to Remember:

- The students have practiced computing the mean, median, and mode with Excel when given a set of data. Now, the students will gather their own data and compute these values based on that data.

Procedures:

You are the quality control manager for the Bobcat Candy Company. The company wants to make sure that there are 120 (+/- 2) pieces of candy in each of its bags of candy, and that each bag has 20 pieces each of: Red, Orange, Brown, Green, Yellow, and Blue. Your task is to find out the mean, median, and mode of the number of pieces/colors given 18 sample candy bags.

Follow the steps below to complete you task:

1. Take a bag of candy from your teacher.
2. Open the bag and sort your candies by color.
3. Count each color of candy you have and record it on the attached sheet.
4. Listen as your teacher helps the class get the numbers from your classmates' bags.
5. Enter your data into an Excel spreadsheet laid out similar to the following (Remember to use Formulas where necessary to make your life easier!):

Bobcat Candy Company Quality Control Numbers								
	Sample #	Red	Orange	Yellow	Green	Blue	Brown	Total Candies
	1							(Hint: Autosum here!)
	2							
...	...							
Mean								
Median								
Mode								

6. Format the column headings with colors of your choosing.
7. Make sure your name is at the top or the bottom of the spreadsheet.
8. Set the page orientation to landscape, make sure the spreadsheet fits on one page, and print one copy of your results.
9. Answer the following questions based on your findings:
 - a. Which color is the most common per bag? Which measurement did you use to formulate your answer?

 - b. Are there 20 pieces of each color per bag? If not, which pieces are misrepresented? Which measurement(s) did you use to formulate your answer?

 - c. Has the Bobcat Candy Company accomplished its goal of having between 118-122 pieces of candy per bag? What measurement(s) did you use to come to this conclusion? (Use the back of this sheet if you need more space!)

10. The data collection sheet is worth 25 points, the spreadsheet is worth 50 points, and the questions are worth 25 points! Remember to make the spreadsheets pretty and readable!

Candy Data Collection Sheet

Sample	# of Red	# of Orange	# of Yellow	# of Green	# of Blue	# of Brown
1 (Your Bag!)						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						



Using Excel to Design a Stock Portfolio Simulation

Software: Microsoft Excel

Main Class Applicable To: CIS 100—Introduction to Computers
Secondary Class: OST 213 – Business Calculations for the Office Professional

Main Class Task #'s: 8, 10
Secondary Class Task #'s: 23

Materials Needed:

- Microsoft Office Excel Software
- Internet Connection

Things to Remember:

This project is designed to be an ongoing activity over the course of a nine week, semester, or even yearlong activity, though many elements of the project can be modified to be a standalone lesson. Through this project, students will be exposed to several spreadsheet concepts, such as:

- Document formatting
- Formula creation
- Copying data and formulas, or using Autofill
- Creating absolute and relative references
- Applying conditional formatting
- Creating and modifying charts and graphs

Procedures:

In this project, students will create and maintain a stock portfolio with MS Excel. The activity will take approximately two days to begin, then students will check their stocks each day and update their spreadsheet. At the conclusion of the project, students will create a variety of charts and graphs summarizing their results. A sample portfolio is attached.

Activity 1

Create a Spreadsheet to Calculate and Maintain Your Investment Results

TASK - Students will create their portfolio using the following guidelines. They will have an imaginary \$100,000 to spend. They MUST spend at least \$95,000 of this money, and not go over \$100,000, and must buy at least five different stocks. They will calculate the total for each stock by multiplying the stock price by the number of shares, then add each total to come up with their total portfolio value. (Recommend to each student that they should try to spend close to \$20,000 on each of the five stocks, so that they don't "put all of their eggs in one basket.") (NOTE: I have provided a list of DJIA stocks and other common stocks. You may choose to limit purchases to those stocks to prevent students from taking too much time in looking up investments.)

These are the 30 stocks that are used to calculate the Dow Jones Industrial Average, and are considered "benchmark" stocks, which are industry leaders. You may choose other stocks than the ones on this list, but this may help save you time in looking up symbols.

<u>Company Name</u>	<u>Stock Symbol</u>
3M Company	(MMM)
Alcoa Inc.	(AA)
American Express Co.	(AXP)
AT&T Inc	(T)
Bank of America Corp.	(BAC)
Boeing Co.	(BA)
Caterpillar, Inc.	(CAT)
Chevron Corp.	(CVX)
Citigroup Inc.	(C)
Coca-Cola Co.	(KO)
DuPont	(E.I.)
deNemours	(DD)
Exxon Mobil Corp.	(XOM)
General Electric Co.	(GE)
General Motors	(GM)
Hewlett-Packard Co.	(HPQ)
Home Depot, Inc.	(HD)
Intel Corp.	(INTC)
International Bus. Mach.	(IBM)

J.P. Morgan Chase & Co.	(JPM)
Johnson & Johnson	(JNJ)
Kraft Foods Inc. Cl A	(KFT)
McDonalds Corp.	(MCD)
Merck & Co. Inc.	(MRK)
Microsoft Corp.	(MSFT)
Pfizer Inc.	(PFE)
Procter & Gamble Co.	(PG)
United Technologies Corp.	(UTX)
Verizon Communications Inc.	(VZ)
Wal-Mart Stores, Inc.	(WMT)
Walt Disney Co.	(DIS)

Other Stocks of Interest – These stocks are some that students commonly ask about.

Abercrombie and Fitch	(ANF)
Nike	(NKE)
Dell Computer	(DELL)
Sony	(SNE)
Sonic Drive In	(SONC)
E-Bay	(EBAY)
Crocs Footwear	(CROX)
Electronic Arts	(ERTS)
American Eagle	(AEO)
Apple Computer	(AAPL)

Part 1 – Finding Your Stocks

Students will need to go to www.nasdaq.com or a similar site to find their stocks. Students will need to search for the symbols of the companies that they would like to own. This is done by clicking the "Symbol Lookup" tool and typing the name of the company. See the attached Stock List for some common stock symbols that students tend to want to buy.

Find the price of the stock by looking for the "Last Sale." On Nasdaq's website, simply type in the symbols into the "Get Quotes" section located on the home page. Once students have decided on the stocks that they wish to buy, write down the company name, stock symbol and

"Last Sale" price.

Part 2 - Creating Your Portfolio

Open up a blank Excel sheet. We will now calculate the total portfolio value.

- In cell A1, type the heading "Company Name."
- In C1, type "Symbol,"
- In D1 type "Price,"
- In E1 type "# shares," and in F1 type "Total Cost."
- Beginning in cell A2, type the names of the companies.
- Beginning in cell C2, type the correct stock symbols.
- Beginning in D2, type the price per share.
- Next, place the formulas to calculate the subtotals in range F2:F6, and the total portfolio value in cell F7.

Part 3 - Creating a Chart to Maintain Your Daily Performance

We will now set up a chart to maintain the value of the portfolio. Each day, students will come to class and find the new value of their stocks. When they enter the new stock price in the chart that we are about to make, the new value of their portfolio will be shown and we will see who is making money and who is losing.

- In cell A10, key the symbol for the first stock. Skip a row, then key in the next symbol in A12, and so on until you have inserted each symbol with a blank row between it.
- Beginning in cell B9, key in the date. Each day, students will need to key in the new date in cells C9, D9, E9, etc.
- Type the current price of each stock in the cells to the right of the symbol beginning in row 10, beneath the current date. For example, in cell B10, key in the price of Microsoft at \$59.99. Do this for each of the stocks. The prices should be placed in cells B10, B12, B14, B16, and B18.
- In cell B11, type a formula that will calculate the number of shares by the price in cell B10. **You may also require that students write an absolute formula and multiply the price by the number of shares purchased in range E2:E6.**
- In cell B20, we will calculate the total current value of the portfolio by adding the values each day.

Part 4 - Maintaining Your Portfolio

Each day when students arrive, they should check the last sale price, update their chart, similar to the sample spreadsheet, and copy and paste formulas to each new day.

When finished with this assignment, print your portfolio 1) in normal view, with your name in the header, 2) in formula view, showing all calculations.

Scoring Guide - 25 points

- Students properly locate and determine stock symbol and last sale price (5 points)
- Portfolio is organized properly and all headings are correctly labeled. (5 points)
- All formulas correctly calculate results, as shown in the printed formulas. (10 points)
- Students properly organize daily value. (5 points)

Activity 2

Formatting the Stock Portfolio and Creating Conditional Formatting

Once students have created their portfolio, they will probably notice that it doesn't look very organized, or easy to read. In this activity, students will format their spreadsheet, and apply conditional formatting to their daily portfolio value. NOTE: This activity may be completed on the same day as the initial spreadsheet is built, or later in the term, depending on preference.

Formatting a Spreadsheet

Format your finished spreadsheet so that it is easier to read and follow. Specifically, complete the following:

- Add a thick bottom border below the sum of ANY numbers, specifically above the Total Portfolio Value in cell F7 and above the daily portfolio values in row 20.
- Apply a Bold format and bottom border to the column titles in row one, and to the dates in row 9.
- Apply a Currency with two Decimal Places format to all currency.
- In row 21 of each day (except for the first day), calculate the gain or loss for each day by subtracting the current day's portfolio value (in row 20) from the previous day's value (also in row 20). Copy and paste this formula to every day to see daily gains and losses.
- Add a fill color of your choice to the content of rows 10, 12, 14, 16, 18, and 20, so that it's easier to follow each row across the spreadsheet.
- Finally, format row 21 with conditional formatting, so that the text will:
 - automatically turn green if you had a positive return or break even on the day, or
 - will turn red if you had a negative return on the day.

Scoring Guide - 25 points

- properly locate format currency (5 points)
- properly format titles and borders. (5 points)
- properly format fill colors for each row. Fill colors must not obscure text. (5 points)
- properly format conditional statements – 5 points each. (10 points)

Activity 3

Creating Graphs to Represent Your Results

In this activity, students will create a series of graphs to represent the changes in their investments over the course of this project. While students can do this activity for a short period of time, I've found that most enjoy continuing it over an entire class term or semester. It also gives them a better idea of how the market moves and how individual stocks will fluctuate over time.

Part 1 – Creating a 3D Pie Chart to Represent Your Portfolio Value

Create a 3D or 3D exploded pie chart using the ORIGINAL values of each investment (in range F1:F6). The chart must:

- have a title caption "Your Name – Stock Portfolio"
- contain a legend showing each stock name or symbol,
- show the percentage of each investment
- customize the colors of each pie block to your liking, using a solid or gradient fill.

Part 2 – Creating Line Charts For Each Stock

Create a 2-dimensional line chart with markers to show the last sale price of each stock on a daily basis. (NOTE: You should create a total of 5 graphs.)

- The line chart should contain the name or stock symbol as the page title
- Dates for each data point must be shown under the graph.
- Format the plot area and line color of each graph to a scheme of your choice.

Part 3 – Creating a Line Chart For Your Total Portfolio Value

Create a 2-dimensional line chart with markers to show the total portfolio value of your portfolio on a daily basis.

- The line chart should contain the title "Your Name – Portfolio".
- Dates for each data point must be shown under the graph.
- Format the plot area and line color of each graph to a scheme of your choice.

Bonus – Create ONE Line Chart with Markers Showing ALL FIVE Stocks (10 points)

Create a 2-dimensional line chart with markers to show the total portfolio value of your portfolio on a daily basis.

- The line chart should contain the title "Your Name – Individual Performances".
- Dates for each data point must be shown under the graph.
- Format the plot area and line color of each graph to a scheme of your choice.

Scoring Guide - 35 points

- Pie Chart is properly created. 1 point deduction for missing legend, percentage, or unedited colors (5 points)
- Each Line Chart is properly created. One point deduction for missing title, incorrect dates, or unedited colors. (5 points each)
- Total Portfolio Value chart is properly created. 1 point deduction for missing title, incorrect dates, or unedited colors. (5 points)
- properly format conditional statements – 5 points each. (10 points)



Comprehensive Excel Project

Software: Microsoft Excel

Main Class Applicable To: CIS 130 – Microcomputer Applications
Secondary Class: BA 213 – Business Calculations for the Office Professional

Main Class Task #'s: 7, 8
Secondary Class Task #'s: 7

Materials Needed:

- Microsoft Office Excel Software
- Computer
- Printer

Part 1

Create the following chart in Excel, beginning in cell A1.

Stock Portfolio			
Symbol	Current Value	Purchase Cost	Net Gain/Loss
NKE	\$15,439	\$16,434	
MCD	\$24,659	\$22,498	
YUM	\$18,584	\$17,958	
DELL	\$16,984	\$16,955	
VISG	\$22,373	\$20,948	
TOTAL			

1. Use a formula to calculate the Net Gain/Loss in column D.
2. Use conditional formatting to format the Net Gain/Loss column. If the investment has increased, change the text color to green, and if there is a loss, turn it to red and bold.
3. Format the "NKE" stock symbol as bold, with dark blue text and a 25% Gray fill. Then use the Format Painter to copy this formatting to the other symbols.

4. Name range B3:B7 “Current” and calculate the total Current Value in the correct cell. Use the **named range** instead of the cell references in the function formula.
5. Name range C3:C7 “Purchase” and calculate the total Purchase Cost in the correct cell. Use the **named range** instead of the cell references in the function formula.
6. Create a 3D exploded pie chart showing the symbol and current values of the stock portfolio.
 - a. Name the chart “Portfolio”
 - b. Show the legend on the chart, and label each portion with the percentages.
 - c. Embed the chart and fit it in range A11:G20.
7. Print the finished page, including your chart, showing your formulas. Fit the information to ONE PAGE.

Scoring Guide – 30 points

- 5 points – Correctly set up spreadsheet and name ranges.
- 5 points – Correctly calculate gain/loss formulas
- 5 points – Correctly calculate current value and Purchase cost formulas using named ranges
- 5 points – Appropriate cell formatting is applied.
- 10 points – Properly create pie chart.

Part 2

On Sheet 2 of the current workbook, create the following chart.

Student	Test 1	Test 2	Test 3
Tom Thumb	88	94	76
Mary Green	100	100	97
Lee Peterson	98	73	67
Grant Goodeve	82	78	72
AVERAGE			

1. Name each column of test results as “Test1”, “Test2”, and “Test3” respectively.
2. Calculate the average of each test using the **named ranges**.
3. Create a clustered column chart using range A1:D5.
4. Title the chart “Tests”.
5. Place the chart on a new chart sheet.

6. Print the graph and the spreadsheet, showing your formulas.

Scoring Guide – 20 points

5 points – Correctly set up spreadsheet and name ranges.

5 points – Correctly calculate averages

10 points – Properly create clustered column chart.

Microsoft PowerPoint

Microsoft PowerPoint

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Animated Children's Book Project

Software: Microsoft PowerPoint

Main Class Applicable To: CIS 130 – Microcomputer Applications

Secondary Class: OST 272 – Presentation Graphics

Main Class Task #'s: 17

Secondary Class Task #'s: 6, 7, 9, 10, 11, 16, 17, 19, 20, 22, 25, 26, 27

Materials Needed:

- Microsoft PowerPoint
- Computer
- Projector (for final presentation)
- Children's Books (primary level)

Things to Remember:

- This project uses custom animation skills utilized in PowerPoint. Students should have a working knowledge of animations and transitions in PowerPoint before beginning the project.
- A sample of what a few simple slides to begin a story is included. These slides include animation.
- A rubric is also included as an Excel file, and can be edited according to the needs of the instructor.
- Standards for this project can be adjusted according to the expectations of the instructor, and skill level of the students. For example, the maximum and minimum number of slides required for the story, amount and type of custom animation to be included within the story, level of reading, etc.
- Students should be made aware of copyright laws before beginning their story. Stories that they author cannot closely resemble those that they read as examples.

Procedures:

1. Students should read several children's books (early primary level) to familiarize themselves with children's literature. These books can be brought in by students or loaned by the instructor from their local library.

2. Before beginning in PowerPoint, students should use plain paper to storyboard their stories and characters, as well as the actual story, which should be approved by the instructor prior to creation.
3. After approval by the instructor, students may begin work on their story and animation, which may take several days to complete.
4. Students may use Clip Art as well as Microsoft Online to obtain images for their story. Make sure students do not use images without proper permission.
5. Students should “test” the story as it is created to make sure that their animations are functional and appropriate.
6. Students should also practice slide transitions and timing to ensure a story that flows smoothly as it is read. One main objective is that the story can be read to students without touching the computer after beginning the slide show.
7. Encourage students to animate the story’s text, if appropriate, to customize the story.
8. After students finish, have them present their stories to an elementary classroom or headstart and gauge student reaction.

Digital Storytelling : PowerPoint Children's Book

Student Name: _____

CATEGORY	20	15	10	1
Story Suitability	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Story Graphics/Illustration	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Story / Text Editing	Story was very age appropriate and interesting. Grammar and usage were correct (for the dialect chosen) and contributed	Story was somewhat age appropriate and interesting. Grammar and usage were typically correct (for the dialect	Story was age appropriate, but did not make sense, or did not demonstrate a purpose or storyline. Grammar and	Story did not make sense and was not age appropriate. Repeated errors in grammar and usage distracted greatly from the

	to clarity, style and character development.	chosen) and errors did not detract from the story.	usage were typically correct but errors detracted from story.	story.
Duration of Presentation	Length of presentation was 5 minutes. At least 20 slides accompanied the story.	Length of presentation was 4 minutes. At least 15 slides accompanied the presentation.	Length of presentation was 3 minutes. At least 10 slides accompanied the presentation.	Presentation was less than 2 minutes long. There were less than 10 slides accompanying the presentation.
Storytelling Presentation	Uses a conversational style throughout and provides character voices and dialect.	Uses a conversational style the majority (85-95%)of the time and differentiates some character voices and dialect.	Uses a conversational style most (70-84%)of the time. Does only 1 or 2 character voices.	Presentation style is primarily monologue.



Cereal Box Marketing

Software: Microsoft PowerPoint

Main Class Applicable To: OST 225 - Intro. to Desktop Publishing

Secondary Class: CIS 100 - Introduction to Computers

Main Class Task #'s: 1, 4, 6, 7, 8, 12, 16, 17, 19, 20, 25

Secondary Class Task #'s: 33, 34, 35

Materials Needed:

- Microsoft PowerPoint
- Cereal Boxes (for Examples and Finished Product)
- Printer

Things to Remember:

- This project will build on skills learned when using PowerPoint to complete desktop publishing tasks. Students should have prior knowledge that includes formatting, inserting and manipulating text and graphics, as well as rulers and scaling to produce a finished product.

Procedures:

1. Incorporate marketing principles into the class by discussing children's cereal marketing, and showing students examples of children's cereal boxes, or having them look up children's cereal on the Internet.
2. Explain to students that they will be creating their own brand of cereal to market to children. The instructor should choose the age and demographics that students will market toward.
3. Students will use PowerPoint to design their own brand of cereal, which will include naming their cereal, designing a front cover for the box, and back panel if time permits.
4. After students complete their project, they should print out their cereal box cover(s), and attach using glue to an actual cereal box to create a "real" product.
5. Students should then present their product to the class, and justify why their product will be successful, and which elements will make it appealing to the appropriate demographic audience.

PowerPoint Cereal Boxes

Student Name: _____

CATEGORY	20	15	10	5
Required Elements	The cereal box includes all required elements as well as additional information.	All required elements are included on the cereal box.	All but 1 of the required elements are included on the cereal box.	Several required elements were missing.
Attractiveness	The cereal box is exceptionally attractive in terms of design, layout, and neatness.	The cereal box is attractive in terms of design, layout and neatness.	The cereal box is acceptably attractive though it may be a bit messy.	The cereal box is distractingly messy or very poorly designed. It is not attractive.
Graphics - Relevance	All graphics are related to the demographics and will contribute to sales of the product. All borrowed graphics have a source citation.	All graphics are related to the demographics and most will contribute to sales. All borrowed graphics have a source citation.	All graphics relate to the demographic. Most borrowed graphics have a source citation.	Graphics do not relate to the demographic OR several borrowed graphics do not have a source citation.
Grammar	There are no grammatical mistakes on the cereal box.	There is 1 grammatical mistake on the cereal box.	There are 2 grammatical mistakes on the cereal box.	There are more than 2 grammatical mistakes on the cereal box.
Graphics - Originality	Several of the graphics used on the cereal box reflect a exceptional degree of student	One or two of the graphics used on the cereal box reflect student creativity in their creation and/or	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.

	creativity in their creation and/or display.	display.		
--	--	----------	--	--



Electronic Career Portfolio

Software: Microsoft PowerPoint

Main Class Applicable To: CIS 130 - Microcomputer Applications

Secondary Class: CIS 100 - Introduction to Computers

Main Class Task #'s: 1, 17, 19, 22

Secondary Class Task #'s: 1, 2, 3, 34, 35, 38

Materials Needed:

- Microsoft PowerPoint
- Printer
- Example Career Portfolio

Things to Remember:

- Students should have prior knowledge of basic PowerPoint functions before completing this task. Students should have in-depth knowledge of hyperlinks to inside and outside file sources, as well as in-depth knowledge of Microsoft Word.
- It is helpful for students to have completed resumes and cover letters before completing this assignment.
- Students should also have completed extensive career research on a career of their choice prior to beginning work on this project.
- The attached file is an example that was submitted at an FBLA competition and competed on the state level.

Procedures:

1. Before beginning work on the project, students should have a current resume and cover letter saved and available for use on a local drive or portable flash drive. Students should also have notes and information about their career choice saved or printed for use.
2. Explain to students the importance of resumes and cover letters in their future careers, and how an electronic portfolio can demonstrate the student's efficient use of technology, and how this can assist students in finding a job.
3. Show students the example career portfolio, and modify to meet the instructor's needs and wishes for the project.

4. Point out to students that the portfolio should reflect their career choice, for example, a fashion designer's portfolio would reflect the use of color and design elements that they would be able to utilize in a career setting.
5. Students should be sure to cite all resources and references used in their portfolio in a slide at the end of the presentation.
6. Students should hyperlink and test each link to internal and external files and slides during creation, and after completion.
7. Students should present their portfolios to fellow students at the end of the project.

Electronic Career Portfolio

Student Name: _____

CATEGORY	20	15	10	5
Images	Images, graphics, text, and color create a distinct atmosphere or tone that matches different elements of the portfolio and career choice.	Images, graphics, text, and color create an atmosphere or tone that matches some parts of the portfolio and the career choice.	An attempt was made to use images, graphics, text, and color to create an atmosphere/ tone but it needed more work.	Little or no attempt to use images, graphics, text, and color to create an appropriate atmosphere/ tone for the portfolio and career choice.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Required Elements	Portfolio contains all required documents and information, and all links and files are functional.	Portfolio contains most required documents and information, and all links and files are functional.	Portfolio is missing some required documents and information, and not all links and files are functional.	Portfolio is missing many required documents and information, and many links and files are not functional.
Duration of Presentation	Length of presentation was 4 minutes.	Length of presentation was 3 minutes.	Length of presentation was 2 minutes.	Presentation was less than 2 minutes long OR more than 4 minutes.



House Plans PowerPoint Project

Software: Microsoft PowerPoint

Main Class Applicable To: OST 272 – Presentation Graphics

Secondary Class: OST 110 – Document Formatting and Word Processing

Main Class Task #'s: 6, 9, 10, 13, 14, 15, 16, 17, 19, 20

Secondary Class Task #'s: 23, 26, 27

Materials Needed:

- Microsoft Office PowerPoint Software
- House Plan Examples
- Grading Rubric
- Computer

Things to Remember:

- This project uses drawing tools also found in other Microsoft Office Programs, but allows greater flexibility when dragging and placing objects.
- Students will need to view sample house plans found in magazines, or on the Internet before beginning to determine what their house will look like. (A sample house plan is included)
- The instructor should determine requirements for students considering how many rooms must the house have, what objects should be placed or drawn within the house, and other elements as time permits (A sample rubric is included)
- Outdoor landscaping is another element that can easily be added to this project if the instructor wishes to extend the size of the project

Procedures:

1. Students should be given the opportunity to look at several house plans from different sources such as magazines and the Internet before beginning.
2. Project a sample house plan on the board, and be sure to point out to students which elements make up the house, as well as what should be included in their own home.
3. Discuss scaling and sizing with students before beginning. Have students envision

themselves walking through every room of the house to ensure it meets standards set by the instructor.

4. Students can get as detailed as required by the instructor, and insert basic shapes available in clip art as well (these are mostly basic furniture shapes and objects) that can be inserted after the house plan is complete.

Building A Structure : PowerPoint House Plans

Student Name: _____

CATEGORY	20	15	10	5
House Plan	House Plan is neat with clear labeling for all components.	House Plan is neat with clear labeling for most components.	House Plan provides clear labeling for most components.	House Plan is inadequately labeled.
Home Function	Structure functions extraordinarily well, and drawing makes sense.	Structure functions well, and drawing has less than 2 functional errors.	Structure functions pretty well, but has several functional errors.	Fatal flaws in function with many functional errors.
Construction - Care Taken	Great care taken in construction process so that the structure is neat, attractive and follows plans accurately.	Construction was careful and accurate for the most part, but 1-2 details could have been refined for a more attractive product.	Construction accurately followed the plans, but 3-4 details could have been refined for a more attractive product.	Construction appears careless or haphazard. Many details need refinement for a strong or attractive product.
Drawing Tools	Appropriate tools were selected and creatively modified in ways that made them even better.	Appropriate tools were selected and there was an attempt at creative modification to make them even better.	Appropriate tools were selected.	Inappropriate tools were selected and contributed to a product that performed poorly.



Web Page Mapping with PowerPoint

Software: Microsoft PowerPoint

Main Class Applicable To: OST 272 – Presentation Graphics
Secondary Class: OST 110 – Document Formatting and Word Processing

Main Class Task #'s: 6, 9, 10, 13, 14, 15, 16, 17, 19, 20

Secondary Class Task #'s: 23, 26, 27

Materials Needed:

- Microsoft Office PowerPoint Software

Things to Remember:

- This project is aimed to help students visualize the web page design process, and use PowerPoint to begin the process of web design. Students also learn about linking web pages by linking slides in proper order.

Procedures:

1. Students should review the web page design aspect of planning and mapping.
2. Use the whiteboard/chalkboard to help students visualize a site map for the web page to be designed.
3. Show students the Web Map Example on the included sample PowerPoint.
4. Review linking slides and websites using the example file.



Where in the World Has my Teacher Been?

Software: Microsoft PowerPoint

Main Class Applicable To: CIS 100 – Introduction to Computers

Secondary Class: CIS 130 – Microcomputer Applications

Main Class Task #'s: 15, 33, 34, 35

Secondary Class Task #'s: 17

Materials Needed:

- Microsoft Office PowerPoint Software
- Internet
- Location Prompt from Instructor

Things to Remember:

- This project is designed to demonstrate the students' ability to locate information on the internet and summarize the data to create a PowerPoint presentation. The instructor will need to provide the student with individual locations. Create a set of index cards listing individual locations that you have visited in your life. Vacations, Organization Conferences, etc.

Procedures:

1. Students should be given a location (town, tourist attraction, location, etc) that your instructor has visited in their lifetime.
2. The student will be allowed to use the Internet to research information from the internet. You will create a slide, it will become the last slide in the presentation. List on this slide the websites you have used to gather information about your location.

This is NOT a copy and paste assignment. Your assignment is to summarize the information and create new slides, not to copy and paste the information from the web site to your presentation.

3. Open a new PowerPoint presentation. On the first slide (title slide), add the main title of

Where in the World has (teacher) Been. In the secondary title, add the location and your name.

4. Create 6-7 slides about the location you are researching. Include a description and history of the location, attractions about the area to visit, and special celebrations held at the location.
5. Include pictures about your location in your slides.
6. Apply a color scheme to your slides.
7. Apply slide transitions to your slides.
8. Apply custom text animation for the text placeholders (not the title place holders).
9. Save your finished presentation as *Where in the World (List Location)*. (Example: *Where in the World Disney World.ppt*)
10. Ask your instructor for additional information about printing or saving the file to a location for other students to see your completed work.

Grade Sheet

PowerPoint-Where in the World

Student Name: _____ Date: _____

Grading Rubric—PowerPoint-Where in the World		
<i>Criteria</i>	<i>Points Possible</i>	<i>Points Earned</i>
Presentation has 6-7 slides	20	
Color Scheme is consistent	20	
Slides have Transitions	20	
Text boxes in slides have animations	20	
There is a slide of web site references	20	
Total	100	

Microsoft Access

Microsoft Access

Designing a Relational Database ----- 101

***NOTE: There is an additional Microsoft Access Activity in the
Microsoft Extra Projects Section**



Designing a Relational Database

Software: Microsoft Access

Main Class Applicable To: CIS 100 – Introduction to Computers

Main Class Task #'s: 9, 10, 11

Materials Needed:

- Worksheet

Things to Remember:

- This project does not require the use of MS Access, as it is simply an exercise that requires students to design a database table as it would be created in Access. You may require students to create their own database table after completing this assignment, however.

Procedures:

Design a relational database, in the chart below, that has **5 fields** and **10 records**. The information in your database may be fictitious, but should be realistic.

Example: Note that these examples only have three records, you will need to have 10.

Sample Table:

Draft Info : Table							
	Last Name	First Name	College	Drafted By:	Conference	Rookie Year	Round Picked
	Couch	Tim	Kentucky	Browns	AFC	1998	1
	Long	Jake	Michigan	Dolphins	AFC	2008	1
▶	Lofton	Curtis	Oklahoma	Hawks	NFC	2008	2
*						0	0

Note in the samples above that the information about each player is organized according to related information. For example, in the first record, Tim Couch attended the University of Kentucky, and was drafted by the Browns in 1998 in the first round.

1. In the Table Name blank below, name your table.

2. In the Table Description blank, briefly explain what type of information will be stored in the table.
3. In the blank table on page 2, write a name in each column heading, then in row 2, write the data type for the column (text, number, integer, date, etc)
4. For each of the record rows, insert each of your records.

Table Name: _____

Table Description: (What type of information will be kept in the table)

Field Names					
Data Type					
Record 1					
Record 2					
Record 3					
Record 4					
Record 5					
Record 6					
Record 7					
Record 8					
Record 9					
Record 10					

Microsoft Publisher

Microsoft Publisher

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Publisher Calendar Project

Software: Microsoft Publisher

Main Class Applicable To: OST 215 – Office Procedures

Main Class Task: Schedule and record appointments.

Materials Needed:

- Microsoft Office Publisher Software
- Grading Rubric
- Computer
- Printer

Procedures:

Using Microsoft Publisher, design a calendar for the month of November to record the tasks you need to complete for the month. Use attractive colors, but stay professional. You may add clipart and change font styles but make sure information is legible. Include all activities for the month.

Appointments for November:

- November 2—Prepare minutes for department meeting and distribute
- November 5—Send an e-mail reminding staff of meeting for Nov. 11
- November 10—Call Megan to get information about FBLA conference
- November 16—Prepare draft of Community Report
- November 20—Call Darrell to coordinate travel to Business conference
- November 24—Research purchase options for new copier
- November 30—Prepare monthly reports

Calendar Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

Calendar Project

Students entered all appointment dates (including name of month). 1 2 3 4 5

Calendar is well formatted. 1 2 3 4 5

Clipart is appropriate. 1 2 3 4 5

Font styles are easy to read. 1 2 3 4 5

Spelling skills are good. 1 2 3 4 5

TOTAL _____/25



Publisher Career Project

Software: Microsoft Publisher

Main Class Applicable To: Any Class

Main Class Tasks: Research and Analyze Career Opportunities

Procedures:

Develop either a

- Program
- Brochure
- Other Approved Document

The document should include

- Description of the job
- Duties performed on the job
- Education required
 - Compare a couple of colleges based on tuition, credits, etc.
- Make a table that provides the salary of this job in at least five states (one of which is Kentucky)
- Provide the outlook for this job for the next five to ten years

Career Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

Career Project

Students provided a complete description of job. 1 2 3 4 5 6 7 8 9 10

Students provided duties performed on the job. 1 2 3 4 5 6 7 8 9 10

Students provided the education required. 1 2 3 4 5 6 7 8 9 10

Students provided a table with a minimum of salaries from five states. 1 2 3 4 5 6 7 8 9 10

Students provided the outlook for this job in five to ten years. 1 2 3 4 5 6 7 8 9 10

Students used appropriate color coordination and layout for document. 1 2 3 4 5 6 7 8 9 10

Students used good grammar and spelling skills. 1 2 3 4 5 6 7 8 9 10

Students used appropriate clip art in document. 1 2 3 4 5 6 7 8 9 10

Students did not leave a lot of white space. 1 2 3 4 5 6 7 8 9 10

Overall appearance of document. 1 2 3 4 5 6 7 8 9 10

TOTAL _____/100



Communications Storybook Project

Software: Microsoft Publisher

Main Class Applicable To: OST 235 – Business Communications

Main Class Tasks:

- Apply spelling rules; use correct spelling
- Apply grammar rules
- Apply abbreviations and abbreviation rules
- Write sentences using homonyms, synonyms, and antonyms

Materials Needed:

- Microsoft Office Publisher Software
- Binding Machine and Combs
- Stapler
- Cardstock for Front and Back Pages

Procedures:

Using what has been studied about various rules in business communications, design an activity book for 3rd to 5th graders. Provide activities that relate to the rules of spelling, grammar, and abbreviations. Include also activities for homonyms, synonyms, and antonyms. Be creative, do not just provide sentences where the correct word is chosen; have stories and puzzles, and enhance pages with clipart. Remember this is for elementary-aged children.

Requirements

- use full- or half- size sheets
- print duplex
- bind as can be done by classroom
- include a minimum of eight exercises
- can include clip art where appropriate
- use card stock, if available, for front and back covers

Communications Storybook Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

Activity Book

Students focused on business communication. 1 2 3 4 5 6 7 8 9 10

Students made story at a third to fifth grade level. 1 2 3 4 5 6 7 8 9 10

Students included clipart relevant to the story. 1 2 3 4 5 6 7 8 9 10

Students used program format, printed duplex and had a minimum of ten (10) pages. 1 2 3 4 5 6 7 8 9 10

Students used good grammar and spelling skills. 1 2 3 4 5 6 7 8 9 10

Students used good layout (not too crowded/busy and not too much white space) 1 2 3 4 5 6 7 8 9 10

Overall arrangement and organization of book is good. 1 2 3 4 5 6 7 8 9 10

TOTAL _____/70



Computer Hardware Publisher Project

Software: Microsoft Publisher/Excel

Main Class Applicable To: CIS 100 – Keyboarding / Computer Applications

Main Class Tasks:

- Identify the function of computer hardware components
- Identify the factors that go into an individual or organizational decision on how to purchase computer equipment

Procedures:

1. Using Publisher create a diagram of the computer components provided below. Don't worry so much about your drawing looking exact as to the location of where you place the components (some do not matter for placement). Components include:
 - Monitor
 - Keyboard
 - Mouse
 - CD/DVD Drive
 - CPU
 - Hard Drive
 - Circuit Boards
 - Power Supply
 - Ram
 - Motherboard
2. Using the Internet research the price for the above components to build your own computer. DO NOT purchase a computer with everything already provided. You must purchase each item separately.
3. Use Excel and design a spreadsheet that lists each item with its cost and the vendor from whom you would purchase the component. Provide a total for the cost of the computer components.
4. Use Publisher to create a Poster that defines the function of each component. Use the fill and border functions to create an appealing design for the poster.

Computer Hardware Rubric

Student: _____

Rank on a scale of 1 to 5 with 5 being the highest rating:

Hardware Drawing

Students completed an image for each piece of hardware provided. 1 2 3 4 5

Students used creativity in their drawing. 1 2 3 4 5

Students positioned images in proper location. 1 2 3 4 5

Spreadsheet

Students included all the hardware in their pricing spreadsheet. 1 2 3 4 5

Students gave the item, price and company/location for each item. 1 2 3 4 5

Students totaled the prices of the items. 1 2 3 4 5

Items are arranged in an easy to read manner. 1 2 3 4 5

Poster

Students defined the function of each item of hardware. 1 2 3 4 5

Students used creativity in designing the poster. 1 2 3 4 5

Students used proper grammar. 1 2 3 4 5

Students had good spelling. 1 2 3 4 5

Students background and clipart are appropriate for topic. 1 2 3 4 5

TOTAL _____/60



Creating a Job Ad and Description

Software: Microsoft Publisher / Word

Main Class Applicable To: WWP 200—Workplace Principles

Main Class Task #'s: 6

Procedures:

You work for Haley Graphics. This company designs and prints brochures, programs, and signs for businesses. Your supervisor has decided to hire (choose one)

- a. an assistant graphics designer,
- b. a secretary, or
- c. a position of your choice (one that you might be interested in).

She has asked you to develop a job description and to place an ad in the local paper for this position.

Research this position to determine the tasks for which the employee will be responsible—how much he/she might make, the hours to be worked, software necessary to complete the tasks, etc. After you have gathered your data, use Publisher to develop the job description and to design a job ad for the local paper for this position. The job ad needs to be 2 x 2 in size. Be creative, you might want to also develop a slogan and logo for your company to include on the job ad and in the job description. You decide the phone and address of Haley Graphics.

SUPPLEMENTS:

- Sample Job Description--<http://dairyalliance.psu.edu/pdf/ParlorOperatorJobDesc.pdf>
- Templates are provided in Publisher for Advertisements to provide students with some guidance
- Students should look at job ads in newspapers and magazines

Designing a Job Ad and Job Description

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Required Elements	The job ad and job description includes all required elements as well as additional information.	All required elements are included on the job ad and job description.	All but 1 of the required elements are included on the job ad and job description.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the job ad and job description.	5-6 accurate facts are displayed on the job ad and job description.	3-4 accurate facts are displayed on the job ad and job description.	Less than 3 accurate facts are displayed on the job ad and job description.
Attractiveness	The job ad is exceptionally attractive in terms of design, layout, and neatness.	The job ad is attractive in terms of design, layout and neatness.	The job ad is acceptably attractive though it may be a bit messy.	The job ad is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Grammar	There are no grammatical mistakes on the job ad or job description.	There is 1 grammatical mistake on the job ad and job description.	There are 2 grammatical mistakes on the job ad and job description.	There are more than 2 grammatical mistakes on the job ad and job description.

Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
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Creating a Financial Storybook

Software: Microsoft Publisher

Main Class Applicable To: BA 120 – Personal Finance

Main Class Task: Describe the services and characteristics of financial Institutions.

Materials Needed:

- Microsoft Office Publisher Software
- Binding Machine and Combs
- Stapler
- Cardstock for Front and Back Covers

Procedures:

Create a storybook in Publisher that

- focuses on a service that is provided at a financial institution
- is at the level of third to fifth graders
- includes clip art that is relevant to the story
- is a minimum of ten pages
- use a booklet or program format (landscape page with two columns)
- print duplex (if printer allows)
- bind with combs or whatever method is available to classroom
- use card stock, if available for front and back covers

Suggestions:

- running a business like a lemonade stand (borrowing money)
 - starting a savings account from doing chores
- discuss interest that might be earned on money received for birthday or Christmas if placed in various accounts

Financial Storybook Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

Activity Book

Students focused on a story related to finance. 1 2 3 4 5 6 7 8 9 10

Students made story at a third to fifth grade level. 1 2 3 4 5 6 7 8 9 10

Students included clipart relevant to the story. 1 2 3 4 5 6 7 8 9 10

Students used program format, printed duplex and had a minimum of ten (10) pages. 1 2 3 4 5 6 7 8 9 10

Students used good grammar and spelling skills. 1 2 3 4 5 6 7 8 9 10

Students used good layout (not too crowded/busy and not too much white space) 1 2 3 4 5 6 7 8 9 10

Overall arrangement and organization of book is good. 1 2 3 4 5 6 7 8 9 10

TOTAL _____/70



Ergonomics Newsletter

Software: Microsoft Publisher

Main Class Applicable To: All courses

Secondary Class: IT 130 – Website Design

Main Class Task #'s: Identify ergonomics and understand why ergonomics is important from a health point of view

Secondary Class Task #'s: Use a digital camera to capture images

Materials Needed:

- Microsoft Office Publisher Software
- Digital Camera

Procedures:

Design a two-page newsletter using Publisher about Ergonomics. Topics to include:

- Definition
- Equipment
- Health
 - Injuries
 - Safety
- Environment

Using the internet, research ergonomics. Include information about the above topics in your newsletter. Remember to put in your own words, no plagiarism. Decide on a creative, unique title. Clipart may be used, where appropriate.

Using the templates provided for newsletters in Publisher, choose one that you feel is appropriate for the topic of ergonomics. Delete the second and third page of the newsletter so that only two remain. Also choose a color and font scheme. Take at least two pictures with a digital camera of something in the classroom that you can use to identify an ergonomically correct or incorrect item. Import these pictures into the newsletter.

Ergonomics Newsletter

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Spelling and Proofreading	No spelling or grammar errors found in newsletter.	No more than a couple of spelling or grammar errors found in newsletter.	No more than 3 spelling or grammar errors found in newsletter.	Several spelling or grammar errors found in newsletter.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.



Event Preparation Project

Software: Microsoft Publisher, Word, PowerPoint, Podcast

Main Class Applicable To: Sports and Entertainment Marketing

Materials Needed:

- Microsoft Office Publisher Software
- Voice recorder or microphone

Procedures:

Choose one of the following:

- 1) Decide on an event that you would like to plan for a charity fundraiser, for a school assembly, etc.
- 2) Create a new sports team or music group.

Provide the following:

Description

- 1) Give a complete description of the event. When will it occur, where will it occur, why is it occurring, how do you plan on advertising. Type this in Word and print.
- 2) If you choose the second option, name the team or music group. Provide where they are from or located and what sport or type of music from which they are affiliated. Type this in Word and print.

Advertising Campaign

- create business cards for yourselves in your role of public relations person for the team. (You might use a computer program and scanned images for this activity.) One page of the business cards will be printed. Publisher has a template for business cards.
- use a word processing program to create a press release for the team or event. The release might answer some of these questions: Where and when will the team/group/event play? Who are some of the key players? What are the strengths? Why should the public come to watch them? Use spellcheckers and then print the press releases. (Use the Internet to view a sample Press Release)
- create a commercial. Commercials will be limited to one minute in length and can be videotaped or created electronically using PowerPoint. All script writing should be done ahead of time and rehearsed.
- create a public relation promo. Something to be read on the radio. This will be recorded.

Event Preparation Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

Students provided a complete description of event (when, where, why, how). 1 2 3 4 5 6 7 8 9 10

Students created a name for the event or group. 1 2 3 4 5 6 7 8 9 10

Students designed a business card with complete information. 1 2 3 4 5 6 7 8 9 10

Students used appropriate color coordination and layout for business card. 1 2 3 4 5 6 7 8 9 10

Students created a press release answering where, when, who, what, why. 1 2 3 4 5 6 7 8 9 10

Students used appropriate format for the news release. 1 2 3 4 5 6 7 8 9 10

Students used good grammar and spelling skills in the news release. 1 2 3 4 5 6 7 8 9 10

Students created a commercial with PowerPoint no more than one minute in length. 1 2 3 4 5 6 7 8 9 10

Students used good layout (not too crowded/busy and not too much white space) on PowerPoint. 1 2 3 4 5 6 7 8 9 10

Students created a public relation promo that was clear and related to topic. 1 2 3 4 5 6 7 8 9 10

TOTAL _____/100



How-To Manual Project

Software: Microsoft Publisher

Main Class Applicable To: WWP 200—Workplace Principles

Main Class Task:

- Identify sources for job leads and employer contacts
- Complete application forms
- Prepare and practice for job interviews
- Review pre-employment tests

Materials Needed:

- Microsoft Office Publisher Software

Procedures:

Using Microsoft Publisher create a manual instructing teenagers and young adults on how to get a job. Include a minimum of the following items:

- Job leads
- Employer contacts
- Resumes
- Cover letters
- Application forms
- Pre-employment tests
- Job interviews
- Follow-up letters

Use appropriate color and font scheme and clipart. Design as a booklet/program (landscape, two columns, two pages). Watch spelling and grammar.

How-To Manual Rubric

Student: _____

Rank on a scale of 1 to 10 with 10 being the highest rating:

How-to Manual Project

Used given layout instructions. 1 2 3 4 5 6 7 8 9 10

Discussed each item provided. 1 2 3 4 5 6 7 8 9 10

Used appropriate color schemes. 1 2 3 4 5 6 7 8 9 10

Used appropriate font schemes. 1 2 3 4 5 6 7 8 9 10

Used appropriate clipart. 1 2 3 4 5 6 7 8 9 10

Utilized good grammar and spelling skills. 1 2 3 4 5 6 7 8 9 10

Content was correct and accurate. 1 2 3 4 5 6 7 8 9 10

Overall appearance was professional. 1 2 3 4 5 6 7 8 9 10

TOTAL _____/80

Extra Projects

Extra Miscellaneous Projects

Excel: July 4 th Picnic-----	128
Excel Assignment: Business Meeting -----	129
Fashion Marketing-----	131
(Integration with Social Science and English Department)	
Access: Greeting Card Activity -----	133
Who Wants to be a Billionaire? -----	135

July 4th Picnic

We are planning a 4th of July Picnic. You are in charge of planning the food and drinks that will be provided at the picnic. You will create a spreadsheet using the illustration as a guide only. Before you begin your spreadsheet, you will need to plan what food will be served. Make a grocery list of food items you will serve. Remember, a main entrée must be included such as hot dogs, hamburgers, etc., and don't forget the condiments such as mustard, pickles, etc. You will budget \$9 per person with a total of 25 guests. The menu should include an entrée, drinks, side items, and a dessert. Plates, cups, forks should also be included. To find prices you can use the website www.netgrocer.com. The spreadsheet will include Excel functions and formulas. Format the spreadsheet so that it is easy to read changing fonts and colors when appropriate.

July 4th Project				
Item Description	Unit Price	Qty	Total Price	Notes
Paper Plates			Formula	
			Formula	
			Formula	
			Formula	
			Formula	
			Formula	
Total Amt for Party			Formula	
Total Amt Budgeted	9	25		Total Amount Budgeted.
Difference				
Average Cost Per Person				
Budget Prepared by:				

EXCEL ASSIGNMENT
Business Meeting

This week you will travel to Cincinnati for a 2-day seminar. Use Microsoft Excel to create a Expense Spreadsheet following these guidelines:

Item	Points Possible
1. Decide whether you are going on spring break and how many days you will be gone.	1
2. Use Google or Yahoo Maps on the Internet to determine the <u>round-trip</u> driving distance to your chosen destination.	2
3. Based on the gas mileage your family car gets, determine what you will spend on gas to drive to your destination and to return home. Look up current gas prices on the Internet at http://www.gasbuddy.com/KY	2
4. Estimate what a dinner for two nights will cost. Breakfast and lunch are provided. (You can still use the Internet to find a restaurant and pricing info.)	2
5. Decide on what additional expenses you might have such as ticket to a Reds game or a new suit.	2
6. Create a spreadsheet in Excel similar to the one below to record your expenses. (Being realistic on the prices, of course.)	3
7. Use the SUM function to total your expenses.	1
8. Center a heading across Columns A and B (Use <i>Center Across Selection</i>)	2
9. Add a image to the worksheet (My sample grouped an Internet picture and a Drawing toolbar basic shape).	3
10. Add your name and class period to the Header Margin Text.	1

11. Print and turn in your spreadsheet.	1
Total Points Possible:	20

Business Meeting in Cincinnati, OH	
Item	Expense
Gasoline Expenses (560 miles roundtrip)	\$5,000
Dinner for Two Nights	\$55
New Suit	\$500
Car Wash	\$250
Total Expenses:	\$5,805

FASHION MARKETING

LESSON PLAN FOR INTREGRATION PROJECT WITH SOCIAL SCIENCE & ENGLISH DEPARTMENT

Tasks: 4 & 5

OBJECTIVES:

Students will:

- understand how business and innovation changed American lives during the 1920's.
- understand how ideas/products/scientific ideas or inventions helped to changed modern thinking.
- understand how innovation in entertainment, sports, etc, changed American lives

Assign project to be completed with social science and English classes.

- Students will be assigned to groups of 3 or 4.
- Students will research a fashion product or business from the 1920's.
- Students will write a report about what they learned about the product and how that product or business has changed today.
- Students will create a PowerPoint presentation to present their findings to marketing class, social science class and English class.

RESOURCES:

Students may use library or internet as sources for collection of data.

HOMEWORK:

Work outside class and bring materials together. There will only be day assigned for the Computer Lab

ASSESSMENT:

Written paper

Oral presentations

OUTLINE OF PROJECT

MARKETING TECHNOLOGY – FASHION/BUSINESSES OF THE 1920'S

SOCIAL SCIENCE DEPARTMENT– HISTORY OF THE 1920'S

ENGLISH DEPARTMENT – LITERATURE OF THE 1920'S

DAY 1

1. Assign project.
2. Assign groups.

DAY 2

Students begin research of topic

DAY 3 & 4

Students work outside class to complete project

DAY 5

Students use Computer Lab to prepare report and PowerPoint

DAY 6 & 7

1. Final Papers are due.
2. Begin Presentations.

OTHER ACTIVITIES:

1. Foreign Language Department teaches students to swing dance.
2. Music from the 1920's is performed by singers from the classes.
3. Project party with food.

Greeting Card Activity Creating a Database Tables, Report, Queries

Create a database entitled "Greeting Card List." Have Access create the primary key. Attached is a form for each student to fill out in order to get the data to enter into the Greeting Card List Database.

Have each student in your class fill out the information making sure there are students in all grade levels—9th – 12th grades. The students don't have to fill in their actual grade point average but make sure they fill in a grade point average such as 90 or 95 or 88, etc.

Create a form—your choice on format—and enter the data.

Print the form and highlight your name on the form for identification purposes.

QUERIES

Create a query to print out only those students that are in the 10th grade. Name the query 10th graders. Make sure your name is on the form (you may have to write your name on the printout). Sort the tables by last name in ascending order. Print the query.

Create a query to print out only those students in the 11th grade. Name the query 11th graders. Make sure your name is on the printout. Sort the tables by last name in ascending order. Print the query.

Create a query to print out only those students in the 9th grade. Make sure your name is on the printout. Sort the tables by last name in ascending order. Name the query 9th graders. Print the query.

Create a query to print out only those students that are either in the 12th or 10th grade. Make sure your name is on the printout. Print the query. Name the query 10th and 12th graders.

Create a query to print out all students that have a grade point average greater than 89 but less than 101. Name the query "A Students." Print the query.

REPORTS

Create a report and include all fields. Print the report. Highlight your name.

Create a report that prints only the 12th and 10th graders. Make sure your name is on the printout. (Hint: Use the 10th and 12th graders query as the source.)

There will be eight printouts for this activity.

WHO WANTS TO BE A BILLIONAIRE?

This is a fun project. We are going to live like a billionaire. That's a 1 with nine zeros behind it (\$1,000,000,000). You will have approximately three weeks to spend your billion dollars. Although I will arrange some class time to complete this project, you are responsible for doing the research on your own, outside of class.

You are allowed to purchase anything that a 17-year old would be legally allowed to purchase in real life; therefore, you may not purchase such items as liquor or tobacco products. In addition, I have veto power over any of your purchases that I might consider inappropriate. Just keep in mind that if you think that I might think that it is inappropriate, then it probably is.

Some rules:

- The items you purchase do not actually have to be for sale; that is, you can buy the Lexington Legends or the Dallas Cowboys. You just have to do research to find out how much they're really worth.
 - You must make at least five purchases. Each purchase could possibly be of more than one item. For example, if you purchased a set of dinner dishes, you would get the entire set and it would count as one item. Another example: If you bought "his and hers" Corvettes from a dealer, it would count as one purchase.
 - Each purchase has to be described in detail, including a purchase price including tax or shipping charges. You need to also include the name of present owner or source of purchase information and contact information (address, phone number, email, URL, etc.)
 - You may **NOT go over your limit** of \$1,000,000,000 for any reason.
 - You may make as many charitable contributions as you wish. However each one can be no more than \$1,000,000. You must include the name and mailing address of each charity; otherwise, we would not be able to mail the check to them.
 - You may give money to any person you wish. Each person may only receive \$500,000. Again, you need the name, address, and phone number so we can mail the check. We also need the person's relationship to you.
 - You must keep a record of all money spent or given away by creating a spreadsheet.
- Example:

\$1,000,000,000

ITEM PURCHASED	COST OF PURCHASE	BALANCE	SOURCE
L.A. Lakers	\$54,000,000	\$946,000,000	Lalakers.com
Cincinnati Reds	\$360,000,000	\$586,000,000	<u>Cincinnati Enquirer</u> April 5, 2008
Camaro Z-28	\$33,285	\$585,966,715	Thoroughbred Chevrolet, Lexington

- A written report will be due upon completion of this adventure. Included in the report must be:
 - A written explanation of how you went about your search (where you looked, the paths you followed, who you went to for information, why you choose the purchases, etc.) in narrative form (an essay).
 - A copy of your spreadsheet.
- When you are all done, you get to report to the class about your adventure.

How Much Is a Billion Dollars?

The next time you hear a politician use the word “billion” in a casual manner, think “how much is a billion dollars?” A billion is a difficult number to comprehend

1. A billion seconds ago it was 1959.
2. A billion minutes ago Jesus was alive.
3. A billion hours ago our ancestors were living in the Stone Age.
4. A billion days ago no one walked on the earth on two feet.
5. A billion dollars ago was only 8 hours and 20 minutes, at the rate our government is spending it.
6. 1 billion is 1 thousand millions and 1 trillion is 1 thousand billions.

7. A billion dollars is a lot of cash. Well, that depends on who you speak to. William Gates made a cool 50 billion in 2005. That translates to \$416,666,666 a month. Bill Gates is the visionary sultan of Microsoft. According to Forbes there are 793 billionaires across the globe in 2005.

8. How long would it take to count to one billion? If you count one number a second without stopping until you reach a billion. That task would take you 31 years, 259 days, 1 hour, 46 minutes, and 40 seconds.

9. A billion teaspoons of water will fill two Olympic size pools.

10. Four and one-half Nimitz class aircraft carriers weigh one billion pounds.

11. Six states the size of Texas equal a billion acres.

12. A baby born today will be nearly 32 years old in a billion seconds.

Sources:

<http://www.thesage-speaks.com/how-much-is-a-billion-dollars/>

<http://viewfromthemeadow.com/billion.html>

<http://usgovinfo.about.com/b/2005/06/05/how-much-is-a-billion-dollars.htm>