

Adult Basic Education

# Technology

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# Computer Technology 3102

## Curriculum Guide

**Prerequisite:** Computer Technology 3101

**Credit Value:** 1

**Technology Courses [Adult Oriented Electives]**

Computer Technology 3101

**Computer Technology 3102**





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## To the Instructor

### **I. Introduction to Computer Technology 3102**

Computer Technology 3102 is the second of two courses designed to give the adult learner with limited or no experience using a personal computer the skills necessary to use computers in their everyday life. In this course, students will further develop their word processing skills, learn how to use spreadsheet and presentation software, use various forms of help, learn about e-commerce, and manipulate system settings using the control panel.

In Unit 1, *Advanced Word Processing*, students will continue learning how to use word processing software. They will learn how to format a document, use tabs and insert headers and footers. Students will learn how to create columns and tables, add a border and shading, add a graphic, use Find and Replace, and insert symbols.

In Unit 2, *Introduction to Spreadsheets*, students will identify the parts of the Excel window, move between cells in a worksheet, create and save a new worksheet, enter data into cells, edit and delete data, format cells, define and use ranges, insert and delete columns and rows, change column width, add a title, change row height, and print a worksheet. They will also calculate results using arithmetic operators, enter formulas in cells, add a column of numbers with AutoSum, find the minimum and maximum values in a range, count and average the numbers in a range, explore relative addressing, and copy functions.

In Unit 3, *Introduction to Presentation Software*, students will identify PowerPoint features and views, apply a design template, modify the Slide Master, add the date and time to a slide, navigate through a slide show, and view a slide show. They will learn how to enhance a presentation by applying bullets and numbering, adding a table and entering data, using borders and shading, adding a graph, applying slide transitions, applying custom animation, and adding sounds and pictures.

In Unit 4, *Using Help*, students will open Microsoft Windows Help and identify search options. They will perform a content search, keyword search, and index search, and identify keywords and phrases for searches.

In Unit 5, *E-commerce*, students will learn how e-commerce benefits consumers and businesses, compare ways of doing business on the Web, identify elements of a successful e-commerce Web site, and evaluate privacy and security on the Internet.

In Unit 6, *System Settings and the Control Panel*, students will learn how to change the date and time, modify the desktop background and screen saver, adjust the volume on the computer's audio devices and speakers, customize the mouse, add a printer, and customize Internet options.

Students are required to complete seven **Assignments** and maintain both a hard and electronic **Portfolio** in this course. However, there are many topics included in the text and teacher's guide that students may be interested in exploring further. Students may be given additional

assignments or the opportunity to investigate topics as group work. Coordination with the English and Math programs is possible in assigning and evaluating additional work.

## **II. Curriculum Guide**

Each new ABE Computer Technology course has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

### **Curriculum Guide Organization: The Two-Page, Four-Column Spread**

<b>Unit Number - Unit Title</b>	
<b>Outcomes</b>	<b>Notes for Teaching and Learning</b>
Specific curriculum outcomes for the unit.	Suggested activities, elaboration of outcomes, and background information.
<b>Suggestions for Assessment</b>	<b>Resources</b>
	Suggestions for assessing students' achievement of outcomes.
	Authorized and recommended resources that address outcomes.

## **III. Study Guides**

The Study Guide provides the student with the name of the text(s) required for the course and specifies the sections and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading and providing questions and/or assigning questions from the text or some other resource. Sometimes it also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

## To the Instructor

### IV. Resources

#### *Essential Resources*

Haag, S.E. (2009). *Computer Concepts in Action*. New York: McGraw Hill.  
ISBN 0-07-880577-5

Haag, S.E. (2009). *Computer Concepts in Action Teacher Resource Manual*.  
New York: McGraw Hill. ISBN 0-07-880725-5

#### *Recommended Resources*

n.a. (2005). *Computer Concepts in Action ExamView Pro Test Generator* [CD-ROM]. McGraw-Hill. ISBN 0-07-872875-4

n.a. (2005). *Glencoe TechSim Interactive Tutorials* [CD-ROM]. McGraw-Hill.  
ISBN 0-07-872877-0

Pray, J. P. (2003). *MC1050: Introduction to Computers*. New York: Element K.

## To the Instructor

### V. Recommended Evaluation

Written Notes	10%
Portfolio	25%
Assignments	35%
Test(s)	10%
Final Exam	<u>20%</u>
	100%

# **Computer Technology 3102**

## Unit 1 – Advanced Word Processing

### Outcomes

1.1 Edit and format a document.

1.1.1 Change margins, fonts, and line and paragraph spacing in an existing document.

1.1.2 Use tabs to indent paragraphs and quotations.

### Notes for Teaching and Learning

Instructors should explain to students that poor formatting can distract readers, and make the writer seem incompetent even if the information is correct. Instructors could have the Communications instructor talk to the class about the importance of good formatting.

Instructors could give students a sample of a properly formatted research paper, such as Solution File U4P3\_Ex3-6. Instructors could review the different elements of the formatted paper, such as double-spacing, headings, headers, and proper citations.

The default margin setting in Word is 1.25 inches. If the computers are frozen (system settings locked by the administrator), any changes to the default will not be permanent.

If students want to add a double spacing button to their toolbars, they can click the Tools menu, and choose Customize. In the Command tab, they should click Format, scroll to the Double Spacing icon on the right side of the box, and drag it up to the toolbar.

Instructors should explain to students the different types of tabs used in Word. Tabs can be aligned left, right, center, or on a decimal (for currency or mathematical entries). They can also have customized leaders, such as a dotted line, solid bar, or underscore. To display these options, instructors could have students click the Format menu, then choose Tabs. In the Tabs box, students could experiment by creating tab stops, alignments, and leader types. Instructors could also demonstrate how left tabs can be created by clicking on the horizontal ruler. Double clicking will open the Tabs box.

## Unit 1 – Advanced Word Processing

### Suggestions for Assessment

A major component of the evaluation for Computer Technology 3102 is a portfolio. Students will maintain both a physical and electronic portfolio where they will keep samples of their work. Instructors should periodically assess the student's portfolio to ensure the student is successfully completing all required work and to remediate any problems the student may be having.

Solution files to exercises and assignments are provided on the Teacher Resource CD and Online Learning Center.

### Resources

*Computer Concepts in Action*,  
Unit 4 Project 3: pages 167 – 183.

*Computer Concepts in Action Teacher Resource Manual*, Unit 4 Project 3: pages 198 – 203.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

## Unit 1 – Advanced Word Processing

### Outcomes

- 1.1.3 Use the Show/Hide button to reveal formatting codes.
- 1.1.4 Identify common formatting symbols including symbols for tab, paragraph, and spaces between words.
- 1.1.5 Create a hanging indent using the markers on the ruler.
- 1.1.6 Display document statistics including word count.
- 1.1.7 Create, modify and format headers and footers.
- 1.1.8 Insert, modify and format page numbers.

1.2 Use a desktop publishing application to create a document.

- 1.2.1 Display the Drawing toolbar.

### Notes for Teaching and Learning

Some students may be confused by the use of the Show/Hide function. Instructors should explain to students that the formatting codes that appear on the screen are only visible for reference while working on the computer.

Assure students that the symbols will not print in the document.

In some versions of Microsoft Word there is a Word Count option. If available, this command can be found under the Tools menu. Instructors could have students use this tool if they need to write an article or paper that is a certain word or character count.

If there is more than one student with the same last name in the class, they should type their first and last names in the header.

Students should consider the font size and style while using the header/footer option. Students might prefer to make the font a slightly smaller size in the headers and footers than the main body of text.

While Word contains many desktop publishing features, such as tools for layout, design, formatting, and art and graphics, it cannot perform more powerful production tasks of desktop publishing programs such as QuarkXPress and Adobe InDesign.

Although Word is adequate for doing basic drawing and graphics, there are graphic programs, like Adobe Illustrator or Corel Draw, that professionals use to create and manipulate images.

## Unit 1 – Advanced Word Processing

### Suggestions for Assessment

Students are required to complete the “*Step-by-Step*” exercise on pages 181 – 182 of the student text and submit it to the instructor as an assignment.

Unit 4 Project 3 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students could complete “*Enrichment Activity 4.6: Create Footnotes and Endnotes*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.

### Resources

*Computer Concepts in Action, Step-by-Step*, pages 181 – 182.

*Computer Concepts in Action Teacher Resource Manual*, page 201.

*Glencoe Online Learning Center*, <http://glencoe.com>

*Computer Concepts in Action, Unit 4 Project 4*: pages 184 – 203.

*Computer Concepts in Action Teacher Resource Manual*, Unit 4 Project 4: pages 204 – 210.

## Unit 1 – Advanced Word Processing

### Outcomes

1.2.2 Insert WordArt into a document.

1.2.3 Add columns to a document.

1.2.4 Insert and delete a page break and section break.

1.2.5 Apply borders and shading to text paragraphs.

1.2.6 Find and replace information.

### Notes for Teaching and Learning

Students may want to use light colors or shadowing in WordArt. If students will only be printing in black and white, instructors should remind students that although light colors or light shadowing may look nice in color, they could end up looking faded or weak in black and white.

The default font size on WordArt is 36-point. Instructors could show students how to change the font size or how to size the WordArt using sizing handles.

The Options dialog box shown in Figure 2.2 in the text is from Word 2007. The actual version of Word used by students may be different and have a different Options box (under the Tools menu).

Instructors should explain to students that if a menu choice does not immediately appear, it is possible that only a condensed version of the menu is showing. Students can access the full menu by clicking on the double arrow at the bottom of the drop-down menu or simply wait a few seconds and the full, expanded version of the menu will appear.

Instructors should have students use the Spelling and Grammar tool to check their newsletter for possible grammar errors due to formatting. To access the Grammar function, instructors could have students click on the Tool menu, then choose Spelling and Grammar.

Instructors should remind students that even after using the Word Spelling check, it is important to perform a spell check manually, looking for commonly confused, but correctly-spelled, words that might not be caught by the spell check (e.g. there/their, to/two/too).

## **Unit 1 – Advanced Word Processing**

### **Suggestions for Assessment**

### **Resources**

## Unit 1 – Advanced Word Processing

### Outcomes

1.2.7 Insert symbols and special characters.

1.3 Insert, edit and format tables in a document.

1.3.1 Create a table.

1.3.2 Insert and edit data in a table.

1.3.3 Modify table structure.

1.3.4 Format a table.

1.3.5 Apply table AutoFormats.

### Notes for Teaching and Learning

In addition to showing students the symbol map, instructors could show students that there are shortcuts to create certain symbols. For example, for the © symbol, students could type (C). When they press the space bar, it will automatically format into the copyright symbol. Likewise, students could type (TM) and (R) to create the ™ and ® symbols.

The information students learn about tables in this unit will also be used when students learn how to use Excel to create spreadsheets. Instructors should ensure students understand the basic terminology of a table (e.g. columns, rows, and cells), and discuss the different ways tables are used, so the topic is familiar to them when they start the next unit.

## Unit 1 – Advanced Word Processing

### Suggestions for Assessment

Unit 4 Project 4 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students are required to complete the “*Step-by-Step*” exercise on pages 201 – 202 of the student text and submit it to the instructor as an assignment.

Students could complete “*Enrichment Activity 4.7: Use Styles in Word*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.

Students could complete “*Enrichment Activity 4.8: Create and Format Tables*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.

Students could complete “*Enrichment Activity 4.9: Use Reviewing Tools for Working with Partners*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.

Students could complete questions 6 – 25 in the Unit 4 “*e-Review Quiz*” found under the Unit 4 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

*Computer Concepts in Action Teacher Resource Manual*, page 201.

*Computer Concepts in Action*, Step-by-Step, pages 201 – 202.

*Glencoe Online Learning Center*, <http://glencoe.com>

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator*.

## Unit 2 – Introduction to Spreadsheets

### Outcomes

2.1 Demonstrate the ability to modify and format data in a worksheet.

2.1.1 Explain how a table of data is organized in a spreadsheet.

2.1.2 Select information with the keyboard and mouse including selecting rows, columns and worksheets.

2.1.3 Insert and modify data in a worksheet.

### Notes for Teaching and Learning

Instructors could provide newspapers and magazines for students to look through for examples of tables, or bring in their own examples of tables, such as TV schedules or sports statistics. Instructors could have students identify columns, rows, and cells. This will help students see that the tables they use every day are similar to the Excel worksheets they will learn about in this unit.

Instructors should remind students to save files to a designated location. Unless another location is specified, by default Excel will save worksheets in My Documents on the hard drive at the start of each session. If the local drive is frozen, or not accessible, students may not save their work correctly. After the first save, Excel will default to the location last used during the current session.

Instructors should remind students how to move the worksheet file in Explorer if they have saved in the wrong location accidentally. If students misname the worksheet, they can rename it in Explorer (but only if the file is closed). They could use the Save As option to give the worksheet a new/correct name, but then they must delete the old, incorrectly named file.

Instructors could direct students to the Help! feature on page 219 of the student text. Instructors can explain that when a cell that should contain numbers instead displays the ##### symbol, the column is not wide enough. This is a common occurrence when AutoSum is used.

## Unit 2 – Introduction to Spreadsheets

### Suggestions for Assessment

Students could complete questions 4 – 26 in the Unit 5 “*e-Quizzes–Pre-Quizzes*” quiz found under the Unit 5 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.

### Resources

*Computer Concepts in Action*,  
Unit 5 Project 1: pages 214 – 227.

*Computer Concepts in Action Teacher Resource Manual*, Unit 5 Project 1: pages 226 – 231.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

## Unit 2 – Introduction to Spreadsheets

### Outcomes

2.1.4 Apply borders and shading to cells.

2.1.5 Modify the structure of a table.

2.1.6 Modify the alignment of a cell.

### Notes for Teaching and Learning

Instructors could have students click on various cells in a blank worksheet. Instructors could explain that the cell address (column letter + row number) appears in a window at the top left of the screen. Instructors could point out the different keystrokes/mouse clicks that can be used to complete entering data into a cell. Pressing Enter moves the cell pointer to the next row, while pressing an arrow key moves the cell pointer to the adjacent cell in that direction. Clicking in another cell completes the entry and moves the cell pointer to the cell clicked. When the cell contents are edited on the formula bar, either the check mark must be clicked to complete the changes, Enter must be pressed, or another cell clicked – the arrow keys keep the insertion bar in the text box on the formula bar.

Instructors should demonstrate how to insert a worksheet into a workbook. Start Excel and open two separate workbooks. In one of the workbooks, right-click the Sheet 1 tab at the bottom. Instructors could show students that from the drop-down menu, they can choose to rename a worksheet, delete it, or move/copy it, and they can also insert a new worksheet. Choose Move or Copy from the drop-down menu. In the Move/Copy box, select the second workbook from the To book: menu. Then click Create a copy, choose Move to end, and click OK to copy Sheet 1 into the second workbook. To delete the newly added worksheet, right-click the new tab, then click Delete.

Instructors could explain to students how to wrap text within a cell. In a blank worksheet, instructors could have students click cell A1 and type the text “Wrap text within a cell”. Note that the text runs horizontally into the cell(s) on the right. Next, instructors could have students right-click A1 and select Format Cells. In the Format Cells box, students should right-click the Alignment tab, click the box next to Wrap text, and then click OK.

## **Unit 2 – Introduction to Spreadsheets**

### **Suggestions for Assessment**

### **Resources**

## Unit 2 – Introduction to Spreadsheets

### Outcomes

2.1.7 Identify and change number formats, including currency, date and time and percentage formats.

2.2 Demonstrate the ability to sort and manipulate data using formulas and functions.

2.2.1 Insert arithmetic formulas into worksheet cells.

2.2.2 Demonstrate how to use common worksheet functions (e.g. SUM, AVERAGE and COUNT).

### Notes for Teaching and Learning

Instructors should ensure students are aware that when choosing a font color, some lighter colors will appear washed out when printed in black and white. If several light colors are used in close proximity, they may be indistinguishable from one another in the printed result.

Instructors could point out the Highlight button on the Formatting toolbar. By clicking the Highlight arrow, students can select a color from the drop-down menu. Their mouse pointer will then change to a “highlighter pen” which they can use to highlight any cells or text.

Instructors should discuss with students the importance of double-checking data that has been entered or the formulas being used. Instructors should explain that incorrect information could result in customers receiving incorrect orders, banks misplacing funds, or businesses miscalculating budgets and inventories.

A math instructor could be invited to team-teach this activity. The math teacher can display the formulas and arithmetic operations discussed in this unit (Sum, Average, Minimum, Maximum, Range, etc). Examples should be selected so students can understand these basic concepts before trying to apply them to a spreadsheet. Another important concept is estimating. This is a process of rounding the figures to get an approximate answer.

Instructors should discuss order of operations with students when they learn how to enter formulas into Excel. Students should be aware that the operations of multiplication and division are performed before addition and subtraction. More complex formulas may give unexpected results unless one is aware of Excel’s order of precedence. Parentheses are used to force operations to be performed in the needed sequence. For example,  $8 + 2/2$  gives the result 9 (2/2 is 1, 8 + 1 is 9). Using parentheses,  $(8+2)/2$  gives the result 5 (8 + 2 is 10, 10 divided by 2 is 5).

## Unit 2 – Introduction to Spreadsheets

### Suggestions for Assessment

Unit 5 Project 1 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students are required to complete the “*Step-by-Step*” exercise on pages 225 – 226 of the student text and submit it to the instructor as an assignment.

Students can complete Worksheet 5B: “*Spreadsheet Elements*” as review and reinforcement of the material covered in Unit 5 Project 1. Students can place the completed worksheet in their portfolio.

### Resources

*Computer Concepts in Action Teacher Resource Manual*, page 229.

*Computer Concepts in Action*, Step-by-Step, pages 225 – 226.

*Computer Concepts in Action Teacher Resource Manual*, page 369. Also found on the *Glencoe Online Learning Center*, <http://glencoe.com>

*Computer Concepts in Action*, Unit 5 Project 2: pages 228 – 238.

*Computer Concepts in Action Teacher Resource Manual*, Unit 5 Project 2: pages 232 – 236.

## Unit 2 – Introduction to Spreadsheets

Outcomes	Notes for Teaching and Learning
2.2.3 Demonstrate an understanding of absolute vs. relative cell addresses.	Instructors should explain that by using a cell address in a formula, the contents of the cell is being referred. By clicking on a cell, the contents will be included in the formula and if the contents change, the formula contents will change as well.
2.2.4 Use AutoSum to calculate the sum of selected cells.	Instructors should remind students not to select cells with text (like headers) when highlighting the AutoSum cells. If done incorrectly, AutoSum creates an error message.
2.2.5 Insert formulas that include worksheet functions into cells.	Instructors could have students double-check their answers using pencil, paper, and a hand-held calculator.
2.2.6 Modify formulas and functions.	Instructors could show some examples of relative addressing. In step 5 of exercise 2.3, students could click on each cell (F4-F9) to see that although the formula was copied, the cell references were changed so that each formula refers to the cells in that row.
	Instructors could explain the use of the fill handle. Students should bring the mouse pointer to the bottom right corner of the cell. The icon will change to a thin, black cross. Students can click the bottom right corner of the cell and drag a “range box” in any direction. Any cells included in the range box will fill with or continue from the contents of the original cell.

## Unit 2 – Introduction to Spreadsheets

### Suggestions for Assessment

Unit 5 Project 2 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students are required to complete the “*Step-by-Step*” exercise on pages 236 – 237 of the student text and submit it to the instructor as an assignment.

Students could complete “*Enrichment Activity 5.1: Work with More Worksheet Formulas and Functions*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 4 Resources tab on the Glencoe Learning Center website.

Students can complete Worksheet 5C: “*Formula Concepts*” as review and reinforcement of formulas and functions. Students can place the completed worksheet in their portfolio.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

*Computer Concepts in Action Teacher Resource Manual*, pages 234 – 235.

*Computer Concepts in Action*, Step-by-Step, pages 236 – 237.

*Glencoe Online Learning Center*, <http://glencoe.com>

*Computer Concepts in Action Teacher Resource Manual*, page 370. Also found on the *Glencoe Online Learning Center*, <http://glencoe.com>

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator*.

## Unit 3 – Introduction to Presentation Software

### Outcomes

3.1 Demonstrate the ability to create and format simple presentations.

3.1.1 Discuss the purpose of presentation software.

3.1.2 Demonstrate the ability to manage slides, including inserting, deleting, and reordering slides.

3.1.3 Add information to a slide.

3.1.4 View a presentation using Slide View, Outline View, Slide Sorter View, and Slide Master View.

3.1.5 Change slide layout.

3.1.6 Identify effective design principles for simple presentations.

3.1.7 Modify a slide background using a theme.

### Notes for Teaching and Learning

Instructors could have the class brainstorm about any times they have seen a software-based presentation. Instructors should explain that presentations are all around them: students use presentations in their courses, retailers use electronic displays to present a product in a store, and professionals use them for academic or business talks.

If the computer lab uses Microsoft PowerPoint 2000, instructors should explain to students that there is no Task Pane as shown in figures in the student textbook. Instead, commands and tools can be accessed through a menu or toolbar.

Instructors should tell students that even though a new slide has a default font for the text, they can use any font they want when they create the slide. Students can be encouraged to use different fonts and font sizes when they create their slides.

Students may have a hard time seeing the Slide and Outline Views when the main slide window is too large. Instructors could demonstrate how to drag the sidebar to make the Slide and Outline View pane larger or smaller. If students want to view a larger image of the active slide, they can close the Slide and Outline View pane.

PowerPoint will automatically size text to fit the text box in the slide. If a lot of text is typed, the text size can become too small for the audience to read. Instructors should stress that text should be kept brief and to the point.

Instructors could demonstrate several of the design templates from the Apply Design Template pane. This will give students an aesthetic idea of what is visually possible in their presentations.

## Unit 3 – Introduction to Presentation Software

### Suggestions for Assessment

Instructors could complete questions 6 – 25 in the Unit 7 “*e-Quizzes–Pre-Quizzes*” quiz found under the Unit 7 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.

### Resources

*Computer Concepts in Action*,  
Unit 7 Project 1: pages 311 – 325.

*Computer Concepts in Action Teacher Resource Manual*, Unit 7 Project 1: pages 288 – 292.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

## Unit 3 – Introduction to Presentation Software

### Outcomes

3.1.8 Modify a slide show using the Slide Master.

3.1.9 Preview a slide show presentation.

3.1.10 Navigate an on-screen slide show.

3.2 Demonstrate the ability to enhance a presentation by adding tables, graphics, animation and sound.

3.2.1 Provide guidelines for using lists in a slide.

### Notes for Teaching and Learning

If students decide to use a footer in a presentation, they should use a smaller font size so that the footer does not take up much space and is distinct from the rest of the text on the slide.

Instructors should discuss when the Slide Master would be used to apply design elements throughout a presentation, and when a feature would be added to one slide only. For example, students could use the Slide Master if they wanted to add page numbers to every slide. However, if they wanted to add a date to the title slide, they would add it to that one slide only.

Students can use Help or the Office Assistant if they have trouble using a PowerPoint feature or want to learn more about it.

Instructors could explain to students that they can easily move slides around in Slide Show View. Instructors could demonstrate how to drag slides from one location to another, which allows them to reorder the presentation.

Instructors could initiate a class discussion about graphs. Instructors could ask students why it is often important to use a visual format to get information across. Graphs are useful when information is complex, mathematical in nature, or needs to be compared or contrasted. Instructors could bring in some examples of graphs and have students identify what information the graphs are depicting.

Instructors could display slides that demonstrate the effectiveness of conveying information visually. For example, a slide with a lot of text can be shown next to a slide with a bar graph depicting the same information. Instructors could ask students which slide conveys the information more quickly and clearly.

## Unit 3 – Introduction to Presentation Software

### Suggestions for Assessment

Students are required to complete the “*Step-by-Step*” exercise on pages 323 – 324 of the student text and submit it to the instructor as an assignment.

Unit 7 Project 1 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students could complete “*Enrichment Activity 7.3: Add and Edit Text in Outline View*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 7 Resources tab on the Glencoe Learning Center website.

### Resources

*Computer Concepts in Action, Step-by-Step*, pages 323 – 324.

*Computer Concepts in Action Teacher Resource Manual*, page 291.

*Glencoe Online Learning Center*, <http://glencoe.com>

*Computer Concepts in Action, Unit 7 Project 2*: pages 326 – 341.

*Computer Concepts in Action Teacher Resource Manual*, Unit 7 Project 2: pages 293 – 297.

## Unit 3 – Introduction to Presentation Software

### Outcomes

### Notes for Teaching and Learning

3.2.2 Apply bullets and numbering to text in a slide.

Students would also benefit from seeing slides showing how a bulleted list can separate key points out of a wordy paragraph, or how a numbered list can clearly specify an order of steps as opposed to a descriptive paragraph or unnumbered list. Other examples could include how percentages in a pie chart or changes tracked in a line graph can be used to convey the information clearly.

3.2.3 Add a table to a slide.

Instructors could demonstrate to students how the Tab key is used to demote (indent) an item one level in a numbered list. To promote (reverse indent) one level in a numbered list, students could use the Shift + Tab combination.

3.2.4 Insert a graph in a slide.

Instructors should reinforce when to use bullets and when to use numbers in a presentation. Bullets are used for lists that are not in sequence. Numbers are used for lists where order and sequence matters.

Instructors should explain to the class that cells can be merged in a table in order to center a title above columns. Students can select the cells, right-click on the cells, and then, from the menu, click Merge Cells.

3.2.5 Assign transitions between slides.

When students make an error in their graph, they do not need to start over. They can simply right-click on the graph to insert or change parts of the information.

3.2.6 Apply animation to the text in a slide.

Instructors should remind students that they can use the preset animations with their presentation. This is a simple technique that, with one click, can change how their presentation will play to the audience.

Instructors should stress that too many animation effects can cause the audience to tune out the message of the presentation. Instructors should emphasize to students that they should balance the use of animation so that it is effective, not distracting.

## Unit 3 – Introduction to Presentation Software

### Suggestions for Assessment

Students are required to complete the “*Step-by-Step*” exercise on pages 339 – 340 of the student text and submit it to the instructor as an assignment.

### Resources

*Computer Concepts in Action*,  
Step-by-Step, pages 339 – 340.

## Unit 3 – Introduction to Presentation Software

### Outcomes

3.2.7 Add a sound file and pictures to a presentation.

### Notes for Teaching and Learning

Using sound helps give a presentation impact, but instructors should caution students about using certain sound effects such as drive-by and typewriter. Audiences can tire of these effects very quickly and become distracted. To use sound effectively, students should incorporate sounds that add to a presentation but do not drown out the message.

If this is the first time clip art is opened on a computer, the clip organizer will automatically open. Instructors should direct students to simply close the clip organizer and continue the exercise.

If students have a difficult time finding clip art, instructors can provide them with an online clip art image beforehand.

## Unit 3 – Introduction to Presentation Software

### Suggestions for Assessment

Unit 7 Project 2 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students could complete “*Enrichment Activity 7.1: Use Drawing Tools to Enhance Your Presentation*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 7 Resources tab on the Glencoe Learning Center website.

Students could complete “*Enrichment Activity 7.2: Apply Borders and Shading to Elements of a Slide*” and place a copy of the edited document in their portfolio. This activity is found under the Unit 7 Resources tab on the Glencoe Learning Center website.

Students can complete Worksheet 7B: “*Internet Resources*” to identify Web sites that offer free clip art or sounds that can be used in a presentation. Students can place the completed worksheet in their portfolio.

Students can complete Worksheet 7C: “*Presentation Trivia*” as review and reinforcement of the unit. Students can place the completed worksheet in their portfolio.

Students could complete questions 3 – 25 in the Unit 7 “*e-Review Quiz*” found under the Unit 7 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

*Computer Concepts in Action Teacher Resource Manual*, pages 295 – 296.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

*Glencoe Online Learning Center*,  
<http://glencoe.com>

*Computer Concepts in Action Teacher Resource Manual*, page 377. Also found on the *Glencoe Online Learning Center*,  
<http://glencoe.com>

*Computer Concepts in Action Teacher Resource Manual*, page 378. Also found on the *Glencoe Online Learning Center*,  
<http://glencoe.com>

*Glencoe Online Learning Center*,  
<http://glencoe.com>

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator*.

## Unit 4 – Using Help

### Outcomes

4.1 Utilize various forms of automated help.

4.1.1 Open Microsoft Windows Help and identify search options.

4.1.2 Perform content, index, and keyword searches in Windows Help.

### Notes for Teaching and Learning

Instructors could ask students how they get help when they have a question about a class subject or assignment. Answers may include the instructor, textbook, other students, etc. Instructors could then ask students what they would do if they needed help to do something on the computer. They might feel their options are more limited. Instructors could explain that their computer software's Help feature is often the best source of information.

Instructors should remind students that in order to remember and reinforce what they have learned in class, they have to continue practicing the skill. One of the best ways to do this is by using the skill to accomplish tasks students might want to do on their own. For example, they may want to use the Help skills they learned to find out about Windows features that are not explored in the classroom.

Instructors could show students how different software applications provide a Help feature. Examples include the Help feature in a browser, on a retail Web site, in a video game, etc. For each type of software, have a particular subject ready that you can have students search for, or see if they can come up with ideas. Instructors could discuss the similarities and differences in the ways the Help information is presented, and what features the best Help tools have.

If the computer lab is running Windows 98 or 2000, be aware that the Help menu does not include online support.

When using Help and Support, students should have the screen maximized so they can see all the choices. This will allow them to be better able to scroll up and down within the Help screen to see all suggested topics.

Depending on the version of Windows installed, the Help and Support program may try to go online to Microsoft for updates. If this occurs, instructors should tell the student to close the Internet link when the hourglass icon disappears.

## Unit 4 – Using Help

### Suggestions for Assessment

Students could complete questions 22 – 25 in the Unit 2 “*e-Quizzes–Pre-Quizzes*” quiz found under the Unit 2 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.

### Resources

*Computer Concepts in Action*,  
Unit 2 Project 2: pages 69 – 84.

*Computer Concepts in Action Teacher Resource Manual*, Unit 2 Project 2: pages 140 – 144.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

## Unit 4 – Using Help

### Outcomes

- 4.1.3 Compare and contrast common search options, including the Microsoft Office Help Task Pane, the *Type a question for help* box, Office Online, and the Office Assistant.
- 4.1.4 Identify keywords and phrases for searches.

### Notes for Teaching and Learning

Depending on the version of Microsoft Word installed, the step-by-step instructions in the student textbook may vary slightly from what students see on their screens. Instructors should review the steps before class and inform students of the variations they will encounter.

If Microsoft Word Help has not been used for some time, the application may be slow to start.

## Unit 4 – Using Help

### Suggestions for Assessment

Unit 2 Project 2 Assessment Answers are found in the *Computer Concepts in Action Teacher Resource Manual*.

Students can complete Worksheet 2C: “*Understand Keywords*” as review and reinforcement of the unit. Students can place the completed worksheet in their portfolio.

Students could complete questions 20 – 25 in the Unit 2 “*e-Review quiz*” found under the Unit 2 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

*Computer Concepts in Action Teacher Resource Manual*, page 142.

*Computer Concepts in Action Teacher Resource Manual*, page 142. Also found on the *Glencoe Online Learning Center*, <http://glencoe.com>

*Glencoe Online Learning Center*, <http://glencoe.com>

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator*.

## Unit 5 – E-commerce

### Outcomes

5.1 Discuss the impact of electronic commerce (e-commerce) on businesses and individuals.

5.1.1 Define e-commerce.

5.1.2 Explain how e-commerce benefits consumers and businesses.

5.2 Compare ways of doing business on the Web.

5.2.1 Compare and contrast brick-and-mortar, click-and-mortar, and click-and-order Internet businesses.

5.3 Identify elements of a successful e-commerce Web site.

5.3.1 Differentiate between a banner ad and a pop-up ad.

5.3.2 Explain how usability, personalization, electronic catalogs and customer service can improve the success of an e-commerce Web site.

5.4 Evaluate privacy and security on the Internet.

5.4.1 Demonstrate an understanding of how Web sites track online activity using “cookies” and other “behind the scenes” systems.

### Notes for Teaching and Learning

As Web sites become more secure and easier to use, people will become more confident and willing to do a larger portion of their shopping online. Instructors could discuss some of the advantages and disadvantages of shopping online. Instructors could also discuss some of the hidden costs with online shopping, including shipping and handling, taxes, duty, brokerage fees, and conversion of currency.

## Unit 5 – E-commerce

### Suggestions for Assessment

Students could complete questions 1 – 6 in the Unit 6 “*e-Quizzes–Pre-Quizzes*” quiz found under the Unit 6 Resources tab on the Glencoe Online Learning Center website. This would help the student identify areas where he or she has some previous knowledge and areas that are not as familiar.

Students can complete Worksheet 6A: “*Online Yellow Pages*” as review and reinforcement of the unit. Students can place the completed worksheet in their portfolio.

Instructors could assign “*Tech Talk Activity 6.1: Network Security*” as an optional assignment. This activity is found under the Unit 6 Resources Tab on the Glencoe Online Learning Center website.

Answers to Tech Talk Captions and Activities are found in the Teacher Resource Manual.

Students could complete questions 1 – 7 in the Unit 6 “*e-Review quiz*” found under the Unit 6 Resources tab on the Glencoe Online Learning center to test their comprehension of the outcomes covered to this point.

### Resources

*Computer Concepts in Action*,  
Unit 6 Tech Talk, pages 255 – 265.

*Computer Concepts in Action Teacher Resource Manual*, Unit 6 Tech Talk, pages 253 – 257.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

*Computer Concepts in Action Teacher Resource Manual*, page 372. Also found on the *Glencoe Online Learning Center*,  
<http://glencoe.com>

*Glencoe Online Learning Center*,  
<http://glencoe.com>

*Computer Concepts in Action Teacher Resource Manual*, pages 254 – 255.

*Glencoe Online Learning Center*,  
<http://glencoe.com>

## Unit 5 – E-commerce

### Outcomes

5.4.2 Explain how to avoid hazards regarding electronic commerce, including giving credit card information only on secure sites.

### Notes for Teaching and Learning

Instructors could discuss the role of third party websites such as Pay Pal in paying for online purchases using credit cards.

## Unit 5 – E-commerce

### Suggestions for Assessment

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*

## Unit 6 – System Settings and the Control Panel

### Outcomes

6.1 Explain how to change system settings using the control panel.

6.1.1 Display the control panel.

6.1.2 Identify different control panel settings.

6.1.3 Discuss precautions regarding changing system settings.

### Notes for Teaching and Learning

Before students do the exercises in this unit, instructors should explain to students the institution's policy for changing computer settings. Instructors should discuss which computer functions are affected by the settings covered in the exercises, and explain the problems that can occur if students do not follow the step-by-step directions, or if they try to change any settings other than those covered in the steps.

If the students are not permitted to modify their computer settings, they can use the TechSIM Interactive Tutorials provided on the TechSIM CD or at the Online Learning Center. These tutorials contain step-by-step exercises similar to those in this unit, and they allow students to practice these skills safely. Students will not need to use the actual Control Panels on their computers when working on the TechSIM tutorials.

The Classic View of the Control Panel is used in the screen shots in the textbook because it is the most common way the Control Panel is displayed in Windows. If a version of Windows that displays the Category View is used, instructors should show the difference in the way options are grouped and presented in the two views.

Instructors could review with students the list of options available in the Control Panel. Instructors could open a variety of options so that students can see the settings that can be modified in Windows. Instructors could discuss which might be useful to modify (e.g. printer options, mouse settings) and which might cause problems if they were modified (e.g. network connections, user accounts).

## Unit 6 – System Settings and the Control Panel

### Suggestions for Assessment

### Resources

*Computer Concepts in Action*,  
Appendix C: System Settings and  
the Control Panel, pages 483 –  
492.

*Computer Concepts in Action*  
*Teacher Resource Manual*,  
Appendix C: System Settings and  
the Control Panel, pages 346 –  
349.

## Unit 6 – System Settings and the Control Panel

### Outcomes

6.1.4 Change the date and time in the Control Panel.

6.1.5 Select a desktop background and screen saver using the Display Properties options.

6.1.6 Modify the volume on the computer's audio devices and speakers.

6.1.7 Open the Mouse Properties box and adjust the double-click speed and the pointer speed.

### Notes for Teaching and Learning

Instructors should ensure students understand the significance of changing the time and date. It is important that the computer's clock and calendar are set correctly so that users can tell when a document was created or modified. Instructors should show students how they can view these details by right-clicking a file or folder in Windows Explorer, then clicking Properties. The computer's date and time features also enable users to add accurate dates or times to the headers or footers of a document.

Even though students may not be able to change their desktop in the classroom, this is an activity that they might be able to do on their own home computers. If possible, let them view the different Desktop options that are available, and reassure them that the Display Properties settings are easy to change back if they do not like the choices they made.

If the classroom does not have headphones, this exercise could get noisy. Instructors might prefer to demonstrate the volume settings to the whole class on one of the computers. Also, if a student cannot hear any sound on his or her computer, ensure the Mute option is not checked on the Volume tab of the Sounds and Audio Devices Properties box.

If any students are left-handed, they will appreciate knowing how to change the button configuration on their mouse so that the left-click and right-click buttons are reversed. Instructors could demonstrate how the mouse operates when you click Switch primary and secondary buttons in the Mouse Properties box (in the Buttons tab).

## Unit 6 – System Settings and the Control Panel

### Suggestions for Assessment

### Resources

## Unit 6 – System Settings and the Control Panel

### Outcomes

6.1.8 View the list of installed printers and use the Printer Wizard to add a printer.

6.1.9 Use Internet options to change privacy settings, delete cookies, and change the home page.

### Notes for Teaching and Learning

Instructors should ensure students understand the consequences of changing printing settings and how the changed settings can affect others in the classroom. This also applies to business or home computer systems or networks. If possible, instructors could connect an extra printer to the network so students can complete the exercise and understand the different printer options.

Instructors should explain to students that cookies can be both wanted and unwanted. If students do a lot of shopping on a reputable site like Amazon.com, it can be useful to have a cookie that supplies the site with information like your name, address, and account number, so that you do not have to keep re-entering the information every time you order something. Some sites will not let you access them if your privacy levels are so high that they cannot send out a cookie. On the other hand, you may not want every site that you visit to put cookies on your hard drive. Besides invading your privacy, cookies can clutter your hard drive and even cause damage if they are from a disreputable or unsecured source.

## Unit 6 – System Settings and the Control Panel

### Suggestions for Assessment

Instructors could use the ExamView Test Generator software along with the test bank of questions for this unit to create tests for students. Instructors can customize the test to suit the needs of the class or add additional questions. Instructors should review the test questions and choose the questions and formats that suit the level of the students.

### Resources

CD-ROM: *Glencoe Computer Concepts in Action, ExamView Pro Test Generator.*