

Business Technology 11

Guide

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Business Technology 11

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Introduction

Background

As the pace of technological change accelerates, employers need for workers who are comfortable with technology will continue to grow. Employers need workers who are life long learners with a deep understanding of information and communication technology that will enable them to adapt their skills and increase their knowledge in response to changing expectations in the workplace. It is imperative that high school graduates are prepared to continue to expand and develop transferable skills and that they have acquired the employability skills they will need as they prepare to enter the workplace.

The Conference Board of Canada, Canada's most influential independent research institute, monitors the impact of two main forces on management decisions: the external environment (national and global issues and trends) and the internal environment (change in management systems such as strategy, organizational structure, technology, human resource management, and information management). Working with employers across the country, they have identified the most important characteristics required of new employees. Many attributes previously required at the management level are now being considered critical for satisfactory employee performance. All of these employability skills are being incorporated into business education programs.

Because the range of knowledge, skills, and personal abilities developed in business courses is so extensive, the National Business Education Association states that:

Perhaps no other discipline better enables students to think, make decisions, simulate the real world, and apply academic subject matter than does business education. Students who study business education will have increased opportunities to succeed in whatever field they may choose to pursue. (*National Standards for Business Education*, NBEA, 2001, p. 4)

Through the processes involved with the production of business documents, students learn to apply the conventions, practices, principles, and employability skills within the personal and business environments. As the role of technology in communications and business grows, the demand for thoughtful, skilled individuals expands.

Business Technology 11 provides students with opportunities to investigate the range of careers and employment opportunities that exist in the expanding communications and business sectors, to develop some basic skills, and to explore the range of roles and workplaces where the creating of business documents is a core activity.

Rationale for Business Technology 11

Constant change in our social and economic environments imposes increasing demands on the individual. Most students will experience at least four or five career changes during their working years. They will require flexibility, positive attitudes, strong communication, problem solving, and decision-making skills and aptitudes for lifelong learning. Business education can provide tools they will need to manage their lives and careers.

Employers are looking for graduates who can work independently and collaboratively. They need employees who can work effectively with technology and with people. Employees must know how to use technology comfortably and effectively; they must be able to adapt to rapid and continuous change. Students will benefit from knowledge of technology applications and skills.

Careers in Business Technology

The study of business technology can lead to a broad range of occupations within the business sector, and can also be applied across a broad range of other disciplines and occupations, including

- public relations
- tourism and hospitality
- media and communications
- publishing and printing
- administrative assistants
- law enforcement
- advertising and marketing
- research
- education
- transportation

LifeWork Portfolio Development

Many post-secondary institutions expect students seeking to pursue studies in new media to provide an entrance portfolio and to offer additional support to their applications through demonstration of both skills and attitudes aligned with an occupational profile. Indicators may include drawing tests, computer functionality tests, and personality inventories, as well as interviews. A typical entrance portfolio will include a specified number of copies of artwork, digital work, and an essay or rationale statement explaining the student's interest in the discipline. Business Technology 11 provides opportunities for students to collect and articulate their best work as they continue to build LifeWork Portfolios.

Portfolio development helps students to demonstrate their skills and commitment to the study and helps institutions to meet the students at their current level of skill and interest. The components of the portfolio or pre admission testing are

often dependent on the approach to the subject, whether integrated into a fine arts program, a technology program, or as a commercial and vocational study. Students will have opportunities to examine admission requirements and the placement of the program within the institution's overall academic offerings to determine the fit with their own career goals.

The Nature of Business Technology 11

Business Technology 11 provides a context in which students may

- become skilled, critical users of information and communication technology (ICT)
- become aware of and respect ethical/social and legal implications of document production
- apply the conventions and principles of document production
- construct documents that efficiently and effectively communicate information, ideas, and concepts
- become contributing and collaborative members of a work culture

Business Technology 11 consists of five modules:

- Module 1: Touch Keyboarding
- Module 2: Document Processing
- Module 3: Spreadsheets
- Module 4: Desktop Publishing
- Module 5: Business Technology Fundamentals

Course Designation

Business Technology 11 is an academic credit and meets the requirements for a technology credit. Students who complete Modules 1 and 2 may receive a half credit, if the school chooses to offer a half-credit option. All five modules must be completed to receive a full credit. Course codes for Business Technology 11 are

- 002354 Business Technology 11
- 002355 Business Technology 11A

Modules should be organized in the following way:

Module 1 (15–20 hours)	Module 5 (5 hours) integrated with modules 1–4
Module 2 (35–40 hours)	
Module 3 (20 hours)	
Module 4 (35 hours)	

Course Design and Components

Features of Business Technology 11

Business Technology 11 is characterized by the following features:

- An emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses.
- A connection to the Essential Graduation Learnings.
- A refining of career-planning skills to explore a wide range of pathways from school.
- A relationship to the community and workplace with a focus on using real community and workplace problems and situations as contexts for the application of knowledge and skills and for further learning.
- Hands-on, project-based learning experiences.
- Development of personal and interpersonal skills required for personal and career success.
- Use of technology as an integral part of the course.

Curriculum Components

Outcomes

This section provides specific curriculum outcomes related to the unifying concepts. While the outcomes may be clustered, they are not necessarily sequential.

Suggestions for Assessment

This section provides suggestions for assessment of achievement of the outcomes. The suggestions are often linked to the Suggestions for Learning and Teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning and see Appendices for sample assessment tools.

Suggestions for Learning and Teaching

This section offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. The suggested strategies may also provide a springboard for teachers to choose other strategies that would be effective for their students. It is not necessary to use all the suggestions that are included, nor is it necessary for all students to be involved in the same learning experience.

Notes and Resources

This section contains a variety of information related to the items in the other sections, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

Outcomes

Essential Graduation Learnings and Business Technology 11

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as Essential Graduation Learnings. Details may be found in the document *Public School Programs*. Some examples of learning in Business Technology 11 which help students move toward attainment of the Essential Graduation Learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Students will be expected to

- 2.1 apply formatting skills to a range of workplace documents
- 4.4 design and create a variety of print and on-line publications for specific purposes and audiences using desktop publishing software

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Students will be expected to

- 4.2 demonstrate an understanding of copyright and intellectual property laws
- 5.2 access and use information responsibly and ethically

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Students will be expected to

- 4.4 design and create a variety of print and on-line publications for specific purposes and audiences using desktop publishing software
- 5.5 develop and maintain a LifeWork Portfolio

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Students will be expected to

- 1.2 set up and organize workstations safely and efficiently
- 5.3 investigate career opportunities related to information technology
- 5.4 acquire employability skills and attitudes needed for life and work experiences

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

Students will be expected to

- 3.1 identify the purpose, characteristics, and terminology associated with the use of spreadsheet application software
- 3.2 manipulate data using spreadsheets software to solve problems

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

- 5.1 use hardware and software terminology and features
- 1.3 develop keyboarding speed and accuracy

Business Technology 11 Unifying Concepts

As a result of their learning experiences in Business Technology 11, students will

- develop a basic proficiency in touch keyboarding
- integrate touch keyboarding skills with skills in document processing and design
- create spreadsheets to manage data
- apply the principles and practices of desktop publishing to design and produce documents
- become confident and purposeful users of technology

Specific Curriculum Outcomes

Module 1: Touch Keyboarding (15–20 hours)

Students will be expected to

- 1.1 demonstrate correct touch-system technique
- 1.2 set up and organize workstations safely and efficiently
- 1.3 develop keyboarding speed and accuracy

Module 2: Document Processing (35–40 hours)

Students will be expected to

- 2.1 apply formatting skills to a range of workplace documents
- 2.2 use the keyboard to compose and format text for a range of personal and workplace purposes
- 2.3 integrate data from multiple files to create an original document

Module 3: Spreadsheets (20 hours)

Students will be expected to

- 3.1 identify the purpose, characteristics, and terminology associated with the use of spreadsheet application software
- 3.2 manipulate data using spreadsheet software to solve problems
- 3.3 use mathematical features of spreadsheet software to manage data
- 3.4 produce functional, informative, and effectively formatted charts to present a range of workplace data
- 3.5 create and format spreadsheets to solve a range of workplace problems

Module 4: Desktop Publishing (35 hours)

Students will be expected to

- 4.1 identify the purpose, characteristics, and terminology associated with the use of desktop publishing software
- 4.2 demonstrate an understanding of copyright and intellectual property laws
- 4.3 use desktop publishing software features to enhance publications
- 4.4 design and create a variety of print and on-line publications for specific purposes and audiences using desktop publishing software

Module 5: Business Technology Fundamentals (5 hours)

Students will be expected to

- 5.1 use hardware and software terminology and features
- 5.2 access and use information responsibly and ethically
- 5.3 investigate career opportunities related to information technology
- 5.4 acquire employability skills and attitudes needed for life and work experiences
- 5.5 develop and maintain a LifeWork Portfolio
- 5.6 manage common hardware and software processes, files, and basic workstation procedures

Contexts for Learning and Teaching

Principles of Learning

The Public School Program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to

- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk-taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to

- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of, and models for, learning. Howard Gardner, for example, identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of, and expertise in, a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

The Senior High School Learning Environment

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning; for example, environmental, emotional, sociological, cultural, and physical factors
- a time line appropriate for their individual learning needs within which to complete their work

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students; for example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding, participation. Students could also be encouraged to share interests, experiences, and expertise.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can

- encourage comments from all students during whole class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Building the Climate

The development of a positive and productive classroom climate is vital to Business Technology 11. It is essential that teachers spend time during the first few weeks of the course to develop a positive classroom atmosphere that emphasizes respect for the feelings and values of others and a focus on the skills and attitudes expected in the workplace. A positive classroom environment generates a sense of significance. Students feel that they are significant, that they will be heard and listened to, and that their opinions will be valued by both the teacher and their peers.

Trust

Students perceive an honest and genuine interest in their development on the part of the teacher and their peers.

Comfort

Students feel that they can interact openly with others and that their need for privacy will be respected.

Teachers may find the following suggestions helpful as they work toward developing a positive classroom climate:

- Accentuate the positive. Teachers openly show concern and respect for students, are supportive, and provide positive feedback.
- Establish ground rules at the outset and adhere to them. Invite students to help to develop the expectations for the classroom.
- Balance the level of student participation. Ensure that all students have opportunities to participate.
- Be a good listener and encourage your students to become good listeners. It is often useful to ask a student to rephrase a question to discover its true intent or meaning. It is also helpful sometimes for the teacher to rephrase the questions and ask, "Did you mean ___?" or "Did I understand you correctly to say that ___?"
- Analyse your own level of participation. Be the organizer or the facilitator, but do not dominate discussion. Give students the responsibility to control their own discussion.
- Encourage students' input on difficult issues. Do not attempt to be the authority. Give students time to consider their responses. Values-related matters may not have a right answer.
- Respect students' rights to privacy. Information gained about students' personal lives is confidential, and the right to privacy must be respected. Students may choose to share information, but the option to "pass" should be clearly stated.

Confidentiality

The duty to report suspected child abuse and neglect overrides the confidential requirement of all professional relationships. Students must be aware of the teacher's responsibilities in such instances.

Some topics in this course may be considered sensitive or controversial. The degree of sensitivity will vary from community to community and from individual to individual, depending on personal, religious, or ethnic beliefs and values. Examples of such issues include abortion, contraception, homosexuality, masturbation, sexual abuse, and sexually transmitted diseases.

Sensitive Issues

Many school boards have developed policies or guidelines that provide direction for teachers who may address these and other sensitive issues in their classrooms. Teachers must avail themselves of such information.

Teachers should avoid taking a one-sided approach when addressing issues of a controversial nature. Students need to explore a variety of perspectives regarding a particular issue to enable them to make appropriate personal decisions. They also need the opportunity to discuss issues related to values with others, to hear divergent opinions, and to express their own opinions. It is important that students be allowed to clarify their own values in a non-judgmental environment, confident that the teacher's value position on an issue will not be imposed and assured that no one in the class will be put down or criticized for holding a certain value.

- Stress the students' right to privacy. Encourage students to discuss issues that concern them, but support their right to privacy.
- Be sensitive to values. Values are conveyed as much by what is not said or done as by what is said or done. At the same time, help students to understand the role of values in decision making and interaction among people.
- Be prepared to discuss all sides of controversial issues so that students can identify their personal feelings on the issue.
- Provide information to all students about school and community agencies and resources available to them if they need help with a problem.
- Assess your own thoughts and feelings about sensitive issues.

Engaging All Students

A supportive environment is important for all learners. Teachers can engage learners by

- getting to know their students as persons, while at the same time respecting their privacy
- incorporating opportunities for students to have a voice
- establishing criteria for learning and for individual assignments collaboratively to ensure students' ownership of their learning
- setting goals that are attainable and that will promote a sense of accomplishment and self-satisfaction
- offering choice, whenever possible, of reading material, of methods to present knowledge and information, and of assignment topic or focus within a topic
- being honest and sincere in order to develop a trusting relationship, while at the same time responding to student work in a positive and encouraging way

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to provide individuals with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas within the Business Technology 11 curriculum outcomes framework.

Teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans. It is important that teachers design learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Health and Safety

Activities in skilled-trades centres, shops, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus and also embed safe practices in classroom procedures and routines in order that students may acquire

- a strong orientation toward both personal and group safety
- an awareness of potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures
- the ability to design and maintain safe work areas

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensures that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners

- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and use strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Business Technology 11 in the classroom, in the community, in the workplace, and in the media.

Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technologies

Integration

Students of Business Technology 11 require access to communication and information technology on a daily basis in order to achieve the outcomes of the course. As students become skilled users of office productivity software, they will use it to facilitate their learning across the curriculum, creating a need for access to technologies throughout the school day.

The outcomes in Business Technology 11 depend upon current career and labour market information as well as personal inventories available almost exclusively on the Internet. Students need access, on an individual basis, to networked computers.

Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five strands in the learning outcomes framework areas for the integration of information and communication technology within public school programs.

Basic Operations and Concepts

Concepts and skills associated with the safe, efficient operation of a range of information and communication technology.

Social, Ethical, and Human Issues

The understanding associated with the use of information and communication technology (ICT), which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster strong relationships with their peers and others who support their learning.

Productivity

The efficient selection and use of ICT to perform tasks such as

- the exploration of ideas
- data collection
- data manipulation, including the discovery of patterns and relationships
- problem solving
- the representation of learning

Communication

Specific, interactive technology use that supports student collaboration and sharing through communication.

Research, Problem Solving, and Decision Making

Students' organization, reasoning, and evaluation of their learning, which rationalize their use of information and communication technology.

Module 1: Touch Keyboarding

(15–20 hours)

Unifying Concept

Students demonstrate a proficiency in touch keyboarding.

1.1 Students will be expected to demonstrate correct touch-system technique.

Suggestions for Assessment

Students can

- demonstrate the following elements of proper touch keyboarding techniques
 - correct arm, hand position, and body posture at the keyboard
 - correct keystroking using the designated finger of the correct hand
 - eyes on copy at all times
 - feet flat on the floor, elbows at sides, back straight for proper body balance
 - fingers curved slightly on the home row, striking each key with the tip of the finger
 - palms not touching the keyboard or table
 - key at a speed of 25 words per minute for two minutes with no more than four errors
 - apply correct spacing after punctuation

Teachers can

- observe student's technique to identify problems and provide immediate feedback
- record speed and accuracy progress (timed writings)
- maintain a record of lessons completed

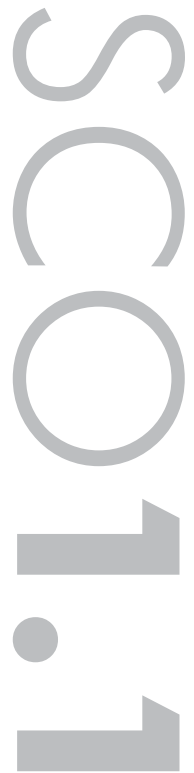
Suggestions for Learning and Teaching

Students can

- complete a series of keyboarding drills to develop keystroke proficiency and improve touch keyboarding skill in the operation of the alphabetic keys (Most keyboarding texts are a good resource.)
- practice the skill of keyboarding using the designated finger of the correct hand
- complete a series of keyboarding drills to develop a basic use of numeric and symbol keys
- practice correct spacing after punctuation
- improve speed and accuracy through extended drill and practice
- compose single-word or short-phrase drafts from dictated passages

Teachers can

- demonstrate and model proper touch keyboarding techniques
- guide students in using correct technique
- provide positive feedback at every opportunity
- manage the classroom as an active participant
- model correct arm, hand, and body posture when keyboarding



Resources

- Lessons 1–40 of *Glencoe Keyboarding with Computer Applications*, Johnson, Chiri-Mulkey, Cotton, and Stanley, Glencoe/McGraw-Hill, 2004, ISBN 0-07-860256-4, Student Edition, Lessons 1–150; ISBN 0-07-860242-4. Student Edition, Lessons 1–80; ISBN 0-07-860249-1, Teacher Wraparound Edition.
- *Business Technology Today*, Ellerby, Pinto, Hiltz, Nelson Education Ltd., Toronto, ON, 2008, ISBN-13: 978-0-17-633545-8.

Notes

Technique

Technique includes proper posture, finger placement, palms of hands, key usage, and should be observed, corrected and have some value placed on it during the alphabetic keyboarding unit.

Students apply proper keyboarding technique and demonstrate correct posture and position when using the computer keyboard. This may be assessed by both students (self and peers) and teachers by using a technique checklist. See Appendix A.

Timed Writings and Accuracy

Students will undertake timed writings that also may be called timings or goal writings throughout the course starting with one-minute and progressing to three-minute timings. Use a maximum of three-minute timings (not necessarily five-minute timings as many textbooks suggest.)

There are several ways to evaluate timed writings, however, the following technique is recommended:

- A keyboarding rate is determined by taking the total number of keyed words divided by the predetermined time interval in minutes. (A word is defined as any five keystrokes.)
- If an error is not corrected at the conclusion of the timed writing, one word per uncorrected error may be deducted from the student's keyboarding rate.
- The product of a timed writing is designated as "correct words a minute," abbreviated cwam.

For their final evaluation of keyboarding speed, a student must key three timings within the same speed range using three-minute timing tests with no more than 3–5 errors. For example, if a student's three best timings are 35 cwam, 37 cwam, and 40 cwam, their correct words per minute would be recorded as 35 cwam because they have typed 35 words per minute or higher at least three times.

Straight-copy timed writings (timings) are a major tool in determining the keyboarding progress of students. Word processing software allows for easy and immediate correction of errors by backspacing during the timing. Because this is the way students will eventually use their keyboarding skills, it is important that

CONTINUED

error correction during timed writings be allowed. As the skill of immediate error recognition and correction is important, students should make corrections during a timed writing session, not after the designated time period has elapsed.

It is important for students to recognize that the efficient use of the keyboard will improve their productivity.

Evaluation Suggestions

In the beginning stages of learning to use the keyboard by touch, it is recommended that no penalty be assessed for uncorrected errors. This allows the learner to concentrate on improving keystroking skill and using proper technique. The improvement of accuracy will be encouraged at a later stage in the skill development phase.

In the initial learning stages, monitors may be turned off to encourage “eyes on copy” and discourage students from focussing on the correction of errors.

Assessment data on student keyboarding technique and performance may be collected as students practice their touch keyboarding skills using the following suggested activities or drills:

- individual letter and short word drills
- upper and lower “reach” drills such as juj and fvf
- composition at the keyboard
- keying from dictation
- keyboarding games that encourage skill building
- concentration drills such as keying the word from left to right and then from right to left

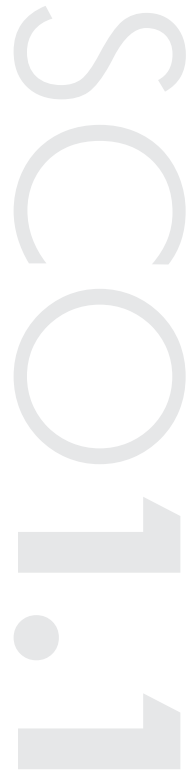
Keyboarding skills need to be maintained throughout the course by regularly encouraging proper technique, and by providing brief, regular practice and feedback.

Punctuation

There are two spaces following punctuation at the end of a sentence but only one space follows a period after an abbreviation. However, it is becoming common in industry to use only one space after punctuation at the end of a sentence (period, exclamation mark, and question mark). Both methods are considered acceptable, but must be used consistently. A colon (:) is followed by two spaces, a semicolon (;) is followed by one space.

Appendices

Appendix A contains a selection of assignments, handouts, checklists, and rubrics that can be used throughout Module 1. The appendices have been selected from the larger collection included in the Business Technology 11 Resource CD.



CONTINUED

Unifying Concept

Students demonstrate a proficiency in touch keyboarding.

1.2 Students will be expected to set up and organize workstations safely and efficiently.

Suggestions for Assessment

Students can

- evaluate the application of correct ergonomic principles in the classroom setting
- identify and develop a solution for poorly designed workstations at school and home
- demonstrate correct ergonomics at their workstations throughout the modules

Teachers can

- evaluate correct ergonomic practices through the use of a technique checklist
- check student's knowledge using tests and quizzes
- observe and correct proper posture at their workstations throughout the modules

Suggestions for Learning and Teaching

Students can

- develop an awareness of ergonomics through project work / Internet research
- research an ergonomic website for correct posture at the keyboard and position to discover potential health hazards associated with poor ergonomics
- key a summary of the guest speaker presentation
- research repetitive stress injuries
- critique the classroom for proper ergonomic design
- assess peers through observation checklist

Teachers can

- model correct ergonomics
- invite a health representative to discuss the potential health risks of poor technique (for example, carpal tunnel syndrome, neck and back aches, and eye strain)
- identify and correct poor ergonomic practices with individual students

Resources

- *Glencoe*, *ibid.*
- *Business Technology Today*, Chapter 1, pages 20–21

Notes

Ergonomics is a science and could be a course in itself. Teachers should concentrate on the areas that deal primarily with health issues directly related to computer workstations. Consider duplicating Ideal Keyboarding Posture (Appendix A9) and posting copies in the classroom.

Appendices

Appendix A9: Ideal Keyboarding Posture

SCOT.1.2

CONTINUED

Unifying Concept

Students demonstrate a proficiency in touch keyboarding.

1.3 Students will be expected to develop keyboarding speed and accuracy.

Suggestions for Assessment

Students can

- complete timed writings using correct words a minute as a measure of keyboarding rate
- strive to exceed a rate of 40 cwam
- undertake timed writings
- undertake the pretest, practice, and post-test series in any text
- self-assess progress using timed writing charts
- compare timed writing results with textbook goals
- proofread for accuracy

Teachers can

- evaluate work for accuracy and give feedback
- conduct timed writings
- observe technique during timings and record on a technique checklist to provide suggestions for improvement

Suggestions for Learning and Teaching

Students can

- complete the speed and accuracy drills provided in any keyboarding text
- proofread for errors
- develop touch keyboarding skills to achieve their individual proficiency goals
- chart and compare progress on timed writings
- improve speed and accuracy through document production

Teachers can

- schedule time to work on speed and accuracy drills and timed writings throughout the modules
- record data on student achievement and provide feedback on progress
- model good keyboarding techniques
- complete timed writings with the students
- encourage students to proofread all work before it is handed in
- provide daily positive reinforcement in order to encourage individual improvement
- actively observe students while they are doing their timings and reinforce proper keyboarding technique and posture

Resources

Glencoe Keyboarding with Computer Applications, pages 21 and 25, have examples of Figuring Speed and Counting Errors.

Notes

Teachers with the Glencoe software will use it to calculate speed and accuracy.

Teachers must remember that individual students' rates of progress vary widely. It is important to organize instruction to allow for students to progress at their own best rate, without feeling that they are not "keeping up with the class."

Appendices

Appendix A

SCOT.3

CONTINUED

Module 2: Document Processing

(35–40 hours)

Unifying Concept

Students integrate touch keyboarding skills with skills in document processing and design.

2.1 Students will be expected to apply formatting skills to a range of workplace documents.

Suggestions for Assessment

Students can

- conduct on-going self/peer evaluation of their prepared documents
- prepare correctly formatted documents and submit all assignments for evaluation
- approach all tests and exams as opportunities to achieve their “personal best”
- proofread for errors in hard and soft copy using the most commonly applied proofreader’s marks

Teachers can

- assess student performance in classroom activities and provide regular feedback by
 - observing students as they prepare documents
 - prompting student responses for immediate correction of formatting errors
- develop tests and examinations that replicate the tasks and assignments that might be found in a business setting

Suggestions for Learning and Teaching

Teachers can

- constantly move around the room to observe students in order to give immediate feedback on document preparation and on proper keyboarding technique
- provide assignments that are relevant, authentic, and engaging
- model the use of proofreader’s marks when assessing student work; proofread for errors in hard and soft copy using the most commonly applied proofreader’s marks
- Remind students that the use of a software’s spell check function does not identify all errors

Students can

- format and produce the following documents in their correct format:
 - academic and business reports (single and multi-page)
 - title pages
 - outlines (using bullets)
 - reference pages and bibliographies
 - personal and business letters (blocked format, open punctuation)
 - résumés and cover letters

SCOR 2.1

- create the following document features:
 - tables
 - borders and shading
 - merged cells
 - justification
 - sum functions
 - bulleted lists
- explore the capabilities of the word processing software features to enter text, create documents, display text, edit and revise documents, and manage and print files.
- proofread a document slowly comparing it word for word with the original copy.
- proofread for spelling and keyboarding errors, punctuation, and grammatical errors, while checking for meaning
- become familiar with proofreaders' marks

Resources

- *Glencoe Keyboarding with Computer Applications*, ibid
- *Business Technology Today*, ibid

Appendices

Appendix B contains a selection of assignments, handouts, checklists, and rubrics that can be used throughout Module 2. The appendices have been selected from the larger collection included in the Business Technology 11 Resource CD.

Notes

Teachers should reinforce the application of touch keyboarding skills throughout the completion of all activities and assignments.

The following are some examples of word processing functions that are used to produce documents:

- insert, delete, replace, and revise text
- copy and move text from one page to another within the same document and to other document
- various display techniques including centre, underscore, italics, bold, fonts
- page breaks
- header and/or footer
- “help” feature
- spell check, grammar check
- edit software defaults

Unifying Concept

Students integrate touch keyboarding skills with skills in document processing and design.

2.2 Students will be expected to use the keyboard to compose and format text for a range of personal and workplace purposes

Suggestions for Assessment

Students can

- produce a cover letter
- produce a personal résumé
- produce a document for a purpose of their choice

Teachers can

- observe students as they compose, coaching individual students as needed

Suggestions for Learning and Teaching

Students can

- key dictated words, phrases, and sentences
- key responses to written words, phrases, sentences, and questions
- create paragraphs using critical thinking instead of straight copy keyboarding

Teachers can

- work with students to develop a list of types of documents used for personal and workplace purposes
- dictate words, phrases, sentences, and questions to the students
- encourage students to keep the cursor moving forward as they compose their thoughts, correcting errors or revising text later

Resources

Glencoe Keyboarding with Computer Applications, ibid

Notes

Composition at the keyboard may be reviewed beginning with one-word responses and progressing to phrases, sentences, and paragraphs.

Appendices

See Appendices A and B.

SCCO2.2

Unifying Concept

Students integrate touch keyboarding skills with skills in document processing and design.

2.3 Students will be expected to integrate data from multiple files to create an original document.

Suggestions for Assessment

Students can

- prepare an outline for their reports
- develop a time line for their reports
- submit drafts of their reports
- present a draft to a peer review group
- submit a final draft for evaluation

Teachers can

- Provide students with a set of files, data, and specifications for a report

Suggestions for Learning and Teaching

Students can

- develop a series of work plans based on the deconstruction activities

Teachers can

- provide students with examples of reports in a range of forms and formats
- work with students to deconstruct finished reports and identify the original components
- work with students to reconstruct the steps that were probably taken in order to assemble the various files and to edit and format the result

Resources

Reports in various formats for a range of purposes can be downloaded from the Internet, for example, from

- Statistics Canada
- EDnet
- Service Canada
- Conference Board of Canada
- School board websites

Notes

These activities are a good way to expose students to authentic workplace documents.

Module 3: Spreadsheets

(20 Hours)

Unifying concept

Students create spreadsheets to manage data.

3.1 Students will be expected to identify the purpose, characteristics and terminology associated with the use of spreadsheet application software.

Suggestions for Assessment

Students can

- label and explain the function of the parts of a spreadsheet window
- create a dictionary of spreadsheet terms*
- create a list of suggested spreadsheet applications to demonstrate their understanding of the range of applications of a spreadsheet

Teachers can

- provide multiple opportunities for students to label and describe the parts of a spreadsheet window
- coach students to use proper terminology
- frequently check students' progress with quizzes and tests

Suggestions for Learning and Teaching

Students can

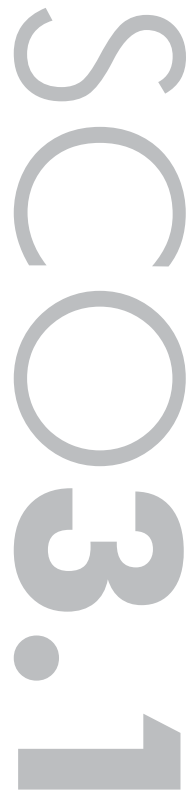
- examine models of spreadsheets and describe the features for a range of applications
- construct a list of personal spreadsheet applications based on their interests
- identify the layout of the spreadsheet: row, column, cell, cell address, active cell, label, value, formula bar, toolbars, worksheet, workbook
- use correct spreadsheet terminology

Teachers can

- use an LCD projector to demonstrate the names and functions of the parts of a spreadsheet
- use appropriate spreadsheet terminology during classroom instruction
- provide students with examples of different spreadsheet applications (home budget, inventory, sports statistics, marking and grading)
- use a tutorial to demonstrate spreadsheet characteristics and terminology

Resources

- See Appendix C
- *Glencoe*, *ibid*, lesson 121



Appendices

Appendix C contains a selection of assignments, handouts, checklists, and rubrics that can be used throughout Module 3. The appendices have been selected from the larger collection included in the Business Technology 11 Resource CD.

Notes

Spreadsheet software includes Microsoft Excel, Corel QuattroPro, Lotus 1-2-3, and OpenOffice.org.

*The dictionary can be updated and evaluated throughout the module.

Unifying concept

Students create spreadsheets to manage data.

3.2 Students will be expected to manipulate data using spreadsheet software to solve problems.

Suggestions for Assessment

Students can

- create spreadsheets following specific formatting instructions
- refine and revise spreadsheets for inclusion in their portfolios
- work collaboratively to create a tutorial to demonstrate their spreadsheet formatting skills

Teachers can

- provide frequent feedback on students' accuracy
- suggest improvements and identify items for students' LifeWork Portfolios
- organize peer feedback to student-created tutorials

Suggestions for Learning and Teaching

Students can

- complete exercises following step-by-step instructions in order to
 - change row and column size
 - format cells: number, alignment, merging cells, font, border, colours, and patterns
 - cut, copy, and paste data
 - insert and delete columns and rows
 - move columns and rows
 - proofread with the assistance of the spell check feature
 - use the autofill feature to organize data
 - use the sort feature to manage data
 - modify the page setup: margins, orientation, scaling, paper size
 - create headers/footers to include document-specific data
 - display and print gridlines and row and column headings

Teachers can

- use an LCD projector to demonstrate concepts and practices related to formatting icons and menus
- provide samples of effectively formatted spreadsheets
- provide data files
- direct students to an appropriate on-line tutorial
- provide peer learning opportunities in the classroom

SCCO3.2

Resources

- *Glencoe*, *ibid*, Lessons 121–128
- *Excel It!* Business Education Publishing (ISBN 0-9774611-0-6)
- Appendix C

Unifying concept

Students create spreadsheets to manage data.

3.3 Students will be expected to use mathematical features of spreadsheet software to manage data.

Suggestions for Assessment

Students can

- construct and modify spreadsheets using values, functions, and/or formulas
- refine and revise spreadsheets showing results and formulas for inclusion in their portfolio

Teachers can

- provide frequent feedback on students' accuracy
- suggest improvements and identify items for students' LifeWork Portfolios
- provide additional instruction and practice to students who are having difficulty

Suggestions for Learning and Teaching

Students can

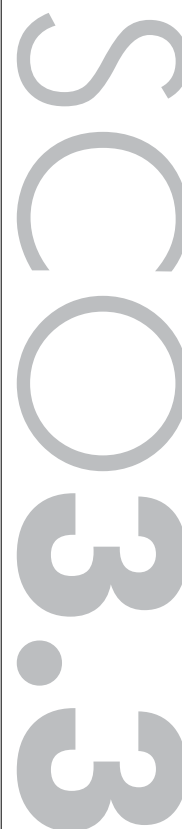
- undertake assignments, worksheets, and exercises in order to
 - use the numeric keypad to input data in a spreadsheet
 - use formulas to perform calculations in a variety of spreadsheet activities (addition, subtraction, multiplication, division)
 - use functions to perform mathematical calculations (SUM, AVERAGE, MAX, MIN, COUNT)
 - copy formulas from one cell to another using both the relative and absolute options
 - display formulas and functions on screen and produce a printed copy
 - use mathematical features of spreadsheets to solve a variety of problems

Teachers can

- use an LCD projector to demonstrate concepts and procedures related to formulas and functions
- provide a variety of problems with step-by-step instructions
- provide data files for classroom use
- direct students to an appropriate on-line tutorial

Resources

- *Glencoe*, ibid, Lessons 129–131–132
- *Excel It!*
- Appendix C



Unifying concept

Students create spreadsheets to manage data.

3.4 Students will be expected to produce functional, informative, and effectively formatted charts to present a range of workplace data

Suggestions for Assessment

Students can

- employ problem-solving skills to input data and create an appropriate chart
- revise and refine charts for inclusion in their portfolios

Teachers can

- provide frequent feedback on students' progress
- provide feedback and coaching on effectiveness of charting

Suggestions for Learning and Teaching

Students can

- undertake assignments, worksheets, and exercises in order to
 - create column/bar, line, pie, and combination charts to visually represent the relationship among values in a spreadsheet*
 - manage and display data using a variety of charts
 - collect sample data and represent it visually
 - use and customize meaningful titles, labels, and legends
 - modify colours or patterns to make attractive and effective charts

Teachers can

- use an LCD projector to demonstrate concepts and processes related to charting icons and menus
- provide exercises with step-by-step instruction
- direct students to an appropriate on-line tutorial
- provide data files for classroom use

Resources

- Glencoe, *ibid*, Lessons 137–138
- *Excel It!*
- Appendix C

Notes

* See *Business Technology Today*, page 231

Unifying concept

Students create spreadsheets to manage data.

3.5 Students will be expected to create and format spreadsheets to solve a range of workplace problems.

Suggestions for Assessment

Students can

- solve a variety of problems using the principles and practices of spreadsheet software
- complete a final project that incorporates the principles and practices learned throughout Module 3

Teachers can

- provide students with the rubric that will be used in assessing their work
- encourage students to apply the rubric to their projects from time to time as they progress

Suggestions for Learning and Teaching

Students can

- develop a proposal for a project
- provide a schedule for key stages and completion of the project
- submit outlines and drafts at key stages
- give other students feedback on their drafts
- modify and improve the project using suggestions where they are helpful
- present a final draft for assessment

Teachers can

- use an LCD projector to demonstrate workplace problems that students can use spreadsheet software to solve
- work with students to develop a list of workplace problems that can be solved using spreadsheets
- provide examples of project proposals
- give frequent feedback and coaching during the project

Resources

- *Glencoe Keyboarding with Computer Applications*, Unit 7 (ISBN-13: 978-0-07-869316-8)
- *Business Technology Today*, Nelson Publishing, Chapter 8 (ISBN 978-0-17-633545-8)
- *Excel It!* Business Education Publishing (ISBN 0-9774611-0-6)
- *Learning Microsoft Office 2003*, Pearson Education, Inc. (ISBN 013036522-X)

SC.3.5

Internet

- Utah Education Network
- Statistics Canada
- various sports statistics websites

Notes

The following is a suggested list of some common applications of spreadsheets:

- manage accounts
- create schedules
- record attendance
- create contact lists
- track usage of a resource (e.g., books)
- record research data
- analyse data
- format data to insert in a report or PowerPoint presentation
- create and manage a budget
- track growth, progress, or improvement
- manage inventory
- record and analyse sport team scores and player statistics

Module 4: Desktop Publishing

(35 hours)

Unifying concept

Students apply the principles and practices of desktop publishing to design and produce documents.

4.1 Students will be expected to identify the purpose, characteristics, and terminology associated with the use of desktop publishing software.

Suggestions for Assessment

Students can

- use correct terminology on a daily basis throughout the module
- demonstrate an understanding of the document production process
- create a table of types of documents, their purpose, and characteristics

Teachers can

- provide students with quizzes, checklists, and rubrics to help them track their progress
- provide students with examples of effective desktop published documents

Suggestions for Learning and Teaching

Students can

- examine documents created using desktop publishing
- identify the purpose of the communication
- identify terminology associated with desktop publishing
- describe, using a flowchart, the steps in the publishing process
- define and apply the following features:
 - clip art
 - drawing tools
 - font styles and sizes
 - masthead
 - page layout
 - style sheets
 - symbols
 - templates
 - TextArt
 - text box
 - type size
 - typeface (set of characters of same design)
 - weight (boldface)
 - wizards
 - WordArt



Teachers can

- use an LCD projector to introduce the features of desktop publishing software
- work with students to provide a flowchart of the publishing process
- use appropriate terminology during classroom instruction
- provide students with examples of a range of publications that can be created using desktop publishing software

Resources

- *Glencoe*, *ibid.*, Lessons 101–120
- *Publish It! Business Education Publishing* (ISBN: 0-977-46-11-0-6)

Appendices

Appendix D contains a selection of assignments, handouts, checklists, and rubrics that can be used throughout Module 4. The appendices have been selected from the larger collection included in the Business Technology 11 Resource CD.

Notes

Desktop publishing software includes Microsoft Publisher, Microsoft Word, Corel Presentations, InDesign (formerly Pagemaker), and Adobe Illustrator.

The following is a suggested list of documents teachers might provide as samples:

- brochure
- business card
- calendar
- catalogue
- circular
- flyer
- greeting card
- invitation
- iron-on transfers
- leaflet
- letterhead
- logo
- magazine
- marketing materials
- newsletter
- notice
- order forms
- portfolio
- postcard
- poster
- proposals
- report
- signage

Unifying Concept

Students apply the principles and practices of desktop publishing to design and produce documents.

4.2 Students will be expected to demonstrate an understanding of copyright and intellectual property laws.

Suggestions for Assessment

Students can

- create a brochure detailing applications of copyright law in the classroom
- observe copyright laws in the production of documents*
- maintain a file of permissions obtained to use copyrighted materials

Teachers can

- supervise students when downloading material to ensure copyright law is followed
- require students to provide proof of permission to use copyrighted materials

Suggestions for Learning and Teaching

Students can

- research copyright law
- apply principles to evaluate their own school environment with regard to copyright issues
- create brochures detailing applications of copyright law in the classroom
- prepare a short report on a guest speaker's presentation

Teachers can

- invite a guest speaker knowledgeable about copyright law
- distribute and review relevant portions of legislation and regulations
- provide examples of copyright infringement and consequences

Resources

- Appendix D

Internet

- Utah Education Network
- Microsoft Education
- Access: The Canadian Copyright Agency
- Council of Ministers of Education
- Media Awareness Network

- Net Know-How: Copyright and Teaching
- Copyright Board of Canada: Copyright Act
- Nova Scotia Department of Education, Learning Resources and Technology

Notes

- * This outcome should not be taught in isolation. It should be integrated with the activities of Module 4.

Copyright and intellectual property law is very complex. Direct students to those sections that pertain to desktop publishing.

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

4.3 Students will be expected to use desktop publishing software features to enhance publications.

Suggestions for Assessment

Students can

- use a variety of software tools and design techniques to demonstrate their ability to create a range of publications (For examples, see Outcome 4.1 Notes.)
- select examples to include in their LifeWork Portfolios

Teachers can

- provide a rubric for evaluating publications
- help students select items for their LifeWork Portfolios
- use the rubric to provide a progress report and to offer coaching
- provide a framework for peer evaluation of publications in progress

Suggestions for Learning and Teaching

Students can

- complete assignments, worksheets, and exercises to develop an understanding of the following software features:
 - insert and manipulate (i.e., crop, resize, rotate) clipart and images (with captions)
 - use textboxes
 - use drawing tools, symbols, and shapes
 - use WordArt and TextArt
 - create multi-column documents
 - use wizards and templates

Teachers can

- use an LCD projector to demonstrate concepts and procedures and illustrate their application
- provide a variety of skill-building activities with step-by-step instructions
- direct students to an appropriate on-line tutorial

Resources

- *Glencoe*, ibid., Lessons 101–120
- *Publish It!* Business Education Publishing (ISBN 0-9774611-0-6)
- Appendix D

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

4.4 Students will be expected to design and create a variety of print and online publications for specific purposes and audiences using desktop publishing software.

Suggestions for Assessment

Students can

- prepare a menu for the school cafeteria
- create tickets for the winter carnival or other activity
- design a poster for a school or community activity
- create a school newsletter
- put a sample of each document in their LifeWork Portfolios

Teachers can

- provide a rubric for assessing publications
- frequently give feedback on student progress and clarify expectations when necessary

Suggestions for Learning and Teaching

Students can

- create business cards, brochures, newsletters, ads/flyers, and letterhead with a logo for real purposes
- edit and proofread their work and the work of others

Teachers can

- use an LCD projector to demonstrate concepts, processes, and procedures
- provide a series of software exercises with step-by-step instruction
- direct students to an appropriate on-line tutorial
- help students solicit projects that meet community needs

Resources

- *Glencoe*, ibid. Lessons 101–120.
- *Business Technology Today*, ibid.
- *Publish It!*, ibid.

Internet

- Utah Education Network
- BC Schools' Publisher Help
- Microsoft Education

- Microsoft Office Help
- Access Copyright
- Council of Ministers of Education, Canada
- Media Awareness Network
- 2learn Canada

SCCO4.4

CONTINUED

Module 5: Business Technology Fundamentals

(5 hours)

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.1 Students will be expected to use hardware and software terminology and features.

Suggestions for Assessment

Students can

- label a picture of the workstation
- develop a table of solutions to common problems
- identify the appropriate software to use for document completion
- use proper computer terminology in questioning and solving problems

Teachers can

- create and print a picture of the workstation
- develop a checklist of common computer problems
- provide assignments that require students to determine the proper software application to complete the assignment

Suggestions for Learning and Teaching

Students can

- apply strategies for solving routine hardware and software problems that occur during everyday use
- recognize the capabilities and limitations of application software and how those capabilities can be best utilized
- develop a list of common terms and definitions
- use proper computer terminology in their daily communication in the classroom

Teachers can

- describe and demonstrate common problems associated with computer use
- model proper computer terminology in their daily communication in the classroom
- encourage the appropriate use and care of hardware and software

Resources

- *Glencoe*, *ibid.*
- *Business Technology Today*, *ibid.*
- Internet

Notes

This outcome needs to be incorporated daily through proper terminology and modelling by the instructor.

It is important to establish classroom procedures and routines that require daily use.

SCOS.5.1

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.2 Students will be expected to acquire employability skills and attitudes needed for life and work experiences

Suggestions for Assessment

Students can

- demonstrate their understanding of developing positive work habits and attitudes by
 - arriving to class on time
 - being prepared for class
 - accepting constructive criticism from teachers as well as peers
 - having pride in their work

Teachers can

- monitor students' work on a continual basis
- use rubrics for evaluations
- use checklists of the behaviours/attitudes that reflect this awareness
- respond to positive work habits and attitudes with positive reinforcement and encouragement

Suggestions for Learning and Teaching

Teachers can

- provide examples of workplaces using scenarios, videos, case studies, guest speakers, and interviews
- model these strategies in the classroom (attendance, reliability, respect, accountability)
- provide a goal-setting sheet
- encourage time-management skills and habits in students' daily activities

Students can

- develop the habits of regular attendance and punctuality that are expected in the workplace
- set personal goals
- develop time management skills
- identify examples of positive and negative work habit issues and problems through Internet research and produce a one-page report
- share their research findings in small groups and develop solutions to the problems they find
- develop and complete a checklist of positive work habits and develop a plan for personal improvement

Resources and Notes

- Conference Board of Canada, Employability Skills 2000+, downloadable from their website
- Glencoe Teachers Resource
- School agendas

SCCO5.2

CONTINUED

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.3 Students will be expected to access and use information responsibly and ethically.

Suggestions for Assessment

Students can

- identify the proper and improper use of the acceptable use policy through discussion
- demonstrate proper techniques for navigating and creating folders and documents

Teachers can

- help students distinguish between the proper and improper use of the acceptable use policy
- check students folders for proper file management

Suggestions for Learning and Teaching

Students can

- access and exit the network system properly
- create folders, save and organize files
- understand and practice ethical behaviours according to acceptable use policy and copyright laws in your school board

Teachers can

- demonstrate the proper way to access the network
- demonstrate the proper organization and maintenance of files
- model proper computer usage and ethics
- make students aware of the school's acceptable use policy and its application
- relate the issues of computer ethics and security to student responsibility in the use of computers in the school and workplace
- use positive reinforcement when students use their computers ethically

Resources

- *Glencoe*, ibid.
- *Business Technology Today*, ibid.
- Internet
- Conference Board of Canada, Employability Skills 2000+, downloadable from their website

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.4 Students will be expected to investigate career opportunities related to information technology.

Suggestions for Assessment

Teachers can

- monitor students' progress in developing a LifeWork Portfolio, providing feedback and encouragement

Suggestions for Learning and Teaching

Teachers can

- provide access to Internet and other career resources

Students can

- research career opportunities that exist in the field of information processing
- identify the skills required
- assess their own skills in these areas
- identify training and education requirements
- continue to refine their career plans

Resources

- LifeWork Portfolio: a Resource for Schools
- Internet
- Career Choices
- Service Canada
- Career Cruising

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.5 Students will be expected to develop and maintain a LifeWork Portfolio.

Suggestions for Assessment

Students can

- assess their own progress and seek feedback from peers and family

Teachers can

- assess progress toward the goals students have set for themselves
- evaluate the results for presentation, organization, and effective use of technology

Suggestions for Learning and Teaching

Students can

- identify and organize artifacts for their portfolios
- reflect on their choices to identify their strengths and career interests
- record the results of their research into careers that interest them
- develop and refine a career plan

Teachers can

- provide opportunities, on a regular basis, for students to work on their LifeWork Portfolios
- schedule time on networked computers for students to explore career options
- review student progress on a regular basis

Resources and Notes

Supporting materials and strategies can be found in LifeWork Portfolio, a Resource for Schools published by the Department of Education. The handbook can be downloaded from the LifeWork.EDnet website.

Unifying Concept

Students are confident and purposeful users of information technology for business purposes.

5.6 Students will be expected to manage common hardware and software processes, files, and basic workstation procedures.

Suggestions for Assessment

Students can

- log on and log off properly on a daily basis
- apply proper commands, shortcuts, and functions

Teachers can

- observe and coach students in using proper commands, shortcuts, and functions
- observe and encourage students to log in and log off properly

Suggestions for Learning and Teaching

Students can

- create folders, and save and organize files
- print efficiently
- use word processing commands, shortcuts, and functions as needed to produce correctly formatted documents

Teachers can

- demonstrate the proper way to access the network
- demonstrate the proper organization and maintenance of files
- describe and demonstrate features that will enable students to print efficiently
- demonstrate and model the correct commands, shortcuts, and functions needed to produce correctly formatted documents

Resources

- *Glencoe*, *ibid.*
- *Business Technology Today*, *ibid*
- Internet

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning. Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered. The Principles of Assessment and Evaluation articulated in the document Public School Program should be used as the basis of assessment and evaluation policies, procedures, and practices.

Assessment in Business Technology 11

Students entering Business Technology 11 do so with differing degrees of knowledge and understanding of the elements of developing a career, different skill levels, and different levels of understanding how important these things are to preparing for a career. In some instances, students' attitudes toward certain skills may be that they are only useful for doing school work and not in what they perceive to be the "real world." Business Technology 11 works to change these attitudes and aid students in the development of the skills necessary for success in the workplace.

Assessment for Business Technology 11 should facilitate these changes and, as a result, should be considered an ongoing process, not an event. Teachers need to think of assessment as being of two kinds: assessment of learning and assessment for learning.

Assessment of Learning

Assessment of learning is what teachers associate with summative assessment, that is, tending to be mark-driven, used to accumulate numerical data for the purpose of assigning grades. Tests, exams, and assignments given for the purpose of attaining marks fall in this group.

Assessment for Learning

Assessment for learning, on the other hand, works to provide students with ongoing checks of how they are doing, and what kind of progress they are making, and what they need to learn next in order to be successful. Student self-assessment is an important factor in assessment for learning. Anecdotal feedback, rubrics, scales, and checklists are all important ways for teachers and students to learn more about how they are doing and what they are having difficulty with.

While each kind of assessment is useful and important, the larger balance of assessment in Business Technology 11 should be assessment for learning. Teachers observe group and independent work, talk formally and informally with students, and they note development of skills and knowledge, changes in attitudes, and growing awareness of the importance of what they are learning.

It is important to note that the LifeWork portfolio is not an assessment tool. Although it may include artifacts that have already been used for assessment purposes, the LifeWork Portfolio is a tool for identifying strengths, interests, and skills and for demonstrating growth.

More information on assessment can be found in Contexts for Learning and Teaching.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes towards which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcome
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting

Involving Students in the Assessment Process

Diverse Learning Styles and Needs

It is important that students participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures (for example, marks) to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? What do I need to learn next? Effective assessment practices provide opportunities for students to assess and evaluate their learning and set goals for future learning.

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes, not only in a learning context, but in a social and cultural context as well. Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodates their needs, and at their own pace.

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in assessment.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward

achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align evaluation and assessment practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular and specific feedback on learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- checklists
- conferences
- certifications
- demonstrations
- dramatizations
- exhibitions
- rating scales
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- portfolios
- reports/presentations
- projects
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- sorting scales (rubrics)
- self-assessments
- surveys
- videotapes
- work samples
- written assignments

Portfolios for Assessment

A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement. The portfolio documents Business Technology 11 activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information; for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve solving a problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop a solution. Students might be given a range of questions,

issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned.

The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

Certification

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations, or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of resources, or the demonstration of a technique or procedure.

Appendix A:

Module 1

Appendix A1: Technique Evaluation

Name _____ Date _____ Hour _____

Keyboarding Technique Evaluation

Fingers are curved	5	4	3	2	1
Feet flat on the floor	5	4	3	2	1
Fingers rest on home row	5	4	3	2	1
Eyes on copy	5	4	3	2	1
Correct posture	5	4	3	2	1
Correct finger use to key	5	4	3	2	1

5 = Perfect
4 = Usually
3 = Now and Then
2 = Rarely
1 = Never

Name _____ Date _____ Hour _____

Keyboarding Technique Evaluation

Fingers are curved	5	4	3	2	1
Feet flat on the floor	5	4	3	2	1
Fingers rest on home row	5	4	3	2	1
Eyes on copy	5	4	3	2	1
Correct posture	5	4	3	2	1
Correct finger use to key	5	4	3	2	1

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Name _____ Date _____ Hour _____

Keyboarding Technique Evaluation

Fingers are curved	5	4	3	2	1
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Eyes on copy	5	4	3	2	1
Correct posture	5	4	3	2	1
Correct finger use to key	5	4	3	2	1

5 = Perfect
4 = Usually
3 = Now and Then
2 = Rarely
1 = Never

Appendix A2: Technique Assessment

Technique Assessment

Name _____	Score
Eyes on copy	4 points
Arms at sides and still	2 points
Wrists straight	2 points
Sitting up straight	2 points
Typing without pausing	2 points
Sitting centered at j key, feet flat on the floor, a hand span away	4 points
Hitting return key with the semi finger	2 points
Keeping fingers on the home row	2 points

Technique Assessment

Name _____	Score
Eyes on copy	4 points
Arms at sides and still	2 points
Wrists straight	2 points
Sitting up straight	2 points
Typing without pausing	2 points
Sitting centered at j key, feet flat on the floor, a hand span away	4 points
Hitting return key with the semi finger	2 points
Keeping fingers on the home row	2 points

Technique Assessment

Name _____	Score
Eyes on copy	4 points
Arms at sides and still	2 points
Wrists straight	2 points
Sitting up straight	2 points
Typing without pausing	2 points
Sitting centered at j key, feet flat on the floor, a hand span away	4 points
Hitting return key with the semi finger	2 points
Keeping fingers on the home row	2 points

Appendix A3: Peer Observation

Peer Observation Keyboarding

Score between 1 and 4, with 4 being the best.

Name _____ Peer _____

CRITERIA	1	2	3	4
Hand span away from keyboard				
Feet flat on the floor				
Eyes on copy				
Correct hand position over home row				
Palms not touching				
Steady keying rhythm				
Entering correctly				
Spacing correctly				

Date _____

Peer Observation Keyboarding

Score between 1 and 4, with 4 being the best.

Name _____ Peer _____

CRITERIA	1	2	3	4
Hand span away from keyboard				
Feet flat on the floor				
Eyes on copy				
Correct hand position over home row				
Palms not touching				
Steady keying rhythm				
Entering correctly				
Spacing correctly				

Date _____

Appendix A4: Technique Evaluation Chart

Name _____				
Criteria	4—Always	3—Most of the Time	2—Some of the Time	1—Seldom
Upper Body Posture Students sit straight. Body is within a hand span of the keyboard				
Lower Body Posture Hips touch back of chair, feet are flat on the floor				
Hand/Finger Position Student demonstrates correct hand position over homerow keys. Strikes keys with tips of fingers.				
Palm Position Keeps palms off desk and/or keyboard				
Typing Rhythm Student maintains steady typing rhythm				
Speed Student maintains a pace of 30 wpm or more				
Totals				

Total Score _____

Teacher Comments:

Appendix A5: Self-Assessment

Date: _____ Name: _____				
Technique	Always	Most of the Time	Sometimes	Never
I keep my eyes on the copy or the screen.				
I keep both feet on the floor uncrossed.				
My wrists do not rest on the keyboarding table in front of me.				
My arms are a hand span from the keyboard.				
I sit straight at the workstation remembering proper ergonomics.				

Date: _____ Name: _____				
Technique	Always	Most of the Time	Sometimes	Never
I keep my eyes on the copy or the screen.				
I keep both feet on the floor uncrossed.				
My wrists do not rest on the keyboarding table in front of me.				
My arms are a hand span from the keyboard.				
I sit straight at the workstation remembering proper ergonomics.				

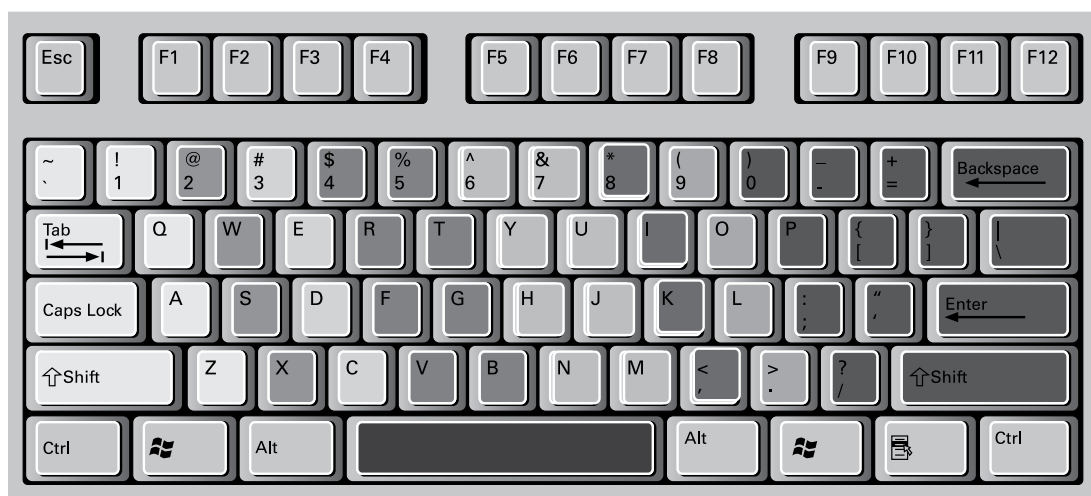
This table is available in digital form on the Business Technology 11 Resource CD.

This table is available in digital form on the Business Technology 11 Resource CD.

[illegible]

Appendix A8: Keyboard Fingering

Note: Colour version available on the Business Technology 11 resource CD.



Key

Left

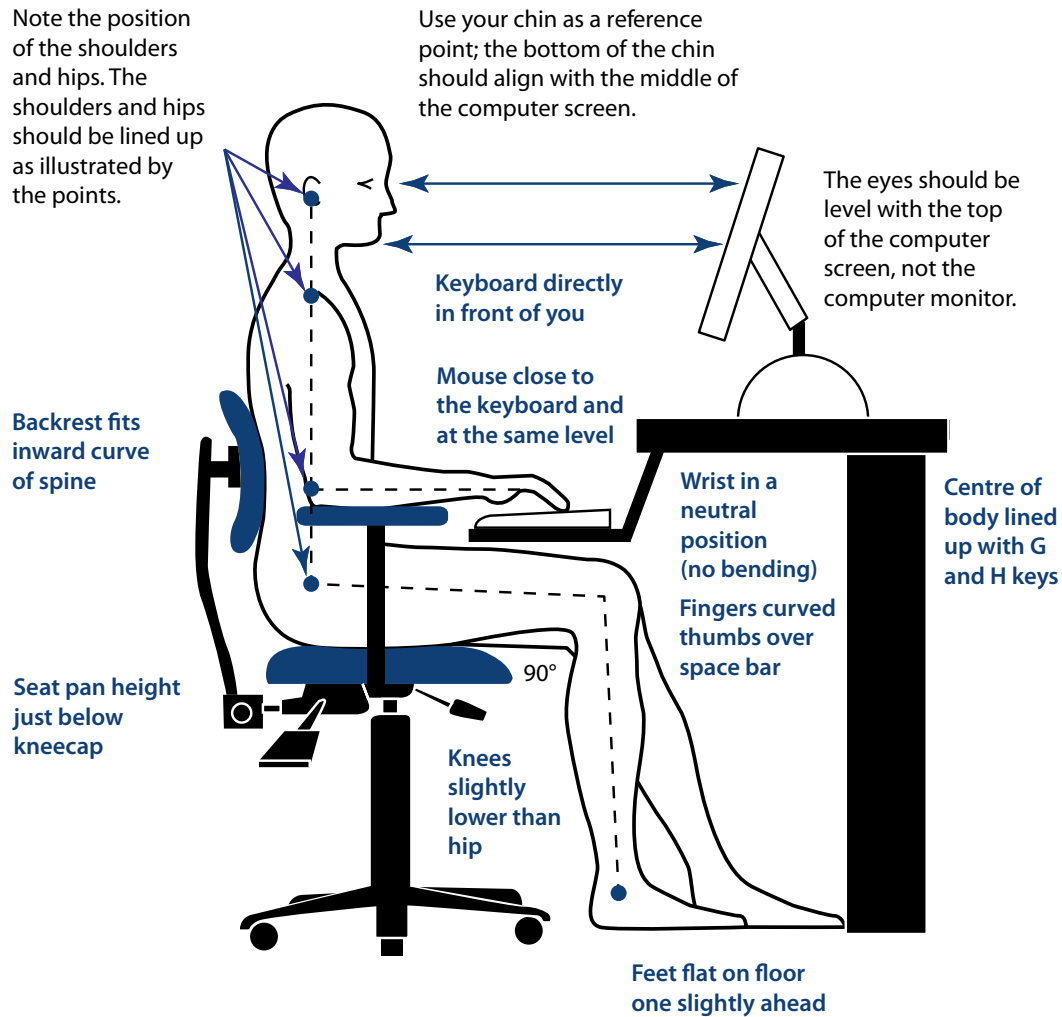
- | | |
|-----------|---|
| 1 Pinky |  |
| 2 Ring |  |
| 3 Middle |  |
| 4 Pointer |  |
| 5 Thumb |  |

Right

- | | |
|-----------|---|
| 1 Pinky |  |
| 2 Ring |  |
| 3 Middle |  |
| 4 Pointer |  |
| 5 Thumb |  |

Appendix A9: Posture

Ideal Keyboarding Posture



Appendix A10: Keyboard Composition

Answer the following questions with Yes or No.

Read the following words to the students and have them type the answers. Do not give them much time in between questions.

1. Do you like the weather today?
2. Do you like cats?
3. Are you hungry?
4. Do you read the newspaper?
5. Would you like to go into politics?
6. Do you participate in any sports?
7. Do you watch television every day?
8. Are you tired?
9. Do you have any brothers?
10. Do you have any sisters?
11. Do you have a job?
12. Are you a "good" speller?
13. Are you going on vacation soon?
14. Do you like coffee?
15. Do you like to cook?

Word Response: Which One?

1. Would you rather ski or swim?
2. Would you rather drive or ride?
3. Would you rather eat or cook?
4. Would you rather walk or talk?
5. Would you rather hike or bike?
6. Are you a female or a male?
7. Are you right-or left-handed?
8. Is the instructor of this class male or female?
9. Would you rather drink milk or tea?
10. Would you rather dance or read?
11. Would you rather eat hot dogs or hamburgers?
12. Would you rather write or read?
13. Would you rather study or play?
14. Would you rather be short or tall?
15. Would you rather own a dog or a cat?
16. Do you like summer or winter best?
17. Would you rather be dirty or clean?
18. Would you rather win or lose?
19. Would you rather run or walk?
20. Would you rather fly or drive?

Word Response: Opposites

Example: The instructor says the word **tall** and the student would type the word **short**.

1. day
2. big
3. soft
4. front
5. salt
6. mother
7. uncle
8. grandmother
9. rich
10. war
11. young
12. push
13. love
14. hot
15. black
16. cold
17. long
18. clean
19. male
20. minus
21. seldom
22. floor
23. add
24. inside
25. fast
26. stop
27. no
28. winter
29. sick
30. true
31. open
32. new
33. long
34. strong
35. expensive

Word Response: Contractions

Dictate the words listed below:

1. I have—I've
2. does not—doesn't
3. would not—wouldn't
4. you are—you're
5. we will—we'll
6. let us—let's
7. it is—it's
8. has not—hasn't
9. she is—she's
10. do not—don't
11. we will—we'll
12. are not—aren't

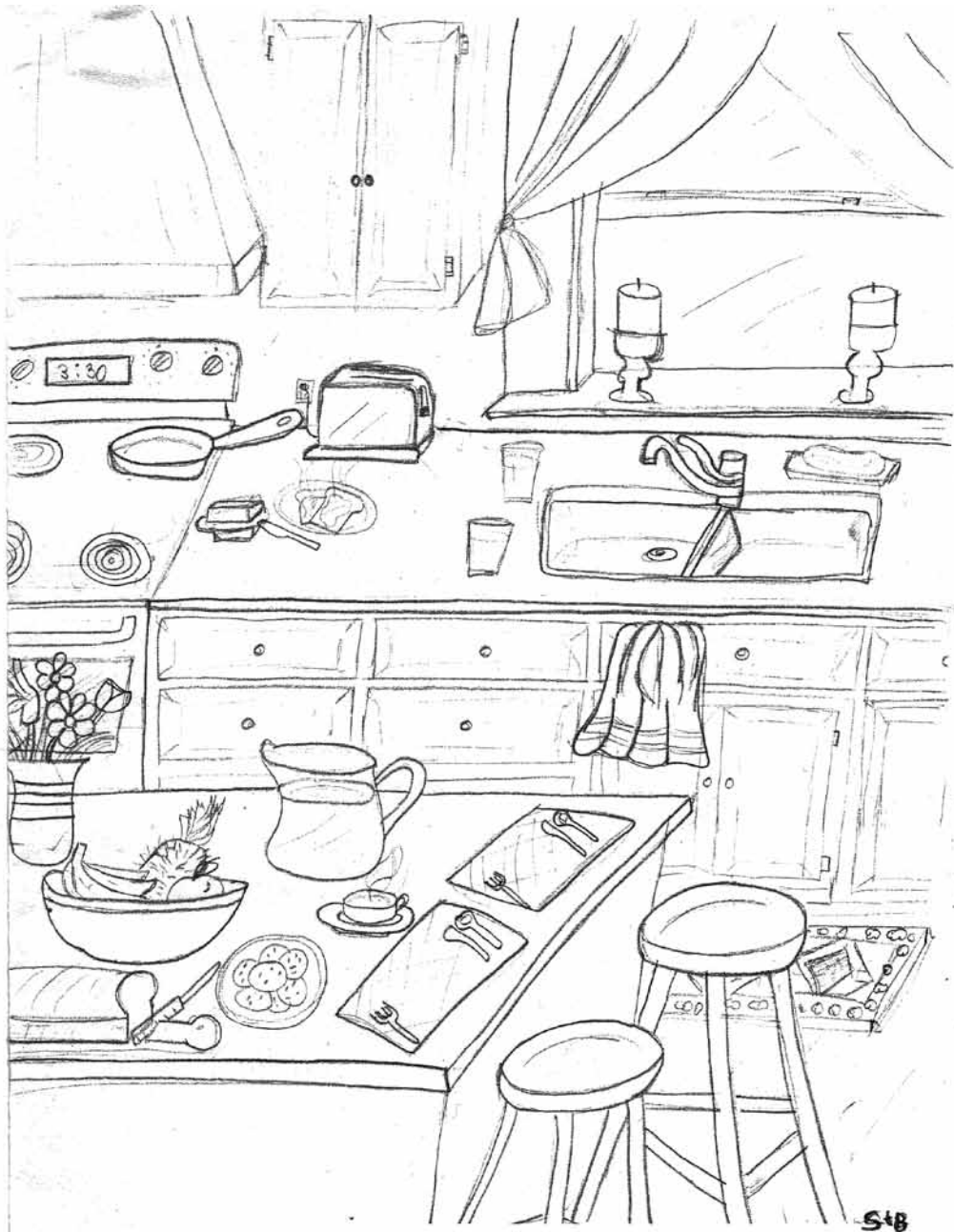
Activities

1. Have students list items found in an office desk, in a student's locker, etc., using the letters of the alphabet.
2. Play a game of musical typing. Give students a starter phrase and let them type for several minutes with the music playing. When you stop the music, have students change seats in a predetermined manner, possibly groups of five or six. Let students switch seats giving a bit more time for each change. At the conclusion, students go back to their seats and read the story and give it an ending. This is a great article for practicing spell check and proofreading skills. Read a few of the stories out loud to the class. Some possible story starters may be: If I were a quarter the stories I could tell ..., because the bus was late ..., because my alarm did not go off ..., a tear rolled down my cheek.

Appendix A11: Thinking While Typing

Thinking and Keying

List as many items in the picture below as you can in two minutes. Then try again, listing as many items as you can in two more minutes without duplicating any of the items.



Appendix A12: Finish That Phrase

Directions: Type the phrase and fill in the blank. There are no right or wrong answers, but your answers need to make sense. You will be graded on accuracy. If you make a mistake, hit enter and start the line over again. In other words, if you are typing number 5 and mess up on typing "and," then you type enter and start over with number 5 again. Do not erase anything.

1. Fierce as a _____
2. Red as a _____
3. Boring as a _____
4. Fit at a _____
5. Tired as a _____
6. Sly as a _____
7. Light as a _____
8. Wise as a _____
9. White as a _____
10. Tricky as a _____
11. Black as a _____
12. Neat as a _____
13. Thin as a _____
14. Hot as a _____
15. Bright as a _____
16. Blue as a _____
17. Smart as a _____
18. Funny as a _____
19. Friendly as a _____
20. Shiny as a _____

Appendix A13: Alphabetic Sentences

Alphabetic Sentences

- 1 A zoo quickly bought the jinx, mauve dog with pink fur ears.
- 2 Zed walloped Phil, Jaxon, Fred, Steve, and Marv quickly at the big game.
- 3 Quinn and Vin had extra free mayo on all burgers with Peach Zuka Juice.
- 4 Jay Zappa killed the very cagey fox before his quiver was empty.
- 5 Zelda copied quickly while Vance rested by faxing Jumangi.
- 6 Save his quiz by fax or jam it in a plain brown package.
- 7 The quick white fuzzy dog is fearful of jumping over the grey box.
- 8 The lame zookeeper was vexed by quacking but fixed it in a jiffy.
- 9 Vexed by the azure sky, Pete quickly came down for good old bread and jam.
- 10 Jeff quickly took his ax, shovel, and rake to work in my garden with zinnias and buttercups.

Alphabetic Sentences

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- 10 Jeff quickly took his ax, shovel, and rake to work in my garden with zinnias and buttercups.

Appendix A14: Complete the Paragraphs

Fill in the missing vowels:

- c-mp-l-t- c-mp-t-r h-s m-ny phys-c-l p-rts. Th- p-rts -r- c-ll-d h-rdw-r. Th-y -ncl-d- th-ngs s-ch -s th- m-n-t-r, k-yb-rd, -nd m-s-. Th-y -ls- -ncl-d- -th-r th-ngs s-ch -s th- pr-nt-r, sc-nn-r, -nd sp-k-rs. Th- t-w-r -s -ls- p-rt -f th- h-rdw-r, b-t -ns-d- -f -t -r- m-ny -th-r -t-ms th-t m-k- -p th- "br-n" -f th- c-mp-t-r.

Fill in the missing words:

Writing — a process. It is important — we do not — write something — time and — it complete. We — self-revise and — it as well. It is also very helpful to — someone else read —. Someone else may — understand the — as the writer understands the text, — — will — questions. — helps the — recognize problems — and correct them.

Delete the repeated words:

Keyboarding is one of the most most important classes that a a student will ever take take. Keying is a skill that everyone will will need at some time in their lives. This is a skill that once once achieved will help students succeed in their other classes as well as well. It makes homework faster and easier. Everyone needs to to practice and master this skill!

Change "Mom" to "Dad"—this means you will need to change the pronouns referring to "Mom" too.

My mom sent me to the store. She told me to hurry and pick up some milk. She needed it for dinner tonight. She told me that if I stopped anywhere along the way, I would be in trouble. I didn't see what it would hurt to stop at Joe's house so he could go with me to the store. Unfortunately, my mom did not see it my way. I was grounded for a month.

Appendix A15: Complete the Paragraphs, Answers

Directions:

Make all changes as instructed. Type all words and make corrections as you go. This will be graded on accuracy, so slow down and type it correctly. You do not need to type the instructions at the beginning of each section.

Fill in the missing vowels:

A complete computer has many physical parts. The parts are called hardware. They include things such as the monitor, keyboard, and mouse. They also include other things such as the printer, scanner, and speakers. The tower is also part of the hardware, but inside of it are many other items that make up the “brain” of the computer.

Fill in the missing words:

Writing is a process. It is important that we do not just write something one time and call it complete. We must self-revise and edit it as well. It is also very helpful to have someone else read it. Someone else may not understand the text as the writer understands the text, and they will ask questions. This helps the author recognize problem areas and correct them.

Delete the repeated words:

Keyboarding is one of the most important classes that a student will ever take. Keying is a skill that everyone will need at some time in their lives. This is a skill that once achieved will help students succeed in their other classes as well. It makes homework faster and easier. Everyone needs to practice and master this skill.

Change “Mom” to “Dad” — this means you will need to change the pronouns referring to “Mom” too.

My dad sent me to the store. He told me to hurry and pick up some milk. He needed it for dinner tonight. He told me that if I stopped anywhere along the way, I would be in trouble. I didn’t see what it would hurt to stop at Joe’s house so he could go with me to the store. Unfortunately, my dad did not see it my way. I was grounded for a month.

Appendix A16: Correcting the Story

Fill in the missing vowels:

W- w-nt -n - tr-k t- Timpanogos c-v-s. My s-st-r wh-n-d th- -nt-r w-y! Sh- -s s-ch a b-by!
D-d h-d t- c-rry h-r ba-ckp-ck; M-m ha-d t- -v-n c-rry h-r c-nt-n. Ev-n th-n sh- st-ll c-mpl-
-n-d.

Fill in the missing words:

When we — inside the cave, — sister screamed. She got in trouble — the other
people — group. One — said she — a —. I do — think my mom — dad could — it
though because — my —`- shrieks.

Delete the repeated words:

Then, on on the way home, she ran ahead and fell. She started to cry, and the
the troop leader had to stop to stop everyone. She howled so loud that the leader
leader put a band-aid on her knee just to shut her up. I looked; there wasn't even a a
scratch.

Reorder the words so they make sense:

Wouldn't you it know, all I did was she say was being a baby, and I was trouble in. It
is so unfair. All I did was say what everyone was thinking, but get I grounded for it!

Change the "I"s to "Me"s:

So anyway, my sister is a brat. For her it is all about I, I, I. My parents always punish I
for everything that she does! Oh well, that's that way it is with a little sister!

Appendix A17: Correcting the Story, Answers

Directions

Make all changes as instructed. Type all words and make corrections as you go. This will be graded on accuracy, so slow down and type it correctly. You do not need to type the instructions at the beginning of each section.

Fill in the missing vowels:

We went on a trek to Timpanogos caves. My sister whined the entire way! She is such a baby! Dad had to carry her backpack; Mom had to even carry her canteen. Even then she still complained.

Fill in the missing words:

When we got inside the cave, my sister screamed. She got in trouble with the other people in the group. One even said she was a brat. I do not think my mom and dad could hear it though because of my sister's shrieks.

Delete the repeated words:

Then, on the way home, she ran ahead and fell. She started to cry, and the troop leader had to stop everyone. She howled so loud that the leader put a band-aid on her knee just to shut her up. I looked; there wasn't even a scratch.

Reorder the words so they make sense:

Wouldn't you know it, all I did was say she was being a baby, and I was in trouble. It is so unfair. All I did was say what everyone was thinking, but I get grounded for it!

Change all of the "I"s to be "Me"s

So anyway, my sister is a brat. For her it is all about me, me, me. My parents always punish me for everything that she does! Oh well, that's that way it is with a little sister!

Appendix A18: Spelling Chequer

A Spelling Chequer

I have a spelling chequer
It came with my pea sea
It planely marks four my review
Miss takes i can knot sea.

I strike a key and type a word
And weight for it too say
Weather I am wrong or rite
It shows me strait aweigh.

As soon as a miss take is maid
It nose be4 to long
And i can put the error rite
Its rarely every wrong.

I have run this poem threw it
I am shore your pleased to no
Its letter perfect all the weigh
My chequer told me sew.

~ Source Unknown

Appendix A19: Skill Check 1

The bright blue balloon fell. It bounced and bobbed along. A puff of wind blew it away. It bumped down by a blue bay.

Balloon rides are such fun. You can see fields, streams, houses, barns, and buses below you. Usual objects look like toys, but you know they are truly much bigger.

Around the world, balloon rides are becoming a big tourist attraction. Buying a ride into the big blue sky to see unusual sites, beats a bumpy ride around them

Bobby hates to get a haircut. It always ends up too short. Bobby bobs around in the chair. The barber has a tough job with this unruly boy.

Bruce has been a barber for a number of years. Usually, Bruce has a sunny nature. Anybody would be glum when Bobby is such a cut up.

Somebody suggested Bruce should use a bumper seat with a security belt. Unless Bobby uses it, he may end up with an unplanned brush cut.

Appendix A20: Skill Check 2

Six axes were sent to Alexis. Rex asked for sixteen as well. Taxes on axes are vexing. Taxes on axes should be axed.

Rex sent us a fax about taxes. The tax rate for the next six years is to slowly decrease. We are in a fix about the exact tax owed.

Alex has six guests coming for a relaxing dinner. He has waxed the floor and mixed the salad. It is nearly six now. A taxi has pulled up to the exit.

We have dined exactly sixteen times. It is your turn next. It is vexing to fix a date at the very last minute. My fax this evening should relax your mind.

Vivian fixed a lovely dinner for everyone. I love the vivid colours in her home. She and Max are excellent hosts. It was very relaxing to be there.

Max coaxed us to stay. He wanted to explain the new taxes. We wanted to leave at eleven in a taxi, but Max drove us home.

Kevin and Alexis live near Box Grove Arena. They have six sheets of ice for a variety of activities. We all love to ice skate.

I meet them every week. We have to be there before five, even though the rink is not available until six. Many come by taxi as there is very little space.

Several of our very close friends were invited to join the mix. Some faxed their regrets; others were lax and did not reply. That was most vexing.

Appendix A21: Word Game

Possible Words to Use for Game

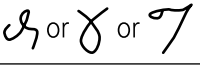









































alphabetic	needlepoint
automatically	northwesterly
benevolent	overcapacities
bewilderment	old-fashioned
centennially	punctuation mark
centreboards	proofreading
dictionary	quantification
diamondback rattlesnake	quotation mark
exponential function	ready-to-wear
effectiveness	reconsideration
familiarity	satisfactory
fingerprint	self-absorption
ghost town	temperamental
governmental	transcontinental
harpsichordist	uselessness
honeydew melon	unsubstantial
immunization	vertical angle
inconvincible	visualization
journalism	weatherglass
justification	well-intentioned
kangaroos	xylophones
kitchenware	x-coordinate
leopard seal	yesterdays
light-headed	year-round
magnificence	zucchini
marshmallows	zookeepers

Appendix A22: Keyboarding Shortcuts, Microsoft Word

Keyboarding Shortcuts, Microsoft Word

Centre	Ctrl + e
Right	Ctrl + r
Left	Ctrl + l
Bold	Ctrl + b
Italics	Ctrl + i
Underscore	Ctrl + u
Top of document	Ctrl + home
Bottom of document	Ctrl + end
Beginning of line	Home
End of line	End
Make font larger	Ctrl + shift + >
Make font smaller	Ctrl + shift + <
Change case	Shift + F3
Delete word	Ctrl + backspace or delete
Select all	Ctrl + a
Double space	Ctrl + 2
Single space	Ctrl + 1
1 ½ space	Ctrl + 5
Close program	Alt + F4
Undo	Ctrl + z
Change back to Times New Roman	Highlight + Ctrl + spacebar
Print	Ctrl + p
Change font	Ctrl + shift + f
How to start a new page	Ctrl + n
Hanging indent	Ctrl + t
Insert vs. typeover	Press Insert key again to take off typeover
Copy	Ctrl + c
Cut	Ctrl + x
Paste	Ctrl + v
Open a new document	Ctrl + o
Flip between open documents and screens	Alt + tab
Sort	Highlight list and go to tables sort
Create a table after text typed	Highlight text and go to table icon AND click

Appendix A23: Proofreaders Marks

Symbol	Meaning	Example
 or  or 	delete	take it out
	close up	print as o  ne word
	delete and close up	clo  se up
 or  or 	caret	insert here  <i>(something)</i>
#	insert a space	put one  here
<u>set</u>	let stand	let marked text stand as set
 or 	transpose	change  rder the
	set farther to the left	 too far to the right
	set farther to the right	too  far to the left
	align horizontally	<u>align</u> ment
	align vertically	 align with surrounding text
	begin a new paragraph	
	spell out	set  lbs.) as five pounds
 or 	set in CAPTIALS	set nato as <u>NATO</u>
 or 	set in SMALL CAPITALS	set <u>signal</u> as SIGNAL
 or /	set in lowercase	set S outh as south
 or 	set in italic	set <u>oeuvre</u> as <i>oeuvre</i>
	set in boldface	set <u>important</u> as important
	superscript or superior	 as in πr^2
	subscript or inferior	 as in H ₂ O
 or 	centered	 for a centered dot in p · q
	comma	
	period	

Appendix A24: Fifteen Questions

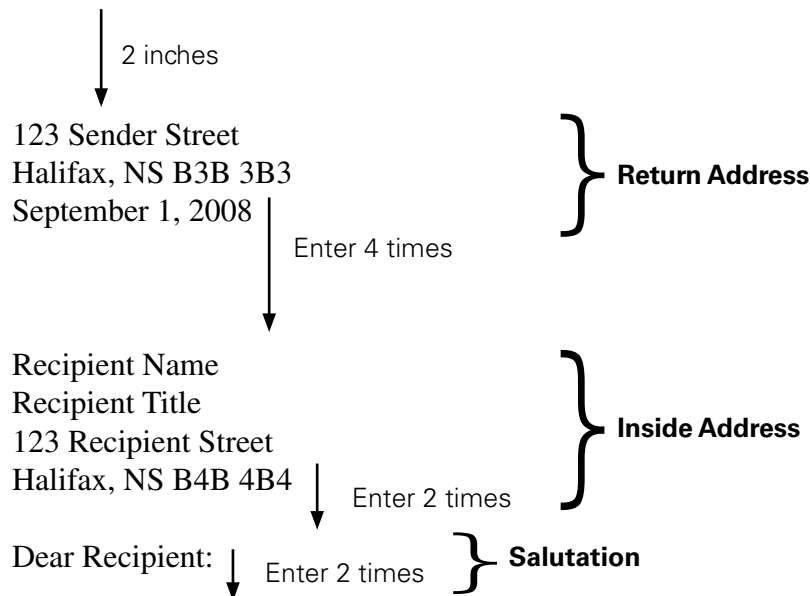
Create a new Word document. Set your font to Times New Roman 12 pt. Type the answers to the following questions using single spacing. **Do not number them and do not type the questions.** Apply the changes indicated to the answers you have typed. Insert a header and type your name and today's date.

Question	Change
1. What is your nickname? (or none)	Bold the text.
2. How old are you?	Change the font size to that of the number you entered.
3. What are the school colours?	Change the colour of the text to the colours you entered.
4. What is your favourite class this semester?	Underline the text.
5. What song is currently stuck in your head?	Italicize the text.
6. What is your favourite food item?	Centre align the text.
7. What is your favourite sport to watch?	Insert a standard bullet before the text.
8. What is your favourite holiday?	Insert a custom bullet before the text.
9. What is your most overused phrase?	Double underline the text.
10. Who is your best friend?	Change the font to a style of your choice. (other than Times New Roman)
11. What do you want to do when you graduate from high school?	Change the font size two points smaller than the default.
12. How old do you think you will be when you retire?	Right align the text.
13. What is the last television show you watched?	Centre align the text
14. What is the last movie you watched?	Change the text to all uppercase letters.
15. What is the best gift you ever gave or received?	Copy and paste the text two times under your answer on separate lines.

Appendix B:

Module 2

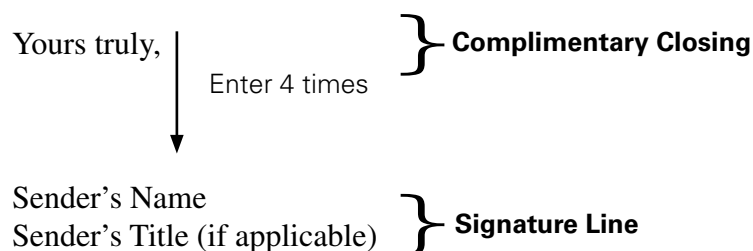
Appendix B1: Personal Business Letter



Here is an example of a full block style personal business letter. Use 12 pt font—either Times New Roman or Arial. Leave a top margin of two inches and start with YOUR address and the current date.

Enter four times after you type the current date and type the inside address—the name and address of the recipient of your letter. Double space after the inside address and type the salutation or greeting. If you don't know the recipient's name, use "Ladies and Gentlemen" or "Dear Sir or Madam." Next, double space to the start of the body of the letter. The body of the letter is single spaced and has one blank line between paragraphs. Do not indent the paragraphs.

Finally, after your last paragraph, double space to the complimentary closing. Use an appropriate complimentary closing such as "Sincerely," or "Very truly yours." Enter four times to leave room for a signature and then type your name. Always be sure to proofread and spell check before printing and mailing.



Appendix B2: Personal Business Letters

- Set up the following letter according to the rules for a personal business letter.
- Use your name and return address in the appropriate places. Use today's date.
- ¶ means to start a new paragraph.
- Remember to insert any missing letter parts.
- Save as **Happy Trails Letter**, proofread, and print.

The letter is to:

Mr. M. Lumani, Manager / Happy Trails Bus Company / 3275 Puget Drive /
Lethbridge, AB T3M 4S1

As Secretary of the Travel Club at (insert school name here), I wish to enquire about the facilities your company has for bus tours. ¶ There are 23 students in our club, and we are planning to visit the Calgary Stampede during our summer vacation. Please let me know if you can accommodate our group and what the rates would be. We would also like to arrange a day trip to Banff to take in the amazing sights there. ¶ Please forward this information as soon as possible so we can get our plans underway. ¶ Thank you for your time. / Closing?? / Your name / Secretary, Travel Club

- Type the following letter in correct personal business letter format.
- Use your name and address where necessary and today's date.
- Save as Hutch Letter, proofread and print.

The letter is to

Ms. Julie Hutch / 123 Melbourne Avenue / Bedford, NS B5B 3L3

It seems like years since we were in [insert your teacher's name here] keyboarding class. Now I wish I had paid more attention! As I indicated on the phone, I am applying for acceptance into firefighting school in Halifax. Of course, I know the importance of having my letter of application and résumé formatted correctly, but I'm not sure I remember how to do it. I also need an average speed of 40 words a minute to be considered for the program. ¶ Since you just completed your business education degree, I knew where to get the help I needed. Could you please look over my enclosed application documents? If you have any suggestions for changes to the content or format, please share them with me.

¶ Thanks again for agreeing to help me. If I get accepted into the program, I will take you out to one of Halifax's finest restaurants.

**Do not type
these directions**



****NOTE:** Enter twice after your name and type the word **Enclosures**

Appendix B3: Homonym Letter, Proofreading Skills

Type the following letter in correct personal business letter format. Make corrections as you type—there are several errors in the letter. Save as **homonyms letter**.

100 Main Street
Halifax, NS B3B 4B4
Current date

Ima Student
Halifax West High School
283 Thomas Raddall Drive
Halifax, NS B3S 1R1

Deer Ima:

Hair 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 awl?"

Of course you are aloud to use spell check, but isle expect that you will read each document carefully before handing it in. Most of the thyme you will no just how many errors you have placed in the document. Their could be five, ate, or even twenty. Be shore 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. Four each assignment ewe create, follow these steps. First, type the assignment. Next, run spell check. Last, read the document looking for grammatical errors. Simple ax like these will have a great affect on your grayed. Just take you're 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 mussed be spell checked but something moor also kneads too be done. If you only spell check, many errors will be mist.

Sincerely,

C. MacRae
Business Teacher

Appendix B4: More Personal Letters

Letter 1

Type the following as a personal business letter in the correct format. Use your name and address where needed. Save as **Maple Letter**.

The letter is to: Mr. David Maple / 629 Burns Drive, Apartment D / Bedford, NS B3B 3B3 / Dear David: / Finally, here are the more humorous quotes on Italian Renaissance manners that I found in my archived class materials.

- Do not offer anyone a fruit from which you have already taken a bite.
- Do not blow your nose and then open and look inside your handkerchief, as if pearls or rubies had dropped out of your head.
- Do not speak while yawning.
- Do not clean your teeth with your napkin or your finger.
- Do not stick out your tongue, rub hands together, or groan out loud.
- Do not talk too much, especially if your knowledge is small.

I hope this will complete your collection nicely, David. Call me again if you need anything else or need help with finalizing plans for the Renaissance Festival. / Sincerely,

Letter 2

Type the following as a personal business letter in the correct format. Use your name and address where needed. Save as **Irradiation Letter**.

The letter is going to: Letter Editor / The Chronicle Herald / P.O. Box 1926 / Halifax, NS B3M 2J7 / Dear Sir or Madam: / The recent article in the Foods section regarding the government's plans to increase the number of foods that will be treated with irradiation was very good. However, as usual, there have been a number of letters written to the newspaper about the harmful effects of "radioactive" food. ¶ There is no truth to the statement that radioactive material is left in the food after irradiation. A comparison could be made to dental X-rays. When an X-ray is taken the teeth are irradiated, but no radioactive material is left in the mouth. One's teeth or tongue are not radioactive. Nor is food radioactive after irradiation. ¶ The thought that the food is altered and chemicals created that can harm the body or cause cancer are equally without merit. FDA scientists have stated that irradiation causes fewer changes than canning, broiling, or ordinary cooking. ¶ It has been proven that irradiation does cause a loss of vitamins—particularly vitamins A, B, C, and beta carotene. However, regular cooking also causes a loss of those vitamins. I am a nutritionist and I would rather eat irradiated food than to eat or throw out a lot of non-irradiated food that has gone bad. / Sincerely,

Appendix B5: Business Letter with Letterhead

DIRECTIONS:

- Set up as directed and in the correct format for a business letter.
- Type the body of the letter in Times New Roman 12 pt font.
- Save as **Graphics Letter**.

Software & Company

888 Franklin Boulevard
Halifax, NS B3B 3B3
(902) 457-7777

Today's date

Mr. Stan Smith, Creative Director / Sari & Sari Advertising / 575 Yonge Street /
Toronto, ON L1V 2V2

Dear Mr. Smith / I know your agency is considering purchasing a new page layout software program. You told me that you wanted a layout program that could display outstanding text and graphics and, at the same time, integrate other software you have in your office. Let me list some of the outstanding features of GRAPHIC 2010.

GRAPHIC 2010 is a complete graphic arts workshop, with powerful composition and graphics handling capability.

Left Indent 1"

GRAPHIC 2010 gives you sophisticated composition capabilities, enabling you to handle virtually any job.

GRAPHIC 2010 supports Windows XP, giving you an even wider range of page layout, graphics, and integration alternatives.

As you know, I am the East-coast representative for the GRAPHIC 2010 software program. Please phone me so that I may set up an appointment with you to demonstrate this outstanding piece of software. I know that it will meet all your needs.

Sincerely / Fred Nelson / Product Manager / initials

Appendix B6: Business Letter with Letterhead 2

Directions:

- Create a letterhead using whatever fonts and sizes you wish. The company name is Swift Industrials and the address is 123 Any Street, Halifax, NS B2N 2N2
- Type the letter in correct business letter format using Times New Roman 12 pt font.
- Save as **Deskdata Letter**. Print.

Today's date

DeskData Company / 5339 West Hampton Court / Moncton, NB E1E 1E1

Attention: Information Consultant / Ladies and Gentlemen / Subject: New Desktop Publishing System

We have implemented the recommendations your company made to improve our communications at Swift Industrials. Our new desktop publishing software is providing us with printing capabilities that were not possible in the past. ¶ We are experiencing tremendous savings in printing costs with the new system, and I know that our image has been improved because of the quality of our correspondence and reports. ¶ Thank you for evaluating our old system and for recommending such a fine new one. We are already very pleased with the new system, and I know that as we all learn to use its full capabilities, we will find it even more valuable to our operations. / Sincerely / Jake E. Ford / President / initials

Appendix B7: Business Report

Directions:

Type the following one-page report with paragraph headings in correct BUSINESS report format. Save as **Bird Watching Report** and print.

Bird Watching Is Fun / by Your Name / Bird watching is the most popular and fastest growing outdoor activity for people of all ages. Both young and old delight in observing all kinds of birds from the common backyard bird to the majestic eagle. No special equipment is needed for bird watching; it is easily the most inexpensive outdoor activity today. ¶ Birds are identified in two ways, either by sight or by sound. Learning to identify birds is challenging, educational, and fun. There is also a sense of accomplishment when the ID is correct. ¶ **Identification by Sight.** When a bird is perched in a tree, it can be identified by its silhouette, by its movement, or by its flight pattern. The colour and special markings of a bird also help to identify it. ¶ **Identification by Sound.** Identifying birds by sound is an additional aid to identification and also adds fun to bird watching. Sound is also a way for the blind to participate in this fun activity. Birds sing for 2 reasons: to find a mate and to mark their territory. Many birds look alike making positive identification difficult. Sound is one way to distinguish between look-alikes. Birds that look alike generally have very different songs. Knowing the song of a particular bird can aid in positive identification.

Appendix B8: MLA Report

Name

Teacher's Name

Name of Course

Today's date

Career Planning

Career planning is an important, ongoing process. It is important because the career you choose will affect your quality of life.

One important step in career planning is to define your career objective.

Your skills and your knowledge would probably be useful in any of several jobs. So, if opportunities for a particular job dry up, you may be able to find another job elsewhere. The U.S. Office of Education has identified 15 so-called "career clusters." Each career cluster is a group of related jobs. When preparing for a career, it may help to think in terms of career clusters. (Cunningham, Aldag, and Block 701)

Another useful step in career planning is to develop a personal profile of your skills, interests, and values.

An analysis of your skills is likely to reveal that you have many different kinds: (1) functional skills that determine how well you manage time, communicate, and motivate people; (2) adaptive skills that determine your efficiency, flexibility, reliability, and enthusiasm; and (3) technical skills such as keyboarding, computer, and language skills that are required for many jobs (Scheele 7).

Values are your priorities in life, and you should identify them early so that you can pursue a career that will improve your chances to acquire them. Values include the importance you place on family, security, wealth, prestige, creativity, power, and independence (Fulton-Calkins and Hanks 93).

Interests are best described as activities you like and enthusiastically pursue. By listing and analysing your interests, you should be able to identify a desirable work environment. For example, your list is likely to reveal if you like to work with things or people, work alone or with others, lead or follow others, or be indoors or outdoors.

[page break]

Works Cited

Cunningham, William H., Ramon J. Aldag, and Stanley B. Block. *Business in a Changing World*. 3d ed. Cincinnati: South-Western Publishing Co., 1993.

Fulton-Calkins, Patsy and Joanna D. Hanks. *Procedures for the Office Professional*. 4th ed. Cincinnati: South-Western Educational Publishing, 2000.

Appendix B9: MLA Report 2

Directions

Type the following as a 2-page report in **correct MLA format**. Save as **Prison Break**. The title of the report is: Wentworth Miller Plays Michael Scofield on Prison Break

Born in the United Kingdom, raised in Brooklyn, New York, and a graduate of Princeton University, Wentworth Miller is a compelling and critically acclaimed young actor whose credits include both television and feature film. ¶ Miller began his career in the industry on the other side of the camera. After graduating from college with a degree in English Literature, Miller headed to LA in the spring of 1995 to work for a small production company specializing in movies made for television. However, it wasn't long before Miller's childhood dream to become an actor was undeniable. ¶ Within the next few years, Miller landed guest spots on a variety of shows, including "Buffy the Vampire Slayer," "ER," and "Popular." Miller also starred in the Hallmark mega-series "Dinotopia." ¶ As Michael Scofield on Prison Break, Miller has taken this character beyond what directors could have imagined. Michael's educational background leaves questions as to why such a man would commit the crime he did. Beginning with an immaculate record at Morton East High School, he would later graduate Magna Cum Laude with a B.S. and M.S. in civil engineering from Loyola University of Chicago. ¶ At the time of his arrest, Scofield was employed as a structural engineer at the prestigious firm of Middleton, Maxwell and Schaum located in Chicago, Illinois. Scofield was convicted of armed robbery after attempting to steal over half a million dollars from the downtown Chicago branch of United Savings Bank. At his trial, Scofield pled no contest and requested to serve time in the Level One facility closest to his Chicago home. Prior to his escape, the inmate had logged visits with Veronica Donovan, his attorney, and was approved for monthly conjugal visits with Nika Volek, his wife. ¶ Now at large, Schofield is believed to have reunited with his long lost father, Aldo Burrows. Aldo, a former member of the company also on the run, is responsible for exposing the embezzlement of EcoField's funds by President Reynolds' brother Terrence Steadman into his sister's election campaign. This prompted The Company and Reynolds to subsequently frame-up Lincoln for Steadman's murder to draw out Also Burrows. Scofield and Burrows were recently apprehended by Border Patrol in New Mexico, but slipped out of their handcuffs while in transport and escaped. Prison Break can be seen at 8 p.m. on Monday nights on Fox.

Appendix B10: MLA Report 3

Type the following report in correct MLA format; include a Works Cited page using the sources provided. Save as **Basketball Test** and print.

The title of the report is Basketball Specifics

¶ The game of basketball is one of the most widely played and watched sports in the world. The game is played by two teams consisting of five players each. Nearly all elementary schools, high schools, and colleges in the United States have organized basketball teams (Sullivan 106). Basketball is truly America's game since it was invented in the United States by Canadian James Naismith in 1891. The popularity of the game has steadily increased over the years because it is exciting to play and to watch.

¶ Three very important features of the official game include the specific dimensions of the basketball, the court, and the basket and backboard.

¶ **The Basketball.** The ball measures about 30 inches in circumference and weighs from 20 to 22 ounces. It can be made of leather, plastic, rubber, or similar material, and it is inflated with air.

¶ **The Court.** The basketball court is a hard, level surface. Most indoor courts are made of wood. Outdoor courts are made of asphalt, concrete, or any other solid material. Most high school courts measure 84 feet long by 50 feet wide. College and professional courts measure 94 feet long by 50 feet wide. The court has two sidelines, a division line, which divides the court in halves, two free-throw lanes, and two free-throw lines. Two circles, the centre circle and the restraining circle, mark the middle of the court (Thomaston and Richards 234).

¶ **The Basket and Backboard.** A white-cord net basket attached to a backboard hangs above the middle of each end line. The net hangs down 15 to 18 inches from the ring and slows the ball as it passes through the basket. The backboard is made of glass, metal, wood, or any other hard material. It must be white or transparent and rectangular or fan-shaped. Rectangular backboards measure 72 inches wide by 48 inches high. Fan-shaped backboards are 54 inches wide by 35 inches high. The backboard must be mounted 4 feet inside the end line (McLendon 23)

¶ Basketball has grown in the past decade to become one of the most popular spectator sports. It is played in almost every country in the world, is popular with both young and old, and attracts both men and women players. It has been an Olympic sport for many years and will likely grow in popularity in years to come.

Sources:

Sullivan, Bill. "Basketball," *Encyclopedia Americana*, 1989 ed.: 106–107.

Thomaston, Wiley, and Leslie Richards. *Basketball Standards and Regulations*, Columbia: Daily Publishing Company, 1986: 234–235.

McLendon, James. "Basketball—America's Sport," *Sports Today*, December 1994.

Appendix B11: MLA and Business Report

Directions

Assignment 1: Format the following report as an **MLA** Academic report. Save as **Trainer Mla Style**.

Assignment 2: Format the following report as a **Business** report. Save as **Trainer Business**.

The title is: Is a personal trainer right for you?

Almost everyone could benefit from the services of a personal trainer. In addition to designing a personalized workout program, a good trainer provides motivation and encouragement. He or she helps you understand how to fit exercise into your life and teaches you how to make the most out of your exercise time. The lessons you learn from a trainer help insure a safe, effective workout, even when you are exercising on your own. ¶ Working with a trainer should be a satisfying and rewarding experience. There are many different reasons for hiring a personal trainer. Some people want the motivation of a workout partner, others require specialized services for rehabilitation, and still others are interested in achieving weight loss goals. Before hiring a trainer, make sure he or she has experience helping people with goals similar to your own. Ask for references, and then contact at least three. You should also interview the trainer to find out if you are compatible. You should feel comfortable talking and working together, and you should trust the trainer to respect your time and efforts. ¶ Verify that the trainer is certified by a nationally recognized organization such as the Canadian Council on Exercise, the Canadian College of Sports Medicine, or the National Strength and Conditioning Association. Many trainers have degrees in subjects such as sports medicine, physical education, exercise physiology, or anatomy and physiology.

Appendix B12: Sample Cover Letter

78-A Pine Street East (*start at approximately 2"*)
Cooksville, ON A7A 5X3
Today's Date ↓ 2

Ms. Holly Peters, Manager
Cool Threads Clothing Store
25 Main Street
Cooksville, ON A3B 3B3 ↓ 2

Dear Ms. Peters: ↓ 2

I am interested in applying for the position of salesperson at the Cool Threads Clothing Store, which was advertised in the June 10 edition of the Cooksville News. ↓ 2

As a high school student, I have developed organizational and communication skills through my involvement in school sports and by coaching junior soccer. I also understand how business operates through my specialization in economics and accounting. I have enclosed my resume with further details. ↓ 2

I would enjoy being a part of your company and am available for an interview at your convenience. You can contact me at 555-1212 or leave a message at 555-1234. I look forward to hearing from you. ↓ 2

Sincerely, ↓ 4–6

Ima Keener ↓ 2

Enclosure (refers to your résumé)

Appendix B13: Cover Letter Assignment

Choose **one** of the following job scenarios and write a cover letter in acceptable format.

1. An ad looking for a part-time waiter/waitress in a family-style restaurant appeared in the September 30 issue of *The Halifax Herald*. The successful candidate will be responsible for waiting on customers, handling cash, and opening and closing the restaurant on occasion. Résumés may be sent to Mrs. Etta Lott, Manager of MacWest's Fine Dining, located at 123 Hungry Drive, Halifax, NS B5B 5B5
2. An ad looking for a part-time retail clerk in a local sporting goods store appeared in the September 30 issue of *The Halifax Herald*. The successful candidate will be responsible for all aspects of the retail business, including handling cash, dealing with customers, and replenishing inventory. Résumés may be sent to Mr. Ima Jock, Manager of Jocks R Us, located at 456 Athletic Drive, Halifax, NS B6B 6B6.
3. An ad looking for a person to work at the Halifax Recreation Department as a recreation leader for youths aged 7–10 on Saturdays appeared in the September 30 issue of *The Halifax Herald*. The successful candidate must be able to organize children's games, teach fundamentals of basketball and volleyball, and should have knowledge of first aid. Résumés may be sent to Ms. Itsa Stretch, Supervisor of the Halifax Recreation Department located at 789 Fun Avenue, Halifax, NS B7B 7B7.

Appendix B14: Preparing a Résumé

An excerpt from the PowerPoint presentation included on the *Business Technology 11 Resource CD*.

What is a résumé?

- A résumé is a summary of your employment history, education, and accomplishments.
- The purpose of a résumé is to present aspects of your life that are relevant to an employer.
- It is a marketing tool—what is being marketed is YOU!

Functions of a résumé ...

- An inventory of your experiences
- Helps you clarify your value as an employee
- Provides a summary for potential employer so he/she can evaluate whether you should be interviewed
- Filed for future reference by a potential employer

Appendix B15: Sample Résumé

THERESA HOOGASIAN

1025 Stone Church Road
Halifax, NS B0K 0K0

(902) 555-5555
thoogasian@student.EDnet.ns.ca

OBJECTIVE

To obtain a part-time position in the retail sector.

EDUCATION

Currently attending Grade 12 at _____ High School
Expected date of graduation June, 20--

Studied the following subjects:

Business Technology 11 (40 wam), English, science, mathematics, history, chemistry, accounting, entrepreneurship, business management.

EXPERIENCE

Parks and Recreation Department

Summer 2008

Halifax Regional Municipality
Summer Playground Supervisor

- Organized and directed activities for youth aged 5–12 on a daily basis
- Supervised youth on playground equipment
- Organized and supervised day trips to beach and museum

Child Care

2005–present

- Provided care for three children under the age of ten.
- Responsible for providing activities for the children.
- Ensured children were in bed at a specified hour.

ACTIVITIES

- _____ Volleyball Team, 2006–2008
- _____ Volleyball Club, 2006–present
- _____ Soccer Club, 2005–present

ACTIVITIES (continued)

- Member of student government at _____ High, 2 years
- Participant in Multicultural Week events at _____ High, 3 years
- Member of student government at _____ Junior High

SKILLS AND QUALIFICATIONS

- Knowledge of Microsoft Word, Excel, and PowerPoint
- Keyboarding speed 40 wpm
- I communicate well. I am sociable and enjoy working with people.
- I learn quickly and have a good memory.
- I work well as a team member and adapt easily to new situations.

REFERENCES

Available upon request

On a separate page:

REFERENCES FOR THERESA HOOGASIAN

Mrs. P. West, Teacher
 _____ High School
 _____ Drive
 Halifax, NS B5B 3B5
 (902) 444-4444

Mr. S. Ross, Supervisor
 Parks and Recreation Department
 Halifax Regional Municipality
 125 Any Street
 Halifax, NS B3B 3B3
 (902) 458-9998

Mrs. Jane Smith
 (902) 887-4561

Appendix B16: Creating Tables

Create a table with 3 columns and 11 rows. Merge and centre the first row and enter the following information:

Top 10 Baby Names (2000–2006)		
Rank	Boys	Girls
1	Jacob	Emily
2	Michael	Madison
3	Joshua	Emma
4	Matthew	Hannah
5	Andrew	Abigail
6	Christopher	Olivia
7	Daniel	Ashley
8	Joseph	Samantha
9	Ethan	Alexis
10	Nicholas	Sarah

Appendix B17: Table Jump Ball

JUMPBALL INC.		
Itinerary	For: John Ortiz Dates: July 21–23, 2002	
	July 21	10:15 a.m. Depart New York, LaGuardia Airport, Atlantic Airlines, Flight #1817 to Los Angeles
		1:35 p.m. Arrive Los Angeles Airport Drive-It Rental Car—Confirmation #1294
		3:00 p.m. The Palm Hotel 3653 Hollywood Blvd. Los Angeles, CA 90216 (213) 555-5555
		7:00 p.m. Dinner Meeting with Jason Crane and Marshal Wittink Futura Capital Group Magnolia Restaurant 107 Beverly Drive Los Angeles, CA 90214 (213) 555-6666
	July 22	10:00 a.m. Meeting with Shakela Caper and Josh Rodriguez Rodriguez & Caper Marketing Group 3817 Olive Drive Burbank, CA 90036 (818) 555-0093
		7:30 p.m. Dinner Meeting with Leslie Parker and Sarah Dennis Runway Licensing & Merchandising Co. DaSalvano Restaurant 888 Almeta Street Los Angeles, CA 90211 (213) 555-9999
	July 23	12:30 p.m. Depart, Los Angeles Airport Atlantic Airlines, Flight #11
		9:30 p.m. Arrive, New York, LaGuardia Airport

Appendix B18: Table Data Works

Create a table with the following information:

Column headings:

Customer Name, Account No., Price, Telephone No., Item Description

Information for rows:

- Toring, Jan T901-75-3487, 315.95, 505-555-7834, 15" .28 mm flat screen monitor
- Keller, Tenille K854-00-3550, 375.99, 505-555-3409, 24-bit colour scanner
- Ferstad, Rhonda F901-76-3488, 535.75, 505-555-8900, 17" .42 mm flat screen monitor
- LaBerge, Paul L258-04-3891, 325.75, 505-555-7833, Colour laser printer
- Persson, Andrew P789-00-3548, 98.99, 505-555-6673, 10X CD-ROM drive

- Insert a row at the top of the table, merge the cells and centre the following as your title:

DATA WORKS, INC.

Monthly Hardware Purchases

April 20–

- Shade the column headings with a 20% fill.
- Insert a double line below the column headings.
- Align the entries in columns 1, 2, and 5 on the left; align the entries in columns 3 and 4 on the right.
- Adjust the column widths so that all entries fit on a single line.
- Change the row height to .5" except for the main title.
- Vertically centre the text in the cells.
- Sort the data in the first column alphabetically.
- Centre the table both vertically and horizontally on the page.

Save as **Data Works**. Put your name in the header and print.

Appendix B19: Table Flight Itinerary

FLIGHT ITINERARY FOR [YOUR NAME] Roundtrip Between Halifax, NS and Vancouver, BC July 3 and July 17			
Flight	Departure	Arrival	Equipment
SEGMENT ONE—JULY 3—HALIFAX TO VANCOUVER			
Westjet 621	8:00 p.m. Halifax	10:30 p.m. Calgary	BOEING 737-700
Westjet 131	11:00 p.m. Calgary	11:23 p.m. Vancouver	BOEING 737-700
SEGMENT TWO –JULY 17—VANCOUVER TO HALIFAX			
Westjet 422	6:35 p.m. Vancouver	7:26 p.m. Kelowna	BOEING 737-600
Westjet 422	8:00 p.m. Kelowna	10:01 p.m. Edmonton	BOEING 737-600
Westjet 402	10:55 p.m. Edmonton	6:27 a.m. Halifax	BOEING 737-700
COST OF FLIGHTS \$1278.00 Plus Tax			

Appendix B20: Bulleted List

Directions

Read the following information and select ten items. Create a bulleted list with an appropriate title. Make your title 24-point type and a different font from the body. Add three clipart images to your document. Put a border on your page. Place your name at the bottom right in 20-point type. Print and hand in.

If your local Diary Queen is closed from September through May, you live in Nova Scotia.

If someone in a Home Depot store offers you assistance and they don't work there, you live in Nova Scotia.

If you've worn shorts and a parka at the same time, you live in Nova Scotia.

If you've had a lengthy telephone conversation with someone who dialed a wrong number, you live in Nova Scotia.

If you measure distance in hours, you live in Nova Scotia.

If you know several people who have hit a deer more than once, you live in Nova Scotia.

If you can drive 75 mph through two feet of snow during a raging blizzard without flinching, you live in Nova Scotia.

If you install security lights on your house and garage, but leave both unlocked, you live in Nova Scotia.

If you carry jumpers in your car and your wife knows how to use them, you live in Nova Scotia.

If you design your kid's Halloween costume to fit over a snowsuit you live in Nova Scotia.

If driving is better in the winter because the potholes are filled with snow, you live in Nova Scotia.

If you know all four seasons: almost winter, winter, still winter and road construction, you live in Nova Scotia.

If you have more miles on your snow blower than your car, you live in Nova Scotia.

If you find 10 degrees F "a little chilly," you live in Nova Scotia.

If you actually understand these jokes, and forward them to all your Nova Scotia friends, you live in Nova Scotia.

Appendix B21: Sample Test Letters and Reports

Assignment 1

Type the following **personal business letter** *in the correct format*. The letter is to Ms. Mary Tymes / 2010 Weston Drive / Halifax, NS B3B 3B3. Save as **Tymes Test** and print.

Salutation? / Can you believe that we will be in London in less than three months? London is one of my favourite places to visit. ¶ I've done some checking on London's theatres. Do any of the three plays I've listed below interest you? If so, let me know, and I'll make the arrangements.

- | | | |
|--------------------------------|---|---------------------------------|
| left
indent
.5" | ¶ <i>Les Miserables</i> : Story revolves around nineteenth-century French Revolution with its struggles, passion, and love.
¶ <i>Amadeus</i> : Story about the life of Mozart in eighteenth-century Vienna and his rivalry with composer Sallieri.
¶ <i>Starlight Express</i> : Musical by Andrew Lloyd Weber with lyrics by Richard Stilgoe. | right
indent
.5" |
|--------------------------------|---|---------------------------------|

¶ *Les Miserables* is being performed at the Palace Theatre, *Amadeus* at the Old Vic, and *Starlight Express* at the Apollo Victoria. The Palace Theatre and The Old Vic were both built in the 1800s. ¶ I've confirmed our reservations at the Copthorne Tara. If there is anything else that you would like me to check, let me know. / Closing?

Assignment 2

Type the following **business letter** *in correct format*. Create a letterhead using whatever fonts and sizes you want. Your company name is Easygoing Wear Inc. and it is located at 456 Comfort Lane, Antigonish, NS B5B 5B5. The letter is going to Ms. Alexia Wilcox / 956 Second Avenue / Yarmouth, NS B8B 6B6. Save as **Wilcox Test** and print.

Thank you for your telephone call requesting information about the clothing we carry at Easygoing Wear. We are enclosing our catalog that contains all of our clothing lines. You can also see our line on our website at www.easygoing.ca. ¶ Our sales representative, Ms. Sandy Shore, has received your name and address; she will be calling on you within the next few days. Ms. Shore will answer any questions you have concerning purchases, credit, and deliveries. In addition, she will have an array of products we are featuring this year. ¶ This week's ad for Jacobson's, a store that carries our line and advertises in *The Evening News*, features clothing that could be worn this summer; the ad displays beachwear and casual clothing. Jacobson's tells us that our summer line is one of their best selling lines. ¶ We hope you will be impressed with our line and that you will consider purchasing some of our clothing. We believe that you will be pleased with the quality, the styling, and the price. / Sincerely yours / Mr. Alexander Lake / Sales Manager / other?

Assignment 3

Type the following one-page **business report** *in correct format*, taking note of the changes indicated. The title of the report is West Edmonton Mall. Use a by-line that includes your full name.

Save as **West Edmonton Mall**. Proofread carefully before you print.

According to the Guinness Book of World Records, West Edmonton Mall is the largest shopping mall the in world. It is the size of 115 American football fields. The mall was built in three phases: Phase 1 opened in 1981; Phase 2 in 1983; and Phase 3, in 1985. Total cost of the Mall was approximately 1.1 billion dollars.

Fantasyland Amusement Park ← *side heading*

Fantasyland is the world's largest amusement park. It contains 24 rides and attractions, including *Mindbender*, a triple-loop roller coaster that is 14 stories high.

Ice Palace ← *side heading*

Ice Palace, an NHL-size rink, is the second home to the Stanley cup champions, the Edmonton Oilers, who practised there 20 times per year.

Deep Sea Adventure ← *side heading*

West Edmonton Mall has 4 submarines capable of reaching a depth of approximately 45 m. Each is large enough to hold 24 passengers and a captain. The Deep Sea Adventure ride takes place in a lake approximately 122 m long, where 200 different types of marine life can be seen.

World Water Park ← *side heading*

West Edmonton Mall has the world's largest indoor wave pool called *Blue Thunder*. It is a 2 ha park, in which 22 slides and attractions are featured.

Appendix B22: Formatting Assignment, Colour

Directions

Key the following document, making the changes indicated. Centre each line unless the directions specify otherwise. Centre the document vertically on the page. Use appropriate symbols where shown. Put your name, filename and date in the header and print. Save as **Colour**.

Increase Your Sales ← **Serif, 26 point bold**

Make an Impact with Colour ← **Sans Serif, 18 point bold**

ColourMasters, Inc. ← **Serif, 36 point bold**

Full-colour documents have a greater } ← **Sans serif, 18 point**
impact on clients

Five Important Reasons to Use Our Service ← **Sans serif, 18 point**

1. Our colour printing service is designed for short-run orders.
 2. We are faster and more affordable than competitors.
 3. We guarantee to increase your sales.
 4. We specialize in spot colour and photographs.
 5. We use the latest technology—send us your files and we will output them in full colour.
- } ← **Serif, 12 pt use format/bullets & numbering left align.**

Brochures
Reports
Flyers
Posters
Postcards
Overheads
Promo Kits
Presentations

} ← **Sans serif, 10 pt bold, insert a bullet**

4 to 72 Hour Service
Satisfaction Guaranteed } ← **Sans serif, 18 point**

ColourMasters, Inc. ← **Sans Serif, 18 point bold**
1234 Spring Garden Road Halifax NS B6B 5B5
Phone: (902) 555-6666 Fax: (902) 555-6665 Email: colourmasters@aliant.net } ← **Sans serif, 10 pt**

Appendix B23: Formatting Assignment, Harbour Café

Directions

Key the following document, making the changes indicated. Centre each line unless the directions specify otherwise. Centre the document vertically on the page. Use appropriate symbols where shown. Put your name, filename, and date in the header and print. Save as **Harbour Café**.

The Harbour Café ← **Sans serif, 26 point bold**

125 Pine Hill Road
Halifax, NS B5B 5B5
(902) 555-5555 } ← **Sans serif, 12 point, right aligned**

Breakfast Menu ← **Sans serif, 14 pt, bold, double underline**

Beverages

Herbal Tea...\$1.00

Coffee...\$2.00

Cappuccino...\$2.50

Fruits

Berry Refresher...\$3.00

Sparkling Citrus Blend...\$3.00

Baked Apples...\$3.50

Grains

Fruity Oatmeal...\$3.50

Bran Muffins...\$3.00

Whole Wheat Zucchini Bread...\$3.00

Four-Grain Pancakes...\$5.00

Eggs

Baked Eggs with Creamed Spinach...\$6.50

Poached Eggs with Hollandaise Sauce...\$6.00

Scrambled Eggs...\$2.50

Sweet Pepper and Onion Frittata...\$6.50

← **Set all headings to sans serif, 12 pt, bold**

← **Set all menu items to serif, 12 pt, italics**

Your Name Proprietor ← **Script, 16 pt, bold, right aligned**

Appendix B24: Ergonomics Checklist

1. Attached you will find an ERGONOMICS CHECKLIST. Type the table as shown, using borders, shading, bullets, and centering as shown.
2. You will then assess this classroom by recording a score of either E, M, or N as indicated in the third column heading. Type brief comments or reasons for your score.

ERGONOMICS CHECKLIST			
Ergonomic Concept	Criteria	Score E = excellent M = moderate N = needs improvement	Comments/Reasons for Score
Temperature	<ul style="list-style-type: none"> Between 15° and 20° Celsius 		
Air Quality and Circulation	<ul style="list-style-type: none"> A lot of circulation, but not drafts 		
Lighting	<ul style="list-style-type: none"> Stable (not flickering) lighting 		
Colour	<ul style="list-style-type: none"> Neutral and soft lighting 		
Furniture (including chairs, desks, tables)	<ul style="list-style-type: none"> Stable, five-legged chairs that are adjustable 		
	<ul style="list-style-type: none"> No sharp corners 		
	<ul style="list-style-type: none"> Ample leg room 		
	<ul style="list-style-type: none"> Medium- to light-coloured furniture surfaces 		
Computer Hardware (keyboards, monitors, mice)	<ul style="list-style-type: none"> Flat-screened monitors that are adjustable 		
	<ul style="list-style-type: none"> Ergonomic keyboard 		

3. Centre the table on the page, put your name in the header, and print. Save the table as **Ergonomics Checklist**.

Appendix B25: Response Letter

Compose and type a properly-formatted personal business letter addressed to me:
M_. _____, _____ High School, 23 Any Drive, Halifax, NS B3K 1R1.

In your letter (please limit to one page), address the following questions:

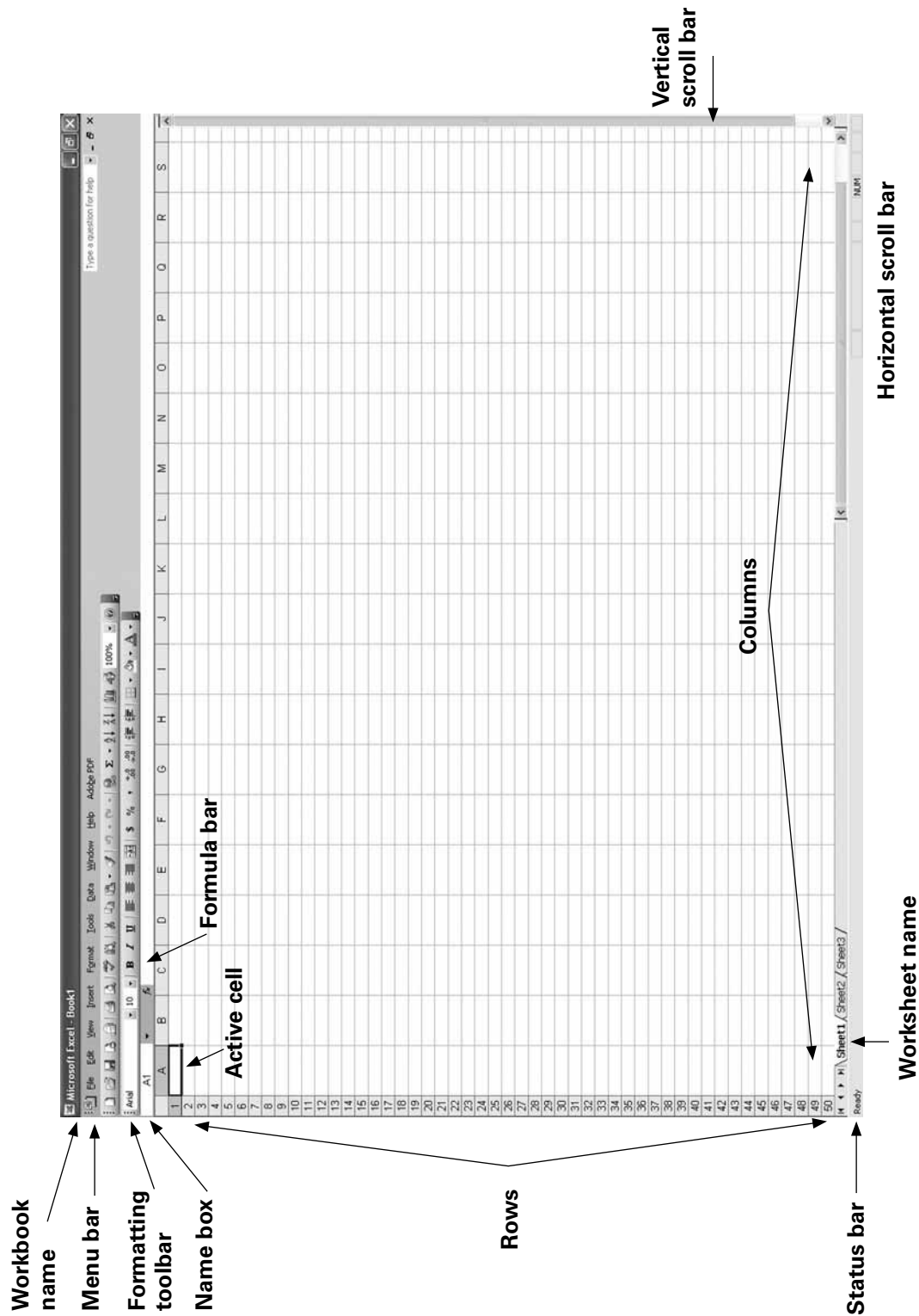
- Do you feel that the skill of keyboarding is a valuable skill? Why or why not?
- What did you learn in Business Technology 11 that you did not know before?
- Which part(s) of the course did you enjoy the most?
- Which part(s) of the course did you enjoy the least?
- Do you think that you will take further computer-related courses at _____ High School? Why or why not?
- Would you recommend this course to incoming grade 10 students? Why or why not?
- Any additional comments??

Your letter will be judged for format, spelling, and clarity—proper grammar is required as well. Save as **Final Letter**.

Appendix C:

Module 3

Appendix C1: The Excel Window



Appendix C2: Learning about Excel, Notes

The **worksheet** is a grid of columns and rows in the centre of the window, and is the primary workspace in Excel.

The worksheet extends off the viewing area of the window to the column lettered IV (which is a total of 220 columns) and the row numbered 65536. The columns and rows are lettered and numbered.

Rows go **across** the page and Columns go **up and down**.

The intersection of each column and row is called **a cell**, and each cell has a unique address, which is a combination of the column letter and row number. For example, B7.

A **range** is a group of selected cells. You use ranges when you work with multiple cells in formulas, copy and move operations, chart creation, etc.

A **workbook** in Excel is a collection of worksheets organized by a common topic or function.

A **formula** is an equation performed on the data in the worksheet.

Appendix C3: Sample Expense Budget

Student Name Expense Account		January	February	March	April	May	June	July	August	September	October	November	December	Total
Income														
Allowance		\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$150.00	\$1 800.00
Part Time Job		\$250.00	\$125.00	\$225.00	\$300.00	\$200.00	\$150.00	\$120.00	\$140.00	\$140.00	\$110.00	\$130.00	\$120.00	\$2 010.00
Total Income		\$400.00	\$275.00	\$375.00	\$450.00	\$350.00	\$300.00	\$270.00	\$290.00	\$290.00	\$260.00	\$280.00	\$270.00	\$3 810.00
Expenses														
Miscellaneous		\$25.00	\$15.00	\$11.00	\$15.00	\$10.00	\$50.00	\$50.00	\$60.00	\$70.00	\$30.00	\$12.00	\$79.00	\$427.00
Rent to Mother		\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$50.00	\$600.00
Gifts, etc.		\$57.00	\$23.00	\$25.00	\$55.00	\$60.00	\$0.00	\$7.00	\$10.00	\$0.00	\$0.00	\$75.00	\$100.00	\$412.00
Food/ Entertainment		\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1 200.00
Total Expenses		\$232.00	\$188.00	\$186.00	\$220.00	\$220.00	\$200.00	\$207.00	\$220.00	\$220.00	\$180.00	\$237.00	\$329.00	\$2 639.00
Net Income/ Loss		\$168.00	\$87.00	\$189.00	\$230.00	\$130.00	\$100.00	\$63.00	\$70.00	\$70.00	\$80.00	\$43.00	-\$59.00	\$1 171.00

Appendix C4: Sample Budget Spreadsheet

Diamond Sam's Personal Budget

	June	July	August	September	October	November	Total
Income							
Diamond Loan	\$450 000.00	\$450 000.00	\$450 000.00	\$450 000.00	\$450 000.00	\$450 000.00	\$2 700 000.00
Salary	\$22 000.00	\$22 000.00	\$22 000.00	\$22 000.00	\$22 000.00	\$22 000.00	\$132 000.00
Investments	\$500.00	\$700.00	\$900.00	\$250.00	\$880.00	\$550.00	\$3 780.00
Personal Gifts	\$2 000.00	\$5 000.00	\$3 000.00	\$300.00	\$950.00	\$6 005.00	\$17 255.00
Total	\$474 500.00	\$477 700.00	\$475 900.00	\$472 550.00	\$473 830.00	\$478 555.00	\$2 853 035.00
Expenses							
Mortgage	\$3 000.00	\$3 000.00	\$3 000.00	\$3 000.00	\$3 000.00	\$3 000.00	\$18 000.00
Utilities	\$5 575.00	\$4 000.00	\$5 000.00	\$6 000.00	\$7 770.00	\$2 400.00	\$30 745.00
Car Payment	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$950.00	\$5 700.00
Food	\$800.00	\$700.00	\$900.00	\$850.00	\$1 050.00	\$920.00	\$5 220.00
Entertainment	\$150.00	\$100.00	\$100.00	\$250.00	\$550.00	\$468.00	\$1 618.00
Clothes	\$500.00	\$380.00	\$650.00	\$920.00	\$240.00	\$650.00	\$3 340.00
Total	\$10 975.00	\$9 130.00	\$10 600.00	\$11 970.00	\$13 560.00	\$8 388.00	\$64 623.00
Net Total	\$463 525.00	\$468 570.00	\$465 300.00	\$460 580.00	\$460 270.00	\$470 167.00	\$2 788 412.00

Appendix C5: Sample Marking and Grading

Class Marks

Student	Tests	Assignments			Average			Projects	Average	Exam	Final Mark				
Amy	89	72	64	75.0	60	65	72	55	82	66.8	85	90	87.5	77.5	77
Bernice	60	43	75	59.3	40	0	23	77	53	38.6	62	88	75.0	66	60
Carl	56	90	66	70.7	35	82	64	45	53	55.8	90	62	76.0	82	72
Donald	83	74	63	73.3	87	89	82	78	93	85.8	76	82	79.0	92.5	83
Emily	99	89	94	94.0	85	72	94	96	88	87.0	90	95	92.5	90	91
Average	77.4	73.6	72.4		61.4	61.6	67	70.2	73.8		80.6	83.4		81.6	77
Highest															91
Lowest															60

Appendix C6: Sample Inventory

Beautiful You Salon1

markup -> 1.5

Item	Price Paid	Sold by	On Hand	On Hand Value	Sale Price
#2 Curlers	13.80	box	53	\$731.40	\$20.70
Nail Files	0.25	each	59	\$14.75	\$0.38
Hair dryers	4.25	each	75	\$318.75	\$6.38
Nail polish	3.92	each	62	\$243.04	\$5.88
Conditioner	2.99	each	35	\$104.65	\$4.49
Scrumptious shampoo	8.30	each	25	\$207.50	\$12.45
Clips	2.25	box	33	\$74.25	\$3.38
Pins	4.75	box	36	\$171.00	\$7.13
#1 Curlers	2.10	box	37	\$77.70	\$3.15
Jambo conditioner	10.65	each	22	\$234.30	\$15.98
#472 colour	16.32	each	13	\$212.16	\$24.48

Appendix C7: Directions for Budget Spreadsheet

Enter the following information in the cells indicated and save as **Budget**.

	A	B	C	D	E	F	G
1							
2							
3	My First Budget						
4	September–November 20–						
5							
6		Monthly	Sept	Oct	Nov	1st Q	1st Q
7	Expenses	Budget	Actual	Actual	Actual	Budget	Actual
8							
9	Rent	150	135	135	135		
10	Food	150	185	136	135		
11	Clothing	50	75	45	100		
12	Utilities	75	83	65	75		
13	Phone	35	46	45	42		
14	Train	100	84	100	95		
15							
16	Total						

Entering a Formula and Copying It

A formula allows us to enter a relationship into a cell. For example, to see the first Q Budget amount for Rent in cell F9, take the value for one month's rent (B9) and multiply it by 3 (there are 3 months in a quarter of a year). An equal sign indicates that the contents of the cell contain a formula and the asterisk (*) is the symbol for multiplication. Move your cursor to cell F9 and type: =B9*3 [enter]. If you have done this correctly, the value 450 automatically appears in cell F9.

Since we want to use this same formula for all of the expenses, we can copy it for the whole column F9 through F14. One way to do this is to select the range F9 to F14 with your mouse and then choose EDIT/FILL DOWN. This action copies the formula down the column, making the necessary changes. Another way is to click in cell F9 and then drag the bottom right corner down the column. A third way is to select the column starting with F9 and then press CTRL D. Try each of these methods to see which one you prefer.

Using Pointing to Enter a Formula

Rather than typing the formula, it may also be entered using the pointing method. Move your cursor to G9. To begin the formula, type: = . Click on C9, then type a + to indicate you are going to add something to the cell. Click on D9, then + and then click on E9. Press [enter] and watch your total appear (405). Copy this formula to the rest of column G using one of the methods above.

Using the “Sum” Function

Move the cursor to cell B16 and type: =sum(B9:B14). This instructs the computer to add everything from B9 to B14 inclusive. The value 560 should now be displayed in B16. Copy the formula across to G16 by dragging the cell from the corner or using **Edit/Fill Right** or **Ctrl R**.

Formatting Labels

The labels in the spreadsheet are all left justified. To align them at the right side of the cell, select cells B6 to G7 with your mouse. Chose the right align icon from the toolbar.

Formatting Values

Move the cursor to cell B9. Select all the values in row 9. Select Format/Cells/Number and choose Currency with 0 decimals.

In File/Page Setup choose Header/Footer and then custom header. Type your name, the filename (**Budget**) and the date in your header. Now choose Sheet and turn on the gridlines and row and column headings. Print preview—change to landscape if necessary to make the spreadsheet fit on one page.

Appendix C8: Notes on Functions

Functions

	Formula	Use for?
SUM	=SUM(range)	Add a row or column of numbers
AVERAGE	=AVERAGE(range)	Find the average of a row or column of numbers
COUNT	=COUNT(range)	Count how many items are in a row or column
MAX	=MAX(range)	Find the highest number in a row or column of numbers
MIN	=MIN(range)	Find the lowest number in a row or column of numbers

RANGE a row or column of cells that are adjacent (beside or under each other)

EXAMPLES

SUM	AVERAGE	COUNT	MAX	MIN
123	123	123	123	123
456	456	456	456	456
789	789	789	789	789
=SUM(A15:A17)	=AVERAGE(B15:B17)	=COUNT(C15:C17)	=MAX(D15:D17)	=MIN(E15:E17)
1368	456	3	789	123

Appendix C9: Directions for Price Spreadsheet, Using Functions

Directions

1. Enter the labels and values as shown below. Use wrap text for the column headings. Save as **Price**.

	A	B	C	D	E	F
1	Product	List Price	Discount	Sale Price	Sales Tax	Total Price
2						
3						
4	Red Gown	745.00	185.00	560.00	44.80	604.80
5	Blue Jacket	985.00	265.00	720.00	57.60	777.60
6	Brown Slacks	395.00	98.00	297.00	23.76	320.76
7						
8	Totals					
9	Average					
10	Count					
11	Maximum					
12	Minimum					

2. Use functions to find the summary data. See Notes below.
3. Format all data for two decimals.
4. Choose Tools/Options/View and click in the Formulas box under Window Options. Your formulas will now appear. Adjust your column widths so all formulas can be read.
5. Preview. Make changes so that the spreadsheet fits on one page. Turn on the gridlines and row and column headings. Type your name, date, and filename in the header. Save.

	A	B	C	D	E
1	Functions				
2					
3		Formula	Use for?		
4	SUM	=SUM(range)	Add a row or column of numbers		
5	AVERAGE	=AVERAGE(range)	Find the average of a row or column of numbers		
6	COUNT	=COUNT(range)	Count how many items are in a row or column		
7	MAX	=MAX(range)	Find the highest number in a row or column of numbers		
8	MIN	=MIN(range)	Find the lowest number in a row or column of numbers		
9					
10	RANGE	a row or column of cells that are adjacent (beside or under each other)			
11					
12	Examples				
13	SUM	AVERAGE	COUNT	MAX	MIN
14					
15	123	123	123	123	123
16	456	456	456	456	456
17	789	789	789	789	789
18					
19	=SUM(A15:A17)	=AVERAGE(B15:B17)	=COUNT(C15:C17)	=MAX(D15:D17)	=MIN(E15:E17)
20	1368	456	3	789	123

Appendix C10: Directions for Daily Sales Report

- Enter the sales data shown below.
- Enter a formula to calculate 13% tax on Beauty Aids using an absolute reference.
- Copy the tax formula to each department except PRESCRIPTIONS.
- Enter a formula to determine the total for Beauty Aids and copy it to all departments.
- Enter the total in cell C16 and fill it right to column E.
- Enter a formula using absolute reference to find the % OF TOTAL in cell F8 and fill down.
- Format any money amounts for 2 decimal places.
- Format the percents for % with 2 decimals.
- Format the totals in row 16 for currency.
- Centre the titles across the columns and enlarge the font.
- Centre the column headings.
- Centre the information under the CODE column.
- Adjust the column widths to make the best use of space.
- Insert today's date in the cell to the right of DATE.
- Use shading on the cells containing the titles in rows 1 and 2.
- Insert your name and filename in the header and turn on gridlines and row and column headings.
- Under Tools, make the formulas visible. Make the adjustments so that the spreadsheet fits on one page and all formulas are visible.
- The new government has decided to lower the sales tax. Change the % in cell D5 to 12%.
- Print. Save as **Daily**.

	A	B	C	D	E	F
1	Family Pharmacy					
2	Daily Sales Report					
3						
4	Date:	Today's				
5				13%		
6	Code	Department	Sales	Tax	Total	% of total
7						
8	A	Beauty Aids	2238.02			
9	B	Candy	543.98			
10	C	Cards	326.85			
11	D	Medicine (OTC)	1654.83			
12	E	Toiletries	196.37			
13	F	Vitamins	413.29			
14	G	Prescriptions	1245.65			
15						
16		Totals				

Appendix C11: Directions for Bargain's Outdoor Supplies

Listed below is the payroll for Bargain's. It includes the wage per hour and hours worked for each employee. Please make appropriate column headings. Centre and bold.

N. Hert	8.00	42
K. Crowley	6.50	28
C. Esser	7.90	20
J. McMasters	5.50	13
P. Smith	6.50	40
J. Crown	8.25	32
C. Clothier	10.00	50

- Enter the data above into a new spreadsheet. Bold each column heading.
- Format the Hourly Wage data as currency with 2 decimal places.
- Adjust each column's width so that all the data in each cell is displayed.
- Enlarge and bold the title displaying it all.
- Add a column entitled: **Gross Pay** and calculate the pay earned by each employee for the week by multiplying the hourly wage by the number of hours worked.
- Add a column entitled: **Deductions** and write a formula to calculate 20% of each employee's gross pay for taxes and pension.
- Add a column entitled **Net Pay** that shows what the employees will be taking home after deductions have been made from the gross pay.
- Format all dollar amounts for currency with two decimal places.
- Use gridlines so it is easy to read.
- Insert a header with your name and filename.
- Insert a footer with the time and date.
- Save as **Bargain's Outdoor Supplies** and print.

Appendix C12: Directions for Class Marks Spreadsheet

In this assignment, you will design a spreadsheet to record a set of marks for 5 students. From the data you will determine each student's final mark. Read the directions and then **plan** how you will display the required information **before** entering it in the spreadsheet so you can use the data to make calculations. Save as **Classmarks**.

Directions

1. The title of the spreadsheet is **Class Marks**.
2. The students whose marks you will record are: Amy, Bernice, Carl, Donald, and Emily.
3. There are three test marks, five assignments, two projects, and one exam for each student.

Student	Tests	Assignments	Projects	Exam
Amy	89, 72, 64	60, 65, 72, 55, 82	85,90	77.5
Bernice	60, 43, 75	40, 0, 23, 77, 53	62,88	66
Carl	56, 90, 66	35, 82, 64, 45, 53	90,62	82
Donald	83, 74, 63	87, 89, 92, 78, 93	76,82	92.5
Emily	99, 89, 94	85, 72, 94, 96, 88	90,95	90

4. Write a formula to find each student's average test mark, average assignment mark, and average project mark.
5. Tests are worth 30% of the final mark, assignments are worth 20%, projects are worth 20%, and the exam is worth 30%. Write a formula to find each student's final mark (using the averages calculated in step 4).
6. Write formulas to find the average of each test, assignment, project, and exam as well as the average final mark.
7. Write a formula to calculate the highest and lowest final mark.
8. Format the averages for one decimal and the final marks for zero decimals.
9. Make adjustments so that the spreadsheet fits on one page. Type your name, date, and filename in the header.

Appendix C13: Directions for Integrated Assignment

In this assignment you will combine a word processing file and a spreadsheet file.

1. First, create the spreadsheet below.

	A	B	C	D	E	F	G
1							
2		T-shirt Sales, Month of March					
3							
4	Sales	Blasak	% of Sales	Pierce	% of Sales	Selwyn	% of Sales
5							
6	1st wk						
7	2nd wk						
8	3rd wk						
9	4th wk						
10							
11	Total						
12							
13	Comm %						
14							
15	Comm \$						

2. Find the Total Sales, percent of Total Sales, and Commission for each salesperson.
3. Format the Total for currency with no decimals and the Comm \$ for currency with two decimals. Format the percent of Sales for percent with two decimals.
4. Save the file as **Tshirt** and rename the tab **March Sales**.
5. Make a copy of the sheet and rename it **Feb Sales**. Make the changes as shown below.

	A	B	C	D	E	F	G
1							
2		T-shirt Sales, Month of March					
3							
4	Sales	Blasak	% of Sales	Pierce	% of Sales	Selwyn	% of Sales
5							
6	1st wk	100		500		600	
7	2nd wk	250		180		300	
8	3rd wk	180		400		200	
9	4th wk	200		400		400	
10							
11	Total						
12							

6. Create a new word processing file and type the following business letter in correct format. Save the file as **Integrated**. The letter is to ABC Company / 123 Any Street / Anytown, NS B9B 9B9

Dear Sir or Madam / Below are the March sales figures for the Eastern Division. Their sales show a marked improvement over the February sales figures, which I have included for your review as well.

I believe you will agree that the sales incentives we offered seemed to do the trick.

March Sales Figures

February Sales Figures

7. Go back to your Excel file and copy rows 4 to 11 from the March Sales sheet. Paste it into your word document in the appropriate place. Now do the same with rows 4 to 11 in the Feb Sales sheet. You may have to adjust the size of the spreadsheet.
8. Close the letter with Sincerely yours, and the Manager's name Ima Tuffie. **Make sure your letter fits on one page** (Hint: change margins to 1" and have the date higher up on the page) and print.
9. Also print a copy of the Feb Sales sheet. Include the tab name in your header.

Appendix C14A: Directions for Custom Fragrances Spreadsheet

Assume you work at your local mall at a fragrance boutique. Suppliers generally offer customers who buy on account a cash discount for early payment. For the buyer, the discount is called a **purchase discount**. For the seller, it is called a **sales discount**. The owner ordered many bottles of perfume for the Christmas season and will receive a discount if she pays her bills within 15 days. The owner asked you to help calculate what she owes to her vendors using a spreadsheet. Open the Excel file **Custom Fragrances** original. Now do the following:

1. Bold and centre the main title. Make it 14 point font.
2. Bold the column headings in row three. Right align the text except for the first column heading.
3. Format column B for two decimals places.
4. Format column C as percent with zero decimals.
5. Write a formula in cell D5 to multiply the **Amount Owed** by the % **discount**. Fill down and format for two decimals places.
6. Write a formula to calculate the subtotal: subtract the **Purchase Discount** from the **Amount Owed**. Fill down and format for two decimals places.
7. Write a formula to calculate the amount of the **Sales Tax**: multiply the **Subtotal** by 13%. Fill down and format for two decimals places.
8. Write a formula to calculate the **New Amount Owed**: add the **Subtotal** and the **Sales Tax**. Fill down and format for two decimal places.
9. Enter formulas to calculate the **Total**, **Average**, **Maximum**, and **Minimum** for columns B, D, E, F, and G. Format all numbers for two decimal places.
10. You realize you have left out one of the fragrances. Insert a row above Oscar de la Renta and type in the fragrance Maria Sharapova. The amount owed is 937 and the % discount is 4%. Copy the necessary formulas to complete the row.
11. Use landscape orientation. Display gridlines. Put your name, filename, and date in the header. Print. Save.

Appendix C14B: Custom Fragrances Original

Custom Fragrances

Company	Amount Owed	% Discount	Purchase Discount	Subtotal	Sales Tax	New Amount Owed
Baby Phat	658	0.03				
Brittany Spears	1228	0.05				
Burberry of London	357	0.03				
Calvin Klein	763	0.04				
Chanel	632	0.03				
Estee Lauder	631	0.07				
Giorgio Armani	712	0.04				
Guess?	578	0.03				
Hugo Boss	435	0.05				
Jennifer Lopez	875	0.07				
Oscar de la Renta	765	0.04				
Ralph Lauren	654	0.03				

Totals

Average

Maximum

Minimum

Appendix C15A: Dance Original

	A	B	C	D	E	F
1			Number of People Attending the Dance			
2	Income:		50	100	200	300
3	Tickets	\$25.00				
4	Food	\$10.00				
5	Beverages	\$5.00				
6	Total Income					
7						
8	Expenses:					
9	Ticket Printing	\$3.25				
10	Food	\$2.50				
11	Beverages	\$0.45				
12	Total Expenses					
13						
14	Profit:					

Appendix C15B: Directions for Dance Spreadsheet

Open the file **Dance Original**. It contains information on the expected profit for a dance. The dance co-ordinator wants to know how much profit the dance will make depending on the number of people attending and what would happen if prices were changed.

Directions

1. In rows 3, 4, and 5 enter formulas that use **absolute references** to calculate the expected income from tickets, food, and beverages when 50, 100, 200, or 300 people attend the dance based on the costs per person listed in column B. Think.
2. In rows 9, 10, and 11 enter formulas that use absolute references to calculate the expenses for tickets, food, and beverages when 50, 100, 200, or 300 people attend based on the costs per person listed.
3. Write formulas to calculate the total income and total expenses in columns C, D, E, and F.
4. Write a formula to calculate the total profit that would be made in columns C, D, E, and F.
5. Format all values for currency with two decimals.
6. Save your file. Rename the tab for Sheet 1 to **Original**. Make a copy of the sheet (right click) and rename the tab **What If**.

Now, make these changes:

7. Reduce the cost of the ticket from \$25.00 to \$20.00 and beverages from \$5.00 to \$3.00.
8. Create a header with your name, the filename, and tab name (use the icon in the header toolbar). Print a copy of the **What If** worksheet with gridlines.
9. Print a copy of the **Original** worksheet **with formulas showing**. Put your name, filename, and tab name in the header and turn on the gridlines and row and column headings. **Make sure your worksheets each fit on one page.**

Appendix C16: Directions for Game Spreadsheet

Design a spreadsheet to record the scores of three games played by five players on the West Kingpins bowling team. save as **Game**.

Directions

The title of the spreadsheet is **West Kingpins** and the subtitle is **Bowling Statistics—June**.

The bowlers whose scores you will record are: Bender, Jeffers, Bhatt, Perez, and Rosen.

On Friday, June 8, the Kingpins bowled three games with scores as follows:

Name	Scores
Bender	124, 112, 131
Jeffers	100, 150, 134
Bhatt	157, 135, 141
Perez	148, 187, 163
Rosen	115, 109, 132

1. Create a worksheet using this layout. Use functions for your calculations.

	A	B	C	D	E	F	G		
1	West Kingpins								
2	Summary of games—Friday, Jun 8th								
3									
4	Name	Game 1	Game 2	Game 3	Total Pins	Number of Games	Average	High Game	Low Game

2. At the bottom of the worksheet, enter these labels and calculate:

Best Player Average

Team Average

Team High Game

Team Low Game

3. Copy the entire June 8 worksheet down to a new location on the worksheet. Edit the date for June 15 and change the score data as shown below: (Note: you do not need to rewrite the formulas)

Name	Scores
Bender	132, 121, 119
Jeffers	115, 143, 135
Bhatt	155, 137, 143
Perez	158, 183, 170
Rosen	120, 119, 135

4. Centre the title and subtitle over the columns. Centre all column headings and format all numeric columns for zero decimal places.
5. Make the necessary adjustments so the worksheet fits on one page. Put your name, date, and filename in the header. Add gridlines.

Appendix C17: Directions for Tourism Spreadsheet, Using the Internet

You have been assigned a project in your Tourism class that requires you to record your results in a spreadsheet and then do some calculations.

Directions

1. Create a blank Excel worksheet and set up columns with these headings and data. Save as **Tourism**.

Location	Capital	Population	Area in Square KM	Unit of Currency
Hawaii				
British Columbia				
Texas				
Ireland				
New Zealand				
Germany				
Japan				
Iran				
Kenya				
Largest				
Smallest				

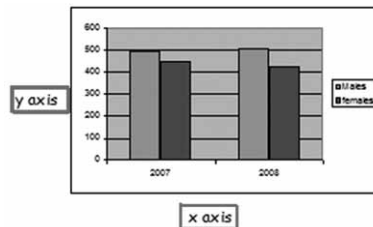
2. Using the Internet, find the information to complete the columns in your spreadsheet. Use the most recent information. The Area should be in square km.
3. When you have found all the information, write a function to find the largest and smallest population and area.
4. Now, find an image of the flags of each nation represented in your spreadsheet. Copy and paste each one on the sheet.
5. Preview your worksheet—it should fit on one page. Turn on the gridlines. Put your name and date in the header and print.

Appendix C18: Creating Charts in Excel

To Make a Chart

Select the data from the spreadsheet that you want to include in the chart.

Student Population		
	2007	2008
Males	497	509
Females	450	423
Total	947	932



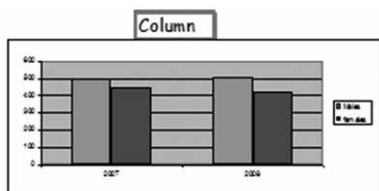
Click on chart wizard on the toolbar or click on insert and then on chart.

The chart is linked to the spreadsheet data.

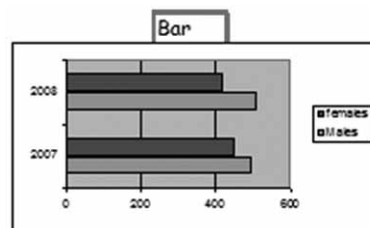
If you edit the spreadsheet the data on your chart changes.

Common types of charts

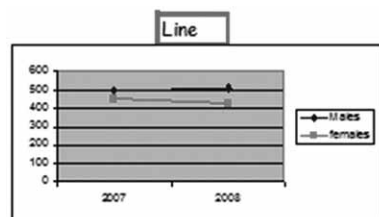
Column



Bar



Line

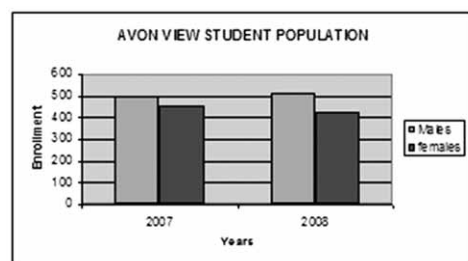


Pie



The charts above were made by simply using the default. Determine which chart best suits your needs.

Charts may be made more "readable" by formatting them.



Your chart may be placed on the same sheet or on a separate sheet but it will always be available from your spreadsheet.

Appendix C19: Directions for Bagel Industries

Bagel Industries

First Quarter Budget Quarter Ending: Dec. 20–

Department	January	February	March	Total Spending	Average Spending
Management	\$5 200	\$5 000	\$5 800		
Accounting	\$1 950	\$1 800	\$2 100		
Marketing	\$1 500	\$2 050	\$1 150		
Sales	(\$150)	\$600	\$1 300		
Clerical	\$800	\$1 000	\$1 000		
Monthly Totals					
Average Spending					

Instructions

Please create the spreadsheet entitled: **Bagel Industries**.

Headers, footers, gridlines are needed.

Centre and change font to create the title.

Underline and centre the sub titles.

Give answers to Total Spending, Average Spending, Monthly Totals, and Average Spending.

Create a chart using the icon in your formatting toolbar.

Appendix C20: Directions for Stock Trader Spreadsheet

Your long-lost uncle just gave you \$20 000 and you have decided to invest half of it in the stock market. There are many sites on the Web that make it easy to find information about the current prices of stocks. Before investing your money, you decide to investigate the purchase of five stocks: Nike, McDonald's Corporation, Gap, Microsoft Corporation, Pepsico. You decide to use the Web to find this information and present it in a spreadsheet before making any decisions.

- 1) Create a new Excel workbook and save it as **Stock Trader**.
- 2) As a title, enter Investment Prospects [Today's Date].
- 3) Set up columns with these headings: Stock, Symbol, Today's High, Today's Low, Last Sale, Previous Close, Net Change, Investment, Shares
- 4) In the Stock column, enter the names of the five stocks you will be investigating.
- 5) Log on to the Internet and go to www.nasdaq.com.
- 6) Use the Symbol Lookup on the homepage to find the ticker symbols (abbreviations) for each of the stocks and type them in the appropriate column in the spreadsheet.
- 7) Using these symbols, use the Summary Quote to find the information needed to complete the next four columns of your worksheet.
- 8) Enter a formula in the Net Change column to determine the change in price from the Previous Close to the Last Sale today. Check it with the summary quote.
- 9) You would invest \$4000 in each stock. Enter these amounts in the Investment column.
- 10) Enter a formula in the Shares column to determine the number of shares you can purchase based on the last sale price.
- 11) Write a function to determine how many shares you could buy at the current prices.
- 12) Format the columns for Currency with two decimals and the number of shares as number with 0 decimals.
- 13) Centre the title over the columns.
- 14) Create a line chart (on the same sheet) to show the relationship between the high, low, and last sale values of the stocks. Make changes to the lines and markers to enhance your chart.
- 15) Add your name and filename to the header.
- 16) Fit to one page and add gridlines. Print.

Appendix C21: Directions for Planet One Travel Spreadsheet, Charting

1. Enter the following information into a spreadsheet.

Planet One Travel					
<i>Package Tour Discounts</i>					
Tour	No. of People	Cost	Total	Discount	Amount Due
Florida Adventure	4	\$ 780.00		20%	
Saharan Nights	2	\$2 500.00		40%	
Art Deco Paris	2	\$1 800.00		25%	
Rocky Mountain Trek	4	\$ 750.00		20%	
Tuscan Odyssey	6	\$ 850.00		40%	
Venice by Moonlight	8	\$1 500.00		40%	
Alaskan Cruise Adventure	2	\$1 500.00		20%	
Caribbean Grand Tour	4	\$3 300.00		40%	
Costa Rican Rainforest	2	\$1 600.00		20%	
TOTAL					

2. Write formulas to complete the columns. Think carefully. Also, find the total number of people, total cost, and total amount due. Format consistently.
3. Enter another column labelled Average Cost Per Person and write a formula to find the average cost per person for each tour. (Hint: You will not need to use the average function.)
4. Create a meaningful chart to illustrate the average cost per person for each tour. Use an appropriate title and labels. Size the chart so all labels are complete. You may need to change font sizes, etc.
5. Create a second chart that will show the number of people who will be taking each tour. Again, use an appropriate title and labels.
6. Fit the 2 charts and the data to one page and print. Save as **Planet One Travel**.

Appendix C22: Directions for Television Data Spreadsheet

You have accepted a job for a marketing company and have been asked to analyse data from census reports and create several charts as directed.

1. Open the file **Television Data Original**. Look carefully at the data in the worksheet.
2. Create a clustered column chart that will compare the average hours per week of television viewing for children 2 to 11 with that of teens 12 to 17 for the provinces—**do not include the numbers for Canada—just the provinces**. Add the title **Television Viewing Hours** and appropriate x- and y-axis labels. You may have to adjust the font size of your labels (suggestion 8 pt) as well as the alignment (suggestion 45 degrees) to make everything fit.
3. Create a 3-D pie chart to compare the average hours per week for male and female Canadians 18 years and over. Use the title: **Average Hours 18 Years And Over**. Insert category names and values on your pie chart. Remove the legend. Edit the title to read: **Average Viewing Hours 18 Years And Over In Canada**. Size the chart if necessary. Remove the colour from the chart by changing it to white and apply **two** different fill effect patterns.
4. Create another clustered column chart that will compare the viewing hours for Canada, Newfoundland, PEI, Nova Scotia, and New Brunswick in the first three columns of data. Use the title: Viewing Hours in Canada compared to the Atlantic Provinces. For the y-axis use the label: average hours/week. You do not need an x-axis label. This chart is to be on a separate sheet—choose in last step of the wizard. Right click on the column that represents teens 12 to 17 and change it to a line. Format the line so it is black, thicker, and has a smoothed line. Change the marker to a black circle size 10.
5. Return to the sheet with the data [sheet 1]. Print preview to make sure it fits on one page—there are ways to make it fit! Insert your name, filename, and date in the header and print.
6. Return to the chart 1 tab where your third chart should be. Change the colours of the columns to something light or use a fill effect. Insert your name, filename, and date in the header and print this as well.

Appendix C23: Directions for Travel Spreadsheet, Charting

- Open the file **Travel**. Format the Totals in column G for currency with two decimals.
- Create a pie chart that will show the categories of expenses and the totals spent during the week on each category.
- Your title should be **Travel Expense Report For [insert your name here]**.
- You do not need a legend.
- Use data labels to show category names and values.
- Place the chart as an object on a new sheet.
- Change any dark colours to lighter ones to save printer toner.
- “Hatch” any segments of the pie for which the value is greater than \$300.00.
- Print this sheet only—your name should be in the title. Resave your file.

Appendix C24: Directions for Temperature Conversions, Charting

- Open the file **Temperature Conversions**.
- Create a column chart to compare the data in the first two columns (Fahrenheit and Celsius temperatures).
- Include the legend.
- Your title should be **Temperature Conversions**.
- Your y-axis should read **Degrees**.
- Create a combination chart by changing the column for Celsius temperatures into a line.
- Preview your document—it should fit on one page. Make sure your name is in the header and print.

Appendix C25A: Sample Excel Test and Rubric

Assignment 1

Enter the following data into a spreadsheet. Save as **Designer Collection Test**.

	A	B	C	D	E	F	G
1	Insert your Last Name Here Designer Collection						
2	2007 Winter Sales						
3		November	December	January	February	Total	% of Total Sales
4	Shirts	5565.15	4416.23	4221.66	5006.59		
5	Jeans	2150.42	222.9	1817.25	1187.44		
6	Sweaters	1617.35	1822.37	1574.46	1655.02		
7	Suits	3744.55	3901.49	2599.13	1975.52		
8	Hats	885.75	1010.1	1216.11	765.2		
9							
10	Total Sales						
11	Average Sales						
12	Highest Sales						
13	Lowest Sales						
14							
15							

Now, do the following:

1. Centre the title lines of the spreadsheet over the columns.
2. Right-align the column headings.
3. Write a formula to find the total sales for Shirts—fill down.
4. **Using functions**, write formulas to find the total sales, average sales, highest and lowest sales for each month, as well as for the total.
5. Format the numbers for two decimals.
6. Format the Total Sales row for currency with two decimals.
7. Change **Hats** to **Hats And Scarves**.
8. Change the amount recorded for February sales of jeans to 2187.44 and the December suits amount to 3001.49.
9. In the last column, write a formula using an absolute reference to calculate the % of Total Sales for each item. Format the result for percent with one decimal.
10. Now, go to Tools and display the Formulas.
11. Put your name, date, and the filename in the header.
12. Turn on the gridlines and row and column headings and print—make sure it fits on one page. You may have to adjust the column widths, etc.
13. Turn off the formulas and adjust your column widths.
14. Create a clustered column chart to compare the sales of the items for the four months. Do not include the totals, averages, etc.

15. Give your chart a title and axis labels. Place the chart as an object on the same sheet as your data. You may need to resize it. Make sure all labels can be seen.
16. Print preview the worksheet and then size it to fit to one page (landscape orientation, change columns widths, font size, etc.) and then print again.
17. Resave your file.

Assignment 2

Open the file **ITunes Test**. Now do the following:

1. Create a 3-D pie chart to illustrate the data.
2. Give the chart an appropriate title.
3. Display Category Names and Values on the chart and remove the legend.
4. Place the chart on a new sheet (step 4 of wizard).
5. Remove any dark colours and replace them with either a lighter colour or a fill effect.
6. Put your name, filename, and date in the header of the chart and **print only this page**.

Appendix C25B: Excel Test Rubric

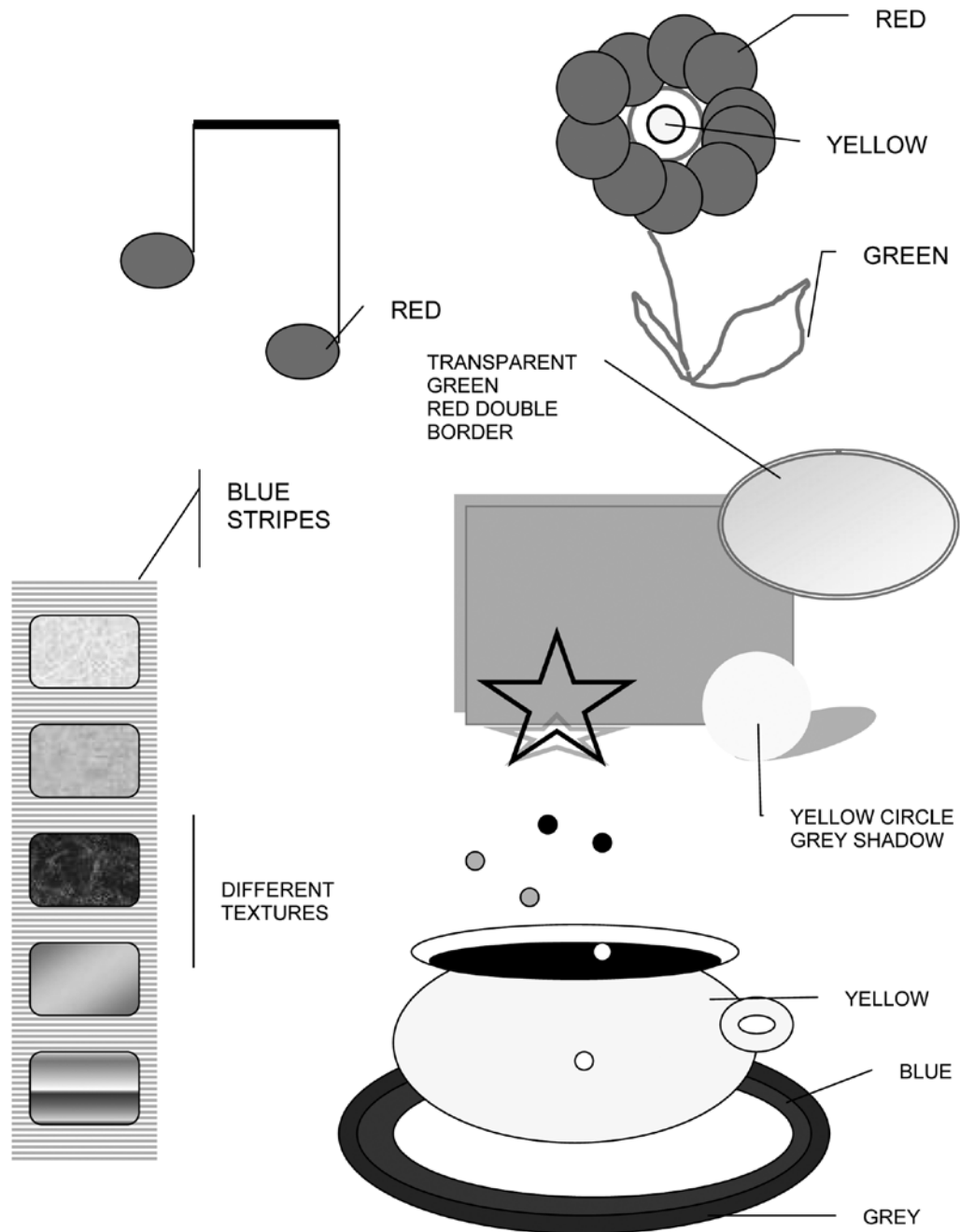
Name: _____

	Possible Points		Your Score
Assignment 1	35	Task	
1	2	Centre titles over columns	
2	1	Right align column headings	
	1	Text wrap	
3	2	Formula for total	
4	8	Functions: sum, average, max, min	
5	1	Format for two decimals	
6	1	Format row for currency, two decimals	
7	1	Change hats to hats and scarves	
8	1	Change amounts for jeans and suits	
9	3	Absolute reference formula	
9	1	Format for percent, one decimal	
10	1	Display formulas	
11	1	Name, date, and filename in header	
12	1	Gridlines, row/column headings	
12	1	Print on one page	
14	5	Clustered column chart	
15	3	Title, axis labels, same sheet	
16	1	Print on 1 page	
Assignment 2	10	Task	
1	4	3-D pie chart	
2	1	Title	
3	2	Category names and values	
4	1	New sheet	
5	1	Remove dark colours, add fill effects	
6	1	Print chart	
Total	45		

Appendix D:

Module 4

Appendix D1: Using Draw Tools








Appendix D2: Directions for Arthur Court Hotel

Creating a Table with Clipart

- Centre the title in 18 pt sans serif bold font and the subtitle using an 18 pt sans serif font. Use a 12 pt sans serif font for the table text.
- Set the cell height as follows:
 - Rows 1, 3, 5, 7, 9 to exactly 1"
 - Rows 2, 4, 6, 8 to exactly .5"
- Merge the cells in rows 2, 4, 6, and 8. Use a 20% shade in the merged cells.
- Add clipart. If your word processing software does not include these images, use something similar.
- Vertically and horizontally centre the text in the cells in columns 2 and 3.
- Use a $\frac{3}{4}$ pt border on the gridlines and a 4 $\frac{1}{2}$ pt border on the outside of the table.
- Centre the table vertically and horizontally on the page.
- Add a header with your name and print. Save as **Arthur**.

Arthur Court Hotel

Daily Activities Schedule

	Art Lessons	10:05 to 11:00 a.m.
	Dance Lessons	11:05 to 12:00 p.m.
	Golf Lessons	1:35 to 2:30 p.m.
	Horseback Riding Lessons	2:35 to 3:30 p.m.
	Tennis Lessons	3:35 to 4:30 p.m.

Appendix D3A: Directions for Kite Flyer

1. Create the flyer shown by using Word Art, clipart, a table, and a textbox. Save as **Kite**.
2. Fill the WordArt with brown.
3. Fill the first row of the table with brown and make the font white.
4. Fill the remaining rows of the table in yellow.
5. Remove the borders.
6. Fill the textbox with light grey and use a double border.
7. Insert a footer with the message about the prices.
8. Your flyer should be attractive and centred on the page.
9. Put your name in the header and print.

Appendix D3B: Kite Flyer

Outdoor Designs



Kite Packs!

To place your order, call 1-800-555-2200
1-800-555-3195

Outdoor Designs Kite Packs Are Easy!

Outdoor Designs Kite Packs are easy to assemble and provide significant savings over store-bought kites. Choose from a wide selection of patterns and styles. A perfect gift for all ages.

Item Number	Name	Skill Level	Optimum Flying Weather	Price*
501	Coastal Parafoil	Beginner	Gentle winds	\$19.95
601	Columbia Gorge Runner	Advanced	Strong winds	\$24.95
602	Cascade Diver	Advanced	Strong winds	\$39.95
701	Green Flyer	Advanced	Strong winds	\$39.95
702	Sonic Boomer	Advanced	Strong winds	\$49.95

Our Guarantee

Each package includes everything you need to assemble your kite in a matter of hours. If you are not satisfied with anything you purchase from Outdoor Designs, please return it for a refund or exchange.

* Prices do not include taxes or shipping costs.

Appendix D4A: Directions for Spring Course Offerings

Follow these directions to create the flyer. Save as **Spring Course Offerings**.

- Change the margins to one inch on left, right, top, and bottom.
- Use WordArt for the title.
- Use arial black 12 for the headings.
- Justify the text of the paragraphs and use a serif 12 font.
- Right align the date information in arial black font.
- Insert appropriate clipart (file, calculator, brochure) and size it.
- Click on autosshapes in the drawing toolbar and then select more autosshapes. Insert the computer.
- Click on the autoshape and use arial black 10 for the text inside.
- Colour the autosshape yellow and centre it across the page.
- Print the flyer.

Appendix D4B: Spring Course Offerings

Spring Course Offerings

Introduction to Database Software



A database is a collection of information that is organized in order to make retrieving specific information easy. For example, a phone book is a database. Database software can be used both by companies and by individuals. Use a database to keep a mailing list of customers or friends, to organize recipes, and to maintain a list of CDs or collectibles. In this course, you will learn how to create, edit, sort, and find information using database software.

May and June, Tuesdays, 6:30 p.m. to 8 pm..

Introduction to Spreadsheet Software



A spreadsheet is an electronic worksheet that is used to manage and organize information. Accountants have used worksheets for years to produce financial records for businesses. Spreadsheets can compile data and perform calculations on any financial aspect of a business or an individual. You can use spreadsheet software to prepare budgets or to maintain a record of expenses (particularly for tax purposes). In this course you will learn how to create and edit spreadsheets, to format reports, to use formulas and functions, and to create charts.

May and June, Wednesdays, 6:30 p.m. to 8 p.m.

Introduction to Desktop Publishing



Desktop publishing goes beyond word processing. Desktop publishing uses word processing software enhancements—graphics, fonts, colour, shading, lines, and borders to produce documents that are much fancier and more eye-catching than plain type. Learn to prepare brochures, flyers, letterhead stationery, greeting cards, newsletters, and more in this course.

May and June, Thursdays, 6:30 p.m. to 8 p.m.



Appendix D5A: Directions for Computer Viruses

Open the file **Computer Viruses Text**. Modify the text so it resembles the finished product using the following directions. Save as **Computer Viruses**.

1. Insert a clipart of a CD and size it. Draw the “viruses” using the draw tools. Draw one, group it, and copy it.
2. Create a 2-row table for the heading. Shade the first cell with black and change the font colour of COMPUTER VIRUSES to yellow. Right align the text in the second cell.
3. Create two equal columns for the rest of the document and use double spacing.
4. Use drop caps where shown and have them drop two lines only.
5. In the first column type the quote in italics and then insert a border above and below the text after you have finished typing the column.
6. On the second page, insert a column break after the words “emergency floppy disks.” Insert the clipart of a disk and format it for **tight** not square.
7. Return the document to one column from this point forward.
8. Insert and format the table as shown. **You will have to change the spacing back to single for the table.** Shade the first row for yellow and use a double border as shown. Remove the inside borders. Centre the table on the page.
9. Return the document to two columns for the remainder of the text.
10. Insert WordArt at the end of the document. Use a yellow pattern to fill it.
11. Use a header for the page number (it should not appear on the first page) and use your name as the footer. Think—look in Page Setup/Layout.
12. Print and staple both pages together.

Appendix D5B: Computer Viruses Text

Viruses are actually much less common than most people are led to believe. Like biological viruses, computer viruses can only be spread by contact with the outside world. The most common way to contract a computer virus is by running programs from an infected floppy disk or by running infected software. Once a computer virus gets inside your system, it can attach itself to other programs and infect other floppy disks you may use.

The good news is that there are many things you can do to protect your home computer from viruses.

Virus Protection Software

Many computer virus detection programs are designed to keep running while you work on the computer. If the program detects any suspicious behaviour, it alerts you immediately and allows you to scan for a computer virus.

Strange Behaviour

As soon as you detect any kind of abnormal behaviour, it is best to assume the worst. Immediately save any open files, quit all applications and turn off your computer. The sooner you can detect the computer virus, the better your chances are of removing it and keeping system damage to a minimum. Always keep a clean emergency bootable disk on hand that will allow you to reboot your computer from the floppy disk drive. This is necessary because computer viruses will load themselves into your computer's memory and infect even more programs. Most antivirus software programs will allow you to create an emergency floppy disk.

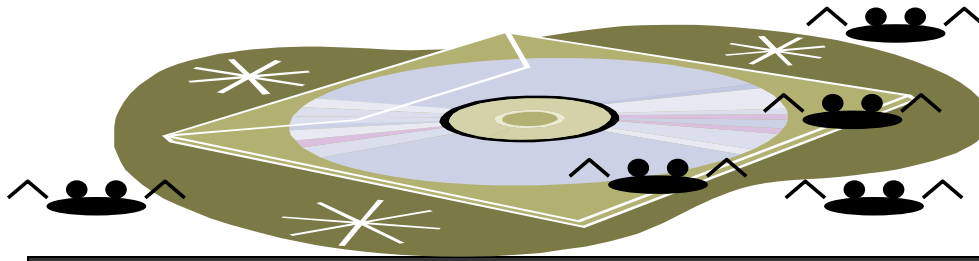
The table below details common viruses and the damage they can do. These are the current known viruses:

Virus Name	Damage
The Form	Clicking noise from computer speakers
Empire Money	Alters boot sector
AntiExe	Corrupts .EXE files of a certain length
Natas	Infects program files and alters boot sector
Ripper	Randomly corrupts information saved to disk
Stealth Boot B	Confuses memory managers; may prevent Windows from loading

Scan, Scan, Scan

Once you suspect your system has been invaded and you have restarted your system from an emergency floppy disk, the next step is to scan your hard drive and all floppy disks. Your antivirus program will provide you with instructions for detecting infected files and either repairing or destroying them. As an extra precaution, you may want to repeat the entire scanning process frequently during the next several weeks to make sure you are not being re-infected.

Appendix D5C: Computer Viruses Final



COMPUTER VIRUSES

How to Protect Your Computer From Getting Infected

Viruses are actually much less common than most people are led to believe. Like biological viruses, *computer viruses* can only be spread by contact with the outside world. The most common way to contract a *computer virus* is by running programs from an infected floppy disk or by running infected software. Once a *computer virus* gets inside your system, it can attach itself to other programs and infect other floppy disks you may use.

“Once a computer virus gets inside your system, it can attach itself to other programs and infect other floppy disks.”

The good news is that there are many things you can do to protect your home computer from viruses.

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hand that will allow you to reboot your computer from the floppy disk drive.

This is necessary because *computer viruses* will load themselves into your computer's memory and infect even more programs. Most antivirus software programs will allow you to create an emergency floppy disk.

The table below details common viruses and the damage they can do. These are the current known viruses.

VIRUS NAME	DAMAGE
The Form	Clicking noise from computer speakers
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Scan, Scan, Scan

Once you suspect your system has been invaded and you have restarted your system from an emergency floppy disk, the next step is to scan your hard drive and all floppy disks. Your antivirus program will provide you with instructions for detecting infected files and either repairing or destroying them. As an extra precaution, you may want to repeat the entire scanning process frequently during the next several weeks to make sure you are not being re-infected.

Good Luck

Appendix D6: Directions for Halifax West Times, Newsletter

You have been assigned the task of preparing the November issue of the school newsletter. Prepare the newsletter using these guidelines to assist you. Save your newsletter as **Halifax West Times**.

- Change the margins of the document to .7 inches on the left and right.
- Use 22 pt Arial Black font for the masthead.
- Use 10 pt Arial font for the second title. Insert your name at the end.
- Insert the Weston logo behind the text—the logo is in the Pass-out folder.
- Insert a row of symbols to separate the title from the rest of the newsletter.
- Use a 12 pt Arial bold font for the six section titles and 10 pt Times New Roman for the rest of the text.
- Use a symbol of your choice to separate the sections.
- Use clipart of your choice in the indicated areas. You will have to set some of the clipart to go behind text.
- Use a table for the athletics section. Shade it and use a double border on the outside.
- Fill in your graduation year in the fast food section—design your own list of five foods or use the ones provided.
- Put “SEE YOU IN 2009!!” in the footer. Use a font of your choice.
- Print.

Appendix D7: Directions for Holiday Newsletter

Select a holiday to research (using the Internet) from the following:

- Christmas
- St. Patrick's Day
- Valentine's Day
- Easter
- Thanksgiving
- Halloween

Required Components

- Four-page newsletter with 0.5 inch margins all the way around, with 10 or 11 point size font for text and appropriate sized headings.
- By-line at top of first page with month and your name as editor.
- Decorative masthead using word art and graphics at top of first page.
- Table of contents text box on first page with list of what is in the newsletter.
- Another text box somewhere in the newsletter to set off important information.
- Footer on each page that includes the page number.
- Humour section with jokes, funny stories, or something fun to do on that holiday.
- History section detailing the origin of the holiday, how it is celebrated, and where.
- Holiday foods section listing at least one good recipe for a festive holiday food.
- Fun and Games section giving ideas for parties, fun, or games that can be played for this holiday.
- A poem, prayer, or other short writing pertinent to the holiday.
- Other sections appropriate to your holiday.
- At least two graphics per page, but do not overdo using graphics.
- At least one section must have columns. Design pages in an appropriate format, and do not make them gaudy or crowded. Likewise, be careful not to have too much blank space.
- Appropriate use of language (grammar, spelling, etc.) When you get information from someone else's webpage, they may not have correct grammar and you may need to edit the passage to be able to use it. Be selective and proofread well.
- Try to make this newsletter look professional. Remember that this is a portfolio project and will go in your portfolio for display. This is a project that you should be proud of, so work hard and do a good job.

Appendix D8A: Directions for E-mail Etiquette and Ethics Brochure

Attached you will find a three-column brochure, both inside and outside. Create this brochure using WordArt, bullets and numbering, clipart, and text boxes (where shown) and these guidelines:

For Both Inside and Outside

1. Change to landscape orientation.
2. Set left and right margins to .5 inches.
3. Create three equal columns—leave .8 inches of spacing between the columns.

On the Inside

4. Use bullets (choose the envelope as the bullet) as shown.
5. Use a text box for the “tips.” Use a fill effect and dotted border.
6. Justify the text in the “tip” boxes as well as the centre panel.
7. Use WordArt in the centre panel (Remember ...).
8. Insert clipart where shown in the centre panel.
9. Type your name in the footer.
10. Save the inside as **Etiquette And Ethics Inside**.

On the Outside

11. Use WordArt for the first panel.
12. Use a text box in the centre panel and shade as shown.
13. Insert clipart in the third panel.
14. Save the outside as **Etiquette And Ethics Outside**.

Appendix D8B: E-mail Etiquette and Ethics, Inside

E-Mail Etiquette

When communicating through e-mail, professionalism and courtesy are expected. E-mail etiquette for composing messages includes:

- Be concise.
- Use manners. Include "please" and "thank you" and properly address people you do not know as Mr., Ms., Mrs., Dr., and so on.
- Use proper spelling, grammar, and capitalization. Do not use all capital letters to type a message. All capitals are the equivalent of SCREAMING.

Tip

A copy (**cc**) of an e-mail is often sent to group leaders, supervisors, or others who may need to be kept informed of a situation, but not actually interact with the e-mail recipients in the **To** box.

Remember ...

E-mail messages are not private. An e-mail message goes through several mail servers before it reaches the recipient, making it possible for others to intercept it. E-mail messages are also easily forwarded. When sending e-mail at work or school, it is important to remember that **employers and school administrators have the right to read any e-mail messages sent** over the corporate or school network, as well as the right to track on-line activity.



Centre your name in the footer in 10 pt font

E-Mail Ethics

Using e-mail requires following a code of ethics:

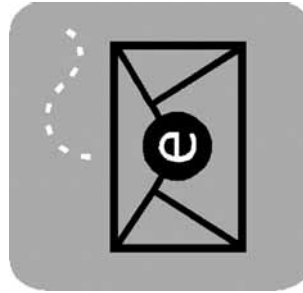
- Send messages through your account only.
- Keep the subject line short and truly representative of the message. People receiving the message may delete it based on the subject. Antivirus software and e-mail filtering systems may send your message to the Junk E-mail folder if the subject is not appropriate.
- Use appropriate subject matter and language.
- Be considerate of other people's beliefs and opinions.
- Respond to e-mail messages in a timely manner.
- Do not give out another's e-mail address without first obtaining permission.

Tip

In general, re-read a message before it is sent. Always fill in the **To** box **last** to avoid sending a message before it is complete.

Appendix D8C: E-mail Etiquette and Ethics, Outside

E-mail Etiquette and Ethics



Designed by
[insert your name here]



Appendix D9A: Directions for At Sea, Creating an Advertisement

Open the file **At Sea Unedited** from the Pass-Out folder and save it as **At Sea** in your directory. Make the following changes to the document provided.

- Left align “Welcome to ...” and use a sans serif 18 pt. bold font.
- Right align the title using a script 36 pt. font.
- Create two equal columns for the first part of the advertisement.
 - Use a drop cap (2 lines) for the first letter.
 - Use a 13 pt. serif font for the columns.
 - Justify the text. Insert a column break where shown.
 - Apply bold and italics where shown.
 - Insert your name where indicated.
- Create 3 columns for the remainder of the advertisement. Use a sans serif 10 pt. bold font for the city and country at the start of each paragraph. Use a serif 10 pt. font for the descriptions.
- Insert column breaks where shown.
- Insert an appropriate clipart.
- Save as **At Sea** and print.

Appendix D9B: At Sea Unlimited, Text

Welcome to ...

The Vacation of a Lifetime!

Flotilla Cruises—the best private clubs on earth are at sea.

Flotilla Cruises offer you an atmosphere of elegance that comes only with the most precise attention to detail. During your stay, our staff remains attentive to your every need.

Flotilla Cruises' accommodations are all outside suites, spacious and luxurious. Our fine dining is second to none. You can select from a variety of menu choices, all delicious and created by world-class chefs. Our guests find the same relaxed atmosphere on our expansive decks as in our public areas. You can browse our fully-stocked library for a favourite bestseller, or view the latest video in our private theatre. Spend a few hours at our spectacular pool, or just gaze at the horizon as the ship glides to the next destination.

Call **your name here**, our tour director, at 1-800-888-8888 for more information or to book this exciting vacation of a lifetime. Here is just a sampling of the places we visit on our Mediterranean 13-day cruise.

Rome, Italy

Imperial Rome is yours to explore, with an endless parade of fountains, forums, and ancient ruins and Renaissance treasures. See St. Peter's, the Vatican, the Coliseum and the Pantheon. Marvel at the works by da Vinci and Michelangelo.

Sorrento, Italy

Time has been arranged to you to fully explore this serene port, with its many flowering gardens as well as orange and lemon groves. After a day trip to nearby Pompeii, be sure to visit the glorious Amalfi Coast and the Isle of Capri.

Olympia, Italy

The tiny port of Katakolon is your gateway to ancient Olympia, where the first Olympic torch was lit. See where Hellenic athletes trained and played in the Gymnasium and Stadium. Marvel at the larger-than-life Temple of Zeus.

Athens, Greece

Ancient Athens abounds with treasures. The spectacular ruins of the Acropolis, the awe-inspiring Parthenon and the venerable Agora are but a few of the wonders you will discover on our fascinating shore excursions.

Appendix D10: Cablecom Newsletter

CABLECOM

Company News Briefs ♦ A Monthly Publication of Cablecom, Inc. ♦ June 20–

New Videophone Sales Off to Great Start

CableCom's new Videophone 2000, just released in March, had a 22% increase in sales during the month of April.

With the use of regular telephone lines and a modem, the new Videophone 2000 enables home computer users to send voice and images over standard phone lines.

The Videophone 2000 will be featured on CableCom's Website beginning May 12.

Windows Lunch Hour Workshops



During the month of May, there will be ongoing lunch hour workshops available to all Windows users. Learn new features, keystrokes, and online options with the Microsoft Network.

Workshops will be held in the Information Services Conference Room on the 15th Floor on Mondays, Wednesdays, and Fridays from 12:00 noon to 1:00 p.m. There will be a weekly sign-up sheet posted in the 15th floor lobby announcing the focus of each workshop.

Seating is limited to 15 people per workshop, so please sign up early for desired sessions.



CableCom Annual Spring Fling Company Picnic

All CableCom employees and family members are invited to attend this year's Spring Fling Company Picnic.



Festivities will begin at 12:00 noon on Saturday, June 18, at the South Lawns in Washington Memorial Park. Food and soft drinks will be provided. Bring your gear for softball, Frisbee and volleyball. Please RSVP to Karen Watson at extension 44 by Monday, May 14, and let her know how many family members will be attending.

CableCom Has an Updated Website!

Drop in online and see what's new at CableCom (cablecom.com).

Appendix D11A: Directions for Festivals Advertisement, Using Clipart

Montreal Summer Festivals Assignment Overview

The assignment is to create an 8.5" x 11" poster that draws the attention of an audience between the ages of 18–36, communicates its essential message quickly, and offers detailed information readable at a distance of 120 cm.

Requirements

Text

Review and edit the following text for brevity, usage, conventions, and interest.

Montreal is called the City of Festivals. In the summer, downtown Montreal turns into a feature for the senses. A festival event, street party of spectacle exists on practically every corner. There is a Jazz Festival, a comedy marathon, and of course the renowned World Film Festival. At night, there is the wondrous Fireworks Competition. Come to Montreal, the festival capital of the world, and enjoy sights and sounds of a fabulous city.

Imagery

As you review the text, select graphics and photographs that will appeal to and communicate at a glance with your intended audience. What is YOUR key message? Shape the topic "Montreal Festivals" into a particular, focussed message for your audience.

Consider as you select images and edit the text, the balance between showing and telling your message. If you have a strong image, consider whether some text is redundant or creates additional audience communication or appeal. Size and place the images to create an appealing poster that communicates your focussed message at a glance. The visual appeal should draw your audience back to the poster for detailed information such as particular event titles and dates.

Photographs and graphics must be your original work, Word clip art, or works for which you have requested, received, and documented written permission to use. Images are intellectual property so search for relevant images that carry, for example, a Creative Commons license that permits their use within non-commercial, derivative works, with attribution.

Technical Considerations

- Poster title—script font, 48 pt., with shadow effect. Suggestion—Viner Hand ITC
- Paragraph text and headings—sans serif font
- List of events—serif, 12 pt. (Align right on the right of the poster.)
- Event dates—serif, 10 pt., and italic. (Align right below each event.)
- Use white space effectively to create a balanced and appealing visual and textual poster.



This above image by Gogoninja was created on October 30, 2006, and contributed with a Creative Commons license to Flickr.com. <http://creativecommons.org/licenses/by-nc-sa/3.0>.

To use the image, you are required to attribute the image to Gogoninja, indicate that you obtained the work with a Creative Commons license, and make the work that you create with the image, (your poster) also available to other people to use, remix, and modify. Further users must also credit Gogoninja if they use the above image in their work.

Appendix D11B: Festivals Advertisement

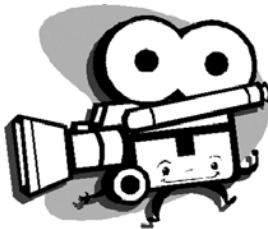
Festivals

in Montréal

Montréal is called the City of Festivals. In the summer, downtown Montréal turns into a feast for the senses. A festival event, street party of spectacle exists on practically every corner. There is a Jazz Festival, a comedy marathon, and of course the renowned World Film Festival. At night, there is the wondrous Fireworks Competition. Come to Montréal, the festival capital of the world, and enjoy sights and sounds of a fabulous city.



Image by Gogoninja, Oct. 30, 2006



Major Festivals And Events

Napoleon ... at Ile Sainte-Helene

May 5–October 11

Festival de Theatre des Ameriques

May 20–June 6

The Montreal Bike Fest

May 30–June 6

Fireworks Competition

June 19–July 28

Just for Laughs Festival

July 15–25

International Men's Tennis Championships

July 31–August 8

Internationales de Montréal

August 7–22

World Film Festival

August 28–September 6

Festival International de Nouvelle danse

September 28–October 10

Montréal

Appendix D12A: Directions for Weston Newsletter

Create a **newsletter** from the information given below. The text, except for the table and text box, can be retrieved from a file called **Newsletter Text**. Your newsletter should satisfy the following criteria:

- Set any desired margins to make the text fit attractively on one page.
- Use at least two columns in the newsletter.
- Use any desired fonts and sizes—at least two—but not too many different ones.
- Insert at least two relevant pictures or clipart.
- Use at least one example of a border and one example of shading (not too dark).
- Insert a table with the following information:

Winter Session Calendar

Date	Jan. 4	Last day to arrange for payment of winter courses
	Jan. 7	Classes begin
	Jan. 17	Last day to declare or drop credit-no credit option
	Jan. 28	Last day to add units
	Feb. 8	Holiday, no classes
	Feb. 4	Last day to drop units
	Mar. 26–30	8-week term exams
	Mar. 30	8-week term ends

- Insert a text box with the following information:

Four-week Intensive Chinese Language Study in Peking

The WCC summer travel program is hosting a rigorous four-week seminar in Peking, China. Interested students should see [insert your name here] in the Study-Aboard Office.

- Your newsletter should fit on one page, be attractive, and easily read.
- Save as **Weston Newsletter** and print.

Appendix D12B: Weston Newsletter Text

Weston

News Briefs

A Quarterly Publication of Weston Community College

December, 20--

SCC Winter Registration Day—January 3

Registration Day for winter classes will be held in McCain Hall from 8:00 a.m. to 4:00 p.m., Thursday, January 3, 2008. All students who have not registered in advance may still do so on Registration Day.

For limited enrolment classes, students must complete all forms, pay all necessary fees, and sign course lists. For open enrolment classes, students may simply attend the first meeting of the class.

Senior Art Show Exhibit

A reception for senior art students will be held at Walker Gallery on Friday, January 11, at 7:00 p.m. The exhibit features various works by graduating students, including sculpture, oil painting, photography, and installation. Refreshments will be served.

5k Fun Run to Benefit Local Scholarship Fund

WCC is hosting its annual 5K Fun Run, Saturday, January 12. Runners and walkers are welcome to come to the Westside Hills Park south side entrance at 8:30 a.m. and sign up to enter. No preregistration is necessary. Cost: \$15. All proceeds go directly to the Local Scholarship Fund, benefiting college-bound Your School Name High School students.

Appendix E

Appendix E: Social, Ethical/Legal, and Human Issues in Information Technology

The social, ethical/legal, and human issues associated with information technology are an important part of this course. There are many issues past and present that have faced those who program and those who use information technology. Increasingly, collaborative and interactive Web 2.0 technologies are used by students. Intellectual property is to be used and modified within provision of Canadian Copyright Law. It is a legal requirement that teachers of this course are familiar with the requirements of the Canadian Copyright Act and work within available provisions.

Creation is the essence of learning. We all stand on the shoulders of those who have preceded us.

Creative commons and open source works are an excellent source of materials from which students in this course may learn and collaborate with others to improve. The works are available and continue to improve because of individual commitments to intellectual honesty, credit sharing, and acknowledgement of the sources of the ideas and codes contained within the works. Similarly, our modifications of creative commons and open source materials are released back for others to continue to develop.

Spam, malware, viruses, protection of privacy, cyber bullying, identity theft, and the development of an ethical culture of technology use and development are issues students will require time and teacher support to discuss.

Copyright Issues

Students must respect the work of others and act in an ethically and legally responsibly manner. Just as students would not think it appropriate to steal a book from a store to support their studies or interests, students must not steal the information or works of others in the electronic environment. We are in an age where the technology to do things such as download images, data, or music files from websites is readily available. The legal right to use the technology for these purposes is, as students who pay attention to the news media understand, not always available. Students, using the school's equipment and Internet connection must follow Canadian Copyright and other laws. Students must respect the intellectual property of others and properly credit materials that are not their own original work.

Teachers and students will find many wonderful Internet resources to support learning in Business Technology 11. To ensure that these resources are used in an ethical and legal fashion, teachers should direct students to the following excerpt from Copyright Matters! 2nd Edition, Council of Ministers of Education, 2005.

Can teachers and students copy from the Internet?

From a copyright point of view, you should be aware of the following four rules:

1. Most material available on the Internet is protected by copyright. This includes text (e.g., postings to newsgroups, e-mail messages), images, photographs, music, video clips, and computer software.

Under the Canadian Copyright Act, reproduction and unauthorized use of a protected work are currently infringements. Therefore, reproduction of any work or a substantial part of any work on the Internet would infringe copyright unless you have the permission of the owner.

Many Internet users are questioning the appropriateness of the rules in copyright law. Canada and other countries around the world are currently studying uses of copyright materials from the Internet. Many Internet users and service providers are asking for changes in copyright law that would allow defined uses of works on the Internet without infringing copyright. The ministers of Education in Canada (except in Quebec), the Canadian School Boards Association (CSBA), the Canadian Teachers' Federation (CTF), and others in the education community are active participants in this ongoing work.

2. Copyright protects the way in which information is expressed. The information itself is not protected by copyright. Restating ideas, facts, or information in your own words is not copyright infringement.
3. Where a work has been placed on the Internet with the message that it can be freely copied, there is an actual license to copy the work. Sometimes the terms of the licence are subject to conditions. Common conditions are that the posting cannot be used for commercial purposes, must be circulated in its entirety, cannot be used out of context, and cannot be edited or reformatted. If you abide by the conditions, you may copy the work without infringing copyright.
4. Any works protected by copyright that are on your school's or districts Web site require copyright clearance, unless the school or district already owns the copyright for them. If the school or district does not own the copyright, permission must be obtained from the copyright owner. The permission must be in writing. The same would apply for students accessing student Web sites.

Excerpted from Copyright Matters! 2nd Edition, Council of Ministers of Education, 2005