Unit 3: Adv. Computer Applications - Word/Office/Google Apps Copied from: Computer Applications 2, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Computer Applications 2; Unit 3

Adv. Computer Applications - Word/Office/ Google Apps

Belleville Board of Education

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Unit Overview

This unit is about:
Google Apps, which is a set of web applications provided by Google. These web applications include Google Email, Google Calendar, Google Docs, Google Talk (Chat), Google Mobile and Google Sites.
All of these web applications offer an online alternative to traditional office suites. Thus you can look at Google Apps as an online office suite. Students will become familiar will the office suite.
Students will also become familiar with online resources that can support them at College and the workplace. Additionally students will be able to implement and master proficiency in Microsoft Word -Students will be able to do complex editing, format text, format paragraphs and documents, work with graphics and work with documents.
We will also take a more guided, hands-on and project-oriented approach will be utilized to instruct students in the use of the computer as a business analysis and applications and communications tool. A strong computer background, interdisciplinary connections and real-life business applications will be stressed.Unit of study include the design of professional-looking word documents, statistical analysis, multimedia presentations, desktop publishing, database applications with queries and reports and web development and design. We will tie to togther the whole Microsoft suite.

Students will aslo be encouraged to take Microsoft Certification Exams to support be job / college ready.

Enduring Understanding

The effective use of technology is vital for success in the information age.
When using technology, how does your attention to ergonomics increase your productivity and employability?
Why learn technology?
How does the use of technology create opportunity?
Technology enhances your ability to gather, manipulate and communicate information.
How does your ability to select and use software enhance communication?
How does your ability to use a variety of hardware enhance communication?
How can knowledge of technology improve your decision-making and problem-solving skills?
The practice of employability skills leads to personal and workplace success.
What are the relationships between employability skills and success in life? What is a good worker?
How does ethical or non-ethical behavior with technology impact society?
Operations and applications within Microsoft Word can be used to create professional looking documents.
Today's computer applications extend beyond the traditional office environment and office software applications. Web development and web communication have become an essential part of our everyday lives. It is important for the student to understand how to create business documents and portfolios for the global audience.

Essential Questions

Does the student exhibit proper classroom procedures that contribute positively to the learning environment?
How do English skills apply to computer applications?
What are some of the most useful features of Word for my life now and in the future?
How does software enhance the productivity of the workforce?
How do you professionally create and develop business documents? Why is this process important?
How does the information on the internet enhance one's research abilities compared to research methods of the past?
How is document content created and refined?
When and why should tables be used to effectively organize and communicate information?
How do you create a document with a table, chart and watermark?

Which Word features facilitate collaborative editing of documents?
How would you demonstrate advanced skills to utilize the mail merge feature of Microsoft Word 2013?
How can we use visual and written elements effectively and efficiently to reach a target audience?
How can numerical data be analyzed, evaluated and presented to address issues and problems of scientific and public interest on a large scale?
Which graphical representations of numerical data can be designed to communicate information on a broad scale?

Exit Skills

These are the skills that students will have obtained by the end of this unit:

Apply Formats to a Word Document. Performance will be satisfactory when:

o learner changes document settings including margins, page orientation, page alignment, etc.
o learner applies paragraph formatting including alignment, indentation, spacing before and after, line spacing, etc.
o learner applies text formatting including bold, underline, italics, size, typeface, and color.
o learner sets custom tabs.
o learner uses Format Painter.

Create Multiple-Paged Documents. Performance will be satisfactory when:

o learner inserts and formats page numbers.
o learner creates headers and footers.
o learner creates footnotes and/or endnotes.
o learner inserts section breaks.

Use Special Features in Word. Performance will be satisfactory when:

o learner creates bulleted and numbered lists.
o learner inserts and modifies clip art.
o learner creates tables.

Acquired Skills
1. Identify the purposes of word processing software
2. Use word processing software menu commands, functions and keyboard shortcuts
3. Create a file management structure
4. Proofread documents for content, grammatical and formatting errors
5. Open, create, change and save documents

6. Format documents: alignment, fonts (faces, size, color), line spacing, inserting tabs, ordered and unordered lists, headers and footers
7. Insert tables, hyperlinks, objects and graphics
8. Use advanced Word features such as insert comments and table of contents
9. Choose and use templates
10. Research and download internet information

Google Apps is a set of web applications provided by Google.
These web applications include Google Email, Google Calendar, Google Docs, Google Talk (Chat), Google Mobile and Google Sites.
All of these web applications offer an online alternative to traditional office suites. Thus you can look at Google Apps as an online office suite.

Students will become knowledgable and proficient in its use as well as:

Use the Research task pane to look up information.
Demonstrate advanced skills to utilize the mail merge feature of Microsoft Word 2007.
Explain the mail merge process.
Use the mail merge task pane and the Mailings tab on the Ribbon.
Use a letter template as the main document for a mail merge.
Create and edit a data source.
Insert merge fields in a main document.
Use an IF field in a main document.
Merge and print form letters.
Sort data records.
Add and print mailing labels and envelopes.
Merge all data records to a directory.
Change page orientation.
Modify table properties.
Create and format WordArt, SmartArt
Insert a symbol in a document.
Insert and format a floating graphic
Using the Internet Search engines
Demonstrate the ability to use internet browsers—explorer, navigator, and firefox.
Apply internet navigating skills in a variety of browsers—back, forward, home, refresh, stop, favorites, history, and other skills.
Define basic internet terminology.
Demonstrate the ability to use a variety of search engines—google, msn, yahoo, lycos, megacrawler, dogpile, etc.
Demonstrate ability use various skills to narrow down searches and find specific information—use Boolean operators, advanced search, various search words, etc.
Identify reliable sources found using internet searches and differentiate between reliable and nonreliable sources.
Apply researching skills to find answers to questions in an internet scavenger hunt.

New Jersey Student Learning Standards (NJSLS)

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Interdisciplinary Connections

9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision□making in business.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality

	results.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.1	Describe and follow laws and regulations affecting business operations and transactions.
9.3.12.BM-BIM.2	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.4	Plan, monitor and manage day□to□day business activities to sustain continued business functioning.
9.3.12.BM-MGT.2	Access, evaluate and disseminate information for business decision making.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
9.3.12.BM-MGT.4	Employ and manage techniques, strategies and systems to enhance business relationships.
9.3.12.BM-MGT.6	Plan, monitor and manage day□to□day business activities to sustain continued business functioning.
9.3.12.BM-MGT.7	Plan, organize and manage an organization/department to achieve business goals.
9.3.12.BM-HR.3	Motivate and supervise personnel to achieve completion of projects and business goals.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
SOC.6.3.12.C.1	Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

Learning Objectives

The student will:
Create column, bar, line and pie charts - analyze statistical data, identify the data range, identify the chart type, create and modify the chart, add header and footer
Modify the visual representation of a chart
Apply and insert images into the charts
Construct and Design, link and embed Excel charts into Word documents
Explore various methods that Information Technology can be used to support existing businesses and strategies.
Investigate emerging technology in shaping new processes, strategies and business models.
Achieve hands-on experience with productivity/application software to enhance business activities.
Accomplish projects utilizing business theories, Internet resources and computer technology demonstrate appropriate printing features
Understand how to MS PowerPoint to create a presentation
Understand how to use and manipulate graphics, custom animation and video

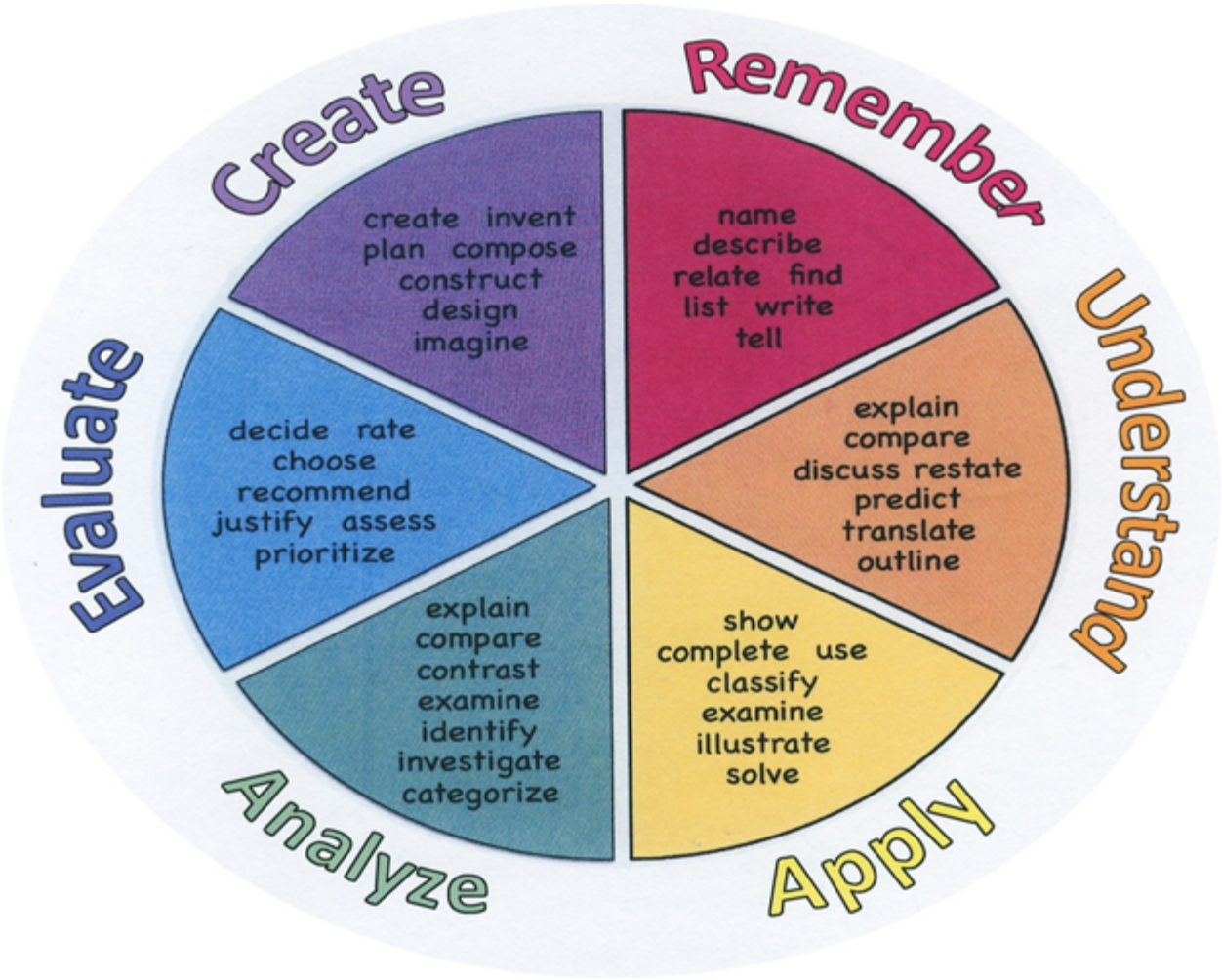
Acquired Skills:

At the completion of this module, the student will be able to design, build and deliver a presentation using MS PowerPoint:

1. create and add slides
2. layouts and formats
3. insert and manipulate graphics and charts and diagrams
4. slide design
5. slide transitions
6. custom animation
7. edit the slide master
8. improving presentation skills

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

- Includes activities **appropriate & specific** to the development of the Unit;
- Is comprised of the variety of learning activities that will be referenced in lesson plans, constructed/developed and instructionally delivered in the classroom;
- Are authentic;
- Recognizes the learning styles of the students;
- Integrates problem- or project-based learning.

Assessment Evidence - Checking for Understanding (CFU)

Unit test-summative assessment

Think, pair, share-formative assessment

Written reports-alternate assessment

Create a Multimedia poster-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Multimedia, Microsoft Testing, Internet Connection, Student Emails /USB, Textbooks, Online resources such as You Tube, SmartBoard.

Ancillary Resources

Online Resources such as Computer Training Tutorials like GCFlearning.com, You Tube Tutorials, Step by

Step Online computer training

Technology Infusion

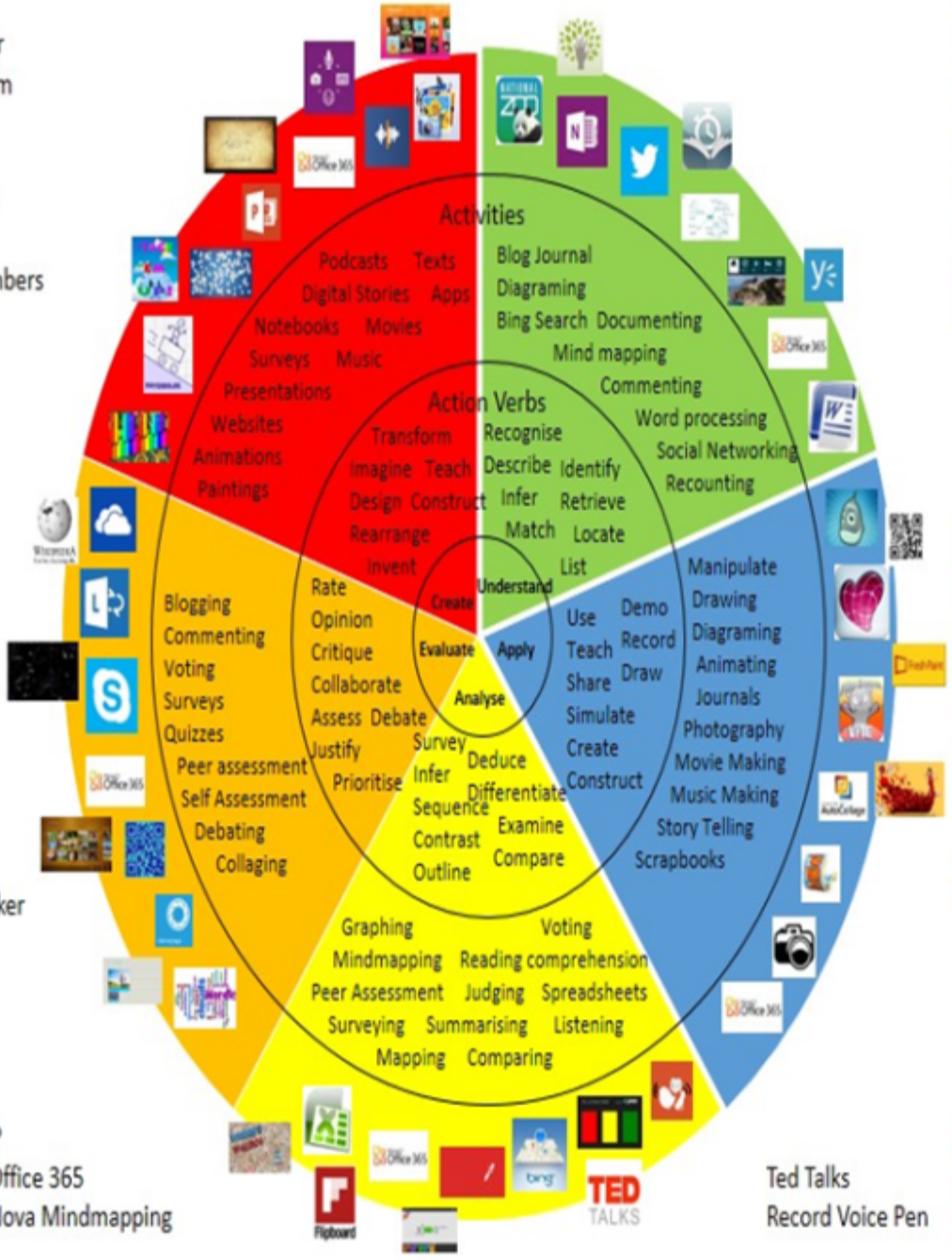
Pod Casts, Khan Academy,Twitter, Microsoft Office Suite, Internet connection, Desktop Computers, Smart Boards/TV

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides

- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies

- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides

- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Destination USA/ Creating a Travel Brochure

Lesson Plans

Directions: See your teacher about which state you both decide upon. The purpose of this activity is to generate a travel brochure for each state, so each student must sign up on the class roster to ensure equal state distribution. When gathering information about your assigned state, make sure that the material

you include is interesting and the pictures you use will capture the attention of others. When planning your brochure, ask yourself what things would draw you to that state. The reason states make travel brochures are to encourage people to come visit them.

Click on the "State Fact Worksheet" for your brochure outline. The things you should include in your brochure are listed on this sheet. Use this as a rough draft in order to better organize your information. Make sure you have the fact sheet checked by your teacher before inserting the information into your Microsoft Publisher Brochure Publication.

To type directly on the state fact worksheet, click on link to open the worksheet, then save it to your student folder. You will then open it in word in order to fill in your answers. When you have completed your assignment, click on file, save as, choose your student folder from the list window, name your file Travel Brochure, and click save.

State Fact Worksheet

The following web sites are to be used to gather your information:

State Information

Climate Information

State Abbreviations

Stately Knowledge

About 50 States

50 Nifty States

U.S. States

The US 50

Tourist Information

On Route/The Travel Source

Travel Library

Official State "Symbols" and Mascots

State Flowers

Discovery/Plan a Trip by Destination

Offbeat Tourist Attractions

Savvy Traveler

Assignment 2:

Open Microsoft Publisher. Choose the informational brochure you wish to use to construct your state's travel information. Make sure you use enough graphics to make it appealing to someone who is looking for a place to visit. Also, including a road map of the state for interested tourist is helpful for those not familiar with the area. Include all the information stored in your State Fact Worksheet (you do not need to include all state graphics, just the ones you think would enhance the look of your brochure. Name your travel brochure state (where state is the name of the state you researched).

Assignment 3:The next assignment is to learn how use critical thinking skills in writing questions that you will construct in the form of a scavenger hunt in your next assignment. You will read Jack and the Beanstalk (I know its been a long time since I had read the story!!!), then determine what type of questions were asked based on Blooms Taxonomy. Examples will be provided so you will know how to construct your own. Click on Jack and the Beanstalk below and follow the directions provided in the assignment.

Jack and the Beanstalk/An Adventure in Using Critical Thinking Skills

Assignment 4:

Now that you have become familiar with your state, open Microsoft Word to create a 20 question interactive scavenger hunt in the form of a web page. The directions to how questions will be asked was covered in the Jack and the Beanstalk assignment. You will use Bloom's taxonomy to create questions that

reflect higher level thinking skills. Remember to make your scavenger appealing to your audience. The most creative and well thought out scavenger hunts will be posted on Nicholson's Lesson Plan Blues State Scavenger Hunts with you as the author. In this assignment you may use animated graphics to make your final product eye appealing for your audience. Save the scavenger hunt with your name_statename.

When you have finished the scavenger hunt, have another classmate answer your questions, saving the file with their name_statename.The instructions for creating an interactive scavenger hunt is listed below:

Creatingan Interactive Scavenger Hunt Web Page

- Open Microsoft Word
- Save it As a Web Page
- Chose File>Save As, then in the File Save As Type box, chose Web Page and save your page as listed above
- On the top line using WordArt, place the name of your state center
- On the second line, type By: followed by your name
- Under your name, insert a horizontal line
- o Position the insertion point on the blank line below your name
- o Click Format, and then Borders and Shading
- o At the Borders and Shading dialog box, click the Horizontal Line button that displays at the bottom of the dialog box
- o At the Horizontal Line dialog box, click the horizontal line of your choice
- Apply a background theme to you page:
- o Click Format>Theme to display the theme dialog box
- o Click a theme in the Choose a Theme list box to preview displays on the right side
- o Click OK to close the dialog box and apply the theme to the document
- If you can't find a theme you like, you can also apply formatting to the background:
- o Click Format and then Background. Apply a solid color, or add fill effects
- Creating Hyperlinks:
- o First type the questions you wish to have answered (Ex: What is the state flower?)
- o Choose the key word in the sentence you are looking for. In the above example, hold the left mouse down while selecting the word flower.
- o Click Insert>Hyperlink
- o At the Insert Hyperlink dialog box, key the Web page address of where you would find the answer in the Type the file or Web page name text box.
- o Click OK. (This changes the color of the text and also adds underling to the text.)
- o Continue adding links to every question. Have students look through a site to get their answers will make it more challenging
- Add animated graphics to you Web page that are appropriate for the your state (Insert>Picture>From File). The following web sites have some state animation graphics you can use:

Go Graph

Animation Library

Flaming Text Photos

2 Cool Graphics

Clip Art Warehouse

Beard Brothers Animating

Millanimations

Insert the state song:

 Locate the state song and save it to your folder (right click>save target as>name it statesong.

 Display the Web Tools Toolbar by clicking View>Toolbars>Web Tools

 Position the insertion point center on the line below the horizontal line

 Click the sound button on the Web Toolbar (has a speaker on it)

 At the Background Sound dialog box, click the Browse button

 At the File Open dialog box (with your folder displayed), double click the state song.

 At the Background Sound dialog box,click the down-pointing triangle at the right side of the Loop text box, and then click Infinite at the drop-down list.

 Click OK to close the Background Sound dialog box

Assignment 5:

You will now create a Power Point presentation about your state. Click on the link below for step-by-step directions on how and what to include in in your presentation. Extra Credit will be given for including a Flash movie in your presentation!!!!