

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: Business and Computer Science **State-Funded Course:** Computer Applications I

Textbook Title: A Guide to Microsoft Office 2007

Publisher: EMC Publishing, LLC

The Georgia Performance Standards for Grades 6-12 Career, Technical and Agricultural Education (CTAE) may be accessed on-line at: <http://www.georgiastandards.org/>.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
BCS-CA1-1	<p><u>SOCIAL, ETHICAL, AND HUMAN ISSUES</u></p> <p>Students will analyze, develop, and follow policies for managing social, ethical, and legal issues in organizations in a technology-based society.</p> <p>Students will understand and apply the social, legal, and ethical issues related to technology used in personal and professional endeavors.</p> <p>a. Practice respectful and responsible use of technology through abiding by the school technology and internet use policy.</p> <p>b. Model the ability to work independently and as a team member (includes efficient use of time and organization of work).</p>	<p>SE: 14, 16-17, 23-24, 29, 34</p> <p>SE: 206-207, 332-333</p>

	<p>c. Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.</p> <p>d. Explain the interaction and interdependence between humans and technology.</p> <p>e. State how changes in technology affect the workplace and society.</p> <p>f. Demonstrate ethical behaviors in what is written, spoken, or presented.</p> <p>g. Develop a presentation on ethical and legal issues.</p>	<p>SE: 14, 209</p> <p>SE: 1-29, 43-44, 185-186, 369-370, 499-500, 565</p> <p>SE: 35-42, 74-83, 116-134, 174-183, 227-242, 277-290, 318-330, 360-368, 410-426, 467-473, 493-498, 527-536, 560-564, 595-602</p> <p>SE: 14, 16-17, 29, 34</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 14, 16-17, 29, 34 (#28)</p>
<p>Academic Standards:</p>		
<p><i>SSCG21</i></p>	<p><i>The student will demonstrate knowledge of criminal activity.</i></p>	<p>SE: 23-24, 30, 34 (#28)</p>
<p><i>SSEF6</i></p>	<p><i>The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.</i></p>	<p><i>Opportunities to address this standard appear on the following pages:</i> SE: 35-42, 74-83, 116-134, 174-183, 227-242, 277-290, 318-330, 360-368, 410-426, 467-473, 493-498, 527-536, 560-564, 595-602</p>

<p>BCS-CA1-2</p>	<p><u>PRODUCTIVITY</u></p> <p>Students will become productive with the use of a variety of input technologies including word processing and/or desktop publishing, spreadsheet, database, and presentation software to create, edit, and publish industry appropriate software.</p> <p>Students will use technology as a tool to increase productivity in completing a variety of input technologies to create, edit, and publish industry appropriate documents.</p> <p>a. Become familiar with a variety of input technology tools, e.g. speech recognition, hand-writing recognition, and keying.</p> <p>b. Demonstrate appropriate handling and use of supplies and equipment</p> <p>c. Apply appropriate use of editing tools, e.g. spell check, thesaurus, find and replace, grammar, and hyphenation.</p> <p>d. Identify and demonstrate the use, movement, and display of a variety of icons, toolbars, and the task pane.</p> <p>e. Demonstrate time-management to complete tasks in allotted time.</p> <p>f. Preview and print using print options.</p>	<p>SE: 3-4, 29, 30, 33 (#3-5), 35, 40, 44-45</p> <p>SE: 3-4, 29, 30, 33 (#3-5), 35, 40</p> <p>SE: 18, 28, 45, 46-48, 61-63, 68-69, 72 (#12-14), 75-78, 147, 214-215, 221, 224, 226 (#35, #40/o), 255, 503</p> <p>SE: 1-3, 5-11, 17-19, 28-34</p> <p>SE: 18, 31, 331-333</p>
-------------------------	--	--

<p><i>Academic Standards:</i></p> <p><i>ELA10W2</i></p> <p><i>ELA10RC3</i></p> <p>BCS-CA1-3</p>	<p>g. Understand operating system and internet terminology and the basic functions of each.</p> <p><i>The student demonstrates competence in a variety of genres.</i></p> <p><i>The student acquires new vocabulary in each content area and uses it correctly.</i></p> <p>Students will use word processing and/or desktop publishing software through a variety of input technologies to create, edit, and publish industry appropriate documents.</p> <p>a. Create a variety of business and technical documents, e.g. newsletters, flyers, and multi-page reports using wizards, templates, or composition.</p> <p>b. Apply formatting skills, e.g. fonts, paragraphing, text flow options (widow/orphan), margins, indentations, page orientation, tabulation, breaks, enumeration, bulleting, borders/shading, columns.</p> <p>c. Access and edit documents, including</p>	<p>SE: 9-10, 18, 54-58, 68-69, 71, 73 (#23), 74-83</p> <p>SE: 1-2, 4, 5-7, 12-13, 30-31</p> <p><i>Opportunities to address this standard appear on the following pages:</i></p> <p>SE: 35-42</p> <p>SE: 1-2, 4, 5-7, 12-13, 30-31</p> <p>SE: 74-83, 116-134, 164-167, 168-169, 173, 174-183, 565</p> <p>SE: 85-110, 111-115, 116-134, 135-168, 169-173, 174-183</p>
--	--	---

<p><i>Academic Standards:</i></p> <p><i>ELA9W1</i></p> <p><i>ELA9W3</i></p>	<p>the effective use of editing commands, e.g. delete, cut/copy/paste, format painter, undo/redo, repeat, and paste special.</p> <p>d. Create tables.</p> <p>e. Apply skills and style manual usage to cite reference documentation, e.g. bibliography, works cited, footnotes, and endnotes.</p> <p>f. Apply graphic object skills such as scale, insert, crop, borders, wrap text, autoshapes, fill and line options, shading, text boxes, and WordArt.</p> <p>g. Apply the appropriate format to a variety of documents that meet employability standards.</p> <p><i>The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.</i></p> <p><i>The student uses research and technology to support writing.</i></p>	<p>SE: 45, 50-52, 59, 68, 71, 72, 77 (Exercise 4), 81 (Exercises 12-13)</p> <p>SE: 138-148, 174-175, 176-177 (Exercises 6, 8), 178-182</p> <p>SE: 150-155, 168, 169, 172 (#19-20), 179 (Exercise 11), 180-181 (Exercises 14-15)</p> <p>SE: 99-103, 111-112, 115 (#28), 131 (Exercise 22), 156-157, 160, 168-173, 175-178, 180, 183</p> <p>SE: 85-110, 111-115, 116-134, 135-168, 169-173, 174-183</p> <p>SE: 42, 74-83, 116-134</p> <p>SE: 35, 38-40, 124, 128-129 (Exercise 19), 179, 180 (Exercise 14), 181 (Exercise 15)</p>
---	--	--

<p>BCS-CA1-4</p>	<p>Students will use spreadsheet software to create, edit, and publish industry appropriate files.</p> <p>a. Identify components of the spreadsheet window using industry terminology and efficiently navigate throughout the worksheets and workbook.</p> <p>b. Demonstrate creating, opening, saving, renaming, inserting, deleting, retrieving, and closing a worksheet and workbooks.</p> <p>c. Differentiate among and enter text, numbers, formulas, and functions.</p> <p>d. Apply editing and enhancement features to cell contents, e.g. edit, fill, rotate, move, merge, size, number formats, styles, borders, and colors.</p> <p>e. Apply page setup features, e.g. margins, headers/footers, page order, grid lines, repeating row/column titles, comments, shrink-to-fit, page orientation, and center horizontally/vertically.</p> <p>f. Create, insert, modify, and position appropriate graphics.</p> <p>g. Apply freeze rows and columns and window tile.</p> <p>h. Create, enter, and edit formulas using</p>	<p>SE: 185-192, 222</p> <p>SE: 185-221, 227-242, 277-290, 318-330, 360-368</p> <p>SE: 186-189, 199-202</p> <p>SE: 193-194, 207-209, 220, 222, 223, 225 (#10-13), 228-229, 231-233</p> <p>SE: 195-198, 217-220, 220-224, 227-242</p> <p>SE: 209-211, 226 (#31), 231 (Exercise 5)</p> <p>SE: 347-348, 352, 358, 359 (#9, #13/h)</p>
-------------------------	--	--

	<p>arithmetic expressions and math order of operations.</p> <p>i. Apply and edit functions, e.g. SUM, MIN, MAX, AVE, COUNT.</p> <p>j. Apply relative, absolute, and mixed cell references in formulas.</p> <p>k. Copy, move, and verify accuracy of formulas.</p> <p>l. Create effective charts or graphs which represent relevant data most effectively.</p> <p>m. Edit and label chart components such as axis, legends, titles, etc.</p> <p>n. Print charts and graphs in industry standard format on separate sheet or embedded with data.</p>	<p>SE: 199-202, 227-242</p> <p>SE: 247-248, 249-264, 272-276, 277-280</p> <p>SE: 202-205, 228, 233, 248-250, 272-273, 275 (#7-8), 276 (#31/e), 278, 285-286</p> <p>SE: 247-248, 249-253, 264-265</p> <p>SE: 291-314, 315-317, 318-330</p> <p>SE: 299-300, 302, 304, 315, 317 (#12)</p> <p>SE: 297, 314, 316-317, 318-330</p>
Academic Standards:		
<i>MM1G2</i>	<i>Students will understand and use the language of mathematical argument and justification.</i>	<i>Opportunities to address this standard appear on the following pages:</i> SE: 199-202, 227-242
<i>MM1P1</i>	<i>Students will solve problems (using appropriate technology).</i>	SE: 227-242, 277-290, 318-330, 360-368
<i>MM1P2</i>	<i>Students will reason and evaluate mathematical arguments.</i>	<i>Opportunities to address this standard appear on the following pages:</i>

<i>MMIP3</i>	<i>Students will communicate mathematically.</i>	SE: 199-202, 227-242
<i>MMIP4</i>	<i>Students will make connections among mathematical ideas and to other disciplines.</i>	SE: 199-202, 227-242
<i>MMIP5</i>	<i>Students will represent mathematics in multiple ways.</i>	SE: 199-202, 227-242
BCS-CA1-5	<p>Students will use database software to create, edit, and publish industry appropriate files.</p> <p>a. Define and apply basic terminology associated with database design, creation, and use.</p> <p>b. Plan, create, and modify a database table structure using design view.</p> <p>c. Input, edit, and delete data in tables.</p> <p>d. Differentiate between and use multiple views.</p> <p>e. Demonstrate database skills by planning/creating a table that includes field properties with or without a primary key, accessing/retrieving, saving, and printing.</p>	<p>SE: 369, 405, 463, 490</p> <p>SE: 374-380, 394-395, 403, 405-407, 422-425</p> <p>SE: 384-389, 394-403, 405-426</p> <p>SE: 374-380, 389-394, 394-395, 403, 405-407, 425</p> <p>SE: 373, 375, 376, 391, 399, 403, 405, 407, 408 (#11), 409 (#28/f)</p>

<p>Academic Standard: <i>MM2P3</i></p> <p>BCS-CA1-6</p>	<p>f. Create a database using multiple tables to establish relationships between tables.</p> <p>g. Demonstrate report creation that involves group, sort, wizards, labels, and calculated fields and format to industry standards.</p> <p>h. Organize and analyze data, e.g. sorting, identifying, finding, filtering, and viewing.</p> <p>i. Create and use queries.</p> <p><i>Students will communicate mathematically.</i></p> <p>Students will use presentation software to create, edit, and publish industry appropriate files.</p> <p>a. Apply industry standards in creating and presenting all presentations.</p> <p>b. Apply presentation software skills by creating, accessing/retrieving, saving, and printing files.</p> <p>c. Use views appropriately to create and manipulate presentation---normal, outline,</p>	<p>SE: 384-389, 394-403, 405-426, 433-436, 463-471</p> <p>SE: 473-483, 490-492, 493-498</p> <p>SE: 473-489, 490-492, 493-498</p> <p>SE: 436-462, 461-465, 467-472</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 199-202, 227-242</p> <p>SE: 499-521, 527-536, 537-556, 560-564, 595-602</p> <p>SE: 499-507, 508-511, 511-521, 527-536, 537-556, 560-564</p> <p>SE: 503-507, 531-532 (Exercise 7)</p>
---	---	--

<p><i>Academic Standard:</i></p>	<p>notes, slide sorter view.</p> <p>d. Use appropriate slide layouts and design templates to create presentations.</p> <p>e. Analyze situations and select the appropriate printing output: handouts, slides, notes, page, or outline.</p> <p>f. Use basic design guidelines to enhance visual presentations.</p> <p>g. Create a presentation with graphics, sound, transitions, embedded objects, and specialized features (charts, organizational charts, hyperlinks).</p> <p>h. Create an autorun looping presentation with message and proper timing.</p> <p>i. Demonstrate presentation skills by creating well-organized, audience-appropriate presentations such as informative, entertaining, instructional, etc., using proper public speaking techniques.</p> <p>j. Navigate an on-screen presentation using keyboard, mouse, pointer operations, and other navigational tools.</p>	<p>SE: 543-546, 557, 559 (#6, #19/g), 562-563 (Exercise 6)</p> <p>SE: 508-511, 517-519, 522, 534-535 (Exercise 10), 543</p> <p>SE: 513-519, 527-536, 537-556, 560-564</p> <p>SE: 537-556, 560-564</p> <p>SE: 547-550, 558</p> <p>SE: 550-552, 557, 562-563 (Exercise 6)</p> <p>SE: 504-507, 521</p>
----------------------------------	---	--

<p><i>ELA9LSV2</i></p>	<p><i>The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</i></p>	<p>SE: 550-552, 557, 559, 562-563 (Exercise 6)</p>
<p>BCS-CA1-7</p>	<p><u>COMMUNICATIONS</u></p> <p>Students will use appropriate technology to communicate effectively with peers, teachers, experts, and other audiences.</p> <p>Students will understand how telecommunications can be used to collaborate, publish, and interact with peers, teachers, experts, and other audiences.</p> <p>a. Describe telecommunications skills needed to communicate effectively with peers, experts, teachers, and other audiences, e.g. using e-mail, e-learning, video conferencing, instant messaging, chat and blogs, newsgroups, net meetings.</p> <p>b. Use appropriate technology to plan, develop, edit, and present material to</p>	<p>SE: 117-118, 123 (Exercise 12)</p> <p>SE: 123 (Exercise 12)</p>

<p>Academic Standards:</p> <p><i>ELA9LVS1</i></p> <p><i>ELA9LSV2</i></p> <p><i>ELA9W2</i></p> <p>BCS-CA1-8</p>	<p>different types of audiences, e.g. paper, web page, multimedia presentation, publications, speech, hypermedia.</p> <p>c. Use technology to enhance the effectiveness of communication, identifying appropriate and non-biased resources.</p> <p><i>The student participates in student-to teacher, student-to-student, and group verbal interactions.</i></p> <p><i>The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</i></p> <p><i>The student demonstrates competence in a variety of genres.</i></p> <p>Students will use a variety of forms of communication in the successful pursuit</p>	<p>SE: 550-552, 557, 559, 562-563 (Exercise 6)</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 550-552, 557, 559, 562</p> <p>SE: 550-552, 557, 559, 562-563 (Exercise 6)</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 123, 550-552, 557, 559, 562-563 (Exercise 6)</p>
--	--	---

<p>Academic Standards:</p> <p><i>ELA9LSV1</i></p> <p><i>ELA9LSV2</i></p> <p><i>ELA9W2</i></p>	<p>of employment.</p> <p>a. Compose and produce an effective application letter and resume.</p> <p>b. Utilize the proper format for a thank you letter for a job interview.</p> <p>c. Differentiate among suitable business attire, e.g. casual, business-casual, professional business, and formal attire.</p> <p><i>The student participates in student-to teacher, student-to-student, and group verbal interactions.</i></p> <p><i>The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</i></p> <p><i>The student demonstrates competence in a variety of genres.</i></p>	<p>SE: 129-131</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 47-48, 74-76, 77-78</p> <p><i>This standard is not addressed in this text.</i></p> <p>SE: 64, 69, 73, 77, 78, 83</p> <p><i>Opportunities to address this standard appear on the following pages:</i> SE: 123, 550-552, 557, 559, 562-563 (Exercise 6)</p> <p>SE: 42, 74-83, 116-134</p>
--	---	---

<p>BCS-CA1-9</p>	<p><u>INFORMATION RESEARCH</u></p> <p>Students will use technology to access, review, evaluate, and select information from multiple resources.</p> <p>Students will use technology to access, review, evaluate, and select information from multiple resources for reporting purposes.</p> <p>a. Evaluate and select various job search strategies.</p> <p>b. Research emerging trends in the field of computer technology, related applications, and potential employment opportunities.</p> <p>c. Evaluate and select appropriate sources of information (e.g. print, video, electronic, and human) for a specific research problem or question.</p> <p>d. Demonstrate the ability to use bookmarks and internet search engines to access information by identifying and conducting basic and advanced searches using internet/intranet search engines, directories, biographical dictionaries and thesauri.</p> <p>e. Validate the accuracy of information during a research topic by reviewing each</p>	<p>SE: 38, 41</p> <p>SE: 41</p> <p>SE: 35, 38-40, 124, 128-129, 179 (Exercise 11), 180 (Exercise 14), 181 (Exercise 15)</p> <p>SE: 12-13, 29, 31, 33, 38-40</p> <p><i>Opportunities to address this standard appear on the following pages:</i></p>
-------------------------	---	---

<p>Academic Standards:</p> <p><i>MM1P1</i></p> <p><i>SCSh3</i></p> <p><i>ELA10LSVI</i></p>	<p><i>Students will solve problems (using appropriate technology).</i></p> <p><i>Students will identify and investigate problems scientifically.</i></p> <p><i>The student participates in student-to-teacher, student-to-student, and group verbal interactions.</i></p>	<p>SE: 35-42, 74-83, 116-134, 174-183, 227-242, 277-290, 318-330, 360-368, 410-426, 467-473, 493-498, 527-536, 560-564, 595-602</p> <p><i>Opportunities to address this standard appear on the following pages:</i></p> <p>SE: 35-42, 74-83, 116-134, 174-183, 227-242, 277-290, 318-330, 360-368, 410-426, 467-473, 493-498, 527-536, 560-564, 595-602</p> <p>SE: 64, 69, 73 (#36/h), 77 (Exercise 5), 78 (Exercise 6), 82-83 (Exercise 16)</p>
---	---	---