

American Heritage School



Educational and Computer Technology

By Charmaine Anderson

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Educational and Computer Technology

A Distance Education Course

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Educational and Computer Technology Orientation

“And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.”
(Romans 12:2)

Welcome to the Educational and Computer Technology course. I am the instructor for the course and my name is Charmaine Anderson (canderson@ahsmaail.com). This paper will give you a brief orientation to the course.

The course theme is the scripture at the top of the page. It was chosen because emphasis will be placed on not conforming to the world’s use of technology. There are “evils and designs which do and will exist in the hearts of conspiring men in the last days,” (D&C 89:4) but in this course I want to arm students with the knowledge of what to avoid and how. It is important to remember that for all the evils there are just as many good and productive uses for technology.

The Course

All the lessons, slide shows and worksheets are found in BrainHoney. The instructions sheets for each unit will give directions to complete all assignments. The instruction sheets will also contain links to tutorials which will give direction on how to perform tasks. The tasks are used to complete the assignments. Study these tutorials before starting the assignments. Word, PowerPoint, and Excel reference guides have been compiled by the teacher to also help give instructions for completing tasks. They are found online and also in the appendix of the packet.

All completed assignments, except parts of the email assignment, will be submitted by attaching them to BrainHoney. BrainHoney will only accept one file per lesson. If multiple files need to be submitted, make sure that all files are zipped into one. There will be instructions for this task in the first lesson where multiple files are created.

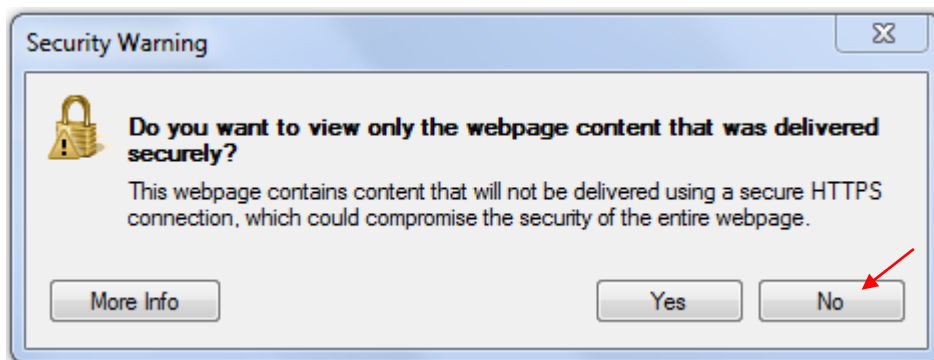
Submit assignments as they are completed. Do not wait until the end of the grading period and submit everything at once. They can get lost, erased or even the hard drive can crash. Don’t wait!

Complete all assignments in the order listed in BrainHoney. Why, because each lesson or assignment builds upon the previous. For example, in the first unit the skill for creating a folder is taught. In all other units it is assumed that skill has been mastered.

Many times during the course you will be directed to view a slide show. Click on the link in BrainHoney to begin the PowerPoint slide show. It will download to your computer then start.

- Press the right arrow key to advance to the next slide.
- Press the escape ("ESC") key to exit the slide show.
- To switch to another window without exiting the slide show, right click, in the menu select "Screen," then click "Switch Programs." The task bar will show at the bottom of the screen allowing you to select a different program. Another way to switch programs is to hold down the "ALT" key while clicking the tab key until the desired window becomes highlighted in the box.

When opening a Web page or video in BrainHoney a "Security Warning" dialog box will appear. Click the "No" so the link will be made. If you accidentally click the "Yes," and the page does not appear, log out of BrainHoney then log back in and click the "No."



Use the "Calendar" to advance through the course at a steady pace. Set goals and work to achieve them.

When you encounter unfamiliar words, consult a dictionary. For non-computer terms use the Webster 1828 dictionary found at this link: <http://1828.mshaffer.com/>. For computer terms go to <http://google.com> then type in the search box "define" followed by the term. The result will give several definitions with links to the entire definition. Find the definitions which are computer related and click on some of the links. They should be similar definitions, but one might be easier to understand than the others.

Essay type assignment formatting:

1. For all essay type papers written using Word, use Georgia 12 point font, 1 inch margins around the entire page, and 1.15 line spacing. Titles should be Georgia 14 point, bold font.
2. Paragraphs should be block format (no first line indentation) with 10 points of spacing between each paragraph. This does not include special inserts such as pictures, clipart, WordArt, SmartArt, and shapes.

3. Insert captions under pictures by right clicking the picture and selecting “insert caption.”
4. Insert a header which includes the project title and page numbers. Also use a footer which includes your name. The header and footer should be on all pages except the first.
5. Always check the spelling and grammar before submitting.

These specifications will not be given in each assignment so please make a note.

The Packet

The packet is a booklet prepared by the teacher which contains the same documents, link, slide shows, and instructions that are found on BrainHoney. It is helpful when working offline or so you can view the instructions while working on an assignment without having to switch back and forth between the assignment and the instructions. This packet is available through the American Heritage School.

Changes to web site resources

This course uses Internet resources extensively. Because web pages are often changed or removed, students may encounter web sites which do not look the same as the teacher’s example in the packet. If this happens consult the assignment instructions in BrainHoney. If a change to the assignment instructions needs to be made that is where you will see it. As soon as the teacher is aware of web site changes she will update the instructions on BrainHoney and send out an announcement. If you do not see an update to this assignment on BrainHoney please notify the teacher.

The Digital Notebook

A digital notebook is an ongoing assignment which spans the entire course. It includes research, assignments, and insights into your learning process. The most important part of the notebook is the creative and insightful personal comments made by the student about his/her progress. This will be a permanent record of the student becoming an “active producer” rather than a “passive consumer” of his/her education and learning.

At the conclusion of each unit the student will creatively record his/her insights which have been experienced during the unit. It is recommended that as a student has insightful thoughts about aspects of a unit, he/she record them so they will not be forgotten.

The notebook will consist of a folder for each unit and inside that unit folder there will be two subfolders. The first folder, “Assignments,” will contain all of the completed assignments for the unit and any other research documents that are important to the student.

The second folder, “Insights,” will be where you creatively record your thoughts about the unit. For example, something learned that would help you in another class, something that helped you realize the importance of wise computer usage choices, or a task that was particularly hard for you to do. This insights page is of your creation and is a record of your progress. You will not be graded by what you say in this page, but that you did create it, and put thought into what was said.

View “Overview” Slide Show

View the “Overview” slide show on BrainHoney to give you a summary of the course. When you have questions, be sure to email me at canderson@ahsmail.com. Parents may also phone the instructor at 801-769-6156.



Educational and Computer Technology Distance Learning

Course Overview

Instructor: Charmaine Anderson
Contact Info: canderson@ahsmail.com

8/9/2011

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Meet the Instructor



- Bachelor of Science degree from Boise State University in physical education and coaching with minors in biology and English.
- Teaching experience included:
 - Biology, P.E., health, and coaching
- Master of Education from Utah State University/Weber State in computer technology and physical education.
- Teaching experience included:
 - Adjunct instructor for “Introduction to Computers” at Utah Valley University and West Texas A&M University.
- I have a wonderful husband, six children and eight grandchildren.

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Course overview

- This is a .5 credit course.
 - Students have a semester to complete the course.
 - Live Course students meet weekly as a class group and have weekly one-on-one sessions with the teacher.
 - Consulted have the option to meet weekly one-on-one with the teacher.
 - Independent Study students will have feedback on teacher-graded assignments.
- This course is open to students grades 7-12, but the typical is 9th grade.
- Course pre-requisites include, some typing skills and parental permission to use Internet.
- The Principle Approach/4-R methodology will be used for this course.

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Course Theme

- “And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.” - (Romans 12:2)
 - We do not want to conform to the worldly use of technology. Emphasis will be placed on the good and edifying uses, especially researching and spreading the gospel.
 - Technology usage is an individual choice which requires self mastery.
 - Cautions will be given to help students avoid the undesirable elements.

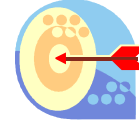
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Course goals



- The student will be able to effectively retrieve information through:
 - Mastery of Internet software and search techniques;
 - Critical evaluation of sources; and
 - Avoidance of malware and content that is spiritually destructive and/or addictive.
- A student will improve his/her personal productivity and communication by:
 - Understanding proper terminology;
 - Mastering operating system navigation and file management;
 - Mastering basic skills of Microsoft Office software suite; and
 - Using email properly.
- Each student will recognize technology's role in aiding:
 - Spiritual and secular study; and
 - The spread of the Gospel of Christ.

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Course Materials



- Hardware
 - Access to a PC computer with Internet service and an email account is needed.
- Software
 - Windows 7 operating system will be used.
 - Microsoft Office 2007 or newer will be used as productivity software.
- Text
 - There is not a text for the course. All resources will come from the Internet or from the instructor's consolidation of Internet resources.
 - A headset with a microphone will be needed by Live and Consulted Students.
 - A printed course packet is available through American Heritage School.

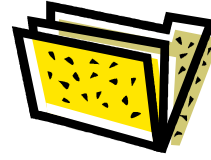
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Units



- The units will include: File management and email, Internet, Word, PowerPoint, and Excel.
- Most units culminate in a unit mastery project designed to let the student creatively show the skills learned.
- The course concludes with a capstone project which requires use of acquired skills from all units.

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Assignments



- The order of the assignments and units needs to be followed; they build upon each other.
- Assignments follow the 4 R method of researching, reasoning, relating, and recording.
 - Most lessons begin with research – gathering information from various resources.
 - Reasoning and relating occur next to complete the assignment.
 - The assignment is recorded digitally to submit for grading.
 - Student's personal insights are also recorded at the completion of each unit.

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Digital Notebook



- A notebook is part of the 4 R process.
- The digital notebook will include:
 - Research;
 - Copies of assignments; and
 - Creative insights and learning progress.
- It is a permanent record of the student becoming an “active producer” rather than a “passive consumer” of his/her education and learning.

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Use of Gospel Resources

- The use of Gospel resources is strongly encouraged. They are the source of great truth.
- The scriptures and words of the modern prophets are primary sources and will be used throughout the course.



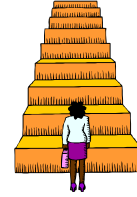
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Strategies for Success



- Study carefully all tutorials, resources, and instructions before attempting assignments.
- Follow the units and assignments in order; do not skip around. Each unit builds upon the previous skills and assumes those skills have been mastered.
- Keep a steady even pace for completing the course.
- Be an interested and engaged learner. Investigate items of interest beyond the required.
- Apply all that you learn and experience to how it can better help you live the Gospel of Christ.





Educational and Computer Technology Live Course Syllabus

*“And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.” -
(Romans 12:2)*

Course Description

This course is a semester long class which provides a framework for learning the use of computer technology to (1) efficiently retrieve information from Internet resources, (2) improve personal productivity, and (3) improve communication. Skills related to information retrieval include: (1) mastery of Internet software, (2) critical evaluation of Internet sources, and (3) avoidance of malware and content that is spiritually destructive or addictive. Each student will recognize technology’s role in aiding spiritual and secular study and the spread of the Gospel of Christ throughout the world.

Skills to improve productivity and communication include: (1) understanding of proper terminology, (2) navigating the operating system, (3) mastery of office software suite, and (4) email. The acquired skills will help each student learn how to readily access information for learning in both spiritual and secular areas for the rest of his/her life. Students demonstrate mastery of these skills by completing a capstone multimedia gospel oriented research project.

Course Objectives

Students will demonstrate their mastery of the curriculum through the following tasks:

1. Correctly use computer terms in assignments and conversation.
2. Navigate each program screen which is used during the course.
3. Identify common file types by the file extension.
4. Create, move, delete, cut, paste, copy, and rename files and folders using Windows Explorer.
5. Utilize the “Snipping tool” found in Windows 7 to capture images from various sources.
6. Zip files for transferring.
7. Find a file.
8. Use proper email etiquette.
9. Manage his/her address list.
10. Send attachments using email.
11. “Reply” to and “Forward” an email, including knowing when to “Reply to all” vs. “Reply.”

12. Differentiate between proper occasions to use “Carbon Copy” or “Blind Carbon Copy.”
13. Format or modify the font, paragraph, and style of a document using Word.
14. Insert illustrations, tables, headers and footers, objects, and symbols into a document.
15. Cut or copy and paste items using the clipboard.
16. Use “WordArt,” “SmartArt,” and “Shapes” to create interest in a document.
17. Add bulleted lists, borders, styles and themes to a document.
18. Use proofing tools to improve a document.
19. Use word processing skills to edit and track the changes of a shared document.
20. Demonstrate his/her word processing skills by writing a brief illustrated history of self or a family member.
21. Describe the general motivation for inventions and improvements to technologies after reading a brief history of computing.
22. Explain how the invention or actions of one can have consequences for generations.
23. Assess his/her responsibility for using technology in relation to God’s plan.
24. Utilize Boolean operators in Web searches.
25. Evaluate a Web page for reliability and credibility using critical questions:
 - a. What does the URL tell you?
 - b. Who is the author and what are his/her credentials on this subject?
 - c. How current is the information?
 - d. Are there sources linked to the information?
 - e. What do others say about the subject or the author?
 - f. Does it all add up?
26. Identify ways to avoid malware:
 - a. File types that can carry malware;
 - b. Importance of software updates;
 - c. Email attachments and Internet sites; and
 - d. Downloads.
27. Search the Web to find gospel resources and make a reference list.
28. Relate how the computer has contributed to the Gospel of Christ.
29. Develop a personal Internet usage policy after becoming informed about Internet issues.
30. Login to the New FamilySearch and view family ancestors in “Family Tree” view, “Family Pedigree” view, and “Individual List” view.
31. Explore the New FamilySearch to discover discrepancies between personal records and those in system.
32. Summarize the teachings of General Authorities regarding using the Internet to spread the gospel and reflect on his/her personal application of those teachings.

33. Create PowerPoint slides from an outline which include text, text boxes, pictures or clipart, "SmartArt diagrams," "WordArt" text, shapes, movie clips, sound clips, narration, animations, and transitions.
34. Add slide notes to the "Notes Pane."
35. Apply a headers or footers to a slide show.
36. Change design themes and color schemes of slides.
37. Change the layout of a slide.
38. Demonstrate PowerPoint skills by creating a slide show presentation demonstrating content and importance of various Gospel Internet resources.
39. Create a spreadsheet with labels and values.
40. Insert formulas using basic functions, sum, average, minimum, and maximum.
41. Create formulas using basic mathematics, addition, subtraction, multiplication, and division.
42. Format numbers and labels within a spreadsheet (e.g. as percentages, numbers, text, general, dates, or currency).
43. Insert or delete rows and columns in a spreadsheet.
44. Use "Find and Replace" to locate and delete data.
45. Increase and decrease number of decimal places.
46. Apply conditional formatting.
47. Insert a picture into a spreadsheet, merge and center cells, adjust height of rows, and adjust width of columns.
48. Apply borders to parts or all of a spreadsheet.
49. Sort data within a spreadsheet.
50. Use color and theme to give emphasis and appeal to a spreadsheet.
51. Create charts of spreadsheet data.
52. Create titles, legends, and axis labels for each chart.
53. Copy an Excel chart to Word or PowerPoint.
54. Copy a data table from the Internet into a spreadsheet.
55. Create a formula using cell references from a worksheet other than the active sheet.
56. Demonstrate spreadsheet skills by creating a spreadsheet with formulas and charts of Church statistics beginning with the student's birth year.
57. Demonstrate skills learned during the course by researching a Gospel topic on the Internet, using multiple sources, and then present the findings using Word, PowerPoint, and Excel.
58. Demonstrate deep learning through the insights recorded in the digital notebook.

Course Format

American Heritage School strives to make available various kinds of distance education. Availability of courses varies, depending on the course subject and instructor. This course will be a "live course."

Live Course. In Live courses, teachers and students meet for “class” online at pre-scheduled times to engage in discussions based on researching, reasoning, relating, and recording. In all “Live” courses, teachers and students also meet together weekly during 20-minute, one-on-one mentoring sessions to review scholar assignments and discuss questions or topics of interest to the scholar. Attend class and consultations faithfully and punctually. Be prepared with questions and your best written work. Students who are prepared in this way tend to benefit more from the class and consultations than students who are less prepared. Students may email instructors with questions at any time. Families are encouraged to check the learning management system for updated grades and announcements. The curriculum packet is available through American Heritage Schools.

This is a semester course. View the “Live Course Calendar” located on BrainHoney and in the packet. Keep the calendar available throughout the course for quick reference to assignments and due dates.

Assignment Due Dates

All assignments are due by midnight on the day noted on the “Consulted Course Calendar.” Late assignments will not be accepted unless student has notified teacher about a problem prior to the due date and the teacher has given permission.

Course Materials

Hardware. Each student will need access to a PC computer with Internet service. The Macintosh platform is not supported in this course.

Software. Microsoft Windows 7 operating system, Microsoft Office 2007 suite or later, an email account, and a current Web browser will be needed for the course.

Text and Materials. No text will be used in this course; rather students will use the Internet to access course materials. A printed curriculum packet may be obtained from American Heritage School.

The course references have been selected to allow students to explore the course theme: “And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.” (Romans 12:2).

A headset with a microphone is suggested for consultations.

Course Assignments

Digital Notebook. A digital notebook will be created of assignments, research, insights, and progress. “It is a permanent record of the researching, reasoning, relating, and recording that causes a student to become an ‘active producer’ rather than a ‘passive consumer’.” This is a valuable tool for reasoning and discipline. The goal is that the content will slowly move from the concrete to the abstract.

Worksheet Exercise. At the beginning of each unit there will be a worksheet to match basic terms with their definition. Definitions will come from Internet sources. Definitions will be provided either by teacher or researched by the student depending on the unit. The student is expected to use proper terminology in discussions and all communications.

Unit one’s worksheet will also include matching common file types with their extensions and definition. Student will become familiar with file extensions and their associated file type for use throughout the course.

Tutorial Exercise. Using Windows Explorer, make screen shots, using the “Snipping Tool,” of items covered in tutorial. Save as a .jpg file:

- Created folders with created files organized within;
- Reorganized files and folders using cut and paste, drag and drop move, and copy commands;
- Renamed files and folders;
- Search for a file;
- Deleted files in the recycle bin; and
- Zip the files to send all at once.

After completing the tutorial practice, set up the outlined folder structure for the digital notebook. Move all assignments completed thus far to their appropriate folder. The structure will be checked when the notebook is submitted for grading.

Tutorial and Research/Relate Exercise. (1) Read the email etiquette link before sending any email. Always use proper email etiquette when sending emails. (2) Send a reply to the questions in the email sent by the teacher. The questions will be: “What is your favorite scripture?” “Why is it a favorite?” and “How does this scripture help me get to know you?” (3) Enter the teacher’s email address into the student’s contact list for quick use in upcoming communications. (4) Send an attachment of one of the “screen shots” from the Windows Explorer assignment. (5) “Forward” the email sent by the teacher to a friend or family member and include a “bcc” to the teacher. Before forwarding the email, add a note telling the recipient why this email is being forwarded. (6) Compare “reply” with “reply to all” then contrast when each should be used. Compare the “carbon copy” with the “blind carbon copy” and relate the proper use of each.

Tutorial Exercise. After completing a study of the tutorials, create a news release document using Microsoft Word which has the specified formatting of: font, paragraph, and style. The document will also include a clipart picture, tables with shading, header, and symbol. Modify the layout and style of the news release document. Both documents will be submitted.

Tutorial Exercise. Create a flyer which can also be emailed to participants. Copy and paste the logo into the document. Include a theme, sound object, “snipped” picture, page border, bulleted list, WordArt and at least one shape.

Tutorial Exercise. Use proofing tools to identify spelling and grammar errors. Make all necessary corrections to the document. Track the changes using the “track changes” and “add comments” features. After the teacher has also edited the shared document, the student will decide which changes to accept or reject, then remove comments for a finished document.

Unit Mastery. Create a brief illustrated history of self or a family member using the skills learned in the word processing unit.

Reflective Essay. After reading a brief history of computing, use Word to write an essay reflecting on the following questions:

- What were the general motivations for the inventions described in the history?
- What long lasting effects did these inventions have on the industry and society?
- How can one person’s actions have long lasting consequences?
- How does this relate to you?

Worksheet Exercise. Use Boolean operators and other discussed search techniques to locate on the Internet the answers to the worksheet questions. The search technique used will also be noted.

Worksheet Exercise. After studying referenced material, evaluate the Web pages listed on the worksheet. Answer these questions:

What does the URL tell you?

To whom is the domain name registered?

Who is the author, is it an individual or organization?

What are the author’s credentials and is the author qualified in the subject?

Does the author have a commercial interest in this subject?

How current is the information?

Are there sources linked to the information?

What do others say about the subject or the author?

Is the page biased?

Does it all add up?

Research Exercise. Use the Internet search and evaluation skills to research “malware.” Identify ways to avoid being infected. Summarize and record findings. Focus on these questions:

What is malware?

What file types can carry malware?

What is the importance of software updates?

What should one watch for with email attachments and Internet sites you visit?

What are the cautions for downloading files?

Research Exercise. Use Internet search skills to find Gospel resources. Make a reference list with the URL and a brief description of each site. Be sure to evaluate the site before adding it to the list. After seeing the many Gospel resources, make a list of contributions the computer has made to the Gospel of Christ.

Reflective Essay. After reading the research about the Internet issues, develop a personal Internet usage policy. Include items such as:

Types of sites you will avoid and those you will visit often;

Things to exclude about self when posting on the Internet;

Advice to younger family members or friends;

Amount of personal time spent in cyberspace;

A plan for developing self- mastery; and

Items which are personally important.

Tutorial and Discovery Exercise. Using New FamilySearch, see what information has been linked to you or your family by going to the “Me and My Ancestors” tab. View information in all three views – “Family Tree,” “Family Pedigree,” and “Individual list.” Using the Snipping Tool, make one screen shot for each view. (If you are not linked to anyone, then go to the “Search for Ancestor” tab on the home page. Enter information of several deceased ancestors to see if there is someone from your family line in the system. View any information found and make screen shots.)

Explore the New Family Search to discover discrepancies between personal records and those in the system. Check for alternative spellings and dates. Make a list of ancestors whose information is incorrect or does not exist in the system. After reviewing your personal information sources to determine correctness, consider the options of adding new individuals or correcting information with a parent or guardian. Make a plan to proceed.

Unit Mastery. Utilize skills mastered in this unit to research then summarize the teachings of General Authorities regarding using the Internet to spread the gospel. Reflect on the personal application of those teachings.

Tutorial Exercise. After viewing the tutorials, create a slide show which includes a theme, text, text box, picture or clip art, movie clip and sound clip. Add slide notes to a slide.

Tutorial Exercise. Edit the slide show theme and colors. Change the layout of a slide. Add footers to the entire slide show except the title slide. Include a “SmartArt” chart, “WordArt,” and shape to add interest and meaning. The slide show used for this assignment will be the one created in the previous assignment.

Tutorial Exercise. Using the previously created slide show, experiment with several animations and transitions to see how each looks. Choose one transition for all the slides. Use various animations for the bullets and graphics entering the slides. Add narration to the slides. Check the slide show for spelling errors, then make any necessary corrections.

Unit Mastery. Demonstrate mastery of PowerPoint skills by creating a slide show illustrating the content and important points of four of the Gospel Web resources from the list created in the Internet unit.

Tutorial Exercise. After viewing the tutorials, create a spreadsheet using Microsoft Excel which contains formatted labels and values, conditional formatting, borders, color fill, and formulas using basic functions (e.g. sum, average, minimum, and maximum). Create a chart from the data which includes a formatted title, legend, and axis labels to add clarity. The chart will then be copied into a PowerPoint slide.

Tutorial Exercise. Create a spreadsheet to answer the “what if” question: “How much money will I have saved after one and one-half years, if I save ‘S’ per month at an interest rate of ‘I?’” The spreadsheet will use basic math formulas which include addition, subtraction, multiplication, and division. A theme and formatting will be applied.

Tutorial Exercise. A table of data will be copied from the Internet into an Excel spreadsheet. “Find and Replace” will be used to help clean up the data. The columns will be summed and percentages will be calculated. The data in a spreadsheet will be sorted based upon one of the columns. The spreadsheet will be formatted to look neat and professional.

Unit Mastery. Demonstrate mastery of the Excel unit by creating a spreadsheet with the Church’s yearly statistics found in each May issue of the *Ensign* magazine (from the April General Conference). The start date will be the student’s birth year and include each year to the present. Formulas and charts will be used to display interesting and important trends in the data.

An area chart will also be created showing the number of temples built each year since 1877. Data for this chart will be copied into Excel from a table found on LDS.org.

Colors and themes can be used to emphasize and clarify, but be cautious not to over-do and cause distraction. The Internet will be used to locate the required data.

Capstone Project. Demonstrate mastery of the course by researching a Gospel topic on the Internet. Use several sources, summarizing the findings, and making personal application. The research should be thorough, in-depth, and insightful. All sources must be properly cited with the addresses and date accessed of Web pages. Using Word, PowerPoint, and Excel, make a presentation of the research. This project should include most of the skills learned in the course. The teacher will outline the specifics of the project in the assignment sheet.

Grading: Point Breakdown

Assignments	# of Asgts	Pts/Asgt	Total Pts
Digital Notebook	1	100	125
Worksheets	7	15	105
Tutorial/Writing Exercises	16	15	240
Unit Mastery	4	55	220
Capstone Project	1	225	225
Course Totals	29		915

Grading: Scale

A = 100% - 95%	C = 76% - 74%
A- = 94% - 90%	C- = 73% - 70%
B+ = 89% - 87%	D+ = 69% - 67%
B = 86% - 84%	D = 66% - 64%
B- = 83% - 80%	D- = 63% - 60%
C+ = 79% - 77%	F = 59% - 0%
* = With Special Accommodation	

Strategies for Success

- ❖ Study carefully all tutorials and resources before attempting assignments.
- ❖ Follow the units and assignments in order, do not skip around. Each unit builds upon the previous. It is assumed one has mastered the skills from previous lessons.
- ❖ Keep a steady even pace for completing the course. Do not procrastinate and try to do it all in the last few weeks. Procrastination diminishes the amount of

learning that takes place. Use the suggested calendar as your guide for pacing.
“Slow and steady wins the race.” (Aesop 620 BC - 560 BC)

- ❖ Be an interested and engaged learner. Investigate items of interest beyond the required. There is much more to learn than can be covered in this short course.
“The glory of God is intelligence or, in other words, light and truth.” (D&C 93:36)
- ❖ In all that you learn and experience, apply it to how it can help you better live the Gospel of Christ. “. . . I did liken all scriptures unto us, that it might be for our profit and learning.” (1 Nephi 19:23)

Fast Track Unit

Any student who feels proficient in an entire unit topic may complete only the terms worksheet and the unit mastery. (Unit one is the only unit without unit mastery. All students must complete each assignment in this unit to show proficiency in file management and email.) The student must receive 90% or higher on both assignments to be exempt from completing the entire unit. If the student does not obtain the required grade he/she must complete all the unit assignments and redo the unit mastery. To use this method, the student must notify and get permission from the teacher prior to beginning the unit.

Instructor Contact Information

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