

COMPUTER APPLICATIONS II

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

COMPUTER APPLICATIONS II

Grade Levels: 9, 10, 11, 12
Course Code: 492490

Prerequisite: Keyboarding
Computer Applications

Course Description: Computer Applications II is a half-unit course designed to provide students with the intermediate computer skills necessary to do well in high school and virtually all jobs today. Students will learn techniques that will allow them to create fairly complex word processing and spreadsheet documents. They will continue their Internet research, applying it to spreadsheets, charts and graphs, and web pages.

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Unit 1: Spreadsheet – Formatting and Changing the Appearance of a Worksheet

Hours: 10

Terminology: AutoComplete, AutoFormat, Currency format, Embedded fonts, Fit to, Label, Percentage format, Styles, Text wrapping, Value

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.1 Define terminology	1.1.1 Prepare a list of terms with definitions		Foundation	Writing	Uses words appropriately [1.6.21]
1.2 Describe commonly used numeric formats	1.2.1 Apply appropriate numeric formats		Foundation	Reading	Applies/Understands technical words that pertain to spreadsheet formatting [1.3.6]
1.3 Explain how to use custom numeric formatting, and give examples of when it would be needed	1.3.1 Create a custom numeric format		Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to formatting [1.1.4]
1.4 Explain simple alignment features	1.4.1 Use center, left, and right alignment in cells		Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
1.5 Explain advanced formatting techniques	1.5.1 Center text over a range of columns		Thinking	Decision Making	Comprehends ideas and concepts related to spreadsheet formatting [4.2.2]
	1.5.2 Wrap text on several lines of a cell				
	1.5.3 Change indents within a cell				
	1.5.4 Rotate text within a cell				
	1.5.5 Add line breaks in cells				
1.6 Explain how to change column width and row height	1.6.1 Change column width and row height		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
1.7 Explain the purpose of hiding columns and rows	1.7.1 Hide columns and rows		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
1.8 Explain the reasoning behind using different fonts and font features	1.8.1 Use different fonts, font sizes, etc., to enhance the worksheet		Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]
1.9 Explain enhancing cells	1.9.1 Add borders to cells		Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]
	1.9.2 Add gridline borders				
	1.9.3 Add color and shading to cells				
1.10 Explain styles, AutoComplete, and AutoFormat	1.10.1 Apply styles and AutoFormat to a selection or worksheet		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
	1.10.2 Use AutoComplete to enter data into a spreadsheet				

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.11 Explain how to copy the format of a cell to other cells	1.11.1 Copy the format of a cell to a group of selected cells	Foundation	Reading	Comprehends written specifications, and applies them to a task [1.3.9]
1.12 Explain how to change page orientation and use the "fit to" option	1.12.1 Using printing options, landscape and fit to one page	Foundation	Decision Making	Evaluates information/data to make the best decision [4.2.5]

Unit 2: Spreadsheets – Using Functions and Formulas, and Constructing Templates

Hours: 10

Terminology: Absolute reference, Argument, Average function, Counta function, Count function, Freeze title, Function, If function, Int function, Max function, Min function, Mixed reference, Nested function, Order of operation (math hierarchy), Relative reference, Round function, Template, What-if analysis

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
2.2 Explain common functions – average, count, min, max	2.2.1 Use the average function in a formula	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to functions [1.1.4]	
	2.2.2 Use the count function in a formula				
	2.2.3 Use the min function in a formula				
	2.2.4 Use the max function in a formula				
	2.2.5 Use the counta function in a formula				
2.3 Explain the difference in the integer and round functions	2.3.1 Use the int function in a formula	Foundation	Arithmetic/ Mathematics	Uses computer in mathematical applications – information processing, problem solving [1.1.38]	
	2.3.2 Use the round function				
	2.3.3 Write and use formulas that use relative references		Reading	Draws conclusions from what is read [1.3.12]	
	2.3.4 Write and use formulas that use absolute references				
	2.3.5 Write and use formulas that use mixed references				
2.4 Define a <i>nested function</i>	2.4.1 Write formulas that use nested functions	Foundation	Arithmetic/ Mathematics	Uses computer in mathematical applications – information processing, problem solving [1.1.38]	
2.5 Explain templates and their purpose	2.5.1 Use a template to create a business form (such as an invoice)	Foundation	Arithmetic/ Mathematics	Uses computer in mathematical applications – information processing, problem solving [1.1.38]	
2.6 Explain customizing or creating templates	2.6.1 Customize a template or create a new template, and save as a template file	Foundation	Writing	Organizes information in an appropriate format [1.6.10]	
2.7 Explain how to display a cell formula	2.7.1 Display and print cell formulas	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]	
2.8 Explain the reason for freezing titles and splitting screens	2.8.1 Freeze a title, and split a screen	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]	

Unit 3: Spreadsheet – Creating and Enhancing Charts and Graphs

Hours: 10

Terminology: Bar graph, Category axis, Chart title, Column chart, Data marker, Data point, Legend, Line graph, Pie chart, Plot area, Value axis

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology	3.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
3.2 Identify and describe appropriate uses for the following types of charts: column, bar, line, pie, XY (scatter)	3.2.1 Create charts to appropriately represent the data	Foundation	Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]	
	3.2.2 Choose the appropriate type when constructing a chart				
3.3 Identify and describe the parts of a chart	3.3.1 Create charts with titles, legends, and labels	Foundation	Arithmetic/ Mathematics	Constructs graphs/charts/tables [1.1.16]	
3.4 Explain enhancements to a chart	3.4.1 Resize or move the chart	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	3.4.2 Change fonts				
	3.4.3 Change colors and patterns				
	3.4.4 Add backgrounds and borders				
	3.4.5 Add drawing objects				
	3.4.6 Add clip art, pictures, or graphics				
3.5 Explain editing features	3.5.1 Add or change data in a chart	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
	3.5.2 Change the chart type				

Unit 4: Word Processing – Advanced Printing and Page Formatting

Hours: 10

Terminology: Footer, Hard page break, Header, Landscape orientation, Orphan, Pagination, Portrait orientation, Section, Section break, Soft page break, Widow, Widow/orphan protection

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terminology	4.1.1	Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]
4.2 Describe the difference in landscape and portrait orientation	4.2.1	Change a document to use landscape orientation	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
4.3 Print special documents (envelopes, labels, etc.)	4.3.1	Print an envelope	Foundation	Writing	Organizes information in an appropriate format [1.6.10]
	4.3.2	Print labels			
4.4 Explain the difference between a hard and soft page break	4.4.1	Insert a hard page break	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]
	4.4.2	Remove a hard page break			
4.5 Define <i>widow/orphan protection</i>	4.5.1	Set widow/orphan protection in a document	Foundation	Reading	Applies/Understands technical words that pertain to widow/orphan protection [1.3.6]
4.6 Explain the purpose of sections	4.6.1	Set section breaks	Foundation	Reading	Applies/Understands technical words that pertain to sections [1.3.6]
	4.6.2	Change the formatting of one section of a document			
4.7 Explain the process of creating and editing page numbers	4.7.1	Add, change, and format page numbers	Foundation	Writing	Organizes information in an appropriate format [1.6.10]
4.8 Define <i>header</i> and <i>footer</i>	4.8.1	Add a header/footer to a document	Foundation	Reading	Applies/Understands technical words that pertain to headers and footers [1.3.6]
4.9 Describe the information typically given in headers and footers	4.9.1	Add headers and footers with various information, such as the document name, date/time, author, draft or revision number, page numbers, etc.	Foundation	Writing	Organizes information in an appropriate format [1.6.10]
4.10 Explain the possible features of headers and footers in complex or longer documents	4.10.1	Add headers and footers within sections, change the starting page number, and create continuation headers	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

Unit 5: Word Processing – Using Styles, Templates, Wizards, and Mail Merge

Hours: 10

Terminology: Data source, Field, Filter, Mail merge, Main document, Merge fields, Paragraph style, Query, Record, Wizard

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define terminology	5.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
5.2 Explain the purpose of styles	5.2.1 Apply styles to documents	Thinking	Decision Making	Comprehends ideas and concepts related to styles [4.2.2]	
5.3 Explain types of templates and their features	5.3.1 Use a template to create a new document	Thinking	Decision Making	Comprehends ideas and concepts related to styles [4.2.2]	
	5.3.2 Create/Modify templates				
5.4 Explain the purpose of a wizard	5.4.1 Use a wizard to create a document	Thinking	Decision Making	Comprehends ideas and concepts related to styles [4.2.2]	
5.5 Explain the purpose of a mail merge	5.5.1 Create mail-merged letters	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	5.5.2 Create mail-merged labels				
5.6 Explain the difference in the main document and data source	5.6.1 Create a main document and a data source	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]	
5.7 Describe the steps in a mail merge	5.7.1 Add merge fields to a main document	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
	5.7.2 Enter and edit records in a data source				
	5.7.3 Merge with all records				
	5.7.4 Merge with filtered (queried) records				

Unit 6: Word Processing – Using Tables and Columns

Hours: 7

Terminology: Ascending, Cell, Column, Column break, Crop, Descending, Gridlines, Organizational chart, Rotate, Row, Table, Venn diagram, Wrap text

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define terminology	6.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
6.2 Describe the features of a table	6.2.1 Create a table with multiple rows and columns	Foundation	Writing	Organizes information in an appropriate format [1.6.10]	
6.3 Explain how to edit or add data to a table	6.3.1 Add and edit data in a table	Thinking	Decision Making	Comprehends ideas and concepts related to tables [4.2.2]	
6.4 Explain how a table structure can be edited	6.4.1 Insert cells, rows, columns	Thinking	Decision Making	Comprehends ideas and concepts related to tables [4.2.2]	
	6.4.2 Delete cells, rows, columns				
	6.4.3 Merge and split cells				
	6.4.4 Move and copy cells, rows, and columns				
	6.4.5 Change the table's dimensions				
6.5 Define sorting, and explain how it applies to tables	6.5.1 Sort contents of a table	Foundation	Writing	Organizes information in an appropriate format [1.6.10]	
6.6 Describe commonly used table formats	6.6.1 Change the alignment of data in cells	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	6.6.2 Use borders and shading to enhance a table				
	6.6.3 Rotate text				
6.7 Explain enhancing cells	6.7.1 Add borders to cells	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	6.7.2 Add gridline borders				
	6.7.3 Add color and shading to cells				
6.8 Explain Table AutoFormat	6.8.1 Apply Table AutoFormat	Foundation	Writing	Organizes information in an appropriate format [1.6.10]	
6.9 Explain how to copy the format of a cell to other cells	6.9.1 Copy the format of a cell to a group of selected cells	Foundation	Science	Supplies knowledge to complete a practical task [1.4.3]	
6.10 Explain the uses of multi-column documents	6.10.1 Create documents with multicolumn layouts	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.11 Explain several ways to format columnar text	6.11.1 Change the column width and spacing 6.11.2 Insert column breaks 6.11.3 Balance the length of columns	Foundation	Writing	Organizes information in an appropriate format [1.6.10]

Unit 7: Internet/Word Processing – Creating Résumés, Letters of Application, Term Papers, and Web Pages

Hours: 20

Terminology: Bibliography, Hyperlink, Letter of application, Parenthetical references, Report styles, Résumé, Scrolling text, Web page

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
7.1 Define terminology	7.1.1	Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]
7.2 Describe characteristics of a well-designed résumé	7.2.1	List several characteristics of a well-designed résumé	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
7.3 Define categories that are often included on résumés	7.3.1	Compose a résumé using the student's own personal information	Foundation	Writing	Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	7.3.2	Create an attractive résumé			
7.4 Explain the information to be included in a letter of application	7.4.1	Compose a letter of application	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	7.4.2	Correctly format a letter of application			
7.5 Identify report styles	7.5.1	Research the difference in at least two report styles, such as MLA and APA	Foundation	Reading	Draws conclusions from what is read [1.3.12]
7.6 Explain the formatting of a term/research paper (MLA/ APA or other used by the English department at your school)	7.6.1	Research (including Internet research) a term paper on a topic related to a class the student is taking	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]
	7.6.2	Compose a term paper, correctly citing sources	Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
	7.6.3	Create a term paper that includes a title page, body, parenthetical references, and source/bibliography			
7.7 Explain common features of Web pages	7.7.1	Create Web pages with text and graphics, using software (like a word processor), being sure to include title, tables, bulleted lists, hyperlinks, and scrolling text	Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]

Unit 8: Internet/Spreadsheet/Presentation

Hours: 10

Terminology: Integrated software (suite), Slides

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge	Application	Skill Group	Skill	Description		
8.1	Define terminology	8.1.1	Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]
8.2	Explain how to organize data in a spreadsheet so it can be properly charted	8.2.1	Research a topic on the Internet	Foundation	Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]
		8.2.2	Enter data in spreadsheets in a manner that leads to efficient analysis	Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
		8.2.3	Create graphs and charts that illustrate the information			
8.3	Explain how spreadsheets, charts, and graphs are placed/imported into presentation software	8.3.1	Create an electronic presentation that explains the analysis; include a title slide, slides that explain and illustrate (with charts and graphs) the analysis, and a bibliography for the presentation (properly citing Internet sources)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		8.3.2	Make an oral presentation of the slide show to the class	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]
8.4	Explain the use of different kinds of organizational charts	8.4.1	Make an organizational chart	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]

Unit 9: Word Processing – Scanning, Graphics, and WordArt

Hours: 5

Terminology: Cropping, File formats, Scanner (scanning)

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Define <i>scanner/scanning</i>	9.1.1 Use a scanner to scan an image	Foundation	Listening	Comprehends ideas and concepts related to scanning and scanners [1.2.1] Listens to follow directions [1.2.6]
		Thinking	Knowing how to Learn	Applies new knowledge and skills to using a scanner [4.3.1] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Uses available resources to apply new skills [4.3.6]
			Reasoning	Comprehends ideas and concepts related to using a scanner [4.5.2]
9.2 Explain why cropping and file size is important	9.2.1 Save the cropped image in different file formats, and compare the file size and the resolution of the images	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	9.2.2 Insert a scanned image into a document	Thinking	Creative Thinking	Organizes information in an appropriate format [1.6.10] Uses imagination to create something new [4.1.1]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
9.3 Explain the difference in graphics formats (such as .jpg, .gif, .bmp)	9.3.1 Save the cropped image in different file formats, and compare the file size and the resolution of the images	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
	9.3.2 Insert a scanned image into a document	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
9.4 Explain some common formatting for pictures	9.4.1 Insert clip art or a picture into a document	Foundation	Listening	Comprehends ideas and concepts related to inserting clip art and pictures [1.2.1] Listens to follow directions [1.2.6]	
		Thinking	Knowing how to Learn	Applies new knowledge and skills to using pictures/clip art [4.3.1]	
9.5 Explain some common formatting features for pictures	9.5.1 Re-size a scanned image and/or clip art	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]	
	9.5.2 Crop an image or clip art			Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	9.5.3 Copy and move images				
	9.5.4 Position an image				Organizes information in an appropriate format [1.6.10]
	Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]		
			Reasoning	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
9.6 Explain the purpose of using WordArt	9.6.1 Use WordArt in a document	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4] Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
		Thinking	Creative Thinking	Organizes information in an appropriate format [1.6.10] Uses imagination to create something new [4.1.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
9.7 Explain ways WordArt can be manipulated	9.7.1 Re-size a WordArt graphic	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]	
	9.7.2 Apply shadow, curve, and stretch to a WordArt graphic				
9.8 Explain the use of shapes, lines, line formatting, and grouping	9.8.1 Create a project that uses shapes, line formatting, and grouping	Foundation	Writing	Applies/Uses technical words and concepts [1.6.4]	
		Thinking	Creative Thinking	Creates a new design by applying specified criteria [4.1.3]	
9.9 Describe graphic manipulation techniques	9.9.1 Insert, crop, and rotate graphics	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	9.9.2 Wrap text around graphics				
	9.9.3 Use WordArt in a document				

Glossary

Unit 1: Spreadsheet – Formatting and Changing the Appearance of a Worksheet

1. AutoComplete – feature that suggests the correct word after the user keys the first few characters
2. AutoFormat – built-in set of formatting instructions that applies fonts, colors, borders, and other formats to a range
3. Currency format – format data using commas and dollar signs
4. Embedded fonts – retains formatting of font in presentation so it stays consistent
5. Fit to – printing option that allows user to change page scaling
6. Label – entry in a cell that begins with a letter, is aligned at the left edge of the cell, and is not used in calculations
7. Percentage format – a format that converts a decimal number to a percentage
8. Styles – sets of formatting specifications
9. Text wrapping – when a line of text is full and items can no longer fit on a line, text is then taken automatically to the next line
10. Value – entry in a cell that begins with a number or an arithmetic symbol

Unit 2: Spreadsheets – Using Functions and Formulas, and Constructing Templates

1. Absolute reference – cell address that does not change when copied in a formula
2. Argument – values or cell references (included between parentheses) that a function needs to complete its calculation
3. Average function – built-in mathematical function that determines the average of a block of cells
4. Counta function – calculates the number of values as well as labels in a column or row
5. Count function – calculates the number of values as well as labels in a column or row
6. Freeze title – a method of keeping certain rows of columns visible at all times (such as headings or certain labels)
7. Function – built-in mathematical formula
8. If function – a function that performs different actions based on whether the condition is true or false
9. Int function – prints the integer or whole number of the information in the cell
10. Max function – function that returns the highest number in a range of cells
11. Min function – returns the lowest number in a range
12. Mixed reference – cell address that adjusts either the row or the column when the formula is copied
13. Nested function – a function inside another function
14. Order of operation (math hierarchy) – alternative term for order of precedence
15. Relative reference – cell address that adjusts to the row or column where a copied formula is located
16. Round function – to make a value larger or smaller depending on a specified digit to the left or right of the decimal point
17. Template – file that contains formatting information, styles, and text for a particular type of document
18. What-if analysis – projecting with a spreadsheet by changing the data

Unit 3: Spreadsheet – Creating and Enhancing Charts and Graphs

1. Bar graph – data is represented by horizontal bars
2. Category axis – what is shown in a chart, created from row or column headings
3. Chart title – optional title or name for a chart
4. Column chart – a chart in which data is represented by vertical bars
5. Data marker – object that explains the colors, patterns, or symbols used in a chart
6. Data point – one value from a data series
7. Legend – chart object that explains the colors, patterns, or symbols used in a chart
8. Line graph – chart in which data is represented by lines
9. Pie chart – data is arranged in the shape of a pie with data represented by various percentages of the pie
10. Plot area – rectangular area bound by the category and value axes
11. Value axis – horizontal or vertical grouping of values from the worksheet

Unit 4: Word Processing – Advanced Printing and Page Formatting

1. Footer – text that appears in the bottom margin of a page throughout a section or document
2. Hard page break – page break inserted manually at a specific point in a document; used to end the current page
3. Header – text that appears in the top margin of a page throughout a section or document
4. Landscape orientation – page setting in which the page is wider than it is tall
5. Orphan – the first line of a paragraph that is left at the bottom of a page when the rest of the paragraph is carried to the next page
6. Pagination – process of flowing text lines from page to page; used to determine when and where a new page should begin
7. Portrait orientation – page orientation setting in which the page is taller than it is wide
8. Section – portion of a document that has its own unique formatting
9. Section break – markers to indicate the beginning and end of a section
10. Soft page break – page break that is inserted automatically when a page is filled; these breaks adjust as changes are made to the document
11. Widow – the last line of a paragraph that is carried to the top of a new page while the remainder of the paragraph remains on the previous page
12. Widow/orphan protection – does not allow paragraphs to be split unevenly, eliminating the creation of widows/orphans

Unit 5: Word Processing – Using Styles, Templates, Wizards, and Mail Merge

1. Data source – contains variable information that is inserted into the main document during mail-merging process
2. Field – one piece of information – i.e, a name or a street address
3. Filter – allows user to merge or group pieces of information in the data source to match certain criteria
4. Mail merge – feature used to mass produce form letters and other types of documents by combining the information in two documents, a main document and a data source
5. Main document – contains both standard text and formatting that appears in the merged document, contains merge fields representing where variable information will be placed
6. Merge fields – codes placed in mail-merge documents to input pieces of information from data sources
7. Paragraph style – formatting instructions applied to a paragraph; may include alignment, line spacing, paragraph spacing, indents, and character formatting
8. Query – allows user to merge only specified records that fit certain criteria
9. Record – the collection of fields organized into a related group for mail merging
10. Wizard – automated and interactive template that walks you through the creation of a particular type of document

Unit 6: Word Processing – Using Tables and Columns

1. Ascending – to sort items in A-Z order or lowest-highest order
2. Cell – portion of a table that is formed by the intersection of a row and column
3. Column – vertical group of cells in a table
4. Column break – a break that can happen automatically when a column is full and items automatically flow to the next column; a column break can be inserted into a document when you wish to end a column
5. Crop – to trim a picture so only a portion of the original image shows
6. Descending – to sort items in Z-A order or highest-lowest order
7. Gridlines – lines that mark the boundaries of cells in a table
8. Organizational chart – diagram that illustrates the relationship of members of an organization; shows relationship usually from the top down
9. Rotate – to swivel or revolve an item, usually in 15-degree increments
10. Row – horizontal line of cells in a table
11. Table – a grid of rows and columns that intersect to form cells
12. Venn diagram – diagram that illustrates where areas overlap between objects
13. Wrap text – text flows around a graphic

Unit 7: Internet/Word Processing - Creating Résumés, Letters of Application, Term Papers, and Web Pages

1. Bibliography – an alphabetical list of references
2. Hyperlink – a predefined linkage between one object to another, such as from one Web page to another
3. Letter of application – cover letter for a résumé outlining job applying for, discussing some qualifications, and arranging for an interview or meeting
4. Parenthetical references – quoting your source inside parentheses within a report
5. Report styles – standard formatting rules for reports
6. Résumé – a short account of one's career and qualifications; usually prepared typically by an applicant for a position
7. Scrolling text – text moves across the screen within a marquee to gain attention
8. Web page – one page of a Web site of the World Wide Web; the basic component of the WWW

Unit 8: Internet/Spreadsheet/Presentation

1. Integrated software (suite) – software that combines several applications in one program, typically database management, word processing, spreadsheet, business graphics and communications; most provide a common user interface for their applications, plus the ability to cut and paste data from one to the other
2. Slides – area where you create, edit, and display information in a presentation

Unit 9: Word Processing – Scanning, Graphics, and WordArt

1. Cropping – trimming a picture so only a portion of the original shows
2. File formats – a particular way to encode information for storage in a computer file
3. Scanner (scanning) – a hardware device used to capture images that are saved in a graphics file format for use at a later time