

COMPUTER APPLICATIONS III

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 III

Grade Levels: 9, 10, 11, 12
Course Code: 492510

Prerequisite: Keyboarding
Computer Applications
Computer Applications I

Course Description: Computer Applications III is a half-unit course designed to provide students with the computer skills necessary to do well in college and needed in most jobs today. Students will learn techniques that will allow them to create simple to intermediate desktop publishing documents; create, access, and edit databases; use e-mail efficiently and ethically; create advanced electronic presentations; and create Web pages using Web-page design software. They will continue their Internet research, applying it to advanced electronic presentations and the Web pages they create.

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Unit 1: Desktop Publishing – Creating & Editing Simple Publications

Hours: 20

(It is recommended that Desktop Publishing software is used to supplement the Word Processing software.)

Terminology: Audience, Desktop publishing, Digital camera, Electronic form, Kerning (character spacing), Layout guides, Leading (line spacing), Letterhead, Logo, Margin guides, Masking/fill effect, Pull quote, Thumbnail sketch, Time frames/deadlines, Tracking (line spacing)

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 desktop publishing terminology	1.1.1 Prepare a list of terms with definitions	Foundation	Writing	Uses words appropriately [1.6.21]	
1.2 Explain the terms associated with planning, layout, and design decisions	1.2.1 Collect examples of desktop publishing documents, and evaluate good and bad layout design	Thinking	Problem Solving	Comprehends ideas and concepts related to planning, layout, and design [4.4.1]	
	1.2.2 Create a thumbnail sketch				
1.3 Define <i>letterhead</i>	1.3.1 Collect examples of business letterhead	Foundation	Reading	Applies/Understands technical words that pertain to letterhead [1.3.6]	
	1.3.2 Reproduce an existing letterhead	Thinking	Knowing how to Learn	Applies new knowledge and skills to business letterhead [4.3.1]	
	1.3.3 Create an original letterhead that includes one graphic or designed logo				
	1.3.4 Print a color copy of a letterhead				
1.4 Describe text features specific to desktop publishing	1.4.1 Create a document that uses kerning (character spacing) and leading and tracking (line spacing)	Foundation	Reading	Applies/Understands technical words that pertain to text features [1.3.6]	
	1.4.2 Create a document that uses "pull quotes"	Thinking	Writing	Prepares a complex document in a concise manner [1.6.12]	
			Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.2]	
1.5 Explain uses of a digital camera	1.5.1 Create a document using images from a digital camera	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.2]	
1.6 Explain the use of masking (or fill effects)	1.6.1 Use a mask to create a graphic, or use fill effects in an AutoShape or WordArt	Thinking	Knowing how to Learn	Applies new knowledge and skills to masks and/or fill effects [4.3.1]	
1.7 Explain special-sized documents	1.7.1 Create special-sized documents	Thinking	Creative Thinking	Creates new design by applying criteria specified in instructions [4.1.3]	

Unit 2: E-mail – Using E-mail Efficiently and Ethically

Hours: 5

Terminology: Acronyms (BTW, FYI, IMHO, JK, ROTFL), Attachment, E-mail, Emoticons [smileys -- :) ;-) :- (], Shouting, Signature, Snail mail, Telecommunications

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
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 how to forward an e-mail	2.2.1 Create and send an e-mail		Foundation	Reading	Applies/Understands technical words that pertain to e-mail [1.3.6]
	2.2.2 Open and read an e-mail		Thinking	Knowing how to Learn	Applies new knowledge and skills to e-mail [4.3.1]
	2.2.3 Delete an e-mail				
	2.2.4 Forward an e-mail				
2.3 Explain the difference between <i>reply to sender</i> and <i>reply to all</i>	2.3.1 Reply to an e-mail message from a distribution list; reply only to the sender, then reply to all		Foundation	Reading	Applies/Understands technical words that pertain to <i>reply to all</i> and <i>reply to sender</i> [1.3.6]
2.4 Explain what an attachment is and when it should be used	2.4.1 Attach a document to an e-mail		Thinking	Problem Solving	Comprehends ideas and concepts related to attachments [4.4.1]
2.5 Explain the dangers in opening attachments	2.5.1 Open an attachment from a trusted source		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
2.6 Define a <i>distribution list</i>	2.6.1 Create a distribution list		Foundation	Reading	Applies/Understands technical words that pertain to distribution lists [1.3.6]
			Thinking	Knowing how to Learn	Applies new knowledge and skills to distribution lists [4.3.1]
2.7 Explain the proper use of a distribution list and the problems created by spam	2.7.1 Send an e-mail to a distribution list		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
			Personal Management	Integrity/Honesty/Work Ethics	Chooses ethical course of action [3.2.1] Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
2.8 Explain what a signature is, how to properly identify oneself, and the privacy/safety issues regarding the use of home information	2.8.1 Create a signature file, and set the software so the signature is automatically included		Personal Management	Integrity/Honesty/Work Ethics	Complies with safety and health rules in a given work environment [3.2.2]
			Thinking	Decision Making	Accepts responsibility for decisions [4.2.1]

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	
2.9 Explain why folders are useful in organizing e-mail	2.9.1 Create folders, and place e-mail in them	Personal Management	Integrity/Honesty/Work Ethics	Applies knowledge to implement work-related system or practice [3.3.4]	
2.10 Explain the meaning and appropriate use of emoticons and shouting	2.10.1 Create an e-mail that uses emoticons and shouting	Foundation	Writing	Organizes information in an appropriate format [1.6.10]	
2.11 Discuss the ownership of e-mails on work servers and your right and expectation to privacy	2.11.1 Research privacy issues related to e-mail accounts	Personal Management	Integrity/Honesty/Work Ethics Organizational Effectiveness	Follows established rules, regulations, and policies [3.2.5] Comprehends the organization's modes of operation [3.3.5]	
2.12 Discuss which messages are appropriate for e-mail, including forwarding messages to others without permission, legal implications of mass mailing inappropriate messages on work/school computers, and the misrepresentation of oneself	2.12.1 Give an example of an occasion when it is inappropriate to forward an e-mail or to send a mass mailing	Personal Management	Integrity/Honesty/Work Ethics	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4] Follows established rules, regulations, and policies [3.2.5]	
2.13 Discuss the dangers in relying on or trusting e-mails received from unknown sources	2.13.1 Give an example of when an individual or business has committed a crime or fraud using electronic misrepresentation	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	

Unit 3: Database – Creating, Editing, & Retrieving Information from a Database

Hours: 30

Terminology: Ascending, Bound control, Calculated field, Data types (currency, memo, number, text, time/date, yes/no), Database, Descending, Detail lines, Entry, Field, File, Filter, Find, Form, Group, Group header, Input mask, Page footer, Primary key, Query, Record, Report, Report footer, Report header, Sort, Table, Unbound control, Wildcards

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	
3.1 Define terminology	3.1.1 Prepare a list of terms with definitions	Foundation	Reading	Applies/Understands technical words that pertain to database [1.3.6]	
	3.1.2 Open a database, and identify the components		Writing	Uses words appropriately [1.6.21]	
3.2 Identify and define the hierarchy of a data file (entry, field, record, file)	3.2.1 Open the database, and explain the hierarchy	Foundation	Reading	Applies/Understands technical words that pertain to database [1.3.6]	
				Identifies relevant details, facts, and specifications [1.3.16]	
3.3 Edit a database	3.3.1 Add a record	Thinking	Knowing how to Learn	Applies new knowledge and skills to database [4.3.1]	
	3.3.2 Delete a record				
3.4 Explain the difference in the form and the table	3.4.1 View the database in table view	Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive the difference in the form and table [4.6.5]	
	3.4.2 View the database in form view				
3.5 Explain the purpose of filtering records and running a query	3.5.1 Filter or query by selection	Thinking	Knowing how to Learn	Applies new knowledge and skills to filters [4.3.1]	
	3.5.2 Filter or query by form, filter, or query using wildcards (*, ?, #)				
	3.5.3 Remove a filter or sort				
3.6 Explain the difference in an ascending and descending sort	3.6.1 Sort data in ascending order	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
	3.6.2 Sort data in descending order				
3.7 Explain the factors that need to go into the good design and formatting of a database	3.7.1 Design a database	Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]	
	3.7.2 Create the fields in a database				
	3.7.3 Design a table				
	3.7.4 Design a form; modify a form				

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	
3.8 Explain the differences in data types	3.8.1 Set the properties in a database to the proper types	Thinking	Knowing how to Learn	Applies new knowledge and skills to data types [4.3.1]	
3.9 Explain the purpose of reports	3.9.1 Create a report	Thinking	Knowing how to Learn	Applies new knowledge and skills to reports [4.3.1]	
			Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1] Visualizes a finished product [4.6.4]	
3.10 List features of a good report	3.10.1 Design a report	Thinking	Knowing how to Learn	Applies new knowledge and skills to reports [4.3.1]	
	3.10.2 Group the data in the report		Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]	
	3.10.3 Design the detail lines			Visualizes a finished product [4.6.4]	
	3.10.4 Use appropriate report/group headers and footers				
3.11 Create a new field that uses calculation	3.11.1 Use a calculated field in a form or report	Foundation	Arithmetic/ Mathematics	Computes, using a formula [1.1.14]	
			Reading	Applies/Understands technical words that pertain to calculated fields [1.3.6]	

Unit 4: Presentation Software – Creating Advanced Electronic Presentations

Hours: 30

Terminology: Action button, Animated gif, Design template, Embedded font, Export, Flow chart, Handouts, Hyperlink, Import, Integration, Master slide, Organizational chart, Slide layout, Slides, Speaker's notes, Timings, Transition

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	Reading	Applies/Understands technical words that pertain to slides [1.3.6]	
	4.1.2 Design a presentation with multiple types of slides		Writing	Uses words appropriately [1.6.21]	
4.2 Explain the circumstances in which one should prepare handouts	4.2.1 Use the presentation software to create handouts	Thinking	Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]	
4.3 Edit text and slide arrangement	4.3.1 Add, delete, copy, and move slides	Thinking	Knowing how to Learn	Applies new knowledge and skills to text and slide arrangement [4.3.1]	
4.4 List several slide layouts	4.4.1 Use a variety of slide layouts in a presentation	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.2]	
4.5 Explain the difference in the effects of design templates on various audiences	4.5.1 Choose appropriate design templates and color scheme for the audience	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
4.6 Explain the value of charts and tables in presentations	4.6.1 Design a presentation with multiple types of slides	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
			Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc [4.6.2]	
4.7 Explain when and how sound should be used to enhance a presentation	4.7.1 Insert sounds	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	4.7.2 Insert music clips				
4.8 Explain the process of integrating portions of the slide show to and from other types of software	4.8.1 Insert a section from a word processing document	Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]	
	4.8.2 Insert a section from a spreadsheet or database				
	4.8.3 Insert slides from another presentation				

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	
4.9 List several ways that text enhancement can make a presentation more attractive or meaningful	4.9.1 Apply a variety of fonts, font sizes, styles, colors, and text attributes to appropriate places in a presentation	Thinking	Creative Thinking	Develops visual aids to cerate audience interest [4.1.4]	
	4.9.2 Use placeholders, and apply text attributes to them				
	4.9.3 Use bullets that have been edited				
	4.9.4 Use bullets that have been created from a graphic image				
4.10 Explain the importance of embedding fonts	4.10.1 Embed fonts in the presentation	Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
4.11 Explain the purpose of a master slide	4.11.1 Use master slides to format and edit the formatting of a presentation	Thinking	Knowing how to Learn	Applies new knowledge and skills to master slide [4.3.1]	
4.12 Define <i>transition</i>	4.12.1 Use slide transitions	Foundation	Reading	Applies/Understands technical words that pertain to transitions [1.3.6]	
	4.12.2 Create a transition effect	Thinking	Knowing how to Learn	Applies new knowledge and skills to master transitions [4.3.1]	
4.13 Explain how animation is used	4.13.1 Create a slide with animated objects	Thinking	Knowing how to Learn	Applies new knowledge and skills to animation [4.3.1]	
	4.13.2 Add an animated gif				
4.14 Define <i>hyperlink</i>	4.14.1 Create a slide with a hyperlink from one part of a presentation to another part	Foundation	Reading	Applies/Understands technical words that pertain to hyperlinks [1.3.6]	
	4.14.2 Add a hyperlink to another presentation or Web site	Thinking	Knowing how to Learn	Applies new knowledge and skills to hyperlinks [4.3.1]	
4.15 Compare hyperlinks and action buttons	4.15.1 Add an action button to a slide	Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
4.16 Explain when the use of timings would be appropriate	4.16.1 Add automatic slide timings to a presentation	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
4.17 Explain the difference between an organizational chart and a flow chart	4.17.1 Create an organizational chart, and use it in a slide	Thinking	Creative Thinking	Develops visual aids to create audience interest [4.1.4]	
	4.17.2 Create a flow chart on a slide		Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
	4.17.3 Create a chart on a slide				

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
4.18 Explain the components of a good oral presentation	4.18.1 Create an electronic presentation, and present it to the class	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]

Unit 5: Web Site Design

Hours: 10

Terminology: Child page, Home/index/parent page, Themes, Web site

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	Reading	Applies/Understands technical words that pertain to Web pages [1.3.6]	
	5.1.2 Look at examples of a Web site and identify the components		Writing	Uses words appropriately [1.6.21]	
5.2 Explain the difference in a Web site and a page	5.2.1 Create a Web site	Thinking	Knowing how to Learn	Applies new knowledge and skills to Web sites [4.3.1]	
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	
5.3 Describe the process of adding pages to a Web site	5.3.1 Add a new page	Thinking	Knowing how to Learn	Applies new knowledge and skills to Web sites [4.3.1]	
5.4 Explain the advantages of themes	5.4.1 Apply a theme to a Web page	Thinking	Knowing how to Learn	Applies new knowledge and skills to themes [4.3.1]	
			Problem Solving	Comprehends ideas and concepts related to themes [4.4.1]	
			Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.2]	
5.5 Describe editing and formatting text features in Web pages	5.5.1 Add, edit, and format text on a Web page	Thinking	Knowing how to Learn	Applies new knowledge and skills to editing and formatting text [4.3.1]	
			Problem Solving	Comprehends ideas and concepts related to editing and formatting text [4.4.1]	
5.6 Describe the process of using images on Web sites	5.6.1 Add pictures to a Web site	Thinking	Problem Solving	Comprehends ideas and concepts related to images [4.4.1]	
			Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.2]	
5.7 Explain the different uses of hyperlinks on a Web site	5.7.1 Create Web pages with hyperlinks that are used for different purposes	Thinking	Knowing how to Learn	Applies new knowledge and skills to hyperlinks [4.3.1]	
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]	

Glossary

Unit 1: Desktop Publishing – Creating & Editing Simple Publications

1. Audience – the group that is the intended target of the material
2. Desktop publishing – software that is used to produce publications
3. Digital camera – records images in digital format
4. Electronic form – a form that can be filled out online with specific boxes for the user to fill in, such as text boxes, combo boxes, check boxes, tables, and protection
5. Kerning (character spacing) – the addition or removal of space between individual characters in a piece of typeset text to improve its appearance or alter its fit
6. Layout guides – a grid used to help arrange text on a document that can consist of margin guides, column guides, and ruler guides
7. Leading (line spacing) – horizontal space between lines of text
8. Letterhead – information at the top of a letter that includes a company/person's name as well as personal information (company, address, phone number, etc.)
9. Logo – a design that represents a company
10. Margin guides – nonprinting lines that show on screen the margins of a document
11. Masking/fill effect – cropping or filling in to a shape or design
12. Pull quote – a short amount of text taken from a document and set aside for the reader to see
13. Thumbnail sketch – a small replication of an image used in Web pages to expedite the loading process; can act as a hyperlink to the bigger image
14. Time frames/deadlines – project due dates and time allotted for completion
15. Tracking (line spacing) – to uniformly adjust spacing between selected text

Unit 2: E-mail – Using E-mail Efficiently and Ethically

1. Acronyms (BTW, FYI, IMHO, JK, ROTFL) – a word formed from the first letters of a phrase; i.e., *FYI* means for your information
2. Attachment – a document attached to an e-mail; can be Word, Excel, a picture, etc.
3. E-mail – (electronic mail) to compose a message on one computer and electronically send it, via the Internet, to another computer
4. Emoticons [smileys -- :-) ;-) :-(] – text used to make the illusion of different faces on the screen
5. Shouting – using capital letters when typing an e-mail message
6. Signature – information, commonly added at the bottom of an e-mail, about the person or company sending the e-mail
7. Snail mail – sending mail through the U.S. Post Office and not via e-mail
8. Telecommunications – using technology to communicate; i.e., telephone, e-mail, fax, etc.

Unit 3: Database – Creating, Editing, & Retrieving Information from a Database

1. Ascending – putting items in a database in A-Z, or low-high, order
2. Bound control – an object in form or report that is linked to data in a table or query
3. Calculated field – uses an expression instead of actual data that may combine arithmetic operators (+, -, *, /), constants, field names, or functions
4. Data types – Currency – used for money values
Memo – used for descriptive text, such as sentences or paragraphs
Number – used for numbers with or without decimals that can or would be used in calculations
Text – used for alphanumeric data
Time/date – used for formatted dates and times
Yes/no – used for either “yes” or “no,” “true” or “false,” or “0” or “1”
5. Database – a collection of related data
6. Descending – putting items in a database in Z-A, or highest-lowest, order
7. Detail lines – section that prints the records from a table
8. Entry – the data stored in an individual field in a single record
9. Field – an individual category of information in a record, represented by a column in a table; i.e., First Name, Last Name, Address, etc.
10. File – a collection of records
11. Filter – a database function that allows the user to display only records that fit a certain criteria
12. Find – a function that searches for specific text
13. Form – a database object that displays information from the table or query about one record at a time in an attractive, easy-to-read screen format
14. Group – organizes or categorizes the records by a particular field
15. Group header – section that prints at the start of each group
16. Input mask – a field property that displays a pattern to assist the user in entering data; used for phone numbers, Zip codes, Social Security numbers, etc.
17. Page footer – section that prints once at the bottom of each page
18. Primary key – a field whose data is different or unique for each record
19. Query – a method of setting up conditions to extract a subset of data stored in one or more tables

20. Record – one entity (person, place, thing, or event) in a table holding related data, shown as a row; i.e., in a school database, a record would be all the information about one student
21. Report – a database object used to print a table or form in a well-designed format
22. Report footer – section that prints at the bottom of the report (last page)
23. Report header – section that prints at the beginning of the report
24. Sort – rearrange items in ascending or descending order
25. Table – a database object that stores data in records with fields in a table or columnar format
26. Unbound control – an object in a form or report not associated with data from the database
27. Wildcards – symbols (*, ?, #, etc.) representing any character or combinations of characters

Unit 4: Presentation Software – Creating Advanced Electronic Presentations

1. Action button – button clicked to initiate a link or an animation action
2. Animated gif – a moving picture in GIF format, which is made up of a series of frames, that when displayed, provides a short animated sequence that can be made to cycle over and over without stopping
3. Design template – custom design that is applied to a presentation to give it a uniform color scheme and particular “look”
4. Embedded font – inserts formatting of font into presentation so it stays consistent
5. Export – to save a file in one application that can be read by a different application from the one in which it was created
6. Flow chart – a graphical representation of the sequence of operations in an information system or program
7. Handouts – printout that contains 1, 2, 3, 4, 6, or 9 PowerPoint slides per page
8. Hyperlink – a predefined linkage between one object and another
9. Import – to use a file in one application that was created with a different application
10. Integration – using several applications in one document, project, or file
11. Master slide – slide that stores a design template’s arrangement for slides, including the size and position of placeholders, text formatting, and graphic elements
12. Organizational chart – a chart that shows the hierarchy in an organization
13. Slide layout – arrangement of text and/or object placeholders that can be applied to a new or existing file
14. Slides – area where you create, edit, and display information on a single screen in a PowerPoint presentation
15. Speaker’s notes – notes that can be entered for each slide in a presentation and can be printed or added as supplemental information when published on the Web
16. Timings – can be set to transition between slides automatically
17. Transition – visual effects applied as one moves from one slide to the next

Unit 5: Web Site Design

1. Child page – a Web page that is a secondary page on a site and is hyperlinked to the home or parent page; a sub-Web page
2. Home/index/parent page – the root page of a Web site; the first page that you see when you access the Web site, which usually has links to sub-pages that comprise the Web site
3. Themes – pre-selected colors and styles for objects and text in PowerPoint
4. Web site – a collection of related Web pages connected with hyperlinks