

# Academic Projects

## Introduction

This *Academic Projects* booklet, which accompanies Glencoe's *iCheck Series Microsoft Office 2010*, contains 14 projects that offer students additional practice for many of the skills covered in the text. Projects follow a step-by-step approach similar to that used in the student textbook.

### Data and Solution Files

There are no data files for this booklet. Solution files are located in the Teacher Center at the **Online Learning Center**.

### Tips for Using the Projects in Class

You have permission to copy the projects for your students. Because the projects reinforce skills covered in the text, they can be used as tools for assessing student progress. Projects can also be used as a differentiated instruction tool and assigned to advanced students as extra credit work.

If work on a project extends to a second day, have students circle or record the number of the step they will begin with on the second day. You might want to have students turn in the work they completed the first day. If students turn in their first-day work, have them write their names on the project instruction sheet, print out the work they have completed, and turn these in to you.

### Assessment Strategies

Each project has a rubric, which can be used as a self-assessment checklist by the students and as an assessment tool by the teacher. The rubrics include categories of skills students had to perform to complete the project. The student's performance can be ranked in each category as Excellent, Proficient, Developing, or Beginning. The rankings are based on the number of errors in the student's completed project.

# Academic Projects

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# Language Arts Projects

## Project 1 The Mighty Paragraph

### Solution File

Academic\_Project\_01\_SF.docx

### Topics Covered

#### Writing Skills

- Identifying characteristics of an effective paragraph

#### Computer Skills

- Creating a new document
- Using track changes
- Inserting comments

### Why Do I Need to Know This?

No matter where you attend high school, chances are you will have to take a required state exam in order to get your diploma. Many students find the written portions of these exams challenging. Students fear they will not have anything to write about, will forget how to properly write an essay, or will not be able to include enough information. In this project, you will review how to write an effective response to an essay question on an exam.

### Before You Begin

The essay portion of the exam can be easier to complete if you remember a few things. First, the topic of the essay is already provided for you in the essay question. Second, the topic of each paragraph is usually provided for you. And third, the test question usually provides a simple outline for you to follow.

To effectively use the information provided in the essay question, you must know how to properly organize a paragraph. The following guidelines will help you write well-organized paragraphs.

1. A paragraph must begin with a topic sentence.
2. The rest of the sentences in the paragraph must support the topic sentence.
3. A paragraph must focus on one single idea.
4. A paragraph should have enough sentences to complete its main thought.
5. When responding to a question, use part of the question to create the topic sentence.
6. Always respond to the question as if a “why” statement was included. For example, if an essay question asks, “Do you agree with this ruling?”, simply answering “yes” or “no” will not suffice. You need to explain why you agree or disagree.

# Language Arts Projects

## Project 1

### FIGURE 1.1 Topic Sentence and Sample Response

In this example of a test question and answer, the **topic sentence** in the answer is underlined. Notice that part of the question is used to form the topic sentence. The rest of the sentences in the paragraph are **supporting sentences** that explain why the writer agrees or disagrees with the ruling in question.

In July 2002, the Supreme Court ruled that drug testing of students who participate in all extra-curricular activities (not just sports) is just. Do you agree with this ruling?

I agree with the Supreme Court ruling of July 2002 that requires students who participate in extra-curricular activities to submit to drug testing like those who participate in sports. Students who participate in extra-curricular activities represent themselves and our school to people in our community. They also have to drive to and from events and driving under the influence of an illegal drug could endanger their lives and the lives of others. It is a logical step to make sure students who participate in extra-curricular activities are safe and not involved in any illegal drug activity that would harm the school or themselves.

### Procedure

1. Open a new Word document.
2. Save the file as **Academic\_Project\_01-[first initial and last name].docx**. Ask your teacher where to save the file. Key the following paragraphs:
  - a. The Fourth of July is quickly becoming my favorite holiday because our family participates in a number of exciting activities. We usually begin the day with a picnic with relatives. Massive water balloon fights are always a favorite part of the picnic. Then, we all eat the great food everyone brings. This year we will have our picnic at McNaughton Park. After eating, we go to the neighborhood grocery store parking lot where we camp by our cars, waiting in anticipation for the fireworks show. Finally, we return home to light our own fireworks. It is a great day, and everyone, young and old alike, has a great time.
  - b. As a second year law enforcement student at the Career Center, I believe we should have a better security plan implemented in our school. Students want to feel safe when they attend school. Cameras should be installed at each entrance so visitors can be detected automatically. Faculty and staff should wear identification tags so students can easily recognize the adults that belong in our building. We will tell parents about our plan by letter. Students also should wear identification tags and should keep their book bags in lockers.

# Language Arts Projects

## Project 1

3. Turn on Track Changes before you make changes to this document so your instructor can review all of your work.
4. Insert a comment to highlight and label the topic sentence in each paragraph.
5. Locate a sentence in each paragraph that does not support the topic sentence. Highlight each sentence and change the font style to Strikethrough.
6. Add a comment that explains why the sentence does not belong in the paragraph.
7. Save and close your file.

## Memory Check

Each sentence in a paragraph should support the topic sentence.

# Language Arts Projects

## Project 1 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Content</b>	Paragraphs have been correctly entered.	Paragraphs have been correctly entered except for one error.	Paragraphs have been correctly entered except for two errors.	There are three or more errors in the paragraphs.	
<b>Track Changes</b>	Track changes is turned on, and there were four comments in the correct places in the document.	Track changes is turned on, and there were comments in document, but one comment was missing or not in the right place.	Track changes is turned on, but two or three comments were either missing or in the wrong place.	Track changes is not turned on, and the comments were either missing or in the wrong place.	
<b>Identifying Elements of the Paragraphs</b>	The topic sentence and the sentence that does not support the topic sentence were correctly identified. The explanation for why that sentence did not belong in the paragraph was well supported.	The topic sentence and the sentence that does not support the topic sentence were correctly identified. However, the explanation for why that sentence did not belong in the paragraph was not well supported.	Either the topic sentence or the sentence that does not support the topic sentence was not correctly identified, and/or the explanation for why that sentence did not belong in the paragraph was not well supported.	The topic sentence and the sentence that does not support the topic sentence were not correctly identified.	

# Language Arts Projects

## Project 2 A Map to Guide Me

### Solution File

Academic\_Project\_02\_SF.docx

### Topics Covered

#### Writing Skills

- Reviewing effective paragraph and essay development techniques
- Reviewing techniques for responding to essay questions on tests
- Creating an outline for an essay

#### Computer Skills

- Creating an outline numbered list
- Specifying style of numbered lists
- Changing font size

### Why Do I Need to Know This?

An essay question asks you to clearly and succinctly express an idea. In order to make sure your ideas are clear, you must first gather your thoughts on what you would like to say. By creating an outline, you give yourself direction on how you will define and support your topic. You provide yourself with a “map.” If you follow the map you create, your essay will follow a logical path, will directly address the question offered, and will support the topic in an orderly way.

In this project you will use Word to create an outline for an essay.

### Before You Begin

You are on the Youth Activities Board in your hometown. Your board makes recommendations to your city council regarding new activities for the teens in your city. You have been asked to write an essay proposing the development of a new youth park. You will use Word to outline your ideas before you write the essay. Make sure you include the following points in your essay:

- A description of whom the park would serve
- A discussion of the activities that could be offered at the park
- The best location for the park
- Details to make the essay persuasive
- A beginning, middle, and end to your proposal

# Language Arts Projects

## Project 2

First, think about the paragraph development activity you completed in Project 1 that taught you how to write a compelling paragraph. Now, take a look at Figure 2.1, which lists the ways paragraph and essay development are similar.

**FIGURE 2.1** Comparing Paragraph and Essay Development

PARAGRAPHS	ESSAYS
1. A paragraph must include a topic sentence.	1. An essay must include a thesis statement.
2. The rest of the sentences in the paragraph must support the topic sentence.	2. The rest of the paragraphs in the essay must support the thesis statement.
3. A paragraph must focus on one single idea.	3. An essay must focus on one single idea.
4. A paragraph should have enough sentences to complete your thought.	4. An essay should have enough paragraphs to complete your thought.
5. When responding to a question, use part of the question to create the topic sentence.	5. When responding to an essay question, use part of the question to create the thesis statement.

Second, note that many essay examination questions provide clues on how to construct an essay. More specifically:

1. The topic of the essay is already provided for you.
2. The topic of each paragraph is usually provided for you.
3. The test question usually provides a simple outline for you to follow.

You are almost ready to begin your outline. Before you do, take a look at the following sample essay question and outline.

*Have you ever wondered what America will be like in a hundred years? Suppose you could travel to that time. What do you think would be different and what would be the same?*

*Be sure to include:*

- *A description of important people*
- *Events that occur or ideas people possess*
- *Advancements in the areas of technology*
- *Details to make the essay interesting*
- *A beginning, middle, and end to your essay*

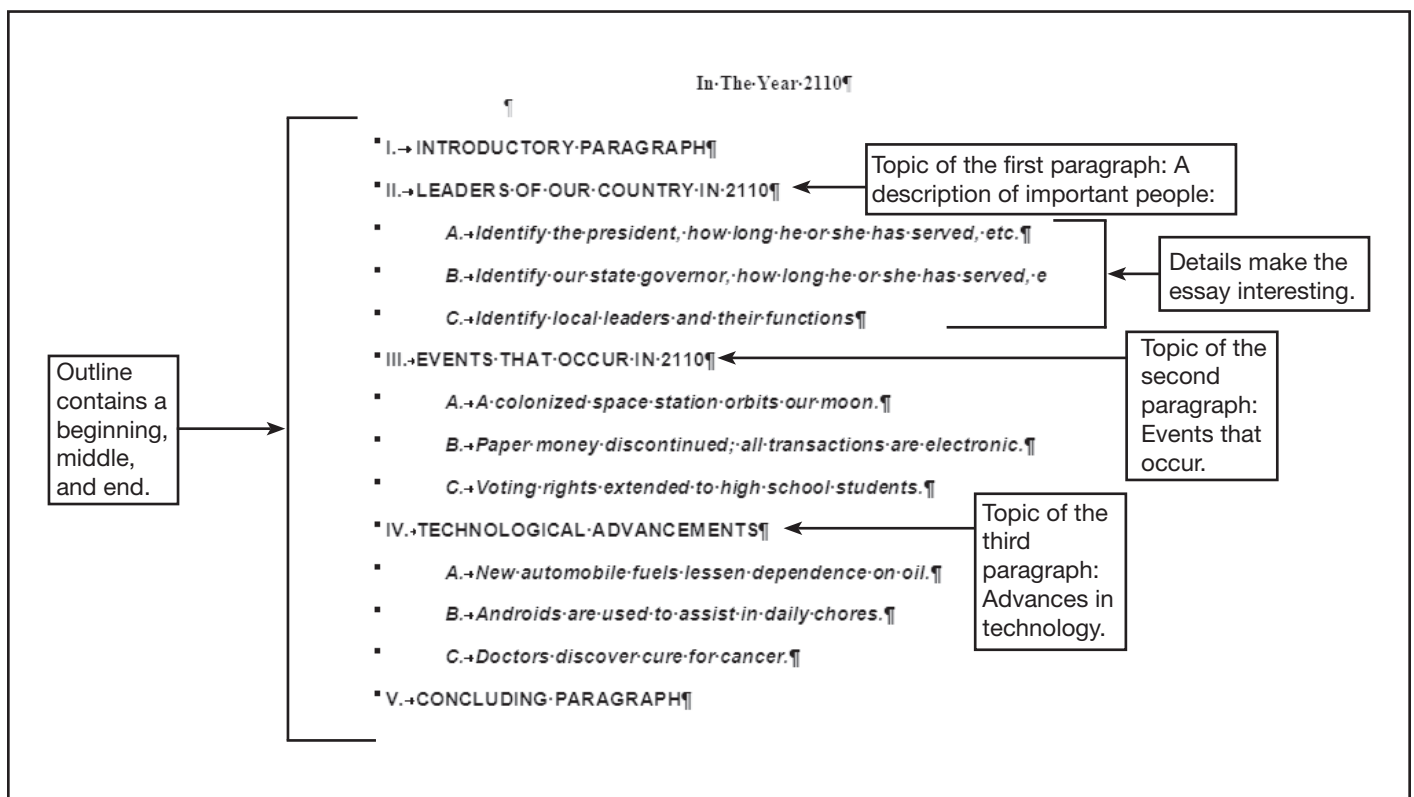


# Language Arts Projects

## Project 2

From the information in the question, you should first create a simple five-paragraph outline that addresses each aspect of the question. Although the topic of the outline you will create is different than the topic of this sample outline, your outline should be formatted in the same way as the outline shown in Figure 2.2

**FIGURE 2.2** Sample Outline



## Procedure

1. Open a new Word document.
2. Save the file as **Academic\_Project\_02-[first initial and last name].docx**. Ask your teacher where to save your file.
3. Read the essay assignment again, keeping in mind what you have just learned about creating an effective outline.

You are on the Youth Activities Board in your hometown. Your board makes recommendations to your city council regarding new activities for the teens in your city. You have been asked to write an essay proposing the development of a new youth park.

# Language Arts Projects

## Project 2

Use Word to outline your ideas before you write the essay. Make sure you include the following points:

- A description of whom the park would serve
  - A discussion of the activities that could be offered at the park
  - The best location for the park
  - Details to make the essay persuasive
  - A beginning, middle, and end to your proposal
4. Choose **Home>Paragraph>Numbering**. In the **Numbering Library** drop-down menu, select the Roman numeral style (first column, second row).
  5. Create an outline for an essay you would write for this assignment.
  6. Change the font size of your outline to **16 pt**.
  7. Save and close your file.

### Memory Check

Look at the assigned activity to locate clues about how to organize your essay and create your outline.

# Language Arts Projects

## Project 2 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Outline Formatting</b>	Outline uses Roman numerals and auto formatting was applied. Font size is correct.	Outline uses Roman numerals and auto formatting was applied, but there are errors in the formatting. Font size is correct.	Outline uses Roman numerals, but auto formatting was not applied to the entire outline and/or font size is incorrect.	Outline is not correctly numbered and/or auto formatting was not applied to the outline at all. Font size is incorrect.	
<b>Content and Research</b>	The proposed outline addresses all required parts of the activity.	The proposed outline addresses most of the required parts of the activity.	The proposed outline addresses some of the required parts of the activity.	The proposed outline consists of information that is primarily irrelevant to the assigned discussion.	
<b>Organization</b>	Outline is very well focused and ordered.	Outline is well focused and ordered.	Outline lacks some focus and order.	Outline lacks focus and order.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague.	Vague writing interferes with clarity.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some minor errors.	Writing contains numerous errors.	Writing contains many serious errors.	

# Language Arts Projects

## Project 3 Know Thyself

### Topics Covered

#### Writing Skills

- Brainstorming ideas
- Organizing brainstormed ideas
- Planning and writing a five-paragraph essay

#### Computer Skills

- Creating bulleted and numbered lists
- Inserting graphics
- Manipulating graphics
- Using the Clip Art gallery

### Why Do I Need to Know This?

The ancient Greeks believed in the maxim: “Know thyself.” The Greek philosopher Plato took this maxim even further and said, “The life which is unexamined is not worth living.” In order for you to have a clear understanding of the type of career you would be best suited for, it is important to have an understanding of who you are and the activities and events that shape your life. What types of classes do you like to take? What activities or hobbies most interest you? The following activity is intended to contribute to your self-knowledge. In this three-part activity, you will use Word to create a list of the important events of your life, to develop a chronological timeline illustrating when each event occurred, and to write a short essay describing an important event of your life and what you learned from it.

### Procedure

#### Part I: Picture It All

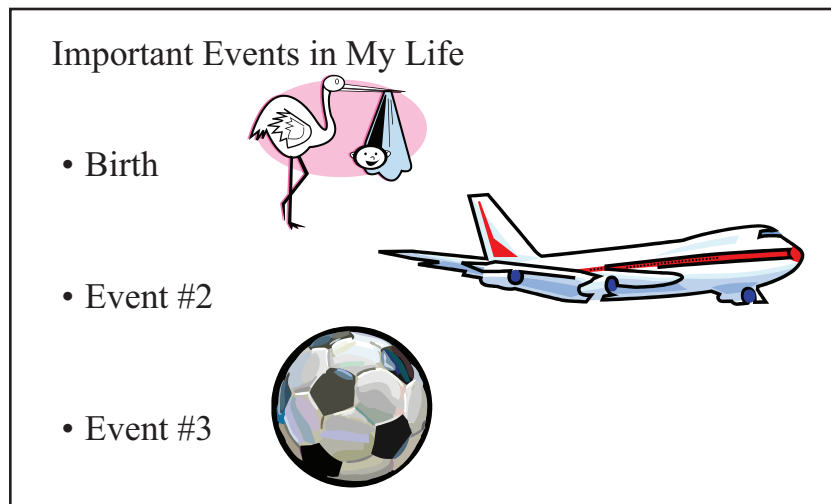
1. Open a new Word document.
2. Save the file as **Academic\_Project\_03-[first initial and last name].docx**. Ask your teacher where to save your file.
3. Key a numbered or bulleted list of at least ten of the important events and experiences you have had in your life thus far. The first item on your list should be your birth. See Figure 3.1 for an example.
4. For each event or experience, use the **Clip Art gallery** to select a symbol, graphic, or picture to represent that experience (see Figure 3.1). Place the graphic next to the event it symbolizes.

# Language Arts Projects

## Project 3

For example, a stork or a baby bottle could easily represent your own birth, as well as that of a sibling. A football, basketball, or soccer ball could represent your participation in a sporting event.

**FIGURE 3.1 Important Events**

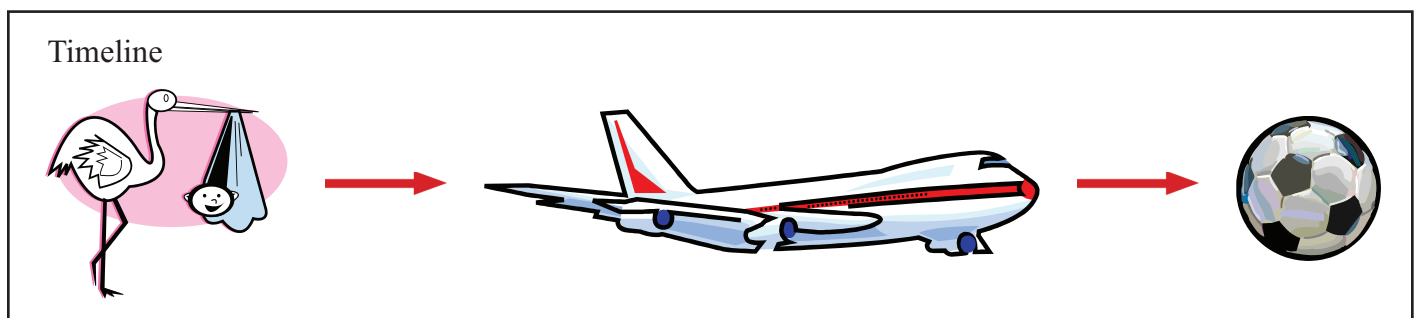


### Part II: The Road Map of Your Life

Now put the events you listed in chronological order.

5. Insert a new page in your Project 3 file.
6. Using shapes such as a block arrow or a line, create a timeline that puts the events you listed in the order they occurred in your life. Use the symbols you selected in Step 4 to represent different events in your life. Paste those symbols onto the timeline in order of the occurrence of the events they represent. Now you have a visual “road map” of the events that have shaped your life. **Note:** You may want to change the orientation of your page from portrait to landscape so that your timeline can be longer.

**FIGURE 3.2 Timeline**



# Language Arts Projects

## Project 3

### Part III: An Experience of a Lifetime

It has been said, “Experience is our best teacher,” and it is true that some of life’s most valuable lessons are learned through our own experiences or those of someone very close to us. Write about an experience that taught you a valuable lesson.

7. Use Figure 3.2 as a model for the first three items on your timeline.
8. Review your road map.
9. Insert a new page in your Project 3 file.
10. Write an essay about one experience you have had from which you learned a great deal. Use the standard essay format described in Project 2 to structure your essay. The experience you describe could have been a positive experience or a negative experience; a moment of crisis or a moment of victory. For example, you can learn a great deal from all different kinds of experiences, such as a first job or a vocational class, a vacation to a family spot, or a trip to a place never before seen. You can also learn from mistakes in life. Once you pick an experience to write about, close your eyes and visualize yourself at that point in your life again. You might even want to talk to someone else who was there to help you remember the details.
11. Save and close your file.

### Memory Check

Your graphics should enhance, not distract from, your content.

# Language Arts Projects

## Project 3 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Bulleted/ Numbered List</b>	The list is correctly formatted, and contains at least 10 important events.	The list is correctly formatted, and contains 8 or 9 important events.	The list is incorrectly formatted, or it contains fewer than 8 important events.	The list is incorrectly formatted, and it contains fewer than 7 important events.	
<b>Timeline</b>	The timeline addresses all required parts of the activity.	The timeline addresses most of the required parts of the activity.	The timeline addresses most of the required parts of the activity, but the order of events is unclear.	The timeline does not address the required parts of the activity and the order of events is not clear.	
<b>Essay Content and Organization</b>	Essay is very well focused and ordered.	Essay is well focused and ordered.	Essay lacks some focus and order.	Essay lacks focus and order. The overall structure is ineffective.	
<b>Essay Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague and/or inappropriate.	Inappropriate and vague writing interferes with the development and clarity of the main points.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some generally minor errors.	Writing contains numerous errors.	Writing contains many serious errors.	

# Language Arts Projects

## Project 4 E-zine Expressions

### Topics Covered

#### Writing Skills

- Writing a personal narrative
- Selecting appropriate titles for stories
- Using formatting to make a story visually appealing

#### Computer Skills

- Creating a two-page newsletter
- Selecting and modifying a template
- Selecting and inserting graphics
- Using the Thesaurus
- Using the Spell Check function
- Preparing a document for Web publishing

### Why Do I Need to Know This?

It is very important to understand different types of literary styles, including how to address different audiences and how to clearly express yourself. The personal narrative requires you to display your understanding of these aspects of communication. It is the type of writing style used in autobiographical writing (a story an author writes about himself or herself).

In this project, you have been selected to interview for a summer job, and have been told that you should be prepared to tell a little about yourself in a written document. In order to prepare, you will create a personal narrative in a unique format: a newsletter. Businesses and organizations use newsletters to keep their customers and members informed of upcoming events, sales, and other important information. By creating a newsletter, you tell your personal narrative in a visually appealing format and are then prepared to easily share your narrative online with all interested parties through a type of Web page called an “e-zine” (short for electronic magazine).



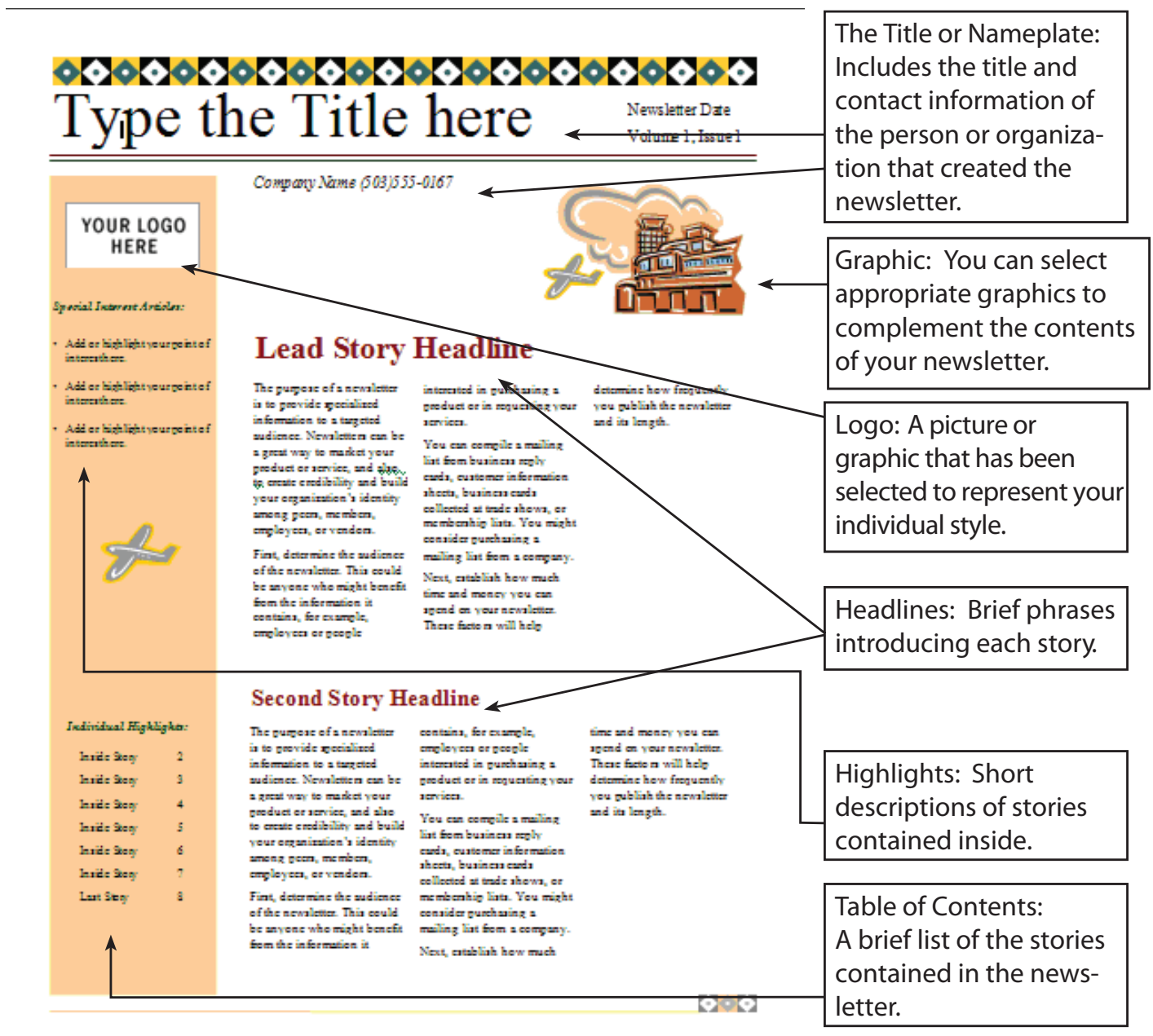
# Language Arts Projects

## Project 4

### Before You Begin

First, take a look at this sample newsletter and note its components:

FIGURE 4.1 Sample E-zine



# Language Arts Projects

## Project 4

### Procedure

1. Start Word and select a newsletter template. If necessary, you can find templates on Microsoft Office online, with your teacher's permission. The template should reflect your individual style and be appropriate to this task (remember to consider your audience).
2. Save the file as **Academic\_Project\_04-[first initial and last name].docx**. Ask your teacher where to save your file.
3. Key an interesting and attention-getting title for your newsletter. Since you are also going to save this as a Web page, you might want to include your e-mail address.
4. Think of some of the activities you did over the last year that you would like to include in your newsletter. Write a brief story about each activity. Remember to include the appropriate elements of a personal narrative for each story: who, what, when, where, why, and how. Since this is a personal narrative, you should use first-person pronouns such as I, we, and us.
5. Select and insert graphics that will complement the information contained in your stories.
6. Write short headlines for each story in your newsletter.
7. Create a table of contents to let your readers know what is contained in your newsletter.
8. Write a short "Highlights" section identifying stories on page 2.
9. Check your document for spelling and grammar errors.
10. Use the Thesaurus to find a wide variety of words to use in your newsletter stories.
11. Save your newsletter as a Word document.
12. Preview your newsletter as a Web page.
13. Save your file as a Web page.
14. Close your file.

### Memory Check

Your newsletter should be visually appealing and should be error free. You should use highly descriptive language to give your reader a sense of experiencing your activities in the way you did.

# Language Arts Projects

## Project 4 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Areas of Evaluation and Corresponding Score:	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments:
<b>Template Selection</b>	Template selected is appropriate and enhances the content of the newsletter.	Template selected is appropriate and does not detract from the content of the newsletter.	Template selected is either not quite appropriate or it somewhat detracts from the content of the newsletter.	Template selected is not appropriate and it detracts from the content of the newsletter.	
<b>Content and Research</b>	The newsletter stories include all required parts.	The newsletter stories include most of the required parts.	The newsletter stories include some of the required parts.	The newsletter stories consist of information that is primarily irrelevant and is missing most of the required parts.	
<b>Organization</b>	Newsletter stories are very well focused and ordered.	Newsletter stories are well focused and ordered.	Newsletter stories somewhat lack focus and order.	Newsletter stories lack focus and order.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but some language is vague.	Inappropriate and vague writing interferes with the clarity of the main points.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some generally minor errors.	Writing contains numerous errors.	Writing contains many serious and minor errors.	

# Language Arts Projects

## Project 5 Take a Break

### Topics Covered

#### Writing Skills

- Researching and summarizing information
- Practicing descriptive writing

#### Computer Skills

- Selecting a template
- Selecting and inserting graphics
- Creating a chart using Excel
- Integrating an Excel chart into a Word document
- Using the Thesaurus
- Using the Spell Check function

### Why Do I Need to Know This?

No matter where your life takes you after high school, you will have to demonstrate your ability to communicate by using descriptive writing. For this project you will take a break from the day-to-day grind of high school life and take a virtual visit to an exciting destination and create a travel brochure for that destination. Creating this brochure will help you learn and understand the elements of descriptive writing and what makes it effective. A brochure provides a simple and effective format to organize a lot of information. It is formatted to be easy to read and understand.

### Before You Begin

First, take a look at this sample brochure and note its components. Note the information presented on the inside panels of this sample travel brochure:

Panel 1: A greeting

Panel 2: A list of local restaurants and attractions

Panel 3: Weather information


When you create your brochure, you will need to prepare enough information to fill six panels.

# Language Arts Projects

## Project 5

FIGURE 5.1 Sample Brochure

**WELCOME TO SAVANNAH, GEORGIA!**



Welcome to the warm, sunny beaches of the Atlantic Ocean. Read a book or sip a cold, sweet iced tea while the waves and sand gently engulf your feet. Savannah, Georgia has it all!

\*\*\*\*\*

**POINTS OF INTEREST**

**RESTAURANTS**

*Ye Olde Savannah Grill*

Fresh seafood dishes fill the menu at this local favorite dining establishment.

*The Tropic of Capricorn*

This eatery is housed in one of the oldest buildings in Savannah. Enjoy the wonderful surf & turf fare while listening to nightly musical entertainment. The Tropic offers an extensive Sunday brunch.


**ATTRACTIONS**

*The Savannah History Museum*

Get a taste of the rich history of Georgia's first city. The museum houses many items from the early days of Savannah.

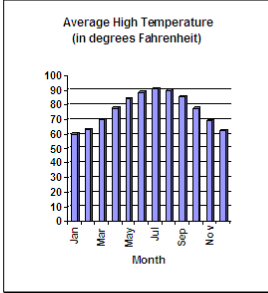
*The City Market*

Come watch as artisans weave baskets by hand at the Farmer's market. Locally grown produce and souvenirs are also available.



**LOCAL CLIMATE**

Average High Temperature (in degrees Fahrenheit)



Month	Average High Temperature (°F)
Jan	60
Feb	62
Mar	65
Apr	70
May	75
Jun	80
Jul	90
Aug	85
Sep	80
Oct	75
Nov	70

Savannah boasts an average high temperature of 76° Fahrenheit year round. Spend the day in the City Market, take a tour of Old Savannah, or hop on a ferry to historic Jekyll Island. There are many activities to choose from in the local Savannah area. You can swim with sea turtles or watch dolphins frolic in the surf. You can also spend the afternoon shopping, riding bikes, or taking in the sun on the uncrowded shores of Georgia. Bask in the sun and soak up some history in beautiful Savannah!

\*\*\*\*\*

## Procedure

1. Start Word and select a bi-fold (or two-fold) brochure template (this type of brochure is two pages long and has six panels). With your teacher's permission, you can access brochure templates on Microsoft Office online. The template should reflect your individual style and be appropriate to this task (remember to consider your audience).
2. Save the file as **Academic\_Project\_05-[first initial and last name].docx**. Ask your teacher where to save the file.
3. Select a destination for which you would like to create a brochure.
4. Using available resources, find information on your selected destination that would be of interest to travelers, such as:
  - Local restaurants and their menus
  - Things to do, like visiting museums, amusement parks, and other points of interest
  - Local hotels and their average room rates

# Language Arts Projects

## Project 5

You must find the average weather and climate information for each month of the year for the destination you select. You will fill one of the panels in your brochure with information about the weather.

5. You will write a short description for each point of information you choose to include in your brochure. You should include a minimum of four different types of information about your destination to include in your brochure. The brochure needs to contain the following:
  - The first panel should have a title with the destination's name.
  - Fill the next five panels with information you found about the destination. (**Note:** One of those panels will be devoted to the average weather and climate of the destination.)

Try to devote each panel to one aspect of the information you found on your destination.

6. Think about how you will organize the information you want to include in your brochure, and then key appropriate titles for the information you will present in each panel.
7. Key the descriptions of the information you have chosen to include in your brochure.
8. Select and insert graphics that will complement the information contained in each panel.
9. Save your file.
10. Open a new Excel workbook.
11. Create a worksheet containing data on the average monthly high temperatures for your selected destination. Use this worksheet to create a chart. Make certain that the chart is appropriately labeled.
12. Insert your chart into the appropriate panel of your brochure.
13. Use the Spell Check function to check your document for spelling and grammar errors.
14. Use the Thesaurus to find a wide variety of words to use.
15. Print and fold your brochure accordingly.
16. Save and close your Excel file and your Word file.

## Memory Check

Your brochure should be visually appealing and error free. You should use highly persuasive and descriptive language to encourage your reader to visit your destination.

# Language Arts Projects

## Project 5 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Content and Research</b>	Brochure includes more than four appropriate points of interest.	Brochure includes four appropriate points of interest.	Brochure includes two or three appropriate points of interest.	Brochure includes points of interest that are not appropriate for this activity.	
<b>Weather Chart</b>	Chart shows pertinent weather information and is clearly displayed.	Chart shows pertinent weather information and is relatively clear.	Chart shows some pertinent weather information and is relatively clear.	Chart is not clear and is missing information.	
<b>Organization</b>	Writing is very well ordered. Transitions are very clear and effective.	Writing is well ordered. Transitions are generally clear and effective.	Writing is not well organized. Paragraphs often lack transitions.	Writing has multiple organization problems. Most paragraphs lack transitions.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague.	Inappropriate and vague writing interferes with the clarity of the main points.	
<b>Mechanics</b>	Writing is free of errors.	Writing contains some minor errors.	Writing contains many minor errors.	Writing contains many serious and minor errors.	
<b>Brochure Layout</b>	A bi-fold brochure has been created. Use of fonts and graphics is very effective.	A bi-fold brochure has been created. Use of fonts and graphics is effective.	A brochure has been created, but it is not bi-fold. Use of fonts and graphics is somewhat effective.	The brochure layout is incorrect. Use of fonts and graphics is not effective.	

# Language Arts Projects

## Project 6 Opening Doors with Writing

### Topics Covered

#### Writing Skills

- Writing a business letter

#### Computer Skills

- Formatting a business letter
- Performing a mail merge
- Creating a data source
- Using the Thesaurus
- Using the Spell Check function

### Why Do I Need to Know This?

Business letters can open several doors of opportunity. However, the way they are written has a great deal to do with whether or not those doors open. Your written correspondence will be the first impression someone will have of you. It has to be a good one. In this project, you will examine proper business letter format and you will perform a mail merge. At times, you may find the need to submit your résumé to several employers at once. By using the mail merge function in Word you can streamline this process to create several personalized letters in a matter of minutes.

### Before You Begin

First, take a look at the sample cover letter shown in Figure 6.1 and note its components.

#### Style Concerns

- Block format (paragraphs are aligned left and are not indented) is most widely used for business letter writing.
- Justify the body for an even edge on both sides.
- Make sure that there is no spacing before or after lines.
- Use single spacing and leave a blank line between paragraphs. Do not indent paragraphs in this format.
- Remember to be concise and brief.



# Language Arts Projects

## Project 6

Figure 6.1 Sample Business Letter

**Michelle Carver**  
1871 Samson Road, Apt. 2A  
Phoenix, AZ 54578

September 17, 2012

Dear Ms. Bass:

Please accept this letter as an application to the Web Designer position listed in the Sunday, September 16, 2012 edition of the *Tucson Sun*.

My enclosed résumé reflects the following qualifications:

- Two years Graphic Design intern experience with Graphic Innovators of Tucson.
- Certifications in Dreamweaver and Flash software applications, received in January 2009.
- Certification in Microsoft Office 2010, received in August 2010.

I would like to meet with you to further discuss my qualifications. I may be reached at (555) 123-4567 anytime after 4:00 PM during the week and all day on weekends. If given the opportunity, I will prove to be an asset to your organization. Thank you for your consideration.

Sincerely,

Michelle Carver  
Enclosure: résumé

**Sender's Address:** If you are not using letterhead, you will include your address here (as the sender).

**Date:** You should always apply to a position opening within a few days of the announcement. Always spell out the month.

**Inside Address:** This is the address of the person to whom you are writing. Begin with the person's name and title. Include the company name and full address, including suite numbers.

**Salutation:** This is the greeting. If you do not know the gender of the addressee, you can use the person's full name (Dear Marsha Bass). A colon always follows the salutation in a business letter.

**Position opening:** You should specify the name of the position to which you are applying and indicate how you learned of the opening.

# Language Arts Projects

## Project 6

### Procedure

1. Take a look at the jobs section of the classified section of your local newspaper (or search an online job database) and record the contact information (name, title, and address of the person in charge of hiring) of five jobs that interest you. For this exercise, you will use the same name for the position title to which you are applying and the same information concerning how you learned of the available position in the opening paragraph (for example, Web Designer position listed in the Sunday, September 16, 2012 edition of the *Tucson Sun*).
2. Open a new Word document.
3. Save the file as **Academic\_Project\_06-[first initial and last name].docx**. Ask your teacher where to save your file.
4. Set your margins to 1.0 inch for top and bottom and 1.25 inches for left and right. Key your return address or use appropriate personal letterhead that includes your full address. Press return four times. Key the date. Press return eight times.
5. Key the body of your letter. Use the following guidelines for each paragraph:
  - In the first paragraph, include the name of the position for which you are applying and indicate how you learned of the opening.
  - In the second paragraph, include a summary of your qualifications. You can use a bulleted list if you have three or more qualifications specific to the job.
  - In the third paragraph, include a request for an interview and your phone number and the times when you can be reached.
6. Key your closing, name, and Enclosure line using the spacing indicated on Figure 6.1.
7. To start the mail merge, choose **Mailings>Start Mail Merge>Step by Step Mail Merge Wizard**.
8. In Step 1, under **Select document type**, make certain **Letters** is selected. Advance to Step 2.
9. In Step 2, under **Select starting document**, make certain **Use the current document** is selected. Advance to Step 3.
10. In Step 3, under **Select recipients**, select **Type a new list**. Click **Create**.
11. Key a new entry for each of the five jobs. Include as much information as you can for each employer. Be sure to include the name, title, and address of the person who will be receiving your cover letter and résumé. You may need to do some research to find out this information.
12. Click **OK** and save your address database as **Academic\_Project\_06-[first initial and last name].accdb**.

# Language Arts Projects

## Project 6

13. Advance to Step 4 of the mail merge process. In your letter, click on the fourth line below the date. In the Mail Merge task pane, click **Address block**. Click **OK**.
14. In your letter, click on the second line below the **Address block**. Click **Greeting line**. Make certain that the Greeting line ends with a colon (:). Click **OK**.
15. Advance to Step 5 of the mail merge process to preview each letter. Check the address and greeting line of each letter to be sure that they are accurate. Spell check and proofread your letter and make any necessary corrections.
16. Save and close your Word file.

## Memory Check

Your letters should be easy to read and error free. Make sure you include a request for an interview in the third paragraph.

# Language Arts Projects

## Project 6 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Formatting</b>	The letter is correctly formatted with no errors.	There are one or two formatting errors.	There are three or four formatting errors.	There are more than four formatting errors.	
<b>Content</b>	The letter includes a concise opening paragraph and body paragraphs, a bulleted list of qualifications, and a well-written closing paragraph.	The letter includes an opening paragraph, body paragraphs, a bulleted list of qualifications, and a closing paragraph.	The letter contains body paragraphs. The letter is missing an opening paragraph, a bulleted list of qualifications, or a closing paragraph.	The body is poorly developed. The letter is missing more than one of the following: an opening paragraph, a bulleted list of qualifications, a closing paragraph.	
<b>Organization</b>	The writing is very well ordered. Transitions are very clear and effective.	The writing is well ordered. Transitions are generally clear and effective.	The writing has several problems with organization. Paragraphs often lack transitions.	The writing has multiple problems with organization. Most paragraphs lack transitions.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague.	Vague writing interferes with the clarity of the main points.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some generally minor errors.	Writing contains numerous errors.	Writing contains many serious and minor errors.	
<b>Mail Merge</b>	Address and Greeting Lines correct and correctly spaced.	Address and Greeting Lines correct, but minor problems with spacing.	Address and Greeting Lines contain errors, spacing is incorrect.	Address and Greeting Lines incomplete or missing. Spacing is incorrect.	

# Language Arts Projects

## Project 7 The Paperless Annotated Bibliography

### Topics Covered

#### Writing Skills

- Researching a topic
- Evaluating how well a source supports your thesis
- Summarizing the information found in a source

#### Computer Skills

- Creating a database in Access
- Using the Thesaurus
- Using the Spell Check function

### Why Do I Need to Know This?

You have been assigned a research project on the history of some aspect of information technology networking. As part of your research report, you have to create an easy and efficient way to organize the resources you will use in the development of your paper. *Plagiarism* is using someone else's words or ideas without crediting the original author. In order to avoid this very serious writing offense when writing this research report, you need to cite the sources of ideas or quotations that you include in your paper. An easy way to keep track of these sources is to create an annotated bibliography. In addition to keeping track of sources, annotated bibliographies can help you determine which resources will be the best to use in your research report. An annotated bibliography is made up of two components: 1) a list of the sources that you will use in your research report, and 2) a notation for each source summarizing how useful you find the source. Notations are usually about 50 words long and help you determine whether or not a source will be valuable in the development of your topic.

In this project you will use Access to create an electronic annotated bibliography. You will include the following information in your bibliography entries: a brief summary of the information found in the source, an explanation of how the information supports your topic, and an evaluation of how effective the information is in comparison to the other resources you have located. Usually, annotated bibliographies contain more references than you will actually use in a research paper.

### Before You Begin

First, take a look at the information that you will need to collect from each of the sources. Note that not all information will apply to each source. Figure 7.1 shows information related to an article found on a Web site.

# Language Arts Projects

## Project 7

**FIGURE 7.1 Annotated Bibliography Information**

Author:	Gorman, John
Title of Book:	N/A
Title of Article:	Wireless Networking Primer
Title of Periodical:	N/A
Volume:	N/A
Publication location:	N/A
Publisher:	N/A
Publication Date:	N/A
Page Numbers:	N/A
URL:	<a href="http://softwarecommunity.intel.com/articles/eng/1239.htm">http://softwarecommunity.intel.com/articles/eng/1239.htm</a>
Date Web Site Accessed:	February 18, 2009
Annotation:	This article focuses on the different types of wireless networking technologies currently available. It supports my thesis by emphasizing the shortcomings of current WiFi technology and the need for a variety of integrated technologies to meet the end-user's needs. The brief discussions of each major technology are the best I have located to date.

1. Open a new Access database.
2. Save the file as **Academic\_Project\_07-[first initial and last name].accdb**. Ask your teacher where to save your file.
3. Create a table in **Design View**. Key the following names under **Field Name** and format the data type as indicated in the brackets:

Author: [text]

Title of Book: [text]

Title of Article: [text]

Title of Periodical: [text]

Volume: [text]

Publication Location: [text]

Publisher: [text]

Publication Date: [date/time]

Page numbers: [text]

URL: [hyperlink]

Date Web site accessed: [date/time]

Annotation: [text]

# Language Arts Projects

## Project 7

4. Research available resources to find 10 articles, books, or Web sites you could use in the development of a research project on the history of some aspect of information technology. You should limit your use of Web sites to no more than three.
5. From the sources you found in the previous step, note for each source the information needed to complete the fields in your database.
6. Key the appropriate information into its respective field in your database. Keep the following in mind when completing this task:

Key an author's last name before his or her first name. (For example: Austen, Jane.)

Key N/A into fields for information that is not relevant. (For example, you would key N/A in the **Title of Periodical** field for a Web site resource.)

7. In the **Annotation** field, write a short paragraph that addresses the following questions:

What is the focus of the information presented in this source?

How does the information support your intended thesis?

How effective is this source compared to the other sources you have found?

8. Use the Spell Check function to check your text for spelling and grammar errors.
9. Sort your database by author's last name.
10. Save and close your database.

### Memory Check

You should use complete sentences in your annotations. Your writing should be free from spelling and mechanical errors. This will be a helpful resource if you make a database that is complete.

# Language Arts Projects

## Project 7 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Content</b>	The bibliography contains 10 appropriate resources.	The bibliography contains 7 to 9 appropriate resources.	The bibliography contains fewer than 7 appropriate resources.	The bibliography contains resources that are not appropriate.	
<b>Annotations</b>	Each annotation includes all three required components. Each written summary effectively describes how the source supports the proposed thesis.	Most annotations include all three required components. Most summaries effectively describe how the source supports the proposed thesis.	Some annotations include all three required components. Some summaries effectively describe how the source supports the proposed thesis.	Annotations are incomplete. Summaries do not describe how the source supports the proposed thesis.	
<b>Organization</b>	All entries are in alphabetical order by author's last name.	Most entries are in alphabetical order by author's last name.	Some entries are in alphabetical order by author's last name.	Order of entries cannot be determined.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague.	Inappropriate and vague writing interferes with the clarity of the main points.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some generally minor errors.	Writing contains numerous errors.	Writing contains many serious and minor errors.	



# Language Arts Projects

## Project 8 The Living Portfolio

### Topics Covered

#### Writing Skills

- Developing a portfolio

#### Computer Skills

- Adding text and graphics to a slide
- Applying a design theme to slides
- Applying animation and transitions to slides

### Why Do I Need to Know This?

A career portfolio is a collection of materials used to give a prospective employer an idea of your ability to perform a job. When interviewing for a job, a portfolio allows your record to speak for itself and gives you an advantage over the other candidates who appear without one.

This project involves a twist to the traditional method of creating a portfolio. You will create a portfolio in PowerPoint. This portfolio will not only demonstrate your ability to succeed at a job, but it will also show your mastery of PowerPoint. It is one thing to tell a potential employer that you know how to use PowerPoint, but imagine how impressive it is to display your skills and abilities in an actual presentation!

### Procedure

1. Review the files you have created in this class. Decide which ones represent your best work, and then select a minimum of seven to ten projects to display in your portfolio. Make sure that the projects you select were not all created in the same application. You want to display samples that were created in Word, Excel, Access, and PowerPoint.
2. Open a new PowerPoint presentation.
3. Save the file as **Academic\_Project\_08-[first initial and last name].pptx**, where your teacher instructs.
4. Each document you have selected for this presentation will be displayed on a slide. Each slide should contain the following:

**Headline:** An appropriate headline for the slide

**Display:** A graphic of the first page of the document

**Analysis:** A brief paragraph describing the graphic and its importance. The analysis paragraph should contain the following:

- a. An opening statement describing the document featured in the slide.
- b. A statement of your qualifications based on your completion of the document.
- c. A sentence explaining why this knowledge is important. See Figure 8.1 for an example.

# Language Arts Projects

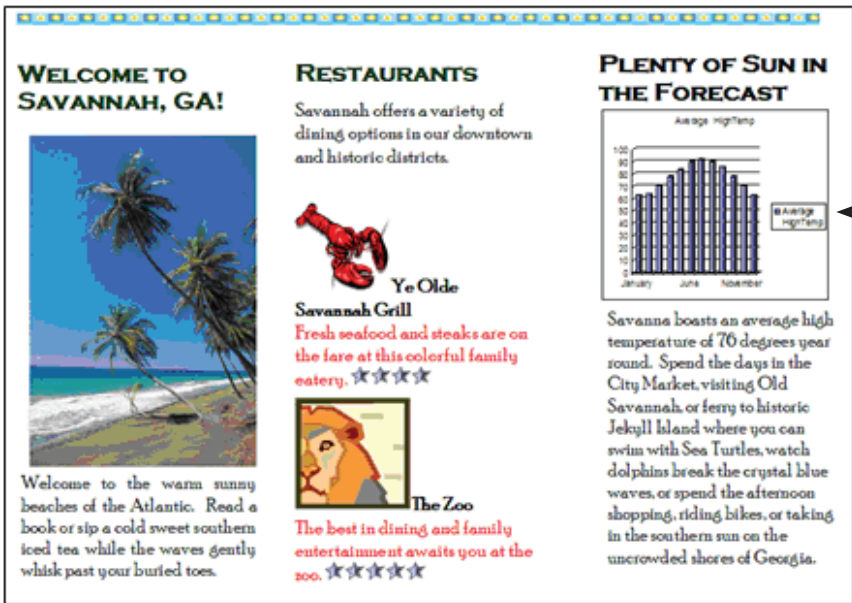
## Project 8

Figure 8.1 Sample Portfolio Slide

### Vacation Brochure

**Headline:** An appropriate title for the display.

**Display:** A graphic of the item you want to exhibit.



This is a vacation brochure that I have created for the destination of Savannah, Georgia. I can create appealing and attractive brochures, flyers, and letterhead using Word 2010. I can incorporate photographs, artwork, charts, or graphs, and corporate logos into a colorful brochure or other advertisement that will catch the eye of any customer. I can also write or edit the text for your marketing materials to ensure that your message comes across clearly.

**Analysis:** A brief paragraph describing the brochure.

5. Press [Alt] + [Print Screen] to create a screen shot of each of the documents you selected in step 1. Paste the screen shot into a PowerPoint slide. You may need to crop the screen shot to show just the document.
6. Go to the **Design** tab and apply a theme to your presentation. Select appropriate font styles and background colors for the slides. Be sure that your choice of colors does not make the text on your slides difficult to read.
7. Apply animation and slide transitions to your presentation.
8. Use the **Spell Check** function to check your presentation for spelling and grammar errors.

### Memory Check

Double and triple check your spelling and grammar. Remember, if a potential employer catches a grammar or spelling error, it could cost you the job!

# Language Arts Projects

## Project 8 Rubric

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** After you have finished your project, determine how well you have completed each Category. Read the criteria under each column—Excellent, Proficient, Developing, and Beginning. Give yourself a score in the right column based on how well you think you met the criteria. Turn in this paper to your teacher along with your project.

Category	Excellent (4)	Proficient (3)	Developing (2)	Beginning (1)	Score and Comments
<b>Content and Research</b>	The portfolio includes 10 appropriate slides.	The portfolio includes 7 to 9 appropriate slides.	The portfolio includes fewer than 7 appropriate slides.	The portfolio includes fewer than 5 slides and/or the slides are not appropriate.	
<b>Writing Style</b>	Mature and appropriate to the assignment.	Generally appropriate to the assignment.	Appropriate in places, but elsewhere language is vague.	Vague writing interferes with clarity.	
<b>Mechanics</b>	Writing is free of serious errors.	Writing contains some generally minor errors.	Writing contains numerous errors.	Writing contains many serious and minor errors.	
<b>Font and Graphics Selection</b>	Fonts are easy to read and graphics are very effective.	Some fonts are easy to read and graphics are effective.	Overall readability is difficult due to font selection, graphics are somewhat effective.	The text is extremely difficult to read due to font selection, graphics are not effective.	
<b>Slide Design and Layout</b>	The design and layout are very effective.	The design and layout are effective.	The design and layout are somewhat effective.	The design and layout are not effective.	
<b>Animations and Transitions</b>	Animations and transitions are very effective.	Animations and transitions are effective.	Animations and transitions are somewhat effective.	Animations and transitions are not effective or were not used.	