

Essentials of Microsoft Office

Course Description

Essentials of Microsoft Office is a hands on course designed to develop student knowledge of the Microsoft Office Suite application. The emphasis is on real world applications designed to facilitate student created professional quality documents, spreadsheets, and presentations. In this course students will learn and master the most commonly used features of Microsoft Word, Excel, PowerPoint, and Access. Upon completion of this course, students will have developed the technical skills and software knowledge necessary for entry into the 21st century workforce as well as the background required for college course applications.

Essentials of Microsoft Office

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Microsoft Word	approx. 5 weeks
Unit 2	Microsoft Excel	approx. 10 weeks
Unit 3	Microsoft Access	approx. 10 weeks
Unit 4	Microsoft PowerPoint	approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- **Creativity and Innovation**
 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
- **Communication and Collaboration**
 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- **Digital Citizenship**
 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- **Research and Information Literacy**
 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- **Critical Thinking, Problem Solving, Decision Making**
 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards (NJSLS)

8.1–Educational Technology

- 8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
- 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
- 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

9.3– Career and Technical Education

Career Cluster: Business Management and Administration

- 9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

Pathway: Business Information Management

- 9.3.12.BM-BIM.2: Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.

Pathway: General Management

- 9.3.12.BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
- 9.3.12.BM-MGT.5: Plan, monitor, manage and maintain the use of financial resources to ensure a business’s financial wellbeing.

- 9.3.12.BM-MGT.7: Plan, organize and manage an organization/department to achieve business goals.

Common Career Technical Core (CCTC)

Career Cluster: Business Management and Administration

- BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

Pathway: Business Information Management

- BM-BIM.2: Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

Pathway: General Management

- BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
- BM-MGT.5: Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- BM-MGT.7: Plan, organize and manage an organization/department to achieve business goals.

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

Course: Essentials of Microsoft Office Unit: III Microsoft Access Grade Level: 9-12	Unit Overview: Students will explore the use of Microsoft Access and databases in careers and technology.
New Jersey Student Learning Standards (NJSLS): 8.1.12.A.2, 8.1.12.A.5; 8.1.12.D.5; 8.1.12.F.1; 9.3.12.BM.1; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7; 9.3.12.BM-BIM.2	
Common Career Technical Core (CCTC): BM.1; BM-BIM.2; BM-MGT.5; BM-MGT.7	
Common Core State Standards (CCSS): CCSS.MATH.CONTENT.HSS.ID.A.4; CCSS.MATH.CONTENT.HSS.IC.B.6	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine how databases used in the professional world. NJSLS: 8.1.12.A.2; 8.1.12.A.5; 8.1.12.F.1; 9.3.12.BM.1; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7 CCTC: BM.1; BM-MGT.5; BM-MGT.7 CCSS: CCSS.MATH.CONTENT.	What is the role of database applications in the professional workplace? What is a database?	<ul style="list-style-type: none"> Identify what you want to find before you search. Search the database using keywords. Evaluate query results and revise keywords. Create forms and reports to organize and display data. 	Access Simulation Project: <ol style="list-style-type: none"> 1. Open Microsoft Access. 2. I now want you to create a Database over 10 related items; making 10 records. 3. You must have at least 3 fields for each record. 4. You then must run 	Tutorial Microsoft Access database (Software online) 2014 https://www.youtube.com/watch?v=J8OCMw0J3_8 How to Build Your First Database With Microsoft Access http://www.pcworld.com/article/254060/how-to-build-your-first-

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<p>HSS.ID.A.4; CCSS.MATH.CONTENT. HSS.IC.B.6</p>			<p>a Query over at least 2 of the fields.</p> <ol style="list-style-type: none"> 5. The title of your Query must contain your name. 6. Over your original table you must now run a Report using at least 2 fields. 7. You decide if your report is going to be in Ascending or Descending. 8. You also decide the Layout, Orientation, and Style of your Report. 9. Again, your title must contain your name. 10. Staple both printouts to this sheet and turn into the tray. 	<p>database-with-microsoft-access.html</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Assess the basic Access skills used in the workplace.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.A.5; 9.3.12.BM.1; 9.3.12.BM-MGT.5; 9.3.12.BM-MGT.7; BM-BIM.2 CCTC: BM.1; BM-MGT.5; BM-MGT.7; BM-BIM.2 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.4</p>	<p>What advanced tools in Access can help me to better organize my data?</p> <p>What are the basic Access skills used in the workplace?</p>	<ul style="list-style-type: none"> • Identify parts of the Access screen. • Open a database. Insert and format data. • View, print, and copy data from a database. • Compact and close a database. 	<p><u>Access Restaurant Project:</u></p> <ol style="list-style-type: none"> 1. Open Microsoft Access. 2. Enter your top 10 favorite restaurants in Field #1 column; making 10 records. 3. Research to find the year that your favorite restaurants opened and enter this information in Field #2 column. 4. In Field #3 column put one item you ordered at each restaurant. 5. Save the table as Restaurants. 6. Run a simple query on this 	<p><u>Access Basic Skills</u> http://userhome.brooklyn.cuny.edu/irudowsky/MIS/PlugIn/PlugInT06.pdf</p> <p><u>Access Basic Skills:</u> https://www.youtube.com/watch?v=Jc3JTW7EX8Y</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>using Fields #1 & #3.</p> <ol style="list-style-type: none"> 7. The title of the query should be "your name Query". 8. Go back to the original table and run a report on Fields #1 & #2. 9. Sort records by Field #1 in Descending order. 10. Use Columnar Layout & Landscape Orientation. 11. Use Concourse Style. 12. The title of your report should be "your name Report". 13. Staple both printouts to this sheet and turn into the tray. 	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>Movie Theatre Database: http://www.arbusinesseducators.com/uploads/9/4/3/9/9439659/movie_character_database.pdf</p>	
<p>Explain how a database structured using Access.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.A.5; 9.3.12.BM.1 CCTC: BM.1 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.4; CCSS.MATH.CONTENT.HSS.IC.B.6</p>	<p>How is a database structured using Access?</p> <p>How do I structure my database correctly so my data is accurate and easy to work with?</p>	<ul style="list-style-type: none"> • Identify parts of the Access screen. • Open a database. Insert and format data. • View, print, and copy data from a database. • Compact and close a database. • Define tables in databases • Create tables based on the structure of other tables • Create and Modify Queries 	<p>Simulated Database: Select items from a drop-down list</p> <ol style="list-style-type: none"> 1. Open the form, table, or query result set that contains the list. Note: You must open forms in Form view or Layout view. ... 2. Click the down arrow next to the list, and then select the item you want. 3. To commit your choice to your database, move the cursor to 	<p>Learn the structure of an Access database https://support.office.com/en-us/article/Learn-the-structure-of-an-Access-database-6a95097a-f95c-45bf-be9b-a3f8d7d61c1d</p> <p>Database Structure: http://www.fontstuff.com/ebooks/free/fsDatabaseStructure.pdf Access Database Design: https://www.youtube.com/watch?v=edFALnG3Amo</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			another field.	
<p>Identify how information entered and organized using Access.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.A.5; 9.3.12.BM.1 CCTC: BM.1 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.4; CCSS.MATH.CONTENT.HSS.IC.B.6</p>	<p>How is information entered and organized using Access?</p> <p>What is the role of organization in the functionality of an Access document?</p>	<ul style="list-style-type: none"> • Use database templates and create blank databases. • Create tables and change their structure. • Create relationships between tables. • Create different types of queries • Enter, edit, and delete records from a datasheet. • Create, change, and format forms and reports. • Define and format controls. • Create multiple items, split, and sub forms, and PivotTables. 	<p>Database Practice Activities: https://weblearn.ox.ac.uk/access/content/group/e05e05d2-f4ce-4a24-a008-031832bd1509/Learning_Res_Open/Course_Book_Access_TDAE_IntegratedAssignment_2MultiTable.pdf</p> <p>Job Search Database: As a class create a job search database using MS Access. Build yourself a job search database. Think about what kind of records you want to construct in order to build and maintain a database of job possibilities. What fields should be included in those records? Depending on how</p>	<p>Building a Database: http://tutorials.istudy.psu.edu/databases/databases_print.html</p> <p>Database Lesson Plan Resources: http://pjohnicholson.com/access/accesspresident.htm</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<ul style="list-style-type: none"> • Create and print labels 	<p>experienced you are with computers and software, you could build your database using database software (like Microsoft Access) or a spreadsheet.</p> <p>If you aren't comfortable with computers, or you don't have access to a database program, build your database on index cards. Then compare your database with a classmate's or friends.</p> <ul style="list-style-type: none"> • Are they similar? • What kinds of records have you chosen? What kinds of fields have you chosen? • What have other students chosen? • Make revisions to your database. It will be useful to you, especially when you are 	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>working with career services personnel on your campus.</p>	
<p>Appraise how data formatted in a database to improve search results.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.A.5; 8.1.12.F.1; 9.3.12.BM.1 CCTC: BM.1 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.4</p>	<p>How is data formatted in a database to improve search results?</p> <p>What tools does Access have that allows you to improve or change the way your data can be presented?</p> <p>How is data used to drive workplace and academic productivity?</p>	<ul style="list-style-type: none"> • Link to external data sources. • Import and export data. • Sort and filter data within different database objects. • Save and run import and export specifications. • Define tables in databases • Create tables based on the structure of other tables • Create and Modify Queries 	<p>Simulation: format an existing database</p> <p>Simulation 2: Use E+ or e+ to display values as positive exponents, and E- or e- to display negative exponents. You must use these placeholders with other characters. For example, suppose that you apply the format 0.000E+00 to a numeric field and then enter 612345.Access displays 6.123E+05.</p>	<p>Event Logging and Viewing: https://msdn.microsoft.com/en-us/library/bb726966.aspx</p> <p>Access Tutorial http://www.quackit.com/microsoft_access/tutorial/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate the skills needed to manage databases.</p> <p>NJSLS: 8.1.12.A.2; 8.1.12.A.5; 9.3.12.BM.1 CCTC: BM.1 CCSS: CCSS.MATH.CONTENT.HSS.ID.A.4</p>	<p>What types of databases are used in the workplace?</p> <p>What are the skills needed to manage databases?</p>	<ul style="list-style-type: none"> • Identify object dependencies. • Preview reports. • Print documentation on database objects. • Repair databases. 	<p>Logging Sheet Activity: https://www.owasp.org/index.php/Logging_Cheat_Sheet</p> <p>Journal: What are the advantages of a data management system?</p>	<p>Access Formatting: http://www.gcflearnfree.org/access2010/formatting-forms/1/</p> <p>Getting Started with Access: http://www.cobleskill.edu/information-technology/access.asp</p> <p>Teach Microsoft Access Exercises Like a Pro! http://blog.aeseducation.com/2015/04/microsoft-access-exercises/</p>

Unit 3 Vocabulary

Ascending
Blank Database
Composite key
Data type
Database file
Datasheet View
Datasheet
Descending
Dialog Box Launcher
Field Description
Field edit mode

Field Properties
Form
Navigation Mode
Navigation pane
Object
Preview
Primary Key
Sort
Table Design View
Template
Table

Suggested Unit Projects

Choose At Least One

1. Create a database save to Google Drive.

2. Design the database table to contain the following fields and data type.

- Name – Text
- Birthday – Date/Time Format – Short Date
- Gift Received – Yes/No
- Card Received – Yes/No
- Gift Sent – Text
- Cost – Currency

3. Save the table as XX Gift List. In the place of XX put the initials of your first and last name. Do NOT create a primary key.

4. Enter the information in each field in datasheet view using the information below.

Name	Birthday	Gift Received	Card Received	Gift Sent	Cost
Grandma Edith	6/6/1929	Y	Y	Lace Shawl	\$22.50
Grandpa Nat	11/25/1928	Y	Y	Tie	\$12.00
Grandma Pauly	4/16/1910	Y	Y	Gold Bracelet	\$99.99

1. Create a database save to Google Drive.
2. Design the database table to contain the following fields and data type.

- PRODUCT ID – Text
- DESCRIPTION – Text
- COST – Currency
- SELLING PRICE – Currency
- CODE – Text

3. Save the table as XX Museum. In the place of XX put the initials of your first and last name. Do NOT create a primary key.

4. Enter the information in each field in datasheet view using the information below.

PRODUCT ID	DESCRIPTION	COST	SELLING PRICE	CODE
CH04	Chess Set	\$26.75	\$28.90	WW
DI24	Dinosaurs	\$3.75	\$4.95	MS
GL18	Globe	\$27.50	\$29.95	MS
JG01	Jigsaw Puzzle	\$5.40	\$6.95	MS
PC03	Pick Up Sticks	\$8.50	\$10.95	WW
ST23	Stationery	\$3.95	\$5.00	AR
TD05	Tidly Winks	\$13.75	\$15.95	WW
WI10	Wizard Cards	\$7.50	\$9.95	MS
WL34	Wildlife Poster	\$2.50	\$2.95	AR
YO12	Wooden YoYo	\$1.60	\$1.95	WW

5. Change the field name CODE to VENDOR CODE and save

Grandpa Maury	11/27/1912	Y	Y	Sweater	\$74.22
Mom	4/26/1947	Y	Y	Sweater	\$49.95
Dad	12/18/1939	Y	Y	Tennis Racket	\$40.00
Roberta	2/22/1964	N	N	None	\$0.00
Andy	5/12/1966	Y	N	Mug	\$5.00
Uncle Neil	3/19/1944	N	N	None	\$0.00
Aunt Jane	7/30/1938	Y	N	Plant	\$10.00
Sean	9/22/1956	Y	N	Book	\$4.95
Cousin Joan	2/27/1964	N	Y	None	\$0.00

5. Modify the database based on the information listed below.

a. You are no longer talking to your friend Roberta. She hasn't remembered your birthday in years. Delete her record from your database.

b. You forgot to include your sister, Pamela, in your database. Add a record for her. Her birthday is 9/9/73; she always sent you a gift and card. Last year, you gave her a watch that cost \$67.00.

6. Adjust the column widths of your table to accommodate the longest line of text.

7. Change the setup of the database to Landscape AND Print

the design change.

6. A new field called ON HAND is to be added to the database table in design view. Insert the new field before the COST field. Data type - Number

7. Enter the information for the ON HAND field using the information below (shaded area).

PRODUCT ID	DESCRIPTION	ON HAND	COST	SELLING PRICE	VENDOR CODE
CH04	Chess Set	11	\$26.75	\$28.90	WW
DI24	Dinosaurs	14	\$3.75	\$4.95	MS
GL18	Globe	2	\$27.50	\$29.95	MS
JG01	Jigsaw Puzzle	3	\$5.40	\$6.95	MS
PC03	Pick Up Sticks	5	\$8.50	\$10.95	WW
ST23	Stationery	8	\$3.95	\$5.00	AR
TD05	Tidly Winks	6	\$13.75	\$15.95	WW
WI10	Wizard Cards	10	\$7.50	\$9.95	MS
WL34	Wildlife Poster	15	\$2.50	\$2.95	AR
YO12	Wooden YoYo	9	\$1.60	\$1.95	WW

8. The following product item is no longer in stock – PC03 Pick Up Sticks. Delete this record.

your table.

PERFORM THE FOLLOWING QUERIES BELOW IN QUESTIONS 8-14. Use the table below to help you set up the query. After running each query, indicate the NAME of the items shown in your computer results on the line next to each question below.

NOTE: You will not be printing these queries. Be sure to save each query – make sure you have 7 queries saved under the Queries Object when you finish.

8. Show all fields for the gifts that cost you \$40 or more. Sort by cost in descending order. Save as xxQuery8.

Query Results – Name:

Field:		
Sort:		
Show:	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:		
Or:		

9. Show all fields for the people that you received a gift from. Save as xxQuery9.

Query Results – Name:

9. Adjust the column widths of your table to accommodate the longest line of text.

10. Change the page setup to Landscape. Print the Museum table in datasheet view.

PERFORM THE FOLLOWING QUERIES BELOW IN QUESTIONS 11-16. Use the table below to help you set up the query. After running each query, indicate the DESCRIPTION of the items shown in your computer results on the line next to each question below.

NOTE: You will NOT be printing these queries. Be sure to save each query – make sure you have 6 queries saved under the Queries Object when you finish.

11. Display the Product Id, Description, Cost, and Vendor Code for the products where the Vendor Code is MS.

Sort by Description in ascending order. Save as xxQuery11.

Query Results – Description:

Field:				
Sort:				
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:				
Or:				

12. Display the Product Id and Description for the products where the description begins with the letters, Wi.

Sort by Description in ascending order. Save as xxQuery12.

Field:		
Sort:		
Show:	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:		
Or:		

10. Show all fields for the people that you did not receive a card from. Sort by name in ascending order. Save as xxQuery10.

Query Results – Name:

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			
Or:			

11. Display the name and birthdate for those people who were born after January 1, 1950. Sort by birthdate in descending order. Save as xxQuery11.

Query Results – Description:

Field:		
Sort:		
Show:	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:		
Or:		

13. Display the Product Id, Description, Vendor Code, and Cost for the products that cost more than \$20. Save as xxQuery13.

Query Results – Description:

Field:				
Sort:				
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:				
Or:				

14. Display the Product Id, Description, and Selling Price for the products that have a Selling Price of \$5 or less. Save as xxQuery14.

Query Results – Description:

Query Results – Name:

Field:		
Sort:		
Show:	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:		
Or:		

12. Display the name, cost, and gift sent for those gifts sent beginning with the letter “T”. Sort by gifts sent in ascending order. Save as xxQuery12.

Query Results – Name:

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			
Or:			

13. Display the name and gifts sent and cost for those gifts that cost more than \$75.00 and less than \$5.00. Sort by cost in descending order. Save as xxQuery13.

Query Results – Name:

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			
Or:			

15. Display all fields for those products that cost more than \$10 and where the number of units on hand is less than 10. Sort by cost in descending order. Save as xxQuery15.

Query Results – Description:

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			
Or:			

16. Display all fields for those products that have a Vendor Code of WW or have a Selling Price less than \$10. Save as xxQuery16.

Query Results – Description:

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field:			
Sort:			
Show:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			
Or:			

14. Show all fields for the information about your Mom and Dad. Save as xxQuery14.

Query Results – Name:

Field:		
Sort:		
Show:	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:		
Or:		

Criteria:			
Or:			

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