

<b>Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material</b>	
<b>Subject</b>	<b>Chapter 130. Texas Essential Knowledge and Skills for Career &amp; Technical Education</b>
<b>Subchapter</b>	<b>Subchapter D. Business Management and Administration</b>
<b>Course</b>	<b>§130.136. Business Information Management I (One Credit), Adopted 2015.</b>
<b>Publisher</b>	<b>B.E. Publishing, Inc.</b>
<b>Program Title</b>	<b>Business Information Management</b>
<b>Program ISBN</b>	<b>9781626891180</b>
<b>TEKS Coverage (%)</b>	<b>97%</b>

(a) **General requirements.** This course is recommended for students in Grades 9-12. Recommended prerequisite: Touch Systems Data Entry. Recommended corequisite: Business Lab. Students shall be awarded one credit for successful completion of this course.

(b) **Introduction.**

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Business Management and Administration Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.
- (3) In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) **Knowledge and Skills.**

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(i) communicate effectively with others using oral skills	Student/Teacher	Narrative	978-1-626891-18-0	5	Unit 1 - Part 2 - Communication in the Workplace - Verbal Communication Section
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 1 Review - Part 2, Question #4A</a>
			Student/Teacher	Activity	978-1-626891-22-7	9	<a href="#">Unit 1 - Review - Part 3 - Scenario 7 - Question #2</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher	Narrative	978-1-626891-22-7	1, 2, 3	<a href="#">Unit 10 - Project 10.9 Oral Presentation Tips (Download)</a>
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) communicate effectively with others using oral and written skills	(ii) communicate effectively with others using writing skills	Student/Teacher	Narrative	978-1-626891-18-0	6	Unit 1 - Part 2 - Written Communication Section and Tips for Writing Effectively in the Workplace Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 1 Review - Part 3 - Scenario 1</a>
			Student/Teacher	Activity	978-1-626891-22-7	7	<a href="#">Unit 1 Review - Part 3 - Scenario 5</a>
			Student/Teacher	Activity	978-1-626891-22-7	9	<a href="#">Unit 1 Review - Part 3 - Scenario 7 - Student A Section</a>
			Student/Teacher	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) demonstrate collaboration skills through teamwork	(i) demonstrate collaboration skills through teamwork	Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All projects require teamwork and collaboration
			Student/Teacher	Activity	978-1-626891-22-7	9,10	<a href="#">Unit 1 Review - Part 3 - Scenario 7</a>
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 1 Review - Part 2 - Question #4A</a>
			Student/Teacher	Narrative	978-1-626891-18-0	7, 8	Unit 1 - Part 2 - Teamwork and Collaboration Section and Table 1.3
			Student/Teacher	Narrative	978-1-626891-18-0	400	Unit 10 - Project 10.1 - Working in Teams Section
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(j) demonstrate professionalism by conducting oneself in a manner appropriate for the profession	Student/Teacher	Narrative	978-1-626891-18-0	2,3	Unit 1 - Part 1 - The Importance of Professionalism Section and Table 1.1
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 1 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	7	<a href="#">Unit 1 Review - Part 3 - Scenario 5</a>
			Student/Teacher	Narrative	978-1-626891-22-7	1, 2, 3, 4	<a href="#">Unit 10 - Project 10.9 Planning Form</a>
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace	(ii) demonstrate professionalism by conducting oneself in a manner appropriate for the workplace	Student/Teacher	Narrative	978-1-626891-18-0	2, 3	Unit 1 - Part 1 - The Importance of Professionalism Section and Table 1.1
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 1 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	7	<a href="#">Unit 1 Review - Part 3 - Scenario 5</a>
			Student/Teacher	Narrative	978-1-626891-22-7	1, 2, 3, 4	<a href="#">Unit 10 - Project 10.9 Planning Form</a>
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed	(i) demonstrate a positive, productive work ethic by performing assigned tasks as directed	Student/Teacher	Narrative	978-1-626891-18-0	3	Unit 1 - Part 1 - Attitude Builds Character Section
			Student/Teacher	Activity	978-1-626891-22-7	5	<a href="#">Unit 1 Review - Part 3 - Scenario 3</a>
			Student/Teacher	Activity	978-1-626891-22-7	9	<a href="#">Unit 1 Review - Part 3 - Scenario 7 - Students A and B Section</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher	Narrative	978-1-626891-18-0	7	Unit 1 - Part 2 - Goals, Deadlines, and Schedules Section
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(i) comply with all applicable rules	Student/Teacher	Narrative	978-1-626891-18-0	10-12	Unit 1 - Part 3 - Company Policies and Procedures and Unwritten Rules and Guidelines Sections
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 1 Review - Part 2 - Question #3</a>
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable laws	Student/Teacher	Narrative	978-1-626891-18-0	12, 13	Unit 1 - Part 3 - How Government Regulates the Workplace Section
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 1 Review - Part 2 - Question #3</a>
			Student/Teacher	Activity	978-1-626891-22-7	8	<a href="#">Unit 1 Review - Part 3 - Scenario 6</a>
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 10 Project 10.3 Planning Form - Branding Your Product Section, Question #C</a>
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 10 - Project 10.2 Planning Form - Collaborate and Brainstorm Section</a>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) comply with all applicable rules, laws, and regulations	(ii) comply with all applicable regulations	Student/Teacher	Narrative	978-1-626891-18-0	10-13	Unit 1 - Part 3 - Rules and Regulations in the Workplace
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 1 Review - Part 3 - Question #3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(i) demonstrate time-management skills by prioritizing tasks	Student/Teacher	Narrative	978-1-626891-18-0	7	Unit 1 - Part 2 - Goals, Deadlines, and Schedules Section
			Student/Teacher	Narrative	978-1-626891-18-0	8,9	Unit 1 - Part 2 - Time Management Section
			Student/Teacher	Narrative	978-1-626891-18-0	400	Unit 10 - Project 10.1 - Time Management Section
			Student/Teacher	Activity	978-1-626891-22-7	5, 6, 7	<a href="#">Unit 1 Review - Part 3 - Scenarios 3 and 4</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(ii) demonstrate time-management skills by following schedules	Student/Teacher	Narrative	978-1-626891-18-0	8, 9	Unit 1 - Part 2 - Time Management Section and Time Management Tips Table
			Student/Teacher	Activity	978-1-626891-22-7	5, 6, 7	<a href="#">Unit 1 Review - Part 3 - Scenarios 3 and 4</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iii) demonstrate time-management skills by tending to goal-relevant activities in a way that uses time wisely	Student/Teacher	Narrative	978-1-626891-18-0	8, 9	Unit 1 - Part 2 - Time Management Section and Time Management Tips Table
			Student/Teacher	Activity	978-1-626891-22-7	5, 6, 7	<a href="#">Unit 1 Review - Part 3 - Scenarios 3 and 4</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(iv) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes efficiency	Student/Teacher	Narrative	978-1-626891-18-0	8, 9	Unit 1 - Part 2 - Time Management Section and Time Management Tips Table
			Student/Teacher	Activity	978-1-626891-22-7	5, 6, 7	<a href="#">Unit 1 Review - Part 3 - Scenarios 3 and 4</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results	(v) demonstrate time-management skills by tending to goal-relevant activities in a way that optimizes results	Student/Teacher	Narrative	978-1-626891-18-0	8, 9	Unit 1 - Part 2 - Time Management Section and Time Management Tips Table
			Student/Teacher	Activity	978-1-626891-22-7	5, 6, 7	<a href="#">Unit 1 Review - Part 3 - Scenarios 3 and 4</a>
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(A) explain the strategic role of information systems and information communication technology within an organization	(i) explain the strategic role of information systems within an organization	Student/Teacher	Narrative	978-1-626891-18-0	19	Unit 2 - Part 2 - Defining Information Systems Section
			Student/Teacher	Narrative	978-1-626891-18-0	22	Unit 2 - Part 2 - The Role of Information Systems and Communication Technology Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 1</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review - Part 2 (Questions 9-16)</a>
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(A) explain the strategic role of information systems and information communication technology within an organization	(ii) explain the strategic role of information communication technology within an organization	Student/Teacher	Narrative	978-1-626891-18-0	20	Unit 2 - Part 2 - Information Communication Technology Section
			Student/Teacher	Narrative	978-1-626891-18-0	22	Unit 2 - Part 2 - The Role of Information Systems and Communication Technology Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review - Part 2 (Questions 9-16)</a>
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(i) determine risks of developing a strategic role for information systems	Student/Teacher	Narrative	978-1-626891-18-0	23-24	Unit 2 - Part 3-Technology Benefits and Drawbacks Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review- Part 2 (Questions 9, 11 thru 16)</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(ii) determine rewards of developing a strategic role for information systems	Student/Teacher	Narrative	978-1-626891-18-0	23-24	Unit 2 - Part 3-Technology Benefits and Drawbacks Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review- Part 2 (Questions 9-16)</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iii) determine risks of developing a strategic role for information communication technology	Student/Teacher	Narrative	978-1-626891-18-0	23-24	Unit 2 - Part 3-Technology Benefits and Drawbacks Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review- Part 2 (Questions 9-16)</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(B) determine risks and rewards of developing a strategic role for information systems and information communication technology	(iv) determine rewards of developing a strategic role for information communication technology	Student/Teacher	Narrative	978-1-626891-18-0	23-24	Unit 2 - Part 3-Technology Benefits and Drawbacks Section
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 2 Review - Part 3 - Scenario 2</a>
			Student/Teacher	Activity	978-1-626891-22-7	2-3	<a href="#">Unit 2 Review- Part 2 (Questions 9-16)</a>
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(2) The student coordinates information management and business management to aid in business planning. The student is expected to:	(C) integrate information systems planning with business planning	(i) integrate information systems planning with business planning	Student/Teacher	Narrative	978-1-626891-18-0	25-29	Unit 2 - Part 4-Integrating Information Systems Into Business
			Student/Teacher	Activity	978-1-626891-22-7	5,6	<a href="#">Unit 2 Review - Part 3 - Scenario 3 (Questions 1-4)</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(A) identify the management information requirements and business needs of an organization	(i) identify the management information requirements of an organization	Student/Teacher	Narrative	978-1-626891-18-0	32-33	Unit 3 - Part 1 - Information Technology Requirements
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher	Narrative	978-1-626891-18-0	35-38	Unit 3 - Part 1 - Phase 1 - Identify Organizational and Technological Requirements
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(A) identify the management information requirements and business needs of an organization	(ii) identify the business needs of an organization	Student/Teacher	Narrative	978-1-626891-18-0	35-38	Unit 3 - Part 1 - Phase 1 - Identify Organizational and Technological Requirements
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(i) explain issues involved in designing systems for different environments	Student/Teacher	Narrative	978-1-626891-18-0	37-38	Unit 3 - Part 2 - #4 and 5
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(3) The student enhances usability of systems operations to support business strategies and operations. The student is expected to:	(B) explain issues involved in designing and developing systems for different environments	(ii) explain issues involved in developing systems for different environments	Student/Teacher	Narrative	978-1-626891-18-0	37-38	Unit 3 - Part 2 - #4 and 5
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(i) determine equipment needed	Student/Teacher	Narrative	978-1-626891-18-0	38-40	Unit 3- Part 2 - Phase 2 - Determine Equipment and Supplies Section
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(A) determine equipment and supplies needed	(ii) determine supplies needed	Student/Teacher	Narrative	978-1-626891-18-0	38-40	Unit 3- Part 2 - Phase 2 - Determine Equipment and Supplies Section
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(i) establish equipment maintenance systems	Student/Teacher	Narrative	978-1-626891-18-0	41	Unit 3 - Part 2 - Phase 3 and 4 - Create Testing and Maintenance Systems Section
			Student/Teacher	Narrative	978-1-626891-18-0	42-43	Unit 3 - Part 3 - Managing Information Systems Section
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(B) establish equipment and supplies maintenance systems	(ii) establish supplies maintenance systems	Student/Teacher	Narrative	978-1-626891-18-0	41	Unit 3 - Part 2 - Phase 3 - Create Testing and Maintenance Systems Section Unit 3 - Part 3 - Managing Information Systems Section <a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher	Narrative	978-1-626891-18-0	42-43	
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(C) schedule equipment maintenance	(i) schedule equipment maintenance	Student/Teacher	Narrative	978-1-626891-18-0	41	Unit 3 - Part 2 - Phase 3 - Create Testing and Maintenance Systems Section Unit 3 - Part 3 - Managing Information Systems Section <a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher	Narrative	978-1-626891-18-0	42-43	
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(i) use equipment maintenance procedures	Student/Teacher	Narrative	978-1-626891-18-0	41	Unit 3 - Part 2 - Phase 3 - Create Testing and Maintenance Systems Section Unit 3 - Part 3 - Managing Information Systems Section <a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher	Narrative	978-1-626891-18-0	42-43	
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6	
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(D) use equipment and supplies maintenance procedures	(ii) use supplies maintenance procedures	Student/Teacher	Narrative	978-1-626891-18-0	41	Unit 3 - Part 2 - Phase 3 - Create Testing and Maintenance Systems Section Unit 3 - Part 3 - Managing Information Systems Section	
			Student/Teacher	Narrative	978-1-626891-18-0	42-43		
			Student/Teacher	Activity	978-1-626891-22-7	4,5,6		<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios 1-3</a>
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(i) use critical-thinking skills to troubleshoot equipment issues	Student/Teacher	Narrative	978-1-626891-22-7	5	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios #3</a>	
			Student/Teacher	Activity	978-1-626891-22-7	5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios #3</a>	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(4) The student analyzes available software packages for use in business settings. The student is expected to:	(E) use critical-thinking skills to troubleshoot equipment and software issues	(ii) use critical-thinking skills to troubleshoot software issues	Student/Teacher	Narrative	978-1-626891-22-7	5	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios section</a>	
			Student/Teacher	Activity	978-1-626891-22-7	5,6	<a href="#">Unit 3 Review - Part 3 - Real-world Scenarios #2-3</a>	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(A) move files in the computer operating system	(i) move files in the computer operating system	Student/Teacher	Narrative	978-1-626891-18-0	49	Unit 4 - Part 2 - Step 5 - Copying, Moving, and Deleting Files Section	
			Student/Teacher	Activity	978-1-626891-18-0	55	Unit 4 - Lesson 4.3 - Questions #5,6,7	
			Student/Teacher					
			Student/Teacher					
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(B) create directories	(i) create directories	Student/Teacher	(Drop-down menu)				
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Student/Teacher	Narrative	978-1-626891-18-0	47	Unit 4 - Part 2 - Steps to Creating an Organized File System Section	
			Student/Teacher	Activity	978-1-626891-18-0	51	Unit 4 - Lesson 4.1 - Instruction #3	
			Student/Teacher	Activity	978-1-626891-18-0	53	Unit 4 - Lesson 4.2 - Instruction #1	
			Student/Teacher	Activity	978-1-626891-18-0	55	Unit 4 - Lesson 4.3 - Instruction #1	
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Student/Teacher	Narrative				
			Student/Teacher	(Drop-down menu)				
			Student/Teacher					
			Student/Teacher					
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Student/Teacher	Narrative	978-1-626891-18-0	48	Unit 4 - Part 2 - Step 3: Saving and Naming Files Section	
			Student/Teacher	Activity	978-1-626891-18-0	54	Unit 4 - Lesson 4.2 - Instructions #5 and 6	
			Student/Teacher					
			Student/Teacher					
(5) The student uses the computer's operating system to execute work responsibilities. The student is expected to:	(C) save files in various formats such as plain text, PDF, rich text format, and older versions of word-processing software	(i) save files in various formats	Student/Teacher	Narrative				
			Student/Teacher	(Drop-down menu)				
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location	
(6) The student applies word-processing technology. The student is expected to:	(A) identify customary styles of business documents	(i) identify customary styles of business documents	Student/Teacher	Narrative	978-1-626891-18-0	60-63	Unit 5 - Introduction - Identifying Different Types of Business Documents Section	
			Student/Teacher	Activity	978-1-626891-18-0	110	Unit 5 - Lesson 5.23 - Instruction #10	
			Student/Teacher	Activity	978-1-626891-18-0	113	Unit 5 - Lesson 5.24 - Instruction #8	
			Student/Teacher	Activity	978-1-626891-18-0	116	Unit 5 - Lesson 5.25 - Instruction #11	
			Student/Teacher	Activity	978-1-626891-18-0	120	Unit 5 - Lesson 5.26 - Instruction #6 and 7	
			Student/Teacher	Activity	978-1-626891-18-0	122-123	Unit 5 - Lesson 2.27 - Instructions #6 thru 10	
			Student/Teacher	Activity	978-1-626891-18-0	132-133	Unit 5 - Lesson 5.31 - Instructions #8 and 9	
			Student/Teacher	Activity	978-1-626891-18-0	135-136	Unit 5 - Lesson 5.32 - Instructions #5 thru 10	
			Student/Teacher					
			Student/Teacher					
(6) The student applies word-processing technology. The student is expected to:	(B) improve touch-system skills using the keyboard and keypad to input data	(i) improve touch-system skills using the keyboard to input data	Student/Teacher	Narrative	978-1-626891-18-0	58	Unit 5 - Introduction - Why Learn Word Processing? Section Paragraph 3	
			Student/Teacher	Activity	978-1-626891-18-0	57-140	Unit 5 - All Lessons	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
(6) The student applies word-processing technology. The student is expected to:	(B) improve touch-system skills using the keyboard and keypad to input data	(ij) improve touch-system skills using the keypad to input data	Student/Teacher	Narrative	978-1-626891-18-0	190	Unit 7 - Introduction - Why Learn Spreadsheets? Section Paragraph 2	
			Student/Teacher	Activity	978-1-626891-18-0	189-301	Unit 7 - All Lessons	
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					
			Student/Teacher					

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(C) use hardware and software needed to produce documents to address different computer applications	(i) use hardware needed to produce documents to address different computer applications	Student/Teacher	Narrative	978-1-626891-18-0	64	Unit 5 - Introduction - Hardware Requirements for Word Processing Applications Section
			Student/Teacher	Activity	978-1-626891-18-0	57-140	Unit 5 - All Lessons
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(C) use hardware and software needed to produce documents to address different computer applications	(ii) use software needed to produce documents to address different computer applications	Student/Teacher	Narrative	978-1-626891-18-0	59	Unit 5 - Types of Word Processing Software Section
			Student/Teacher	Activity	978-1-626891-18-0	57-140	Unit 5 - All Lessons
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(j) demonstrate writing techniques by generating ideas relevant to the topic	Student/Teacher	Activity	978-1-626891-18-0	81	Unit 5 - Lesson 5.8 - Instruction #1
			Student/Teacher	Narrative	978-1-626891-18-0	81	Unit 5 - Lesson 5.8 - Overview and Image Text,
			Student/Teacher	Activity	978-1-626891-18-0	103	Unit 5 - Lesson 5.19 - Instructions #5 and 6
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(j) demonstrate writing techniques by generating ideas relevant to the topic	Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(ii) demonstrate writing techniques by gathering information relevant to the topic, while maintaining accurate records of outside sources	Student/Teacher	Narrative	978-1-626891-18-0	81	Unit 5 - Lesson 5.8 - Overview and Image Text
			Student/Teacher	Activity	978-1-626891-18-0	81	Unit 5 - Lesson 5.8 - Instructions #1 and 12
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iii) demonstrate writing techniques by generating ideas relevant to the purpose	Student/Teacher	Narrative	978-1-626891-18-0	420	Unit 10 - Project 10.10 - Overview Section and Image Text
			Student/Teacher	Activity	978-1-626891-18-0	420-421	Unit 10 - Project 10.10 - Instruction #4
			Student/Teacher	Activity	978-1-626891-18-0	404	Unit 10 - Project 10.2 - Instruction #5
			Student/Teacher	Activity	978-1-626891-18-0	103	Unit 5 - Lesson 5.19 - Instructions #5 and 6
			Student/Teacher	Activity	978-1-626891-18-0	113	Unit 5 - Lesson 5.24 - Instruction #8e
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(D) demonstrate writing techniques by generating ideas and gathering information relevant to the topic and purpose, while maintaining accurate records of outside sources	(iv) demonstrate writing techniques by gathering ideas relevant to the purpose, while maintaining accurate records of outside sources	Student/Teacher	Narrative	978-1-626891-18-0	420	Unit 10 - Project 10.10 - Overview Section and Image Text
			Student/Teacher	Activity	978-1-626891-18-0	420-421	Unit 10 - Project 10.10
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(i) produce business documents, including business letters	Student/Teacher	Narrative	978-1-626891-18-0	60	Unit 5 - Introduction - Block Style Business Letter Section
			Student/Teacher	Activity	978-1-626891-18-0	113	Unit 5 - Lesson 5.24 - Instructions #7 and 8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(ii) produce business documents, including resumes	Student/Teacher	Narrative	978-1-626891-18-0	61	Unit 5 - Introduction - Resume Section
			Student/Teacher	Activity	978-1-626891-18-0	132-133	Unit 5 - Lesson 5.31 - Instructins #8 and 9
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iii) produce business documents, including research papers	Student/Teacher	Narrative	978-1-626891-18-0	62	Unit 5 - Introduction - MLA Style Report Section
			Student/Teacher	Activity	978-1-626891-18-0	420-421	Unit 10 - Project 10.10 - Instruction #4
			Student/Teacher	Activity	978-1-626891-18-0	135-136	Unit 5 - Lesson 5.32 - Instructions #5 thru 10
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iii) produce business documents, including research papers	Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(E) produce business documents, including business letters, resumes, research papers, and newsletters	(iv) produce business documents, including newsletters	Student/Teacher	Narrative	978-1-626891-18-0	63	Unit 5 Introduction - Newsletter Section
			Student/Teacher	Activity	978-1-626891-18-0	122-123	Unit 5 - Lesson 5.27 - Instructions #6 thru 10
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(F) edit a variety of written documents	(i) edit a variety of written documents	Student/Teacher	Narrative	978-1-626891-18-0	58	Unit 5 - Introduction - What is Word Processing? Section - Paragraph 2 and Figure 5.0
			Student/Teacher	Activity	978-1-626891-18-0	67	Unit 5 - Lesson 5.1 - Instructions #18-23
			Student/Teacher	Activity	978-1-626891-18-0	69	Unit 5 - Lesson 5.2 - Instructions #10 and 11
			Student/Teacher	Activity	978-1-626891-18-0	79	Unit 5 - Lesson 5.7 - Instructions #7-10
			Student/Teacher	Activity	978-1-626891-18-0	81	Unit 5 - Lesson 5.8 - Instructions #8-12
			Student/Teacher	Activity	978-1-626891-18-0	57-140	Unit 5 - All Lessons
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(j) insert objects into a document	Student/Teacher	Narrative	978-1-626891-18-0	58	Unit 5 - Introduction - Why Learn Word Processing? Section - Paragraph 2 and Figure 5.0
			Student/Teacher	Activity	978-1-626891-18-0	86-87	Unit 5 - Lesson 5.11 - Instructions #7 and 8n
			Student/Teacher	Activity	978-1-626891-18-0	94	Unit 5 - Lesson 5.15 - Instruction #4 and 5
			Student/Teacher	Activity	978-1-626891-18-0	101	Unit 5 - Lesson 5.18 - Instruction #6
			Student/Teacher	Activity	978-1-626891-18-0	107	Unit 5 - Lesson 5.21 - Instructions #4 and 7
			Student/Teacher	Activity	978-1-626891-18-0	125	Unit 5 - Lesson 5.28 - Instruction #6
			Student/Teacher	Activity	978-1-626891-18-0	84	Unit 5 - Lesson 5.10 - Instruction #7
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(G) insert and edit objects such as tables, graphics, hyperlinks, headers, and footers into a document	(ii) edit objects	Student/Teacher	Narrative	978-1-626891-18-0	58	Unit 5 - Introduction - What is Word Processing? Section - Paragraph 2 and Figure 5.0
			Student/Teacher	Activity	978-1-626891-18-0	86-87	Unit 5 - Lesson 5.11 - Instruction #8
			Student/Teacher	Activity	978-1-626891-18-0	102	Unit 5 - Lesson 5.18 - Instructions #7-10
			Student/Teacher	Activity	978-1-626891-18-0	125-126	Unit 5 - Lesson 5.28 - Instructions #6-12
			Student/Teacher	Activity	978-1-626891-18-0	84-85	Unit 5 - Lesson 5.10 - Instruction #8
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(i) prepare personalized correspondence using mail merge	Student/Teacher	Activity	978-1-626891-18-0	112-113	Unit 5 - Lesson 5.24 - Instruction #6-10
			Student/Teacher	Narrative	978-1-626891-18-0	112	Unit 5 - Lesson 5.24 - Overview Section - Paragraph 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(H) prepare and distribute personalized correspondence using mail merge	(ii) distribute personalized correspondence using mail merge	Student/Teacher	Activity	978-1-626891-18-0	113	Unit 5 - Lesson 5.24 - Instruction #14
			Student/Teacher	Narrative	978-1-626891-18-0	112	Unit 5 - Lesson 5.24 - Overview Section - Paragraph 2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student applies word-processing technology. The student is expected to:	(i) use online word-processing technologies to create, edit, and share documents	(i) use online word-processing technologies to create documents	Student/Teacher	Activity	978-1-626891-18-0	138	Unit 5 - Lesson 5.33 - Instruction #1
			Student/Teacher	Narrative	978-1-626891-18-0	138	Unit 5 - Lesson 5.33 - Overview Section
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(i) use online word-processing technologies to create, edit, and share documents	(ii) use online word-processing technologies to edit documents	Student/Teacher	Activity	978-1-626891-18-0	139	Unit 5 - Lesson 5.33 - Instruction #2 (Student B)
			Student/Teacher	Narrative	978-1-626891-18-0	138	Unit 5 - Lesson 5.33 - Overview Section
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(6) The student applies word-processing technology. The student is expected to:	(i) use online word-processing technologies to create, edit, and share documents	(iii) use online word-processing technologies to share documents	Student/Teacher	Activity	978-1-626891-18-0	138-139	Unit 5 - Lesson 5.33 - Instruction #3 (Student A), Instruction #5 (Student B)
			Student/Teacher	Narrative	978-1-626891-18-0	138	Unit 5 - Lesson 5.33 - Overview Section
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(A) explain the principles of data analysis	(i) explain the principles of data analysis	Student/Teacher	Narrative	978-1-626891-18-0	147-148	Unit 6 - Introduction - Analyzing Data Section
			Student/Teacher	Activity	978-1-626891-22-7	1	<a href="#">Unit 6 Review - Questions 1, 2</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(B) explain the nature of tools that can be used to access information in the database system	(i) explain the nature of tools that can be used to access information in the database system	Student/Teacher	Narrative	978-1-626891-18-0	144	Unit 6 - Introduction - Database Tools Section
			Student/Teacher	Activity	978-1-626891-22-7	1	<a href="#">Unit 6 Review Question 3</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(C) choose appropriate software	(i) choose appropriate software	Student/Teacher	Narrative	978-1-626891-18-0	145	Unit 6 Introduction - Determining Database Software Section
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 6 Review - Question 5</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(i) define fields	Student/Teacher	Narrative	978-1-626891-18-0	142-143	Unit 6 Introduction - Structure of a Database Section and Figures 6.0-A and 6.0-B
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 6 Review Question 6</a>
			Student/Teacher	Activity	978-1-626891-18-0	141-188	Unit 6 All Lessons
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(D) define fields and type of data	(ii) define type of data	Student/Teacher	Narrative	978-1-626891-18-0	142-143	Unit 6 Introduction - Structure of a Database Section and Figures 6.0-A and 6.0-B
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 6 Review Question 6</a>
			Student/Teacher	Activity	978-1-626891-18-0	141-188	Unit 6 All Lessons
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(E) create database structure	(i) create database structure	Student/Teacher	Narrative	978-1-626891-18-0	142-143	Unit 6 Introduction - Structure of a Database Section and Figures 6.0-A and 6.0-B
			Student/Teacher	Activity	978-1-626891-18-0	141-188	Unit 6 All Lessons
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(F) define relationships of tables	(i) define relationships of tables	Student/Teacher	Narrative	978-1-626891-18-0	146	Unit 6 - Introduction - Database Relationships Section
			Student/Teacher	Activity	978-1-626891-22-7	2	<a href="#">Unit 6 Review - Question 8</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(G) analyze company data requirements	(i) analyze company data requirements	Student/Teacher	Narrative	978-1-626891-18-0	145	Unit 6 Introduction Determining Database Software Section
			Student/Teacher	Activity	978-1-626891-18-0	187	Unit 6 Lesson 6.15 - Instruction #4
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(7) The student identifies database software to create databases that facilitate business decision making. The student is expected to:	(H) design a database to meet business requirements	(i) design a database to meet business requirements	Student/Teacher	Narrative	978-1-626891-18-0	187	Unit 6 Lesson 6.15 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	187	Unit 6 Lesson 6.15 - Instruction #4
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(A) access information in the database system	(i) access information in the database system	Student/Teacher	Narrative	978-1-626891-18-0	144	Unit 6 Introduction Database Management Systems Section
			Student/Teacher	Activity	978-1-626891-18-0	141-188	Unit 6 All Lessons
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(B) build data in a data warehouse	(i) build data in a data warehouse	Student/Teacher	Narrative	978-1-626891-18-0	149	Unit 6 Introduction Data Warehouses Section
			Student/Teacher	Narrative	978-1-626891-18-0	182	Unit 6 Lesson 6.13 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	183	Unit 6 Lesson 6.13 - Instructions #11-19
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(i) enter data into database tables for easy data entry	Student/Teacher	Narrative	978-1-626891-18-0	152	Unit 6 Lesson 6.1 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	152-181	Unit 6 Lessons 6.1 - 6.12
			Student/Teacher	Activity	978-1-626891-18-0	185-188	Unit 6 Lessons 6.14 and 6.15
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(i) enter data into database tables for easy data entry	Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(ii) enter data into database forms for easy data entry	Student/Teacher	Narrative	978-1-626891-18-0	179	Unit 6 Lesson 6.12 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	180	Unit 6 Lesson 6.12 - Instruction #12
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(iii) edit data	Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(C) enter and edit data into database tables and database forms for easy data entry	(iii) edit data	Student/Teacher	Narrative	978-1-626891-18-0	160	Unit 6 Lesson 6.5 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	160	Unit 6 Lesson 6.5 - Instructions #4-12
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(i) import databases	Student/Teacher	Narrative	978-1-626891-18-0	182	Unit 6 Lesson 6.13 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	183	Unit 6 Lesson 6.13 - Instruction #14
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(i) import databases	Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student applies data entry techniques to enter information in databases. The student is expected to:	(D) import and export databases	(ii) export databases	Student/Teacher	Narrative	978-1-626891-18-0	164	Unit 6 Lesson 6.7 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	165	Unit 6 Lesson 6.7 - Instruction #11
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(A) retrieve data from tables and queries	(i) retrieve data from tables	Student/Teacher	Narrative	978-1-626891-18-0	144	Unit 6 Introduction Database Tools Section
			Student/Teacher	Activity	978-1-626891-18-0	168	Unit 6 Lesson 6.8 - Instruction #11
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(A) retrieve data from tables and queries	(ii) retrieve data from queries	Student/Teacher	Narrative	978-1-626891-18-0	173	Unit 6 Lesson 6.10 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	174	Unit 6 Lesson 6.10 - Instruction #13
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(B) formulate queries	(i) formulate queries	Student/Teacher	Narrative	978-1-626891-18-0	173	Unit 6 Lesson 6.10 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	174	Unit 6 Lesson 6.10 - Instruction #13
			Student/Teacher	Activity	978-1-626891-18-0	177	Unit 6 Lesson 6.11 - Instruction #11
			Student/Teacher	Activity	978-1-626891-18-0	180	Unit 6 Lesson 6.12 - Instruction #10
			Student/Teacher	Activity	978-1-626891-18-0	183	Unit 6 Lesson 6.13 - Instruction #13
			Student/Teacher	Activity	978-1-626891-18-0	186	Unit 6 Lesson 6.14 - Instruction #12
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(i) create reports	Student/Teacher	Narrative	978-1-626891-18-0	182	Unit 6 Lesson 6.13 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	183	Unit 6 Lesson 6.13 - Instruction #19
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(9) The student uses commands to retrieve data and create reports from databases. The student is expected to:	(C) create and print reports	(ii) print reports	Student/Teacher	Narrative	978-1-626891-18-0	182	Unit 6 Lesson 6.13 Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	183	Unit 6 Lesson 6.13 - Instruction #21
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(A) discuss the nature of data mining	(i) discuss the nature of data mining	Student/Teacher	Narrative	978-1-626891-18-0	150	Unit 6 - Introduction Data Mining Section
			Student/Teacher	Activity	978-1-626891-22-7	3	<a href="#">Unit 6 Review Questions 10 and 11</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(B) describe data mining tools	(i) describe data mining tools	Student/Teacher	Narrative	978-1-626891-18-0	150	Unit 6 Introduction - Data Mining Section
			Student/Teacher	Activity	978-1-626891-22-7	3	<a href="#">Unit 6 Review - Question 11</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(C) demonstrate basic data mining techniques	(i) demonstrate basic data mining techniques	Student/Teacher	Narrative	978-1-626891-18-0	150	Unit 6 Introduction - Data Mining Section
			Student/Teacher	Activity	978-1-626891-22-7	3, 4	<a href="#">Unit 6 Review - Question 12</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(10) The student applies data mining methods to acquire pertinent information for business decision making. The student is expected to:	(D) Interpret data mining findings	(i) Interpret data mining findings	Student/Teacher	Narrative	978-1-626891-18-0	150	Unit 6 Introduction - Data Mining Section
			Student/Teacher	Activity	978-1-626891-22-7	3, 4	<a href="#">Unit 6 Review - Question 12</a>
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(i) perform mathematical processes, including percentages	Student/Teacher	Narrative	978-1-626891-18-0	218	Lesson 7.12 Overview - Paragraph 2 (correlated post-adoption review)
				Activity	978-1-626891-18-0	218-219	Lesson 7.12 (correlated post-adoption review)
				Activity	978-1-626891-18-0	235	Lesson 7.19 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(ii) perform mathematical processes, including decimals	Student/Teacher	Narrative	978-1-626891-18-0	215	Lesson 7.11 Overview (correlated post-adoption review)
			Student/Teacher	Activity	978-1-626891-18-0	215-217	Lesson 7.11 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(iii) perform mathematical processes, including order of operations principle	Student/Teacher	Narrative	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.44 Overview (correlated post-adoption review)
			Student/Teacher	Activity			Lesson 7.44 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(iv) perform mathematical processes, including estimation	Student/Teacher	(Drop-down menu)	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.45 Overview (correlated post-adoption review)
			Student/Teacher	Activity			Lesson 7.45 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(A) perform mathematical processes, including percentages and decimals, order of operations principle, estimation, and prediction of patterns of data	(v) perform mathematical processes, including prediction of patterns of data	Student/Teacher	Narrative	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.43 Overview (correlated post-adoption review)
			Student/Teacher	Activity			Lesson 7.43 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(B) formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies	(i) formulate solutions to a variety of business problems	Student/Teacher	Narrative	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.46 Overview (correlated post-adoption review)
			Student/Teacher	Activity	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.46 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(B) formulate and produce solutions to a variety of business problems such as budgets, payroll, inventory, invoices, balance sheets, profit-loss statements, and conversion of foreign currencies	(ii) produce solutions to a variety of business problems	Student/Teacher	Narrative	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.46 Overview (correlated post-adoption review)
			Student/Teacher	Activity	978-1-626891-22-7	Unit 7 Add-on Lesson Folder	Lesson 7.46 (correlated post-adoption review)
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(i) create charts using spreadsheet data	Student/Teacher	Narrative	978-1-626891-18-0	283	Unit 7 - Lesson 7.35 Overview Section
			Student/Teacher	Narrative	978-1-626891-18-0	287	Unit 7 - Lesson 7.37 Overview Section

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	978-1-626891-18-0	289	Unit 7 - Lesson 7.38 Overview Section
			Student/Teacher	Narrative	978-1-626891-18-0	291	Unit 7 - Lesson 7.39 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	283-284	Unit 7 - Lesson 7.35 - Instructions #9-15
			Student/Teacher	Activity	978-1-626891-18-0	287-288	Unit 7 - Lesson 7.37 - Instructions #3-6
			Student/Teacher	Activity	978-1-626891-18-0	289-290	Unit 7 - Lesson 7.38 - Instructions #9-10
			Student/Teacher	Activity	978-1-626891-18-0	291-292	Unit 7 - Lesson 7.39 - Instructions #11-12
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(ii) create graphs using spreadsheet data	Student/Teacher	Narrative	978-1-626891-18-0	285	Unit 7 - Lesson 7.36 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	285-186	Unit 7 - Lesson 7.36 - Instructions #11-14
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(C) create charts, graphs, and infographics using spreadsheet data	(iii) create infographics using spreadsheet data	Student/Teacher	Narrative	978-1-626891-18-0	300	Unit 7 - Lesson 7.42 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	300-301	Unit 7 - Lesson 7.42 - Instructions #4-9
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(i) use online spreadsheet technologies to create documents	Student/Teacher	Narrative	978-1-626891-18-0	294	Unit 7 - Lesson 7.40 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	294	Unit 7 - Lesson 7.40 - Instruction #1
			Student/Teacher	Activity	978-1-626891-18-0	297	Unit 7 - Lesson 7.41 - Instruction #1
			Student/Teacher				
			Student/Teacher				



Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(ii) use online spreadsheet technologies to edit documents	Student/Teacher	Narrative	978-1-626891-18-0	294	Unit 7 - Lesson 7.40 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	295	Unit 7 - Lesson 7.40 - Student B - Instructions #1-13
			Student/Teacher	Activity	978-1-626891-18-0	297-299	Unit 7 - Lesson 7.41
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(11) The student applies spreadsheet technology. The student is expected to:	(D) use online spreadsheet technologies to create, edit, and share documents	(iii) use online spreadsheet technologies to share documents	Student/Teacher	Narrative	978-1-626891-18-0	294	Unit 7 - Lesson 7.40 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	294-295	Unit 7 - Lesson 7.40 - Instructions #3 and 5 (Students A and B)
			Student/Teacher	Activity	978-1-626891-18-0	297	Unit 7 - Lesson 7.41 - Instruction #3
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(i) identify the guidelines for using graphics in presentations	Student/Teacher	Narrative	978-1-626891-18-0	307	Unit 8 - Introduction - Graphics Section
			Student/Teacher	Activity	978-1-626891-22-7	1,2, 3	<a href="#">Unit 8 Review - Part 1 - Questions 5, 6, 13-16</a>
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 8 Review - Part 1 - Scenario 1</a>
			Student/Teacher	Activity	978-1-626891-18-0	348-349	Unit 8 - Project 8.14 - Instructions #9 and 19
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(ii) identify the guidelines for using fonts in presentations	Student/Teacher	Narrative	978-1-626891-18-0	306	Unit 8 - Introduction - Guidelines for Using Fonts and Graphics Section, and Figure 8.0
			Student/Teacher	Activity	978-1-626891-22-7	1,2	<a href="#">Unit 8 Review - Part 1 - Questions #1-4, 7-12</a>
			Student/Teacher	Activity	978-1-626891-22-7	4, 5	<a href="#">Unit 8 Review - Part 3 - Scenario 1</a>
			Student/Teacher	Activity	978-1-626891-18-0	348-351	Unit 8 - Project 8.14
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(A) identify the guidelines for using graphics, fonts, and special effects in presentations	(iii) identify the guidelines for using special effects in presentations	Student/Teacher	Narrative	978-1-626891-18-0	308	Unit 8 - Introduction - Special Effects Section
			Student/Teacher	Activity	978-1-626891-22-7	1 and 3	<a href="#">Unit 8 Review - Questions #7-9, 19, 20</a>
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 8 Review - Part 3 - Scenario 1</a>
			Student/Teacher	Activity	978-1-626891-18-0	348-351	Unit 8 - Project 8.14
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(B) analyze the effectiveness of multimedia presentations	(i) analyze the effectiveness of multimedia presentations	Student/Teacher	Narrative	978-1-626891-18-0	309	Unit 8 - Introduction - Delivering Effective Presentations
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 8 Review - Scenario 1</a>
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(i) determine the appropriate technology to create an effective presentation	Student/Teacher	Activity	978-1-626891-22-7	5, 6	<a href="#">Unit 8 Review - Scenarios 2 and 3</a>
			Student/Teacher	Narrative	978-1-626891-18-0	304	Unit 8 Introduction - Why Learn Presentations? Section
			Student/Teacher	Narrative	978-1-626891-18-0	304-305	Unit 8 - Introduction - Types of Presentation Software Section
			Student/Teacher	Narrative	978-1-626891-18-0	305	Unit 8 - Introduction - The Most Popular Presentation Software
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(C) determine the appropriate technology to create and deliver an effective presentation	(ii) determine the appropriate technology to deliver an effective presentation	Student/Teacher	Narrative	978-1-626891-22-7	5, 6	<a href="#">Unit 8 Review - Scenarios 2 and 3</a>
			Student/Teacher	Activity	978-1-626891-18-0	304	Unit 8 Introduction - Why Learn Presentations? Section
			Student/Teacher	Activity	978-1-626891-18-0	304-305	Unit 8 - Introduction - Types of Presentation Software Section
			Student/Teacher	Activity	978-1-626891-18-0	305	Unit 8 - Introduction - The Most Popular Presentation Software
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(D) save documents in various formats such as template, video, and PDF to share or transport electronically	(i) save documents in various formats to share or transport electronically	Student/Teacher	Activity	978-1-626891-18-0	419	Unit 10 - Project 10.9 - Instruction #5b
			Student/Teacher	Narrative	978-1-626891-18-0	418	Unit 10 - Project 10.9 - Text Below Image
			Student/Teacher	Narrative	978-1-626891-18-0	48	Unit 4 - Part 2 - Step 3: Saving and Naming Files Section - Last 2 Paragraphs
			Student/Teacher	Activity	978-1-626891-18-0	406	Unit 10 - Project 10.3 - Instruction #5 and 10
			Student/Teacher	Activity	978-1-626891-18-0	409	Unit 10 - Project 10.5 - Instruction #13

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity		411	Unit 10 - Project 10.6 - Instruction #7
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(E) deliver an effective presentation	(i) deliver an effective presentation	Student/Teacher	Narrative	978-1-626891-22-7	1,2,3	<a href="#">Unit 10 - Project 10.9 - Oral Presentation Tips (Download)</a>
			Student/Teacher	Activity	978-1-626891-18-0	419	Unit 10 - Project 10.9 - Instruction #7
			Student/Teacher	Activity	978-1-626891-18-0	349	Unit 8 - Project 8.14 - Instruction #24
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(i) use online presentation management technologies to create documents	Student/Teacher	Activity	978-1-626891-18-0	354	Unit 8 - Lesson 8.16 - Introduction #1
			Student/Teacher	Narrative	978-1-626891-18-0	354	Unit 8 - Lesson 8.16 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	414, 415	Unit 10 - Project 10.8 - Instructions #1 and 3
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(ii) use online presentation management technologies to edit documents	Student/Teacher	Activity	978-1-626891-18-0	354	Unit 8 - Lesson 8.16 - Instruction #5
			Student/Teacher	Narrative	978-1-626891-18-0	354	Unit 8 - Lesson 8.16 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	415	Unit 10 - Project 10.8 - Instructions #4,5
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iii) use online presentation management technologies to transport documents	Student/Teacher	Activity	978-1-626891-18-0	419	Unit 10 - Project 10.9 - Instruction #5b
			Student/Teacher	Narrative	978-1-626891-18-0	418	Unit 10 - Project 10.9 - Image Text
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(12) The student applies presentation management technology. The student is expected to:	(F) use online presentation management technologies to create, edit, transport, and share documents	(iv) use online presentation management technologies to share documents	Student/Teacher	Activity	978-1-626891-18-0	354, 356	Unit 8 - Lesson 8.16 - Instructions #5 and 60
			Student/Teacher	Narrative	978-1-626891-18-0	354	Unit 8 - Lesson 8.16 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	415	Unit 10 - Project 10.8 - Instructions #3C and 8
			Student/Teacher				
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(13) The student applies desktop publishing technology. The student is expected to:	(A) identify technologies available for desktop publishing	(i) identify technologies available for desktop publishing	Student/Teacher	Narrative	978-1-626891-18-0	364-365	Unit 9 - Introduction - Identifying Desktop Publishing Technologies Section
			Student/Teacher	Activity	978-1-626891-22-7	1, 2, 3	<a href="#">Unit 9 Review - Questions (1-3,12, 15, 18)</a>
			Student/Teacher	Activity	978-1-626891-18-0	405-406	Unit 10 - Project 10.3 - Instructions #2 and 7
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(i) identify customary standards of desktop publishing	Student/Teacher	Narrative	978-1-626891-18-0	366-368	Unit 9 - Introduction - Digital Publishing Design Tips and Guidelines Section
			Student/Teacher	Activity	978-1-626891-18-0	393	Unit 9 - Lesson 9.11 - Instruction #5
			Student/Teacher	Activity	978-1-626891-22-7	1, 2, 3	<a href="#">Unit 9 Review - Questions (4-9, 10, 13, 14, 16, 17, 19, 20)</a>
			Student/Teacher	Activity	978-1-626891-18-0	386	Unit 9 - Lesson 9.8 - Instruction #3
			Student/Teacher	Activity	978-1-626891-22-7	4	<a href="#">Unit 10 - Project 10.3 Planning Form - Instruction #7</a>
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(13) The student applies desktop publishing technology. The student is expected to:	(B) identify customary standards and styles of desktop publishing	(ii) identify customary styles of desktop publishing	Student/Teacher	Narrative	978-1-626891-18-0	366-367	Unit 9 - Introduction - Digital Publishing Design Tips and Guidelines Section
			Student/Teacher	Activity	978-1-626891-18-0	386	Unit 9 - Project 9.8 - Instruction #8
			Student/Teacher	Activity	978-1-626891-22-7	1,2,3	<a href="#">Unit 9 Review - Questions (5-7, 9, 10, 13, 14, 16, 17, 20)</a>
			Student/Teacher	Activity	978-1-626891-18-0	393	Unit 9 - Project 9.11 - Instruction #5
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(i) create desktop publications importing text	Student/Teacher	Narrative	978-1-626891-18-0	381	Unit 9 - Project 9.6 - Overview Section
			Student/Teacher	Activity	978-1-626891-18-0	381	Unit 9 - Project 9.6 - Instruction #5
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(13) The student applies desktop publishing technology. The student is expected to:	(C) create desktop publications importing text and graphics	(ii) create desktop publications importing graphics	Student/Teacher	Narrative	978-1-626891-18-0	365	Unit 9 - Introduction - Image/Asset Libraries Section
			Student/Teacher	Activity	978-1-626891-18-0	377	Unit 9 - Project 9.4 - Instruction #8
			Student/Teacher	Activity	978-1-626891-18-0	381	Unit 9 - Project 9.6 - Instruction #7
			Student/Teacher	Activity	978-1-626891-18-0	390, 391	Unit 9 - Project 9.10 - Instructions #6c, 7b, 8b, 9b
			Student/Teacher	Activity	978-1-626891-18-0	386-387	Unit 9 - Project 9.8 - Instruction #6
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
(14) The student uses a variety of software applications. The student is expected to integrate multiple learned software applications to efficiently accomplish workplace tasks.	(A) integrate multiple learned software applications to efficiently accomplish workplace tasks	(i) integrate multiple learned software applications to efficiently accomplish workplace tasks	Student/Teacher	Narrative	978-1-626891-18-0	398	Unit 10 - Introduction - What is the Pitch It! Project Section
			Student/Teacher	Activity	978-1-626891-18-0	397-421	Unit 10 - All Projects
			Student/Teacher	Activity	978-1-626891-18-0	165	Unit 6 - Lesson 6.7 - Instruction #14
			Student/Teacher				
			Student/Teacher	Narrative			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				