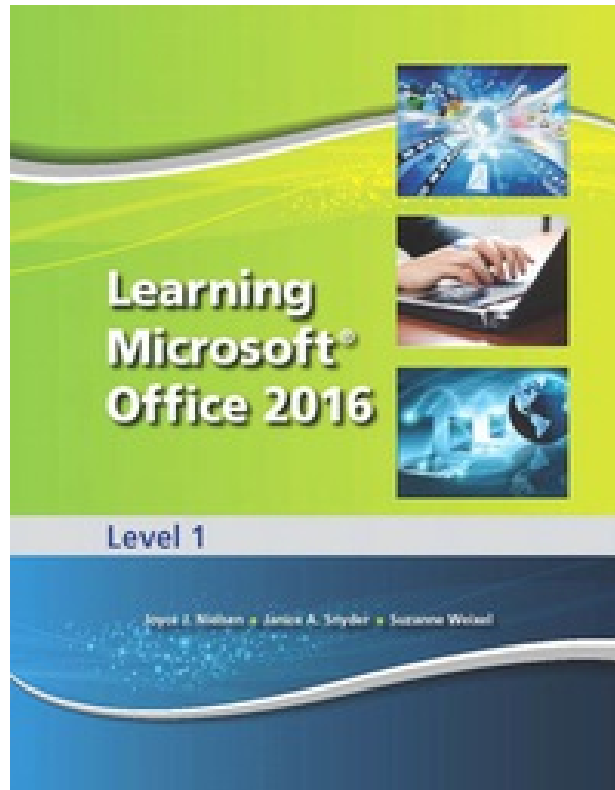


**A Correlation and Narrative Summary of**

**Learning  
Microsoft Office 2016  
Level 1, ©2017**



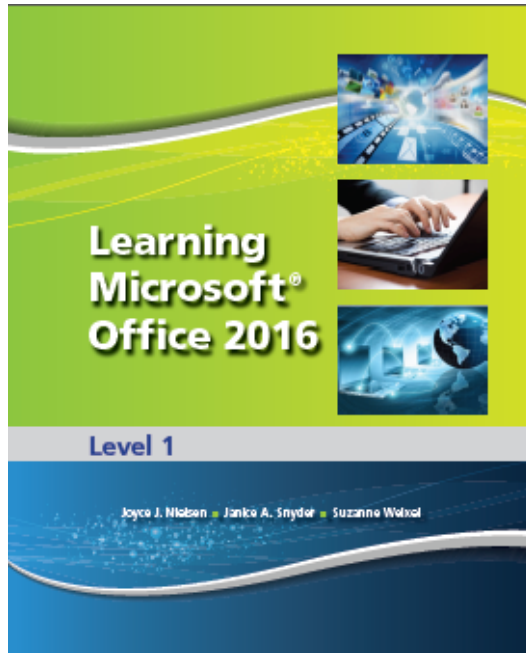
**To the**

**Tennessee  
College, Career and Technical Education  
Computer Applications**

# Learning Microsoft® Office 2016 Level 1

Copyright 2017

Neilson, Snyder, Weixel



## ***The Microsoft Office 2016 suite (Word, Excel, PowerPoint and Access) in the context of business scenarios***

*Learning Microsoft® Office 2016* teaches basic skills of the Microsoft Office suite 2016 (Word, Excel, PowerPoint and Access) in the context of real-life business settings. The text covers Microsoft Office Specialist Core level certification for Word, Excel, PowerPoint and Access.

### **Streamlined chapters and short lessons underscore real-life business settings**

- *What You Will Learn.* Each lesson starts with an overview of the learning objectives covered in the lesson.
- *Words to Know.* Key terms are included and defined at the start of each lesson and then highlighted in the text.
- *What You Can Do.* Concise notes for learning the computer concepts.
- *Try It.* Hands-on practice activities provide brief procedures to teach all necessary skills.

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- *Practice*. These projects give students a chance to create documents, spreadsheets, database objects, and presentations by entering information. Steps provide all the how-to information needed to complete a project.
- *Apply*. Each lesson concludes with a project that challenges students to apply what they have learned through steps that tell them what to do, without all the how-to information. In the Apply projects, students must show they have mastered each skill set.
- Each chapter ends with two assessment projects, *Critical Thinking* and *Portfolio Builder*, which incorporate all the skills covered throughout the chapter.
- Student Data Files available online

### ***Available in print or in Digital eText format***

#### **Exceptional support for teachers in print and online**

- A robust Teacher's Wraparound Edition
- A Test Bank with *TestGen* assessment software
- Solution files to assist with grading each exercise and project
- PowerPoint slides correlated to the text for classroom presentation

***For more information visit [www.pearsonschool.com/cte](http://www.pearsonschool.com/cte)***

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5891	
<b>Course Standards</b>	
<b>Communication Networks, the Internet, and Technology Operations</b>	
1) Research recent developments in information technology affecting the supply/demand characteristics of the job market, including career pathways and occupational outlooks for occupations in business and finance that require information technology expertise. Synthesize findings into a presentation highlighting the typical roles and responsibilities of professionals in high-growth occupations.	<b>SE/TE:</b> 344
2) Identify, connect, and demonstrate the correct usage of elements of a typical home computer, including a monitor, keyboard, mouse, network cable, and USB devices (such as camera, memory, or scanner). Perform basic troubleshooting as needed for situations involving these components (e.g., if the computer does not recognize a device).	<b>SE/TE:</b> 6-9
3) Correctly and safely execute basic file management operations on a typical personal computer and shared storage media, including the opening, creating, copying, moving, deleting, and renaming of files and folders, as well as searching for a specified file or folder on local or networked storage media.	<b>SE/TE:</b> 9-15, 22, 24-26, 64-67, 71-72
4) Describe and demonstrate the correct connections and setup for a new wireless router in a home computing environment. Discuss the impact of network speeds, wireless communication, firewalls, and gateways on individual and societal productivity.	Bonus Online Word Chapter 4: 18
5) Describe the steps necessary to retrieve, download, and safely install new applications, updates, and plug-ins from the Internet.	Bonus Online Word Chapter 4: 52, 62

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6) Compare and contrast the accessibility of the Internet through a home router versus through a public wi-fi access point. Discuss the risks and advantages of using secure home networks versus publicly accessible networks.	Supporting content Bonus Online Word Chapter 4: 52, 63
7) While preparing materials and assignments in this course, use a browser to access and download Internet resources by uniform resource locator (URL), hyperlink, or favorite/bookmark.	<b>SE/TE:</b> 264, 337, 341–343, 344, 574–581, 589, 595–596, 921, 979–980, 1030
<b>Word Processing and Publishing</b>	
8) Use a word processing program to create and format documents with academic and business styles (e.g., memos, letters, agendas, reports, tabular lists) to communicate the results of research, meetings, lab reports, and relevant assignments in this course.	<b>SE/TE:</b> 73–76, 91–92, 99–100, 114–115, 127–129, 137–140, 145–146, 155–157, 176–183, 206–207, 215–216, 224–225, 260–261, 264–268, 275–277, 286–287, 298–299, 313–315, 344–346
9) Craft documents using word processing program features and methods such as:	
a. Paragraph formatting (line spacing, justification, indentations)	<b>SE/TE:</b> 109–116, 117–120, 127–129, 179–183
b. Bulleted and numbered lists	<b>SE/TE:</b> 141–147, 179–183
c. Tables of multiple columns, with and without borders	<b>SE/TE:</b> 208–217, 218–225, 226–233, 237, 238–240, 265–267
d. Margins, headers, footers, page numbers, and footnotes	<b>SE/TE:</b> 87–88, 91–92, 179–183, 280–281, 283–284, 285, 286–289, 344–345
e. Typeface fonts and weights, including hyperlinks	<b>SE/TE:</b> 132–140, 180–183, 574–581
f. Capitalization, punctuation, number expression, grammar	<b>SE/TE:</b> 187–191, 193–196, 264–268
g. Printing orientation, one- or two-sided, to a selected printer	<b>SE/TE:</b> 21, 22–23, 40–41, 274, 282–283, 286–287

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h. Bibliographies and tables of contents	<b>SE/TE:</b> 295, 298–299
i. Saving to a file that can be shared and/or transported, including saving to cloud-based or external sources	<b>SE/TE:</b> 338–343
10) Enhance documents by including graphic arts components such as borders and shaded elements, graphs and charts from other programs, watermarks, and imagery imported from technology devices and drives as well as sources retrieved from the Internet, including adding citations and/or captions for each element when appropriate.	<b>SE/TE:</b> 124, 130–131, 148–158, 159–170, 171–178, 179–183, 310–315, 337, 561–562
11) Create, format, and edit documents suitable for print or electronic distribution, both four-color and two-color (black and white).	<b>SE/TE:</b> 155–158, 179–183, 307–309, 313–315, 338–343, 344–346
12) Critique and edit existing documents with standard proofreading and editing marks to conform to a standard business style guide (e.g., fonts, colors, line spacing). Practice the use of electronic revision marks and comments, where supported.	<b>SE/TE:</b> 18–19, 137–140, 187–190, 193–196
13) Complete a comprehensive word-processing project with instructor approval that applies the skills acquired in this section. For example, prepare a contract, MLA-style report, business proposal, or budget report from a student organization.	<b>SE/TE:</b> 179–183, 264–268, 344–346

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<b>Spreadsheet Applications</b>	
14) Use a spreadsheet program to create and format academic and business documents for the purposes of tabulating and calculating numerical and/or textual data (e.g., statistics, historical data, measurements), such as budget calculations, sales reports, lab data, and related analyses.	<b>SE/TE:</b> 368–369, 377–378, 387, 396–397, 403–404, 410, 416–417, 423–424, 431–433, 452, 457–458, 467–468, 480–481, 486, 496–497, 508–510, 522, 527, 533, 552–553, 568, 569–571, 662–665
15) Craft documents using a spreadsheet program using features and methods such as:	
a. Cells, columns, and rows	<b>SE/TE:</b> 367–369, 377–378, 431–433
b. Formulas and functions	<b>SE/TE:</b> 405–410, 431–433, 436–444, 469–476, 508–510
c. Copy, move, delete, and fill	<b>SE/TE:</b> 411–417, 418–424, 431–433
d. Cell-value formats (numerical and text) and alignment	<b>SE/TE:</b> 381–387, 388–389, 392, 395–397, 431–433
e. Column and row width/height, insert/delete, move	<b>SE/TE:</b> 393–397, 419–424, 431–433
f. Printing to a selected printer	<b>SE/TE:</b> 366–369, 431–433, 508–510, 569–571, 662–665
g. Saving with a file format that can be shared and/or transported	<b>SE/TE:</b> 556, 557, 570–571, 584–587, 592–593, 597–598
16) Create new formulas to analyze data by calculating with, extracting from, presenting, and/or summarizing, including:	
a. Basic arithmetic calculations	<b>SE/TE:</b> 405–410, 431–433
b. Basic mathematic (e.g., SUM, AVG, MIN, MAX) and text (e.g., LEN, LEFT, RIGHT, MID) functions	<b>SE/TE:</b> 431, 436–444, 469–476, 510
c. Copying formulas that include both relative and absolute cell references	<b>SE/TE:</b> 413–417, 433
d. Sorting in ascending/descending order	<b>SE/TE:</b> 449–450, 451–452

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e. Filtering data to retrieve specific values	<b>SE/TE:</b> 449-450, 452, 614-627
f. Basic conditional formatting (e.g., red for negative values)	<b>SE/TE:</b> 482-484, 486, 508
17) Create and format for optimal clarity a variety of types of graphs and charts, including bar charts, line charts, pie charts, and X-Y graphs, based on tabulated data.	<b>SE/TE:</b> 514-522, 523-527, 528-533, 534-537, 538-546, 549-550, 552-553, 563-568, 569-571, 657-661
18) Retrieve a spreadsheet template (from those installed with the program or from the Internet) and customize it for a particular assignment approved by the instructor. For example, prepare a "timecard" of one's daily hours spent on a month-long job assignment.	<b>SE/TE:</b> 351-352, 357-359, 360-365, 367-369, 563-568
<b>Database Applications</b>	
19) Use a database program to interpret the structure of an existing database (found in teaching resources or teacher-created), identifying tables, fields, key fields, queries, forms, and reports.	<b>SE/TE:</b> 669-671, 685, 686-692, 693-699
20) Using an existing database (found in teaching resources or teacher-created), create and run a database report based on basic queries. For example, retrieve the relevant information to answer a customer product inquiry during a mock customer service phone call.	<b>SE/TE:</b> 722-729, 828-838
21) Using an existing database (found in teaching resources or teacher-created), create, modify, and perform basic queries through a form to create a new table/view in a database.	<b>SE/TE:</b> 796-802, 803-812, 813-820, 821-827, 862-863



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<b>Presentation Software</b>	
22) Design, create, and deliver an oral presentation for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:	
a. A selected theme (colors, background, fonts, etc.)	<b>SE/TE:</b> 870-871, 872-873, 921-923, 979-980, 984-988, 1030-1031
b. Bulleted text based on a chosen style	<b>SE/TE:</b> 877-878, 880-881, 921-923, 926-930, 980-981, 1030
c. Photographs and other imagery	<b>SE/TE:</b> 889-894, 917-921, 931-935, 974-978, 979-981, 1030
d. Charts and graphs	<b>SE/TE:</b> 966-973, 1010-1015, 1016-1021, 1030
e. Video and animated graphics	<b>SE/TE:</b> 995-1001, 1003-1009, 1030-1031
f. Animated transitions of slides and components within a slide	<b>SE/TE:</b> 918-920, 921-923, 979-980, 995-1001, 1030-1031
Save the file in a format that can be transported and shared with the audience	<b>SE/TE:</b> 1022-1029, 1030-1031
23) Design, create, and deliver a self-running electronic slideshow for a selected audience on a topic approved by the instructor. Using a specified slide number and duration, include the following elements:	
a. A selected theme (colors, background, fonts, etc.)	<b>SE/TE:</b> 1030-1031
b. Photographs and other imagery	<b>SE/TE:</b> 1030-1031
c. Video and animated graphics	<b>SE/TE:</b> 1030-1031
d. Animated transitions of slides	<b>SE/TE:</b> 1030-1031
Save the file in a format that can be transported and shared with the audience.	<b>SE/TE:</b> 1022-1029, 1030-1031

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<b>Digital Citizenship</b>	
24) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to modern-day electronic communications, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include spam, flaming, cyberbullying, libel, slandering, and mining of personal data for profit.	<b>SE/TE:</b> 979-980
25) Research, summarize, and deliver (via presentation, document, spreadsheet data/chart, or other format) a summary of the various perspectives and ramifications surrounding an ethical issue related to intellectual property rights, as approved by the instructor. Develop and strengthen claim(s) and counterclaim(s) about the issue, citing supportive evidence. Potential issues include copyright infringement, piracy, plagiarism, art licensing, creative commons, and the state/federal laws that govern them.	<b>SE/TE:</b> 295, 337, 979-980 Bonus Online Word Chapter 4: 17, 19, 20
26) Explain, furnish examples, and demonstrate technical literacy with the following terms:	
a. The Internet, World Wide Web, and various browsers	<b>SE/TE:</b> 264, 344, 556, 557, 570-571, 589, 592-595, 597, 921-922, 979-980, 1030
b. Network speeds, wireless communication, firewalls, and gateways	Bonus Online Word Chapter 4: 18
c. Domains, hyperlinks, homepages, favorites/bookmarks, plugins, tabs, and downloads/uploads	<b>SE/TE:</b> 336-337, 339, 574-581, 688-689 Bonus Online Word Chapter 4: 60

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<p align="center"><b>Tennessee College, Career and Technical Education Computer Applications</b></p>	<p align="center"><b>Learning Microsoft Office 2016 Level 1, ©2017</b></p>
<p><b>Electronic Communication and Collaboration</b></p>	
<p>27) Employ skills covered in this course (document processing, spreadsheet applications, electronic presentations, databases, Internet fluency) to complete a cross curricular project approved by the instructor.</p>	<p><b>SE/TE:</b> 179-183, 264-268, 345, 431-433, 508-510, 569-571, 662-665, 730-732, 791-792, 862-863, 922-923, 980-981</p>