

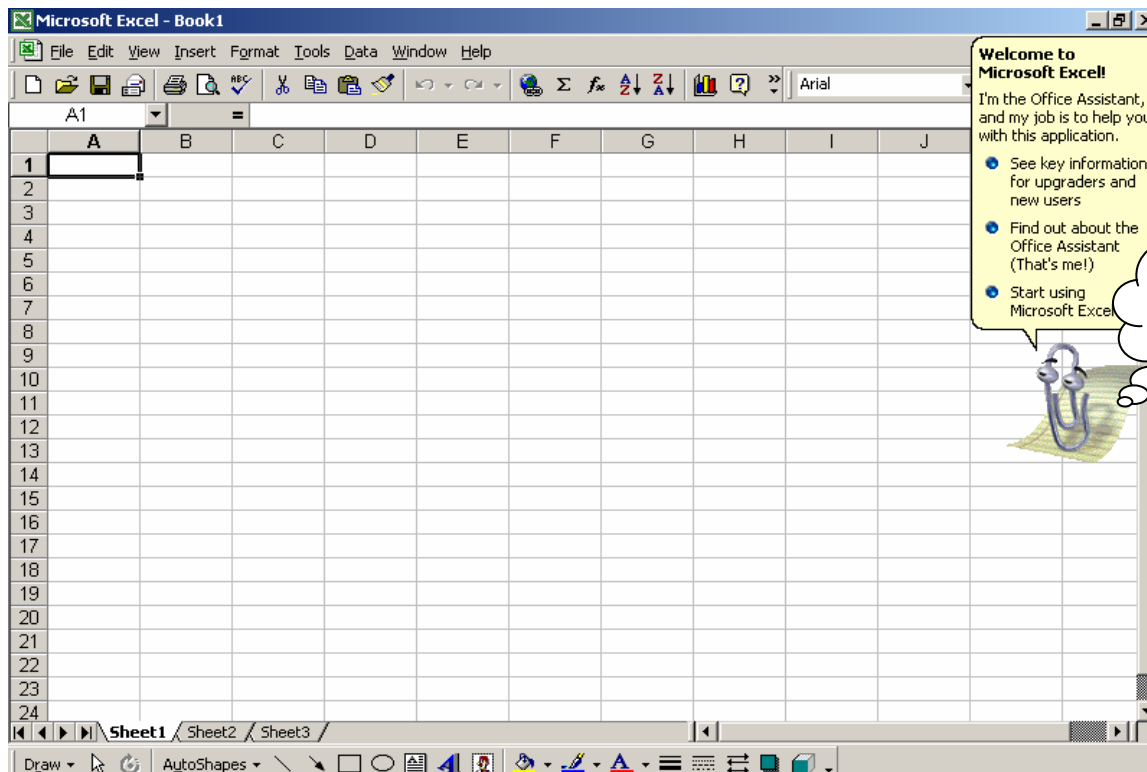
# INTRODUCTION TO MICROSOFT EXCEL

Name: \_\_\_\_\_ Date: \_\_\_\_\_

In your own words, describe what is a spreadsheet?

Terms to know:

- Cell:
- Row:
- Column:
- Toolbar:
- Icon:
- Sheet/Chart:



- Practice:**
- 1) Put your initials in Cell G7.
  - 2) Write your name in Row 15.
  - 3) Print your last name in the 5<sup>th</sup> Column placing one letter per cell.
  - 4) Draw a large red arrow ( ) beside the toolbar and label it.
  - 5) Circle the Chart Wizard icon in blue and label it with its name.
  - 6) Highlight the name of the printed Excel page displayed above.
  - 7) Last, but not at all least, find the Office Assistant and place a large green check ( ) to its left so you will always know how to check him out!

# Steps for Excel Spreadsheet and Chart Wizard

## I. Excel Spreadsheet

1. Click on Microsoft Excel.
2. Leave Cell A1 blank.
3. Use Row 1 for headings of columns as follows:  
*Move across the page horizontally to input the headings.*
  - A) Leave blank.
  - B) Teen M
  - C) Teen F
  - D) Y Adult M
  - E) Y Adult F
  - F) Adult M
  - G) Adult F
  - H) Senior M
  - I) Senior F
4. Use Column A for type of card.  
*Move down the page vertically to input the type of card.*
  - 1) Row 1: Leave Blank
  - 2) From row 2 through row 15, type in the type of card, i.e., Birthday, Holiday, etc.
5. Type in total data collected from surveys.

## II. Chart Wizard for Graphs

(NOTE: Always click a cell inside your data before going to the Chart wizard.)

A) Go to toolbar at the top and click on the Chart Wizard icon. Follow these steps to create a **custom bar graph**.

- 1) Click “**Custom types.**”
- 2) Do not click any choice.
- 3) Click next.
- 4) For series: Be sure **columns** is selected.
- 5) Click next.
- 6) Enter chart title: **Poetic Greeting Cards**
- 7) Enter for x-axis: Type of Card
- 8) Enter for y-axis: Number of Cards
- 9) Click next.
- 10) Place chart: Enter as new sheet and identify as Chart 1.
- 11) Click finish.
- 12) On the toolbar at the bottom of the page, click on Sheet 1 to take you back to the data page.

B) Go to toolbar at the top and click on the Chart Wizard icon. Follow these steps to create a **standard line graph**.

- 1) Under *Standard Types*, click “**Line.**”
- 2) Click the first chart sub-type picture.
- 3) Repeat steps 3 – 12 above, except in Step 10, when you enter as a new sheet, you will have to identify this one as Chart 2.

C) Go to toolbar at the top and click on the Chart Wizard icon. Follow these steps to create a **custom line graph**.

- 1) Click “**Custom types.**”
- 2) Click **Colored Lines**.
- 3) Repeat steps 3 – 12 above, except in Step 10, when you enter as a new sheet, you will have to identify this one as Chart 3.

D) Follow these steps to create **custom pie graphs**. You will create 3 of these to represent the top 3 purchased greeting cards.

- 1) Highlight (click & drag) Row 3, Holiday.
- 2) Go to toolbar at the top and click on the Chart Wizard icon.
- 4) Click “**Custom types.**”
- 3) Click “**B&W Pie.**”
- 4) Click next.
- 5) For series: Select **rows**.
- 6) Click next.
- 7) Chart Title: Holiday
- 8) Click next.
- 9) Place chart: Enter as new sheet and identify as Chart 4.
- 10) Click finish.

Repeat this process for Birthday identifying as Chart 5 and Thank You identifying as Chart 6.

**Save on your Zip Disk. Print a copy of your Excel spreadsheet. Choose which graph you think best represents the data collected and print a copy. Turn in both copies to your teacher.**

# What's In The Graph?

Name: \_\_\_\_\_  
Date: \_\_\_\_\_



MA.D.1.4.1 The student describes and generalizes relationships and functions using word variables, tables, and graphs.

Select a representation of a graph from the newspaper, cut it out, and paste it here.

1. Describe your graph.

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2. Analyze your graph by identifying the following:

a) title

b) horizontal axis

c) vertical axis

d) legend



3. Generalize the relationship between the horizontal and vertical axes and explain the main focus of your graph. (Use the back of this sheet, if necessary.)

## Surfing the Web Teacher Checklist:



**CT.B.1.4.1 The student uses efficient search methods to locate information.**

Name : \_\_\_\_\_

Date : \_\_\_\_\_

Through teacher observation the following checklist will reflect whether students demonstrate the ability to search the web effectively for information requested.

		<b>Firs t Atte mpt</b>	<b>Seco nd Atte mpt</b>	<b>Thir d Atte mpt</b>	<b>Needs Improvement</b>
<b>Web Access</b>	Student accesses the Web quickly & efficiently. Needs no assistance.				Student cannot access the Web without assistance. <input type="checkbox"/>
<b>Search Engines</b> • Identifies	Student can identify 4 search engines.				Student has difficulty identifying a search engine. <input type="checkbox"/>
<b>Search Engines</b> • Uses	Student demonstrates a thorough understanding of the concepts needed to effectively use a search engine.				Student demonstrates partial understanding of some of the concepts needed to effectively use a search engine. <input type="checkbox"/>
<b>Web Site</b> • Visits	Student demonstrates mastery of the strategies and skills to successfully access specific Web sites.	Site 1_ Site 2_ Site 3_ Site 4_	Site 1_ Site 2_ Site 3_ Site 4_	Site 1_ Site 2_ Site 3_ Site 4_	Student cannot access specific Web sites without the assistance of the teacher. <input type="checkbox"/>
<b>Navigat ion</b>	Student demonstrates mastery of the skills needed to navigate within a specific Web site.				Student can access the site but demonstrates partial understanding of navigation within the site. <input type="checkbox"/>



## Surfing the Web Student Response:

CT.B.1.4.1 The student uses efficient

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Locate the Web sites for the following information and give the complete URL address. Identify the key words that took you to the site. Describe what specific information you are able to gather from the site.

Use Google Search Engine to locate the following.

1. Tables & Graphs Main Page

\_\_\_\_\_

Key words:

\_\_\_\_\_

What information do you get from this Web site?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The What?, How?, and Why? of the Histogram

\_\_\_\_\_

Key words:

\_\_\_\_\_

What information do you get from this Web site?

\_\_\_\_\_

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3 . Using Microsoft Excel to Draw Graphs

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Key words:

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What information do you get from this Web site?

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4 . Construction of the bar graph and the line graph

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Key words:

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What information do you get from this Web site?

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5 . Sample graphs and charts

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Key words:

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What information do you get from this Web site?

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**Name 3 other search engines that are available for accessing the Web.**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

# Surfing the Web Student Response: ANSWER KEY



Name: \_\_\_\_\_ TEACHER'S KEY

Date: \_\_\_\_\_

Locate the Web sites for the following information and give the complete URL address. Identify the key words that took you to the site. Describe what specific information you are able to gather from the site.

## 1. Tables & Graphs Main Page

<http://pittsford.monroe.edu/jefferson/calfieri/graphs/TabGraphMain.html>

Key words:

tables and graphs, tables and graphs main page \_\_\_\_\_

What information do you get from this Web site?

Check students' answers. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. The What?, How?, and Why? of the Histogram

<http://www.shodor.org/interactivate/activities/histogram/>

Key words:

histogram, what histogram, how histogram, why histogram \_\_\_\_\_

What information do you get from this Web site?

Check students' answers. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Using Microsoft Excel for Drawing Graphs

<http://www.urban.uiuc.edu/Courses/varkki/msexcel/graphs/Default.html>

Key words:

using excel graphs, excel graphs

What information do you get from this Web site?

Check students' answers.

4. Construction of the bar graph and the line graph

<http://www2.whidbey.com/ohms/linegraphs.html>

Key words:

line and bar graphs, line & bar graphs

What information do you get from this Web site?

Check students' answers.

5. Sample graphs and charts

<http://www.hallogram.com/grphsrvr/sample.html>

Key words:

sample graphs and charts, sample graphs & charts

What information do you get from this Web site?

Check students' answers.

**Name 3 other search engines that are available for accessing the Web.**

1. yahoo.\_\_\_\_\_
2. ask jeeves\_\_\_\_\_
3. AltaVista\_\_\_\_\_

(Note: Student responses will vary.)

# Performance Assessment Scoring Rubric for Excel Spreadsheet

**CT.B.1.4.14 The student uses spreadsheet programs to create and select the graph which best represents data needed to analyze and complete assigned projects.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Check ( ) each of the following for completeness.**

- The spreadsheet is saved properly to a disk.
- The spreadsheet is printed accurately on first attempt.
- The spreadsheet is complete with no missing items.



**Use the criteria listed below to rate each student regarding the understanding of the activity. Circle or highlight the category in which the student belongs:**

## 4 – Thorough Understanding

- Demonstrates a thorough understanding of the concepts and content needed to successfully complete the activity.
- Demonstrates mastery of the strategies and skills necessary to complete the activity.
- Demonstrates creative and appropriate use of prior knowledge and skills.

## 3 – Good Understanding

- Demonstrates a satisfactory understanding of the most important concepts and content needed to complete the activity.
- Carries out the skills and strategies necessary to complete the activity without critical error.
- Applies prior knowledge and skills when prompted to do so in relation to the activity.

## 2 – Satisfactory Understanding

- Demonstrates partial understanding of the most important concepts and content needed to successfully complete the activity.
- Carries out the skills and strategies necessary to complete the activity with few critical errors.
- Makes a contribution toward identifying new situations.

## 1 – Needs Improvement

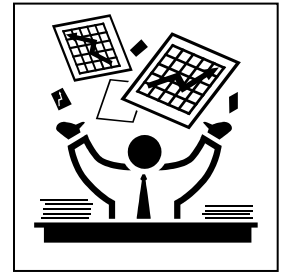
- Demonstrates partial understanding of some of the concepts and content needed to successfully complete the activity.
- Attempts to carry out the skills and strategies needed to complete the activity with partial success.
- Demonstrates partial understanding of the relationship of prior knowledge as related to the activity.

# Project Evaluation – Spreadsheet and Graphs

MA.D.1.4.1, CT.B.1.4.1, & CT.B.1.4.14

Name: \_\_\_\_\_

Date: \_\_\_\_\_



	<b>Outstanding 4</b>	<b>Good 3</b>	<b>Fair 2</b>	<b>Poor 1</b>	<b>Score</b>
<b>Organization</b>	Spreadsheet has logical structure.	Spreadsheet shows logical structure with few errors.	Spreadsheet is lacking structure.	Structure is inconsistent and difficult to follow.	
<b>Content</b>	Content is thorough, easily understood with no errors.	Content is complete with only minor errors.	Content is complete with major errors.	Content is incomplete.	
<b>Classwork Preparation</b>	Stayed on task all period. Made substantial contribution to the class.	Stayed on task most of the period. Made some contribution to the class.	Off task too much. Contribution to the class was lacking.	Little/no evidence of contribution. Consistently off task.	
<b>Research</b>	Shows clear evidence of planning/research. Met objectives.	Shows some evidence of planning and research. Met some objectives.	Research and planning is insufficient. Met few objectives.	Little/no evidence of research.	
<b>Graphs</b> • On disk	All 6 graphs are generated and saved on the disk.	5 of the 6 graphs are generated and saved on the disk.	Only half of the graphs are generated and saved on the disk.	Less than half of the graphs are generated and saved on the disk.	
<b>Graphs</b> • Best • Printed	Selection of best graph is complete and printed.	Selection of best graph is indicated but not yet printed.	Poor selection of best graph. Printing is complete.	Poor selection of best graph. Unable to print.	
<b>TOTAL</b>					

**Teacher Comments:**