TECHNO Kids

Intermediate
Projects

Contents

Subject: TECHNOKids	**Grade:** 7-9
Course: Intermediate	
Project: TECHNOTravel 2016	**Code:** C985G0MU16L00 - C985G0MU16L07

Project Overview

Introduction to TECHNOTravel

In this project, students become travel agents. They create a travel advertisement for a weekend getaway. To start, students use the Internet to research the destination. Afterwards, students create an informative advertisement in Microsoft PowerPoint that will entice tourists to take the trip. The vacation is then promoted to customers in the form of a slideshow, website, and brochure.

Students complete the following tasks:

- **C985G0MU16L01-** In Session 1, students organize their ideas for a weekend getaway. To start, students consider how travel has changed the way people live and work. Next, they study a sample travel advertisement to get ideas for their own trip. Afterwards, students use the Internet to research facts about the location. This information is organized under headings in a Microsoft Word document. Finally, students use the Internet to save pictures and a map of the travel destination. At the end of the session, students should have the information they need to create a travel advertisement for the weekend getaway.

- **C985G0MU16L02-** In Session 2, students begin to create the travel advertisement for their weekend getaway. To start they are introduced to the Microsoft PowerPoint environment. Once familiar with the location of commonly used commands, students learn how to customize the slide master to make a unique design for their advertisement. Upon completion, students use the slide master to create a title and introduction slide.

- **C985G0MU16L03-** In Session 3, students create a travel itinerary that outlines the activities, site seeing trips, and events planned for the weekend getaway. Using a table, students organize the activities for each day. The table is formatted to look great.

- **C985G0MU16L04-** In Session 4, students create slides to describe each event or site that tourists will see on the weekend getaway. Students will use Slide View and Outline View to create the slides. At the end of the session, each activity in the travel itinerary should have a slide in the travel advertisement.

- **C985G0MU16L05-** In Session 5, students complete the content of their travel advertisement. To start, they insert a map of the destination on a slide and use shapes to highlight the city. Afterwards, students create a slide that contains hyperlinks to websites on the Internet that tourists will find helpful.

- **C985G0MU16L06-** In Session 6, students market their weekend getaway to tourists. To begin they edit the content and layout of each slide. Using the Spelling command students identify and correct spelling errors. Afterwards, they view the presentation in Slide Sorter View to adjust the order of the slides. Next, students release the travel advertisement in various formats that are suitable for advertising purposes. The slideshow is prepared for a kiosk

and a handout is printed. The travel advertisement is shared with viewers to entice tourists to go on a weekend getaway.

Teacher Resources

- **C985G0MU16L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU16L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

- Microsoft Word 2016
- Microsoft PowerPoint 2016
- Adobe Reader (Download from www.adobe.com)

This project is available for the Office 2010 and Office 2013 version.

- TechnoTravel 2010 - C985G0MU01L00 to C985G0MU01L06
- TechnoTravel 2013 - C985G0MU12L01 to C985G0MU12L07

Some exercises may vary depending on the version of the Office.

Subject: TECHNOKids	Grade: 7-9
Course: Intermediate	
Project: TECHNOCEO 2016	Code: C985G0MU17L00 - C985G0MU17L07

Project Overview

Introduction to TECHNOCEO

In this project, students become a CEO of a company. They create a presentation describing the financial success of a company. The goal of the presentation is to convince others to invest in the business. To start, students select a company name and product lines. Once the business is established students create a company logo and summarize the corporate structure using an organization chart. Next, students use Microsoft Excel to summarize their financial information by organizing data in cells, calculating expenses, and graphing product sales. This information is then organized into a professional presentation using Microsoft PowerPoint.

Students complete the following tasks:

- **C985G0MU17L01-** In session 1, students take on the role of a Chief Executive Officer (CEO) of a company. Students choose a company name and three main product lines. They open Microsoft PowerPoint to begin a slide show that summarizes the performance of the business. Students make a title slide that contains a heading, student name, date, design, and logo. The logo is made by combining WordArt with shapes. The logo is saved as a picture file so that it can be used in other documents.

- **C985G0MU17L02-** In session 2, students summarize the corporate structure of their company using an organization chart. To prepare for this activity, students learn about using graphic organizers to display the relationship between the CEO and various job positions. Once students understand the purpose for an organization chart, they select classmates to work at their company. Employee information is organized using SmartArt Graphics in Microsoft PowerPoint. The job positions and employee name are arranged in an organization chart with separate branches for each level. Once the organization chart is complete the layout, style, and color are customized to make the corporate structure look appealing.

- **C985G0MU17L03-** In session 3, students organize the financial information of the company. To prepare for this activity, students are introduced to Microsoft Excel. Once familiar with the program window students organize operating expense data by customizing the font, borderlines, fill, and alignment of the cells to make the information easy to read. Next, sales revenue information is entered into a worksheet and formatted to look professional.

- **C985G0MU17L04-** In session 4, students determine if the company is making a profit. To start, they use the Sum feature to calculate the monthly and yearly operating expenses. Afterwards, they use multiplication, subtraction, and addition formulas to calculate the sales revenue. Once this information has been calculated a formula is used to subtract yearly operating expenses from yearly net sales. Is the company making a profit?

- **C985G0MU17L05-** In session 5, students prepare to report their financial information. To begin, they produce a graph that compares the sales of each product line. Next, they set up each page for printing. Students customize the headers and adjust the print area to ensure each worksheet looks appealing. The company performance will be

summarized in the following session when students incorporate the graph and financial data into their PowerPoint presentation.

- **C985G0MU17L06-** In session 6, students complete the presentation for investors by adding slides that summarize the financial status of the company. The product line sales graph is copied from the Microsoft Excel workbook and pasted onto a new slide. Next the operating expenditures, sales revenue, and profit are summarized on another slide. Upon completion, the objects on each slide are animated to create a professional presentation. When the presentation is finished, it is shown to potential investors. Are investors interested in purchasing shares?

Teacher Resources

- **C985G0MU17L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU17L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

- Microsoft PowerPoint 2016

- Microsoft Excel 2016

- Adobe Reader (download from www.adobe.com)

This project is available for the Office 2010 and Office 2013 version.

- TechnoCEO 2010 - C985G0MU02L00 to C985G0MU02L07

- TechnoCEO 2013 - C985G0MU10L00 to C985G0MU10L07

Some exercises may vary depending on the version of the Office.

Subject: TECHNOKids	**Grade:** 7-9
Course: Intermediate	
Project: TECHNOCommercial	**Codes:** C985G0MU03L00 - C985G0MU03L07

Project Overview

Introduction to TECHNOCommercial

In this project, students become media savvy. To begin, students analyze the content of commercials to gain an understanding of marketing techniques used to sell goods to consumers. Once familiar with the key forms of advertising manipulation, they consider how commercials contain social values and stereotypes. Armed with this information, students team up to produce their own commercial using all the persuasive and production techniques of the professionals. Through each stage of the production process, careful consideration will be given to the purpose, target audience, and message of the television advertisements. *Will this one of a kind commercial, convince you to purchase the goods?*

Students complete the following tasks:

- **C985G0MU03L01-** In Session 1, students are introduced to commercials. To begin, they partake in activities in which they consider the amount of time they spend consuming various forms of media and its impact on their lives. Afterwards, students gain an understanding of the purpose of commercials. They then learn about target audience and consider how advertisers attract the attention of the "right" viewer. Students then analyze commercials to identify selling techniques, social values, and stereotypes used in the ads.

- **C985G0MU03L02-** In Session 2, students are introduced to Windows Live Movie Maker. To begin, they study the parts of the program environment. Afterwards, they analyze a commercial for the product Sodalicious, paying particular attention to the persuasion and production techniques used to attract and hold viewer attention. Following this activity, students import the raw video clips used to make Sodalicious into Windows Live Movie Maker. To learn the program tools, students edit the footage by deleting clips, adding transitions, applying visual effects, inserting text overlays, and importing music. The goal of this assignment is to discover the capabilities of the program, not to create a perfect ad. This activity will help students later when they produce their own commercial.

- **C985G0MU03L03-** In Session 3, students learn how to operate a video capture device. To begin they examine a hair commercial to study the type of shots, camera movement, and angles. Once familiar with how a camera can be used, they experiment with the program features in Windows Live Movie Maker. By altering the microphone settings, color brightness, frames per second, and camera position, they gain an understanding of how to record quality video.

- **C985G0MU03L04-** In Session 4, students form production teams and work together to film the video footage for a commercial. To begin, they select a product to advertise. This can be a pre-existing product or one that they have invented. As a group, students must determine the target audience, selling technique, and messages they would like to convey to the viewer to convince them to purchase the item. Using a storyboard, they divide the commercial into shots, outlining for each one the action, characters, words, props, and camera position. Once they have all their ideas organized, students film the production using Windows Live Movie Maker.

- **C985G0MU03L05-** In Session 5, students edit their commercial. Using the program Windows Live Movie Maker, they import the video clips recorded in the previous session into the Storyboard. They edit the footage to reorder clips,

delete unnecessary clips, and remove unwanted frames. Afterwards, transitions, visual effects, and text overlays are added to create an eye-catching commercial. Upon completion, students add music as a "finishing touch". The goal throughout the editing activities is to produce a television advertisement that captures the attention of the target audience.

- **C985G0MU03L06-** In Session 6, students prepare their commercial for public viewing. To begin, students complete a checklist to make certain that their television advertisement is ready for viewing. Based on their evaluation, they make any necessary edits. Once the ad is ready for viewing, students save the Windows Live Movie Maker project as a movie file. Students then rotate to each computer workstation to view the ads and provide feedback about the content.

Teacher Resources

- **C985G0MU03L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU03L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

To complete the session activities it is necessary to install the following project software on each workstation to be used by a student.

- Windows Live Movie Maker - This software is a FREE download for Vista and Windows 7 users. To download the software visit: https://www.microsoft.com/en-us/p/movie-maker-10-tell-your-story/9mvfq4lmz6c9?activetab=pivot:overviewtab
- Windows Media Player (part of Vista and Windows 7)
- Real Player (optional media player viewer if viewing commercials on the Internet)
- QuickTime (optional media player viewer if viewing commercials on the Internet)
- Microsoft Word (2010)
- Adobe Reader (download at www.adobe.com).

Subject: TECHNOKids	Grade: 7-9
Course: Intermediate	
Project: TECHNONovel	Code: C985G0MU04L00 - C985G0MU04L07

Project Overview

Introduction to TECHNONovel

In this project, students create a marketing tool for a novel. In the style of a movie trailer or teaser, an animated preview of the book is created to entice people to read. This preview includes an introduction to the characters, setting, and plot. Text, graphics, animation, transitions, and sound effects are combined to produce a dazzling visual display of the novel.

Students complete the following tasks:

- **C985G0MU04L01-** In session 1, students prepare to make an animated promotional tool for a novel they have read. They begin by viewing the sample file From the Mixed-up Files of Mrs. Basil E. Frankweiler. They discuss how this book "trailer" entices the audience to read the novel. Students then answer questions about the characters, setting, and plot in their own novel. Afterwards, students acquire a digital image of their book cover. Upon completion of this session, students should be prepared to begin their book "trailer".

- **C985G0MU04L02-** In session 2, students start their book "trailer" by creating the first slide. This poster-like slide will introduce the book title, main characters, author, producer, and rating. A sentence will be added that entices the viewer to want to know more. The slide will be made eye-catching with an attractive background, font formatting techniques, and WordArt. With the opening slide looking so great, the book trailer is sure to draw attention from viewers!

- **C985G0MU04L03-** In session 3, students introduces the characters in the novel. To begin, they learn how to customize a clip art, which will allow them to change the image to look like someone from the story. Once confident with this skill, students open their saved presentation and add a new slide to the book "trailer". Using a combination of clip art and text boxes, this slide gives the viewers a sneak peek at the main characters.

- **C985G0MU04L04-** In session 4, students continue to develop the book "trailer". To make viewers want to read the novel, they create a slide of descriptive words or phrases that tell about the plot. To draw interest, the words are written using WordArt. In upcoming sessions, the WordArt will be animated to create a slide that builds suspense and drama around the story events. The goal is to "hook" the viewer into wanting to read this novel.

- **C985G0MU04L05-** In session 5, students apply their knowledge of Microsoft PowerPoint to create three slides for their book trailer. One slide will illustrate the novel's setting while another highlights an event within the story. Finally, students will make one last effort to increase interest in the novel with a creative sales pitch on the closing slide. The goal is to encourage viewers to read the novel.

- **C985G0MU04L06-** In session 6, students complete the book trailer. By including animation, transitions, and sound, this trailer comes to life. Upon completion, students share their promotions for the novel with their classmates. Which novel would you like read next?

Teacher Resources

- **C985G0MU04L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU04L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

Install the following software on workstations used by students.

- Microsoft PowerPoint and Microsoft Clip Gallery

- Windows Internet Explorer (Optional)

- Adobe Reader (download at www.adobe.com)

Subject: TECHNOKids	Grade: 7-9
Course: Intermediate	
Project: TECHNOEntrepreneur 2016	Code: C985G0MU15L00 - C985G0MU15L06

Project Overview

Introduction to TECHNOEntrepreneur

In this project, students become restaurant entrepreneurs. The fun begins as the fledgling restaurateur's survey their classmates to learn about the type of cuisine to serve their patrons. The survey data is arranged in Microsoft Excel and the numbers transformed into a graph. This information is then used to explain the new business venture to potential investors in a well-written letter. Once students generate enough money to start up their restaurant, they use the drawing tools in Microsoft PowerPoint to draft the floor plan. The business idea is really starting to take shape!

Soon the entrepreneurs' dreams become a reality – their restaurant is opened to the public and it is a huge success. The restaurateurs use Microsoft Excel to calculate their earnings. The business is making enough money that it is time to expand the operation. Students create a newsletter to promote their restaurant concept as an excellent business opportunity for like-minded entrepreneurs.

What type of restaurant will you operate?

Students complete the following tasks:

- **C985G0MU15L01-** In session 1, students become entrepreneurs. They organize the startup of their business venture – to own and operate a restaurant. To begin, they are introduced to spreadsheets and gain an understanding of how this tool is used by 'real' professionals. They then survey their classmates to determine the type of cuisine to serve at their restaurant. With this data, students tabulate and chart the results using Microsoft Excel. This information is interpreted and summarized in a report to potential investors in the following session.

- **C985G0MU15L02-** In session 2, students develop a business plan. By interpreting the survey results from last session, students determine the type of restaurant they would like to own and operate. With a firm idea, a professional letter is written to an investor requesting money to generate revenue to use towards start up business costs. Students learn how to use a Microsoft Word template to quickly write a well-formatted document. They insert the chart from the Microsoft Excel worksheet from the previous session into their letter to illustrate the results of their survey and their rationale for selecting a particular type of cuisine for their restaurant.

- **C985G0MU15L03-** In session 3, students receive confirmation that they have acquired enough money to start their business venture. The investor has requested a floor plan of the restaurant and permission to make some suggestions with the design. Students launch Microsoft PowerPoint and explore the drawing tools in order to acquire the skills necessary to complete this task.

- **C985G0MU15L04-** In session 4, students apply the drawing tools of Microsoft PowerPoint to design the floor plan of

their restaurant. Students consider their clientele and the type of dining experience they are expecting. Shortcuts to complete the project are introduced as students design seating arrangements that can be easily grouped and duplicated to place elsewhere in the layout. Students create a well-designed restaurant with a focus on functionality.

- **C985G0MU15L05-** In session 5, students learn advanced spreadsheet skills by designing a worksheet to calculate their monthly, quarterly, and yearly earnings. Using Microsoft Excel, students use the Fill Series option to easily create a table that holds financial information. Calculations such as Sum and Average give students a clear overview about their earnings. This information is then displayed in chart format.

- **C985G0MU15L06-** In session 6, students complete a newsletter to help promote their entrepreneurial venture in the restaurant business. The newsletter includes the company logo, contact information, financial statistics, a monthly earnings chart, and an attractive description of the restaurant complete with the floor plan.

Teacher Resources

- **C985G0MU15L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU15L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

- Install the following software:

- Microsoft Word 2016

- Microsoft Excel 2016

- Microsoft PowerPoint 2016

- Adobe Reader (download at www.adobe.com)

This project is available for the Office 2010 and Office 2013 version.

- TechnoEntrepreneur 2010 - C985G0MU05L00 to C985G0MU05L07

- TechnoEntrepreneur 2013 - C985G0MU05L07 to C985G0MU11L07

Some exercises may vary depending on the version of the Office.

Subject: TECHNOKids	**Grade:** 7-9
Course: Intermediate	
Project: TECHNOClue 2016	**Code:** C985G0MU18L00 - C985G0MU18L07

Project Overview

Introduction to TECHNOClue

In this project, students track down the clues to crack the case. The fun starts when they become police detectives in TechnoVille. Their sleuthing skills are put to test when they must narrow down the list of suspects in a Microsoft Access database to solve the Mystery of the Stolen Door Knobs, Case of the Power Prankster, and Mystery of the Mischief Maker. Afterwards, they transform a photo into a composite drawing using Paint and then enter the information about the suspect into a database. To prepare for the next case, they learn how to use Windows Search to find hidden clues. These skills are then applied to reveal the identity of the Keyboard Crook in the Mystery of the Missing Keys. Upon the arrest, students broadcast a news story to report the capture to the citizens of TechnoVille using Microsoft PowerPoint.

Students complete the following tasks:

- **C985G0MU18L01-** In session 1, students become police detectives. They are introduced to the Clue database that is used to organize information about criminals that have been arrested in TechnoVille. Once familiar with how to view records the young police detectives are assigned three important cases. Students learn how to use Filter by Form to sort through the contents of the database using clues to narrow the suspects. Will they be able to solve the mystery of the stolen door knobs, case of the power prankster, or mystery of the mischief maker?

- **C985G0MU18L02-** In session 2, students make a composite drawing of a possible suspect. A composite drawing is a sketch drawn by an artist that illustrates what the person may look like. To prepare for this task, students review the tools in Paint. Afterwards, they apply their skills to transform a photograph into a picture of the suspect.

- **C985G0MU18L03-** In session 3, students book a criminal. The composite drawing created in the previous session was so accurate that the suspect was quickly arrested. Now paperwork needs to be completed. To start, students fill out a paper form that includes a detailed description. Next, they open the Clue database and enter the information in the Suspects form. Afterwards, a photo is copied from Paint into a field on the database form. The selected record is then printed.

- **C985G0MU18L04-** In session 4, students solve the Mystery of the Missing Keys. In the town of TechnoVille the citizens are upset. A mischievous person has removed the letter "C" from every keyboard in town. Emails are unreadable, posters incomprehensible, and school reports are indecipherable. Using the Windows Search feature students examine files to piece together the clues. With the aid of the Clue database, they enter their findings and examine the search results to determine who committed the crime.

- **C985G0MU18L05-** In session 5, students prepare to inform the citizens of TechnoVille that the Mystery of the Missing Keys has been solved. Using Microsoft PowerPoint, students produce slides that summarize details about the crime. By formatting the theme, text, clipart, and pictures the new story is made to look professional.

- **C985G0MU18L06-** In session 6, students inform the citizens of TechnoVille that the Keyboard Crook has been captured. To prepare the news story for the evening news, animation is applied to slide objects and transitions included between slides. Afterwards, the spelling of the story is edited and the content of the report reviewed using a checklist to make certain it is ready for viewing. Upon completion, the news is broadcast to the public.

Teacher Resources

- **C985G0MU18L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU18L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

Install the following software:

- Microsoft Office Access 2016

- Microsoft Office PowerPoint 2016

- Paint

- Adobe Reader (download at www.adobe.com)

This This project is available for the Office 2010 version.

- TechnoClue 2010 - C985G0MU06L00 to C985G0MU06L07

Some exercises may vary depending on the version of the Office.

Subject: TECHNOKids	**Grade:** 7-9
Course: Intermediate	
Project: TECHNOEnvironment 2016	**Code:** C985G0MU14L00 - C985G0MU14L07

Project Overview

Introduction to TECHNOEntrepreneur

In this project, students need to educate the public about an important environmental issue. To start, they use the Internet to research facts and organize the information under headings in a Microsoft Word document. Next, they learn how to use the tools in Microsoft Publisher to create a postcard and a poster in order to raise awareness. To inform people further about the importance of this issue, students use Microsoft Publisher to produce a pamphlet that describes the issue, explains the cause of the problem, and offers solutions. This informative publication summarizes the facts using well-formatted text, graphics, and a table.

Students complete the following tasks:

- **C985G0MU14L01** - In session 1, students research an environmental issue. To start, they learn about the importance of stewardship. Next, they select a topic and then design an outline in Microsoft Word with headings to organize facts. The Internet is used to locate information about the issue, including effects on the environment and solutions to the problem. Students record the source and gather pictures related to the topic. This research will provide the content for the publications they create in the following sessions.

- **C985G0MU14L02 -**In session 2, students send a postcard to a friend asking them to become involved in protecting Earth. To prepare for this task, they are introduced to Microsoft Publisher. Once familiar with the parts of the window, a template is opened in the program. Students learn how to draw and format a shape to create a background for the front of the postcard. Next, they include a catchy title using a text box. To attract attention to the issue, a picture illustrating damage to the environment is inserted with a caption. A message is then written on the back of the postcard.

- **C985G0MU14L03 -** In session 3, students create a help wanted poster to explain what people can do to protect Earth using facts collected during their research. To start students insert a saved picture that illustrates the harmful effects of an environmental issue and apply their formatting skills. Next, they add an image from an online source and arrange it by adjusting the object order, alignment, grouping, and orientation. Afterwards, they use a page part to describe the problem and a solution that is achievable by students. A border is then inserted and an advertisement building block used to request help. To complete the poster, a WordArt title is used to attract attention to the publication.

- **C985G0MU14L04 -** In session 4, students begin to create a pamphlet in order to educate the public about an environmental issue. Using a template, students apply design elements including frames to accent each panel, a Page Part to create an attractive front cover, and text boxes to hold information. Once the layout of the pamphlet has been established, students apply their knowledge to produce the first panel in the publication.

- **C985G0MU14L05 -** In session 5, students continue working on the pamphlet by proposing solutions to the environmental issue. The three panels of the second page of the pamphlet are completed using bulleted text, pictures, captions, and predesigned attention getters. On the third panel, students learn to add and format a table to compare the advantages and disadvantages of a solution to the environmental problem.

- **C985G0MU14L06 -** In session 6, students complete the pamphlet. To inspire active involvement, the back of the pamphlet has a quiz. As viewers read the questions and answer them, they will remember information about the environmental issue and possibly even read the facts over again. The pamphlet will have achieved its aim of informing others and gathering support to face a very important challenge for Earth.

Teacher Resources

- **C985G0MU14L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU14L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

Install the following software:

- Microsoft Office Publisher 2016

- Microsoft Office Word 2016

- Adobe Reader (download at www.adobe.com)

This project is available for the Office 2013 version.

- TechnoEnvironment 2013 - C985G0MU09L00 to C985G0MU09L07

Some exercises may vary depending on the version of the Office.

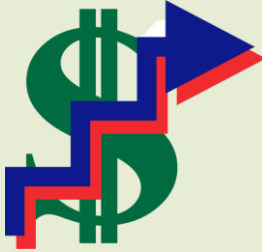| Subject: TECHNOKids	Grade: 7-9
Course: Intermediate	
Project: TECHNOInvestor 2013	Code: C985G0MU13L00 - C985G0MU13L07

Project Overview

Introduction to TECHNOInvestor

In this project, students learn spreadsheet skills by assuming the role of a stockbroker working at the investment firm TechnoInvest. There they buy and sell stocks to earn money for their client. They learn how the stock market functions by purchasing shares in companies listed on the TechnoStock Exchange (TSE). Students keep track of their investment portfolio using Microsoft Excel. The spreadsheet program allows them to organize their purchases and calculate their current value. Students then manipulate this information to create graphs that summarize stock values, display trendlines, and report earnings. Upon completion of this project, students produce an investor's report in Microsoft Word that contains detailed information about the financial status of the client.

Students complete the following tasks:

- **C985G0MU13L01** - In Session 1, students learn about the stock market and make an initial investment by purchasing shares in various companies listed on the TechnoStock Exchange (TSE). This information is recorded in a table created using Microsoft Excel and saved to a student folder.

- **C985G0MU13L02 -** In Session 2, students read the first issue of Money and Markets; a newspaper that reports on business. Applying this information they buy and sell shares. Once their financial transaction is complete they enter the data into the Microsoft Excel table and manipulate the data using mathematical formulas.

- **C985G0MU13L03 -** In Session 3, students read the second issue of Money and Markets and, based on the news, trade shares on the TSE. Afterwards they enter the trading information into the Microsoft Excel table. The information is further manipulated using conditional formatting so that earnings over the initial investment amount of 400 TechnoDollars are highlighted.

- **C985G0MU13L04 -** In Session 4, students continue to invest in stocks listed on the TSE. Students begin by returning to their investment groups and reading the third issue of Money and Markets. After discussing the current events and how they have affected the stock values, students determine how they will proceed with their trade. They log their decisions in the Investment Record Trade 4 assignment before applying their knowledge of Microsoft Excel to prepare a new table to enter the information electronically. Students then graph the rise and fall of one stock and forecast its future value using a trendline.

- **C985G0MU13L05 -** In Session 5, students make their final stock trade. They create a graph to summarize their earning history. They begin by joining their investment groups and reading the fourth issue of Money and Markets. Groups then discuss the current events that have occurred and the impact they have had on the companies listed on the TSE. Students decide on their final trade of this simulation and record their trades in the Investment Record Trade 5 assignment. Students ready their investment portfolio to include their latest transactions. They then create a graph that summarizes the earning history of their investment portfolio.

- **C985G0MU13L06 -** In Session 6, students write a report to summarize the value of their investment portfolio. This report includes an explanation of earnings, current stock holdings, and recommendations for further financial growth.

Teacher Resources

- **C985G0MU13L00-** The Teacher's Resources lesson includes all the materials needed to implement the TECHNOKids project. The resources in this lesson are the project teacher guides, flash cards, letters for parents and students, etc.

- **C985G0MU13L07-** In this session the teacher will have a project review, rubrics of Skills and Content Knowledge, letters for parents, students' certificates, assessments, etc.

Project Software

Install the following software:

- Microsoft Office Excel 2013

- Microsoft Office Word 2013

- Adobe Reader (download at www.adobe.com)