

Microsoft[®] Access 2013 Basics

Goal: To provide the knowledge and skills required to efficiently use Microsoft[®] Access

Media Type: DVD

Duration: 86 min.

Description:

This presentation provides students with an in-depth look at both Microsoft[®] Access to ensure they gain a thorough knowledge of the program, and learn the basic applications of this popular database tool. Additionally, the presentation combines technical knowledge with real world scenarios in order to guarantee a total understanding of Microsoft[®] Access.

Objectives:

1. To learn the layout of Microsoft[®] Access.
2. To examine the various uses of the program.
3. To complete a database.
4. To obtain the skills needed to formulate a database.



Business Management & Administration Career Cluster (BM)

| Cluster | Standard |
|--|--|
| | Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business. |
| | Describe laws, rules and regulations as they apply to effective business operations. |
| | Explore, develop and apply strategies for ensuring a successful business career. |
| | Identify, demonstrate and implement solutions in managing effective business customer relationships. |
| | Implement systems, strategies and techniques used to manage information in a business. |
| | Implement, monitor and evaluate business processes to ensure efficiency and quality results. |
| Business Information Management Career Pathway (BM-BIM) | Describe and follow laws and regulations affecting business operations and transactions. |
| | Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing. |
| | Access, evaluate and disseminate information for business decision making. |
| | Plan, monitor and manage day-to-day business activities to sustain continued business functioning. |
| | Plan, organize and manage an organization/department to achieve business goals. |

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Common Core Standards

College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

| | | |
|----------------------------------|--|--|
| Integration of Knowledge & Ideas | | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| | | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| | | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| | <i>9-10.7</i> | Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. |
| | <i>9-10.8</i> | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| | <i>9-10.9</i> | Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. |
| | <i>11-12.7</i> | Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. |
| | <i>11-12.8</i> | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. |
| <i>11-12.9</i> | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. | |

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Common Core Standards

College & Career Readiness Anchor Standards for Writing

Writing Standards

| | | |
|---------------------------------------|--|---|
| Production & Distribution of Writing | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |
| | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | |
| | 9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | 9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| | 9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| | 11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | 11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| Research to Build & Present Knowledge | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | |
| | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| | 9-10.7 | Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| | 9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| | 9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| | 11-12.7 | Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. | |
| 11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |

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Common Core Standards

College & Career Readiness Anchor Standards for Language

| Language Standards | |
|--|---|
| Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | <i>9-10.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | <i>9-10.2</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | <i>11-12.1</i> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| <i>11-12.2</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| Knowledge of Language | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| | <i>9-10.3</i> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| | <i>11-12.3</i> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| Vocabulary Acquisition & Use | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | <i>9-10.4</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
| | <i>9-10.5</i> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | <i>9-10.6</i> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| | <i>11-12.4</i> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| | <i>11-12.5</i> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| <i>11-12.6</i> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |

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Lesson Plan

Class 1: Begin class by passing out the *Microsoft® Access 2013 Basics Worksheet* and *Vocabulary Handout* for students to use as reference materials. Show the *Microsoft® Access 2013 Basics - Opening Microsoft® Access, Microsoft® Access Layout and Inside the Ribbon & Backstage View* segment. Have students complete the *Career Cluster Exploration Video Project*.



14 min.

Class 2: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Access 2013 Basics - Introduction to Databases, Designing Databases and Database Templates* segment. Have students complete the *Database Design Video Project*.



8 min.

Class 3: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Access 2013 Basics - Tables* segment. Have students begin the *Business Contact Table Video Project*.



20 min.

Class 4: Have students finish the *Business Contact Table Video Project*. Use any remaining time to review concepts introduced in the previous video segments.

Class 5: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Query* portion of the *Microsoft® Access 2013 Basics - Query and Formatting Datasheets* segment. Have students complete the *Mailing List Query Video Project*.



9 min.

Class 6: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Formatting Datasheets* portion of the *Microsoft® Access 2013 Basics - Query and Formatting Datasheets* segment. Have students complete the *Formatting the Business Contact Table Video Project*.



2 min.

Class 7: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Access 2013 Basics - Forms* segment. Have students complete the *Business Contact Information Form Video Project*.



11 min.

Class 8: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Access 2013 Basics - Reports* segment. Have students complete the *Business Contact Phone Book Video Project*.



10 min.

Class 9: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Filtering Data and Sorting Data* portions of the *Microsoft® Access 2013 Basics - Filtering Data, Sorting Data and Backing Up Databases* segment. Have students complete the *Filtering & Sorting Mailing List Video Project*.



2 min.

Class 10: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Backing Up Databases* portion of the *Microsoft® Access 2013 Basics - Filtering Data, Sorting Data and Backing Up Databases* segment. Have students complete the *Backing Up a Database Video Project*.



1 min.

Class 11: Have students complete the *Application Projects* to review the concepts covered in *Microsoft® Access 2013 Basics* and prepare them for the *Final Assessment*. Assign the *Database Proposal Application Project* and allow students time to complete the project.



9 min.

Class 12: Have students begin the *Career Cluster Database Application Project*.

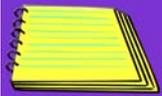
Class 13: Have students finish the *Career Cluster Database Application Project*.

Class 14: Have students complete the *Inventory Database Design Application Project*.

Class 15: Have students begin the *Charity Event Database Application Project*.

Class 16: Have students finish the *Charity Event Database Application Project*.

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Lesson Plan

- Class 17:* Have students begin the *Company Promotional Items Database Application Project*.
- Class 18:* Have students finish the *Company Promotional Items Database Application Project*.
- Class 19:* Have students begin the *Company Awards Banquet Finances Application Project*.
- Class 20:* Have students finish the *Company Awards Banquet Finances Application Project*.
- Class 21:* Have students complete the *Classroom Contact Information Form Application Project*.
- Class 22:* Have students begin the *Employee Application Database Application Project*.
- Class 23:* Have students finish the *Employee Application Database Application Project*.
- Class 24:* Have students begin the *Employee Evaluation Form Application Project*.
- Class 25:* Have students finish the *Employee Evaluation Form Application Project*.
- Class 26:* Have students begin the *Atomsville Media Database Application Project*.
- Class 27:* Have students finish the *Atomsville Media Database Application Project*.
- Class 28:* Review the concepts and skills covered in the *Microsoft® Access 2013 Basics* lesson by having students review the *Worksheet* and *Vocabulary Handout*. Remind students to study for the *Microsoft® Access 2013 Basics Final Assessment* to be administered in the next class.
- Class 29:* Administer the *Microsoft® Access 2013 Basics Final Assessment*.



Lesson Links

The City of Atomsville

- <http://www.cevmultimedia.com/atomsville>

Microsoft® Office

- <http://www.office.microsoft.com/en-us/powerpoint/>



Career Connections

- iCEV50453, Tia Watson, Senior Writer, Deere & Co.
- iCEV50440, Shelton Green, TV News Reporter, ABC Austin KVUE
- iCEV50175, Zoe Ziegler, Communication, Toyota



Career & Technical Student Organizations

FBLA

- **Business Communication**
- **Computer Applications**
- **Introduction to Business Communication**

BPA

- **Basic Office Systems & Procedures**

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IMPORTANT: The video projects build upon one another and should be completed in the order suggested by the Lesson Plan in order to have the files needed to complete the projects.

Career Cluster Exploration

Directions:

Students will develop a database table which explores the career clusters and identify Atomsville businesses which can be categorized in each cluster.

Database Design

Directions:

Students will develop a design for a database to organize the clients of their company.

Business Contact Table

Directions:

Students will develop a table in a database which includes the contact information of 25 businesses in Atomsville.

Mailing List Query

Directions:

Students will create a query based on the *Business Contact Table*. The query will be used to create a mailing list for the business to be used when mailing promotional items.

Formatting the Business Contact Table

Directions:

Students will format the *Business Contact Table*.

Business Contact Information Form

Directions:

Students will develop a form based on the *Business Contact Table*.

Business Contact Phone Book

Directions:

Students will develop a report based on the *Business Contact Table* which can be used as a phone book.

Filtering & Sorting the Mailing List

Directions:

Students will filter and sort the data in the *Mailing List Query*.

Backing Up a Database

Directions:

Students will backup the *Business Contact Database*.

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Application Projects

Database Proposal

Directions:

Students will develop a proposal for a database which can be used by their company for data analysis.

Career Cluster Database

Directions:

Students will create a database organizing all of the Atomsville businesses into the Career Clusters. Students may use the *Career Cluster Exploration Video Project* to review the Career Clusters.

Inventory Database Design

Directions:

Students will develop a proposal for database which could be used to manage the inventory of their business.

Charity Event Database

Directions:

Students will create a database containing information about a charity event their company is hosting.

Company Promotional Items Database

Directions:

Students will develop a database which contains information on potential promotional items for their company.

Company Awards Banquet Finances

Directions:

Students will create a database which includes data concerning their company's awards banquet finances.

Classroom Contact Information Form

Directions:

Students will create a form which can be used to store the contact information of the businesses represented in their class.

Employee Application Database

Directions:

Students will develop a database which houses an *Employee Application Form* and a printable report based on the information in the form.

Employee Evaluation Form

Directions:

Students will create a form which can be used during employee evaluations.

Atomsville Media Database

Directions:

Students will compile information concerning media rates in Atomsville in a database.