



# Microsoft Applications Curriculum

Board Approved: 02/19/2026

## Course Information

### High School Semester

#### Course Description:

This course introduces students to essential computer skills and key Microsoft Office applications that are foundational for academic, professional, and personal success. Through self-paced lessons, interactive games, and hands-on projects, students will increase their typing proficiency and gain practical experience using Microsoft Word, Excel, and PowerPoint. The course emphasizes real-world application, digital literacy, and productivity tools that prepare students for future coursework and careers.

#### Transfer Goals:

1. Independently use word processing, spreadsheet, and presentation software to create professional, academic, or personal documents.
2. Apply keyboarding and digital navigation skills to efficiently complete computer-based tasks in school, work, and life.
3. Use spreadsheets to organize, analyze, and interpret data in real-world scenarios.
4. Design and deliver effective presentations tailored to specific audiences and purposes.
5. Demonstrate digital literacy and responsible technology use in academic and professional contexts.

**Curriculum Standards:** [Missouri State Business Standards](#)

**Curriculum Resource(s):** TestOut Office Pro

*\*priority standards indicated in bold*

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# Unit 1: Keyboarding

Timeframe: 2 weeks

## Unit Description:

In this unit, students will develop essential keyboarding skills through a variety of engaging, self-paced activities. By completing interactive lessons, timed assessments, and typing games, students will build both speed and accuracy. This will encourage the confidence and efficiency needed for success in academic and professional settings.

## Enduring Understandings:

- Students will understand that mastering keyboarding improves their ability to efficiently complete academic assignments, professional tasks, and personal communication.
- Students will understand that developing correct posture, hand placement, and typing habits reduces errors, prevents injury, and supports long-term productivity.
- Students will understand that when keyboarding becomes automatic, they can better engage with writing, problem-solving, and critical thinking without being slowed down by input struggles.

## Essential Questions:

- Why is accurate and efficient typing an essential skill in today's digital world?
- How does improving typing speed and accuracy affect productivity in school, work, and everyday life?
- What strategies can help build muscle memory and improve keyboarding skills over time?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
WR1	<ul style="list-style-type: none"> <li>• I can exhibit leadership skills.</li> </ul>
<b>WR2</b>	<ul style="list-style-type: none"> <li>• <b>I can demonstrate ethical behavior when creating business documents.</b></li> </ul>
WR3	<ul style="list-style-type: none"> <li>• I can identify career/self-employment opportunities.</li> </ul>
IM1	<ul style="list-style-type: none"> <li>• I can demonstrate improvement in speed and accuracy of keyboarding.</li> </ul>
IM2	<ul style="list-style-type: none"> <li>• I can demonstrate proper keyboarding technique.</li> </ul>
IM3	<ul style="list-style-type: none"> <li>• I can identify and demonstrate proper ergonomic principles.</li> </ul>
IOCP1	<ul style="list-style-type: none"> <li>• I can demonstrate correct use of Internet terminology.</li> </ul>
IOCP2	<ul style="list-style-type: none"> <li>• I can demonstrate the principal usages of online communication.</li> </ul>
IOCP3	<ul style="list-style-type: none"> <li>• I can demonstrate the principal uses of the Internet.</li> </ul>
IOCP4	<ul style="list-style-type: none"> <li>• I can compare and contrast copyright principles.</li> </ul>

*\*priority standards indicated in bold*

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IOCP5	<ul style="list-style-type: none"><li>● I can employ proper online etiquette.</li></ul>
IOCP6	<ul style="list-style-type: none"><li>● I can utilize browser tools.</li></ul>
IOCP7	<ul style="list-style-type: none"><li>● I can utilize online productivity tools.</li></ul>
IOCP8	<ul style="list-style-type: none"><li>● I can utilize and evaluate Internet resources.</li></ul>

*\*priority standards indicated in **bold***

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# Unit 2: Microsoft Word

Timeframe: 6 weeks

## Unit Description:

This section introduces students to Microsoft Word and provides an overview of the features they will be learning to use. In this section, students will be introduced to the following general tasks:

- Create documents
- Use the Clipboard
- Print documents
- Modify fonts
- Format paragraphs
- Create and format tables
- Apply themes and styles
- Format pages
- Edit documents
- Insert illustrations
- Manage citations and references
- Work with headers and footers
- Use collaboration features
- Use macros

## Enduring Understandings:

- Students will understand that being able to create, edit, and format digital documents using Microsoft Word prepares them for school assignments, college applications, and workplace tasks.
- Students will understand that using tools like headings, styles, tables, images, and page layout features helps readers easily navigate and understand information.
- Students will understand that advanced features such as templates, references, collaboration tools, and document protection allow them to work efficiently and responsibly in digital environments.

## Essential Questions:

- What should I use word processing for?
- How can I format a document that would be appropriate for my audience?
- Why is formatting important for different types of documents?
- Which business document is the most appropriate means of communication in any situation, and why?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Unit 1 Standards	Including standards from Unit 1: WR1, <b>WR2</b> , WR3
<b>BCO2</b>	● <b>I can demonstrate the use of program interface.</b>
BCO3	● I can demonstrate the use of file management and transfers.
BCO4	● I can identify resources to obtain assistance.
BCO5	● I can demonstrate proper network user procedures and protocol.
BCO6	● I can identify security issues related to computer hardware, software, and data.
BCO7	● I can identify file formats and extensions.
BCO8	● I can perform basic troubleshooting and maintenance.

*\*priority standards indicated in bold*

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BCO9	<ul style="list-style-type: none"> <li>● I can demonstrate input of data from various sources.</li> </ul>
BCO10	<ul style="list-style-type: none"> <li>● I can compare and contrast hardware and software specifications to purchase a computer.</li> </ul>
BCO11	<ul style="list-style-type: none"> <li>● I can save files to various storage devices.</li> </ul>
BCO12	<ul style="list-style-type: none"> <li>● I can determine appropriate software applications for tasks.</li> </ul>
WPA1	<ul style="list-style-type: none"> <li>● I can demonstrate correct use of word processing terminology.</li> </ul>
<b>WPA2</b>	<ul style="list-style-type: none"> <li>● <b>I can create and format business documents.</b></li> </ul>
WPA3	<ul style="list-style-type: none"> <li>● I can set printer specifications.</li> </ul>
WPA4	<ul style="list-style-type: none"> <li>● I can proofread and edit documents using standard proofreader's marks.</li> </ul>
WPA5	<ul style="list-style-type: none"> <li>● I can manipulate the features of word processing software to enhance documents.</li> </ul>
WPA6	<ul style="list-style-type: none"> <li>● I can create and format tables.</li> </ul>
WPA7	<ul style="list-style-type: none"> <li>● I can create mail-merge documents.</li> </ul>
WPA8	<ul style="list-style-type: none"> <li>● I can insert and manipulate graphics.</li> </ul>
WPA9	<ul style="list-style-type: none"> <li>● I can create documents using templates.</li> </ul>
WPA10	<ul style="list-style-type: none"> <li>● I can create and edit hyperlinks within a document.</li> </ul>
WPA11	<ul style="list-style-type: none"> <li>● I can prepare envelopes and labels.</li> </ul>
WPA12	<ul style="list-style-type: none"> <li>● I can illustrate the use of enhancement features.</li> </ul>
WPA13	<ul style="list-style-type: none"> <li>● I can demonstrate the use of automatic features.</li> </ul>

*\*priority standards indicated in bold*

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# Unit 3: Microsoft Excel

Timeframe: 5 weeks

## Unit Description:

This section introduces students to Microsoft Excel and provides an overview of the features they will be learning to use. In this section, students will be introduced to the following general tasks:

- Create workbooks
- Manage worksheets
- Enter data
- Protect worksheets
- Print worksheets
- Format cells
- Enter simple formulas
- Use advanced functions
- Create charts and graphs
- Analyze data in tables
- Summarize complex data using PivotTables and outlines

## Enduring Understandings:

- Students will understand that Excel is more than just a place to enter numbers—it's a powerful tool for identifying patterns, solving problems, and making informed choices using charts, formulas, and functions.
- Students will understand that Excel's built-in functions (like SUM, AVERAGE, IF, and VLOOKUP) automate calculations and streamline workflows, ensuring accuracy and saving time.
- Students will understand that formatting tools and visual elements like conditional formatting, tables, and charts allow them to tell compelling data stories in academic and professional settings.

## Essential Questions:

- How can spreadsheets help us organize and make sense of information?
- What are the advantages of using formulas and functions in data analysis?
- How can charts and visual data representations improve communication and understanding?
- Why is it important to protect and structure data accurately in a digital workspace?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Unit 1 Standards	Including standards from Unit 1: WR1, <b>WR2</b> , WR3
Unit 2 Standards	Including standards from Unit 2: <b>BCO2</b> , BCO3, BCO4, BCO5, BCO6, BCO7, BCO8, BCO9, BCO10, BCO11, BCO12
SA1	<ul style="list-style-type: none"> <li>● I can demonstrate correct use of spreadsheet terminology.</li> </ul>
<b>SA2</b>	<ul style="list-style-type: none"> <li>● <b>I can create, design, and edit spreadsheets.</b></li> </ul>
SA3	<ul style="list-style-type: none"> <li>● I can create and edit basic functions/formulas.</li> </ul>
SA4	<ul style="list-style-type: none"> <li>● I can format cell, column, and row contents.</li> </ul>

*\*priority standards indicated in bold*

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SA5	<ul style="list-style-type: none"> <li>● I can format and edit columns and rows.</li> </ul>
SA6	<ul style="list-style-type: none"> <li>● I can create, format, and edit charts and graphs.</li> </ul>
SA7	<ul style="list-style-type: none"> <li>● I can interpret and organize spreadsheet data.</li> </ul>
SA8	<ul style="list-style-type: none"> <li>● I can set print specifications for formulas, graphs, worksheets, etc.</li> </ul>
SA9	<ul style="list-style-type: none"> <li>● I can integrate spreadsheets into other applications.</li> </ul>
SA10	<ul style="list-style-type: none"> <li>● I can link spreadsheet data.</li> </ul>
SA11	<ul style="list-style-type: none"> <li>● I can demonstrate the use of lookup tables.</li> </ul>
CSA1	<ul style="list-style-type: none"> <li>● I can demonstrate the protecting and freezing features.</li> </ul>
CSA2	<ul style="list-style-type: none"> <li>● I can demonstrate the use of relative and absolute cell references.</li> </ul>
CSA3	<ul style="list-style-type: none"> <li>● I can create and use named ranges in formulas.</li> </ul>
CSA4	<ul style="list-style-type: none"> <li>● I can analyze spreadsheet data using scenarios.</li> </ul>
CSA5	<ul style="list-style-type: none"> <li>● I can manipulate multiple worksheets in a workbook.</li> </ul>
DA1	<ul style="list-style-type: none"> <li>● I can demonstrate the correct use of database terminology.</li> </ul>
DA2	<ul style="list-style-type: none"> <li>● I can distinguish between different field types.</li> </ul>
DA3	<ul style="list-style-type: none"> <li>● I can create and manipulate a database.</li> </ul>
DA4	<ul style="list-style-type: none"> <li>● I can process material using database features.</li> </ul>
DA5	<ul style="list-style-type: none"> <li>● I can design, edit, and use forms in a database.</li> </ul>
DA6	<ul style="list-style-type: none"> <li>● I can modify the database using queries.</li> </ul>
DA7	<ul style="list-style-type: none"> <li>● I can create table relationships.</li> </ul>
DA8	<ul style="list-style-type: none"> <li>● I can use import/export features.</li> </ul>
DA9	<ul style="list-style-type: none"> <li>● I can generate, format, and print reports.</li> </ul>
DA10	<ul style="list-style-type: none"> <li>● I can integrate database information with other applications.</li> </ul>

*\*priority standards indicated in **bold***

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# Unit 4: Microsoft PowerPoint

Timeframe: 3.5 weeks

## Unit Description:

This section introduces students to Microsoft PowerPoint and provides an overview of the features they will be learning to use. In this section, students will be introduced to the following general tasks:

- Create and manage presentations
- Format text within placeholders
- Design slides
- Use the Slide Master
- Format SmartArt and other illustrations
- Format tables and charts
- Format pictures and media
- Apply animations to slide elements
- Apply transitions to slides
- Deliver presentations
- Print presentations & handouts

## Enduring Understandings:

- Students will understand that PowerPoint is a tool for communication—not just decoration—and should be used to enhance their message through organization, visuals, and clarity.
- Students will understand that using animations, transitions, images, videos, and SmartArt helps make presentations dynamic and easier to understand when used purposefully.
- Students will understand that creating an effective PowerPoint requires outlining ideas, using slide masters or templates, and tailoring the design to the context—whether it's for school, college, or a future career.

## Essential Questions:

- What makes a presentation clear, engaging, and effective for an audience?
- How can visual elements such as images, charts, and SmartArt enhance communication?
- Why is consistent formatting and design important in a professional presentation?
- How can digital tools like PowerPoint support storytelling and idea sharing?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
Unit 1 Standards	Including standards from Unit 1: WR1, <b>WR2</b> , WR3
Unit 2 Standards	Including standards from Unit 2: <b>BCO2</b> , BCO3, BCO4, BCO5, BCO6, BCO7, BCO8, BCO9, BCO10, BCO11, BCO12
PA1	<ul style="list-style-type: none"> <li>● I can demonstrate the correct use of presentation software terminology.</li> </ul>
<b>PA2</b>	<ul style="list-style-type: none"> <li>● <b>I can create, format, and edit presentations.</b></li> </ul>
PA3	<ul style="list-style-type: none"> <li>● I can enhance presentations.</li> </ul>

*\*priority standards indicated in bold*

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PA4	<ul style="list-style-type: none"> <li>● I can apply design and layout principles to presentations.</li> </ul>
PA5	<ul style="list-style-type: none"> <li>● I can utilize proper presentation etiquette.</li> </ul>
PA6	<ul style="list-style-type: none"> <li>● I can integrate input from various software applications.</li> </ul>
PA7	<ul style="list-style-type: none"> <li>● I can set print specifications for outline, slides, handout, etc.</li> </ul>
PA8	<ul style="list-style-type: none"> <li>● I can deliver an oral presentation.</li> </ul>

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