

# Unit 2: Computer Applications -Word Processing

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## **Unit 2**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

Unit 2-Computer Applications -Word Processing

Grades 9-12

**Belleville Board of Education**

**56 Ralph Street**

**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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In this Unit:

The student will be able to implement and become proficient in **Microsoft Word Basics**

Students will be able to do basic editing, format text, format paragraphs and documents, work with graphics and work with documents:

Create, store, retrieve, revise, move, copy, delete, change paper size, and print word processing files.

Changing the Font (Typeface) and Modifying Font Style, Size, and Color

Using Font Effects

Students will be able

To change a document's margins, add color and styles

During this period students will learn how to enhance or make the most of a document's appearance

Work with Templates

Set Margins

Set and Change Tab Stops

Modify Font size style and color

Apply and remove styles

Align paragraphs

## **Enduring Understanding**

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The Business Education Department @ Belleville High School serves learners by assisting them to acquire the knowledge, skills, abilities, and attitudes necessary to function successfully in the business and economic environment.

In order to achieve this, students will understand that:

- Creativity, innovation, and critical thinking are essential for success in a technologically advanced world.
- Responsible digital citizenship requires effective oral, written and online communication and collaboration skills.
- The ability to navigate the World Wide Web is essential to being a successful student now and a productive citizen later.
- The ability to join the World Wide Web community by creating original content and navigating existing content is essential to being a successful student now and a productive citizen later.
- The ability to allocate and manage personal and business-related finances is important for future success.

- Proficiency with hardware and software leads to more success in academics and in finding employment.
  - Successful college and career planning is essential to future success.
  - Application of essential business knowledge is essential to assimilation into the world of work.
  - Individuals have important rights and responsibilities as citizens in the work place.
  - The ability to work with diverse populations is key to participation in a global economic society.
  - Individuals can make informed and reasoned decisions for the public good.
  - The ability to interpret and apply data to business situations is an integral part of the world of work. Students will understand that:
- ~ Enhancing keyboarding skills is a benefit for life.
    - ~ Successfully using Office Suite basic components are necessary to produce professional business documents.
    - ~ Effective business communication is a result of successfully applying word processing concepts.
    - ~ Enhancements improve the professional appearance of business documents.

## Essential Questions

### Essential Questions for MS Word - Computer Applications:

1. When should a person use this type of technology?
2. What skills should a person learn about this software?
3. What would misuse of this technology look like?
4. How can people use this technology in different situations?
5. How is this digital tool able to improve collaboration and communication?
6. How can people use this software to create original, innovative works, ideas, and solutions?

## **Exit Skills**

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By the end of the word processing unit in Computer Applications -Students Should be able to:

Use Word Processing skills efficiently. (8.1.12.A.2, 8.1.12.A.4)

Skills that students should attain within a word document are

1. Text formatting.
2. Document formatting.
3. Manage documents.
4. Tables.
5. Merge.
6. Multiple-page documents.
7. Desktop publishing.
8. Graphics.
9. Integration.

## **New Jersey Student Learning Standards (NJSL-S)**

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CS.9-12.8.1.12.CS.2

Model interactions between application software, system software, and hardware.

CS.9-12.8.1.12.CS.3

Compare the functions of application software, system software, and hardware.

CS.9-12.8.1.12.CS.4

Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).  Innovative ideas or innovation can lead to career opportunities.

## Interdisciplinary Connections

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.L.11-12.3	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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	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.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## Learning Objectives

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1. Identify the components of a computer system and demonstrate basic proficiency in commonly used applications.
2. Analyze, synthesize, and evaluate school, work, or home situations and use application software to complete information-processing tasks efficiently and effectively.
3. Prepare, manage, and print documents using application software.
4. Access the Internet and learn to use the browse, search, and hyperlink capabilities of Web browsers.

5. Create, design, and produce professional documents using word processing software (i.e., MS Word).
  - A. Apply design options for formatting and layout.
  - B. Demonstrate strategies for working with multiple documents.
  - C. Apply techniques for using templates and pre-designed styles.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

<https://www.aeseducation.com/blog/2015/03/microsoft-word-lesson-plans>

[www.wolfe.k12.ky.us](http://www.wolfe.k12.ky.us) › [userfiles](#) › [Classes](#) ›

[https://gcctech.org/computers\\_s1/wordprocessing/Microsoft%20office%202007%20word%20assignments%20computers%20grade%209.pdf](https://gcctech.org/computers_s1/wordprocessing/Microsoft%20office%202007%20word%20assignments%20computers%20grade%209.pdf)

[https://www.youtube.com/playlist?list=PLpQQipWcxwt\\_E\\_071Lff\\_CWb4mVWeTEf9](https://www.youtube.com/playlist?list=PLpQQipWcxwt_E_071Lff_CWb4mVWeTEf9)

<https://edu.gcfglobal.org/en/word2016/>

1. Students will identify famous African Americans whom contributed to the computer field.
2. Students will incorporate global technical energy efficient products in the computer field being

used in the classroom.

## **Assessment Evidence - Checking for Understanding (CFU)**

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Unit test-summative assessment

Evaluation rubric-formative assessment

Web-based assessment-alternate assessment

Create a Multimedia report-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline

- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Go, Office 2013 Volume 1 Pearson

## **Ancillary Resources**

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GCFlearnfree.Org

Applied Educational Systems

## **Technology Infusion**

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Khan Academy

MS Word

You Tube

Office 365



## Alignment to 21st Century Skills & Technology

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WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## 21st Century Skills/Interdisciplinary Themes

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21st Century/Interdisciplinary Themes that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## **21st Century Skills**

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

12.9.3.IT	Information Technology
12.9.3.IT-WD	Web & Digital Communications

## **Differentiation**

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**Differentiation** in a lesson lies within content, process, and/or product.

Front-loaded notes to enable students to more accurately follow along with teacher's instruction.

Step-by-step directions written out for students.

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping

- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Extended time on projects or assessments.

Verbal, visual or technology aids.

Use of digital audio-visual materials, such as YouTube, to assist the child with directions.

**Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating

- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Most of the applications have instructions available in other languages, and Google translate will be used as necessary. Students will be allowed to work with partners.

Sheltered Instruction Observation Protocol (SIOP) – instructional model that helps teachers plan and deliver lessons that allow English learners the ability to acquire academic knowledge as they develop English language proficiency.

**English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Students will have access to “How To” videos and tutorials that they may review multiple times if they don’t get the information the first time.

Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher’s notes
- marking students’ correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

### **Talented and Gifted Learning (T&G)**

Teacher can use a pre-assessment to determine students’ knowledge of standard being taught in lesson and then provide an extension activity for students

1. Compact lesson
2. Provide students with problem-based learning activity using multiple standards from the unit.

**Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Title: Computer Applications	Author Information:
	Name: Corey Woodring
	School: Belleville High School
Content Area: Technological Literacy	County: Essex
Grade Level: 9-12	

Student Learning Objectives:

Students will be able to:

1. The student will be able to implement and become proficient in **Microsoft Word Basics**

Students will be able to do basic editing, format text, format paragraphs and documents, work with graphics and work with documents:

Create, store, retrieve, revise, move, copy, delete, change paper size, and print word processing files.

Changing the Font (Typeface) and Modifying Font Style,

NJ Core Curriculum Content Standards:  
See Below

## Size, and Color

### Purpose and Overview:

The purpose of this lesson is for students to become familiar with copyright laws and the dangers of plagiarism. This activity requires students to create a multimedia presentation.

### Instructional Activity:

Teacher will establish a purpose for lesson and provide background information related to copyright laws and plagiarism.

### Evaluating Websites

1. Then students will visit Evaluating a Website at

<http://www.2learn.ca/evaluating/evaluating.html>. Use one of the criteria guides for a specific grade level. Write a summary paragraph about evaluating websites in general.

2. After visiting this website, students will participate in class discussion about how to determine if information is accurate and true.

3. Next, students will complete the Internet Scavenger Hunt worksheet called Internet Safety Scavenger Hunt-- #1. After completing the scavenger hunt students will review the section Evaluating Online Resources? at [http://edsitement.neh.gov/reference\\_shelf\\_evaluating.asp](http://edsitement.neh.gov/reference_shelf_evaluating.asp)

and also visit <http://lib.nmsu.edu/instruction/evalcrit.html> to compare the criteria for evaluating websites. Students are surprised that the original site they visited from the scavenger hunt appeared so scientific and yet is completely false.

### Plagiarism & Copyright Use

4. Students will conduct some research on plagiarism by visiting <http://www.2learn.ca/mapset/SafetyNet/plagiarism/Plagiarism.html> and listing three facts about it.

5. Students will visit the copyright and fair use website in the scavenger hunt activity to find three facts.

CS.9-12.8.1.12.CS.1	Describe ways in which integrated systems hide underlying implementation details to simplify user experiences.
CS.9-12.8.1.12.CS.2	Model interactions between application software, system software, and hardware.
CS.9-12.8.1.12.CS.3	Compare the functions of application software, system software, and hardware.
CS.9-12.CS	Computing Systems
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
TECH.9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).