Unit 4: Formatting Business Documents: Creating a Personal Resume & Cover Letter Copied from: College Keyboarding, Copied on: 02/21/22

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Unit 4

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

College Keyboarding

Grades 9-12

Belleville Board of Education

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Unit Overview

Throughout Formatting Business Documents, Creating a Resume & Cover Letter, students will learn the importance and proper format of a resume and cover letter. During this unit, students will be given the opportunity to create their own personal resume and cover letter which can be used for acquiring a real job.

Enduring Understanding

- Common vocabulary associated with the unit.
- Understand the purpose of a resume and cover letter.
- Identify resume format and proper writing used in it.
- Understand the content included in cover letter
- Describe the difference of information in a resume and a cover letter.

Essential Questions

- What is a resume?
- What is a cover letter?
- How a resume is properly formatted?
- How do I to write in resume format?
- What is the purpose of a cover letter?
- What type of information is included inside a cover letter?

Exit Skills

1. Creating, Naming, and Saving a Document

These three basics are the trifecta of getting started with word processing. Make sure to teach students the difference between “Save” (which will save your document under the current name) and “Save As” (which allows you to rename a document).

2. Formatting (bold, italics, font sizes, aligning text)

The toolbar at the top of your page is your friend when it comes to all things formatting. Let students play around with changing font sizes and colors to learn, but then always set clear expectations about the required formatting for an assignment.

3. Creating lists (bullet vs. numbered)

With the click of a button from the toolbar, students can create numbered or bulleted lists. Teach students the different times when this is appropriate (say for an outline or brainstorming).

4. Line spacing

Also on their main toolbar student have the option of how they want to space their lines. Most academic papers use 1.5 or double spaced.

5. Creating columns

Creating columns is especially useful for writing articles, pamphlets, or other specialized pieces. From the

“Formatting” drop-down menu students can choose two or three columns, or customize their own number.

6. Inserting a bookmark

Just as you use a bookmark to save your place in a book, you can use one in Word to save your place in a document. From the “Insert” menu, students can place and name a bookmark so they remember to come back to that part later.

7. Inserting an image

If students are writing articles or poetry, they may want to insert an image. Also accessed from the “Insert” menu, make sure students have the image they want saved on their computer so that they can upload it.

8. Hyperlinking

This is a great skill to know for informal papers or blog posts where students want to link their own work to where they accessed the information. Highlight the text you want to hyperlink, right click and choose “hyperlink” and then paste the URL of your destination.

9. Find & Replace

Realize you’ve spelled someone’s name wrong throughout your paper? From the “Edit” menu students can find all of the incorrect spellings and ask Word to automatically replace them with the correct spelling. Problem solved!

10. Grammar & Spell Check

Most up to date word processing programs will automatically check spelling and grammar for students by displaying this squiggly red and green lines. Teach students not to ignore those lines! If they can’t figure out the mistake on their own, right click to find the suggested correction.

11. Inserting a page break

Writing a play with multiple acts and want each one to start on a new page? Insert a page break from the “Insert” menu to ensure that each act will always start at the top of a new page.

12. Using word count

Minimum and maximum word requirements are a fact of life. From college to the workplace students will need to write within a word count range. Use the “Tools” menu to find out how to check your word total so far. This number is also displayed as a running total at the bottom of the screen in Microsoft Word.

13. Inserting Tables

Whether writing a biology lab report or a business proposal, you may want to insert a table in your writing. To

do so click the “Table” button on the toolbar and select how many rows and columns you’re going to need.

14. Inserting Rows/Columns

Need more rows or columns than you initially anticipated? Just right click within your table and choose to add a row above or below or a column to the right or left. Repeat as needed!

15. Cell shading

Add visual appeal to your table by shading specific rows or columns to draw attention to headings. Highlight the cells you want to shade and from the “Table Design” menu choose shading and the color of your choice.

16. Changing column/row width

While a table will automatically generate with rows and columns of uniform size, there are plenty of instances when one needs to customize the layout. The easiest way to do so is by dragging the gridlines between rows and columns to suit your needs.

17. Text alignment in tables

When it comes to tables, attention to detail matters. Customize the alignment of text within a cell by right clicking in the cell (or highlighting multiple cells and right clicking) to choose how you would like your text to be displayed.

18. Changing text direction

Complicated tables or formats may require you to change the direction of your text to better fit the space or increase readability. Click within a designated cell and from the “Layout” tab click the text direction button to toggle between horizontal and vertical text.

19. Merging cells

For more specialized tables you might want to merge some cells together within certain columns or rows. Just highlight the cells in mind and right click to select “Merge”. Voila!

20. Inserting a header

A header is useful in that it appears on every page of your document. This might be your name, a logo, a title, or a page number. Whatever you want your header to include, choose “Header” from the “Insert” menu to add text. Or, double click at the very top of a page to manually insert your header.

21. Inserting a footer

Same idea as above, just at the bottom of the page. Remember, whatever you write here will show up on every page!

22. Footnotes

Common in academic writing, footnotes allow an author to make a note about an idea in the text. Make sure your cursor is after the sentence or word you want to make a note about and then click “Footnote” from the “Insert” menu to add your comment.

23. Page numbers

Research papers and longer pieces of writing often have page numbers to help the reader reference points in the text. From the “Insert” menu choose page number and select where on the page you would like numbers to show.

24. Inserting the date

Want to include the date and time on written work? Put your cursor on your document where you’d like the date to go and select “Date and Time” from the “Insert” menu.

25. Printing

All done? It’s time to print! Either select the printer icon on the toolbar or click “Print” from the “File” dropdown menu. Make sure students pay attention to how many copies they’re printing, if they want double sided, and what printer they are printing to.

26. Page orientation

Most written work is done in portrait orientation (meaning your paper goes up and down), but there are plenty of times that we would like to have more space from left to right. Select “Page Setup” from the “File” dropdown menu and choose “Landscape”.

27. Custom margins

Whether you’re adding a block quote or leaving room for annotations, you might want to change the margins for all or part of your text. This can either be done from the “Formatting” tab, or using the ruler at the top of your page. Just make sure you’ve highlighted the text you want your new margins to apply to before you get started.

New Jersey Student Learning Standards (NJSLS-S)

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.

Interdisciplinary Connections

LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with

	other information in print and digital texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Learning Objectives

- Identify the format of a resume and cover letter
- Determine functionality and purpose of using both documents

- Design, Create and Modify a personal resume and cover letter

Suggested Activities & Best Practices

Suggested activities include

Creating / Keying Business documents, Resume APA and MLA Reports

Assessment Evidence - Checking for Understanding (CFU)

Written Reports-alternate assessment

Teacher Observation Checklist

Unit test-summative assessment

Admit/Exit tickets-formative assessment

Multimeida reports-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

Century 21™ Computer Keyboarding, Lessons 1-80 (Century 21 Keyboarding) 9th Edition

by Jack P. Hoggatt (Author), Jon A. Shank (Author)

Ancillary Resources

Keyboarding Resources

Dance Mat Typing--A fun colourful website with animation and games introducing touch typing.

TypingWeb--*TypingWeb* is a free online typing tutor for typists of all skill levels. *TypingWeb's* free Teacher Portal also allows schools to utilize *TypingWeb* in the classroom.

Keyboarding Games and Exercises for Kids--A variety of fun activities to enhance keyboarding skills.

Free Typing Games--Premiere site to play free typing games, lessons, and tests. Our Typing Tutor is the best way to learn to type. No downloads, installations or registration required.

Typing Playground--Home to the largest collection of original typing resources on the Internet.

e-Learning for Kids--Keyboard Skills---Become a master Type-E-Chi through a series of engaging and entertaining introductory keyboard lessons.

e-Learning for Kids---Computer Skills---Choose from a variety of computer and keyboarding skills that teach lessons and concepts at different levels. (These options are from the same group of resources as mentioned above.)

Learning Games for Kids---Keyboarding Skills---Learning typing is the focus of these keyboarding games. Learning keyboarding skills is vital for today's learners and tomorrow's earners. These free typing games are a great way to build typing skills. Keyboarding games teach important skills through a variety of online typing lessons and typing games. And they are fun!

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Technology Infusion

Microsoft Word, Google Docs, Online Courseware, Keyboarding Tutorials



Alignment to 21st Century Skills & Technology

21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

	Craft and Structure
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Skills/Interdisciplinary Themes

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

9.3.IT.1	Demonstrate effective professional communication skills and practices that enable

	positive customer relationships.
9.3.IT.2	Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.
9.3.12.ED-ADM	Administration & Administration Support

21st Century Skills

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

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Differentiation

- Large print edition

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

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)

behavior management plan

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)

Using computer word processing spell check and grammar check features

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 clarif
- 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 workpresented 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

Marking students' correct and acceptable work, not the mistakes

Please identify 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 workpresented 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)

Utilize project-based learning for greater depth of knowledge

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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: