Unit 2: Computer Applications -Word Processing Copied from: Computer Applications 1, Copied on: 02/21/22

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Section 2

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 2-Computer Applications -Word Processing

Grades 9-12

Belleville Board of Education

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Unit Overview

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

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

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 (NJSLS-S)

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.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.

Interdisciplinary Connections

TECH.K-12.1.1.a	articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
TECH.K-12.1.1.b	build networks and customize their learning environments in ways that support the learning process.
TECH.K-12.1.2	Digital Citizen
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
TECH.K-12.1.5	Computational Thinker

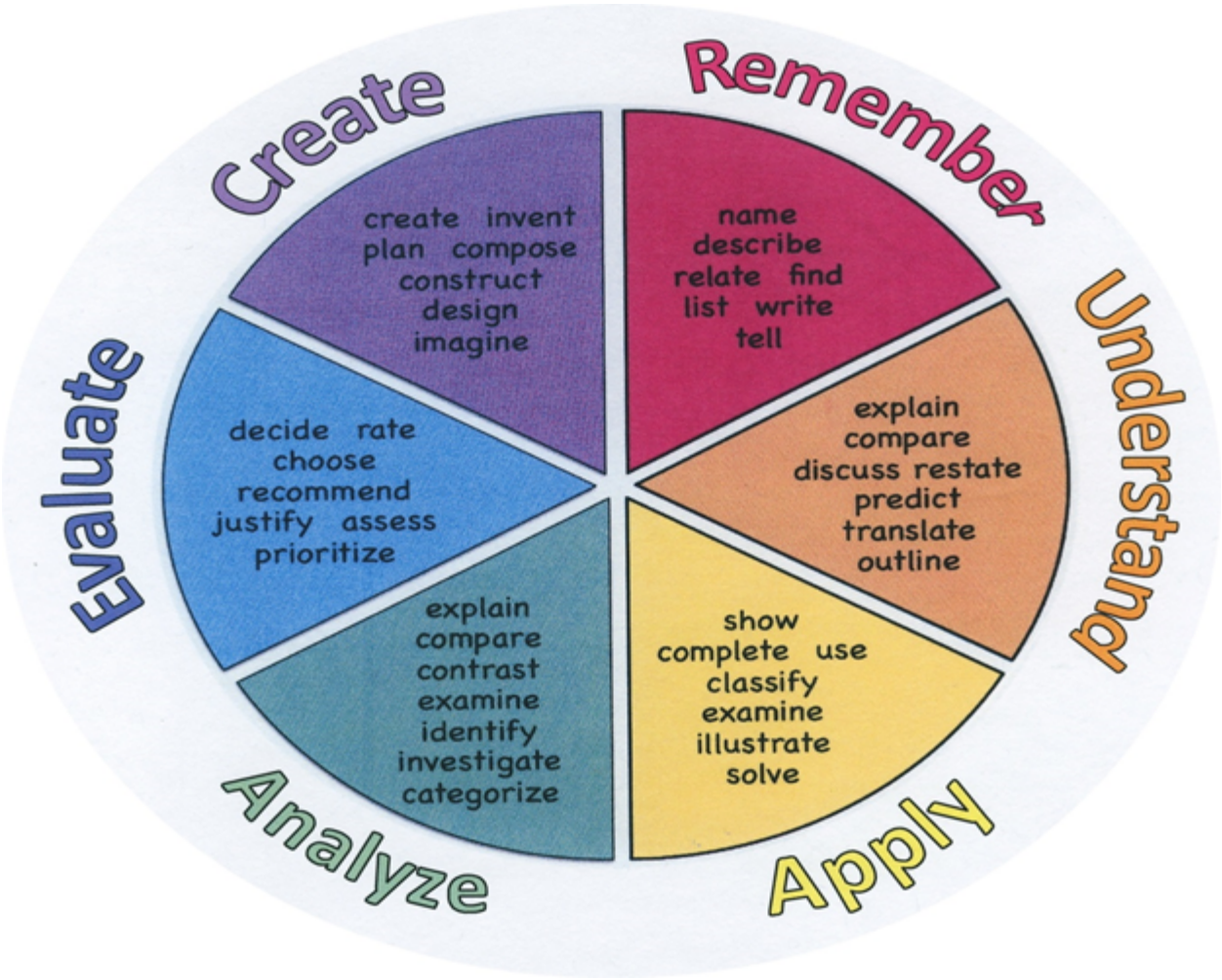
Learning Objectives

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.

Remember	Understand	Apply	Analyze	Evaluate	Create
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 › userfiles › Classes ›

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://edu.gcfglobal.org/en/word2016/

Assessment Evidence - Checking for Understanding (CFU)

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

Go, Office 2013 Volume 1 Pearson

Ancillary Resources

GCFlearnfree.Org

Applied Educational Systems

Technology Infusion

Khan Academy

MS Word

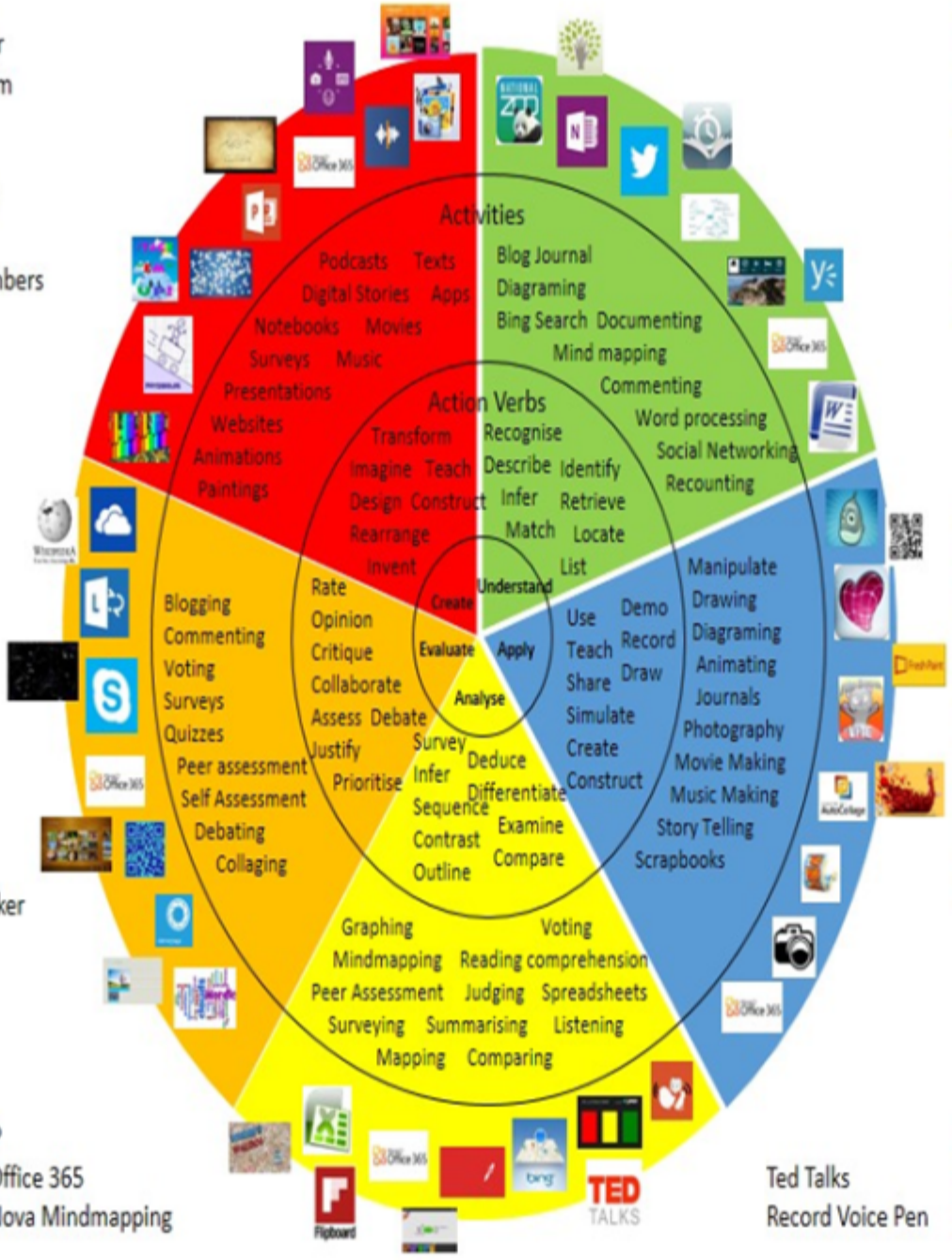
You Tube

Office 365

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

9.3.IT	Information Technology
TECH.8.1.12.A.CS1	Understand and use technology systems.

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

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

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

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

Differentiation

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)

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)

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 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

Students will have access to "How To" videos and tutorials that they many 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 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)

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

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: