Unit 1: Preparing Documents (Chapters 1-5) Copied from: Word Processing, Copied on: 02/21/22

Content Area: **Technology**
Course(s): **Word Processing**
Time Period: **September**
Length: **Approx 12 weeks, Grades 9-11**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Word Processing

Grades 9-11

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Meryl Metsopulos

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D'Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: August 22, 2016

Unit Overview

Throughout Unit 1: Preparing Documents, students will learn common vocabulary associated with the program and chapter. Chapters 1-5 contains content on how to properly format a document thru: creating, printing and editing documents, formatting text, aligning and indenting paragraphs and text, customizing paragraphs and text with borders and shading, and proofreading documents proofing tools such as spelling/grammar checker, thesaurus and translating text.

This area should give an introduction to the Unit.

- What is the Unit About?
- What should students expect to learn from this unit?
- Etc.

NJSLS

9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM.6	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.2.12.D.CS1	Apply the design process.

Exit Skills

- Editing documents
- Alter text alignment using aignment tools, tabs, and horizontal ruler
- Format a document using a variety of fonts, font effects and borders
- Proofread a document using proofreading tools

Enduring Understanding

- Common vocabulary associated with the program and unit 1.
- Various ways to edit a document
- To utilize the ruler to alter paragraph indentation and alignment
- Ways to customize fonts and text borders
- Tools to proofread a document

Definition: *Enduring Understandings*

Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.

Enduring understandings:

1. Frame the big ideas that give meaning and lasting importance to such discrete curriculum elements as facts and skills
2. Can transfer to other fields as well as adult life
3. "Unpack" areas of the curriculum where students may struggle to gain understanding or demonstrate misunderstandings and misconceptions
4. Provide a conceptual foundation for studying the content area and
5. Are deliberately framed as declarative sentences that present major curriculum generalizations and recurrent ideas.

Example:

Reading/Literature

This is an Enduring Understanding

Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium.

This is an Essential Question

How is reading a process of constructing meaning from text?

Essential Questions

Chapter 1

- Can the student successfully create, save, name, print, open and close a word document?
- How can the student edit a document?
- Where can the undo and redo features become most helpful?

Chapter 2

- How can I apply different fonts and font effects to text?
- How does adding styles enhance a document?
- Where can I customize a theme?

Chapter 3

- How can I Indent and change text in paragraphs?
- Where can I access change alignment features from?
- How can I create a list of information?

Chapter 4

- How can I customize text borders and shading?
- Where can I find the cut, copy and paste features?
- How can I use the ruler to set margins and various paragraph alignments?

Chapter 5

- What are some tools to proofread a document?
- What is a thesaurus?
- How can I translate text from English to various languages?

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

•They can help students discover patterns in knowledge and solve problems.
•They support inductive teaching—guiding students to discover meaning, which increases motivation to learn.
•They are one of the most powerful tools for helping students think at more complex levels.
•They engage the personal intellect—something that traditional objectives usually fail to do.
•Have no obvious “right” answer
•Raise other important questions, often across subject-area boundaries
•Address a concept

•Raise other important questions
•Naturally and appropriately recur
•Stimulate critical, ongoing rethinking
•Are framed to provoke and sustain student interest

What makes a Questions "Essential?"
•Continues throughout all our lives
•Refers to core ideas and inquiries within a discipline
•Helps students effectively ask questions and make sense of important and complex ideas, knowledge, and know-how
•Engages a specific and diverse set of learners

Two Types of Essential Questions:
•Overarching: The overall "Big Idea"
- •More general, broader
- •Point beyond specific topics or skills
- •Promote the transfer of understanding

•Topical: Unit or lesson specific but still promotes inquiry
- •Unit or lesson specific - used to guide individual units or lessons
- •Promote inquiry
- •Resist obvious answers
- •Require explanation and justification

Examples:
•What is a true friend?
•What makes an artist amazing?
•In what sense is the body a system?
•What is the law of nature, and how is it like or unlike social laws?
•To what extent is US history a history of progress?
•In what ways do diet and exercise affect health?
•Must heroes be flawless?
•How do effective writers hook and hold their readers?
•How do cultures affect one another?
•Does practice make perfect?
•What is healthy eating? Healthy living?
•How and when do we use mathematics?
•How does something acquire value?

Learning Objectives

- Apply formatting features to enhance the overall appearance of documents
- Explain and use text alignment in a document
- Create a document using various fonts and borders
- Revise a document using proofreading tools

Tips on Writing Good Learning Objectives

Bloom's Taxonomy

Applying Bloom's Taxonomy to Learning Objectives

Effective learning objectives need to be observable and/or measureable, and using action verbs is a way to achieve this. Verbs such as "identify", "argue," or "construct" are more measureable than vague or passive verbs such as "understand" or "be aware of". As you develop your syllabus focus on articulating clear learning objectives and then use these objectives to guide class assignments, exams and overall course assessment questions.

Sample Learning Objectives for a Lower Division Course

After completing Nutrition 101 *Humans and Food*, students will be able to:

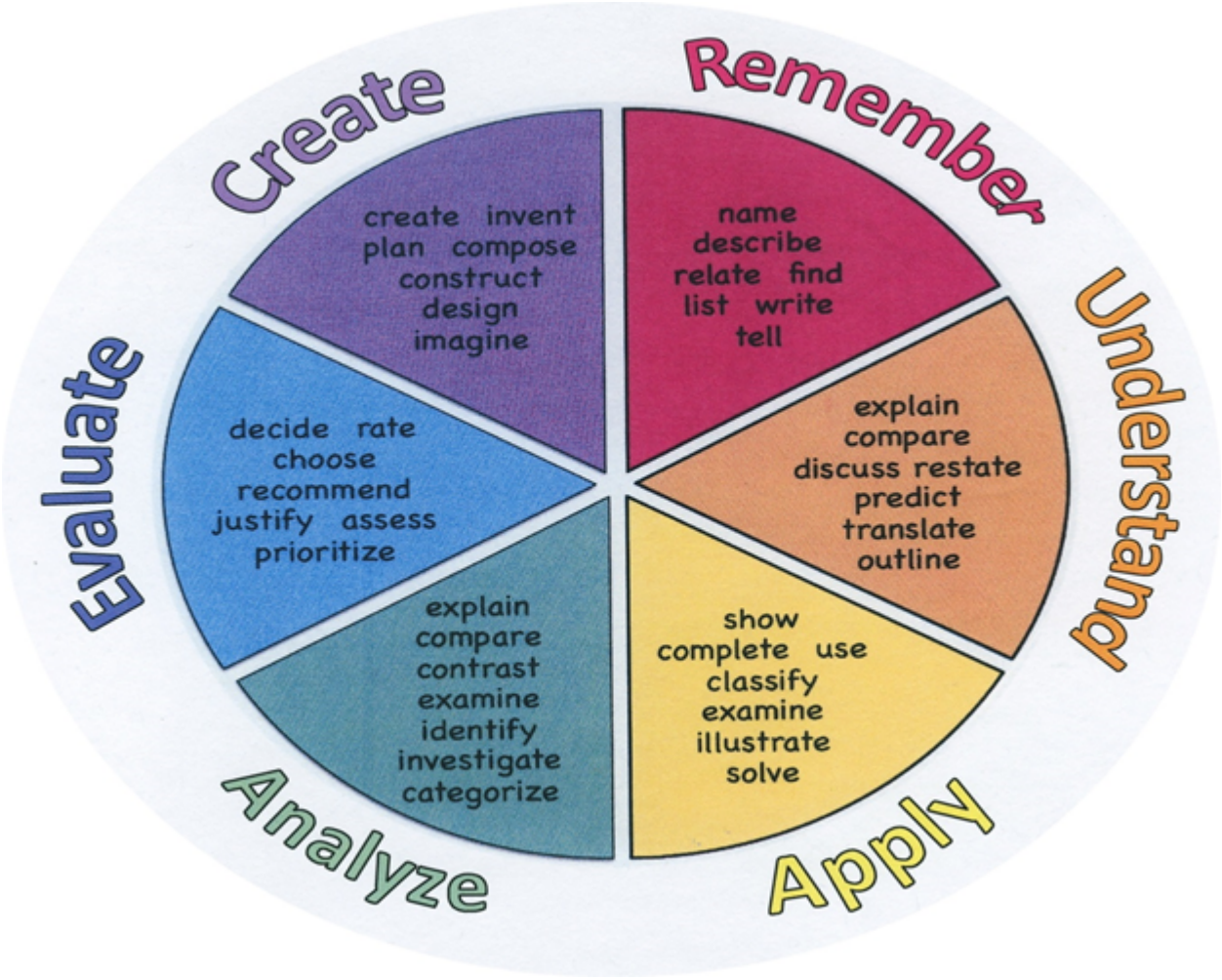
- **Identify** nutrients found in common food sources via the product's nutrition label
- Use computer dietary analysis to assess a 2-day dietary intake and **summarize** results
- **Locate** nutrition-related information on the Internet and use **evaluative** criteria to **identify** reliability of the information

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

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 Compute Convert Discuss Estimate Extrapolate Generalize Predict	Graph Interpolate Manipulate Modify Operate Subtract			Transform



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and

	phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.WHST.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.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

What technology can be used in this unit to enhance learning?


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
Flipboard
Office 365
Nova Mindmapping
Ted Talks
Record Voice Pen
Activities
Podcasts Texts
Digital Stories Apps
Notebooks Movies
Surveys Music
Presentations
Websites
Animations
Paintings
Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting
Action Verbs
Transform
Imagine Teach
Design Construct
Rearrange
Invent
Recognise
Describe Identify
Infer Retrieve
Match Locate
List
Create
Evaluate
Analyse
Apply
Understand
Rate
Opinion
Critique
Collaborate
Assess Debate
Justify
Prioritise
Survey
Infer Deduce
Differentiate
Sequence
Contrast Examine
Outline Compare
Use Demo
Teach Record
Share Draw
Simulate
Create
Construct
Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks
Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging
Graphing
Voting
Mindmapping
Reading comprehension
Peer Assessment
Judging
Spreadsheets
Surveying
Summarising
Listening
Mapping
Comparing
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

Smartboard

Differentiation

Instructional Strategies (D) Smartboard; modified/chunking assignments;

Activities (D) Do Now activities, classroom assignments, written and performance assessments

Experiences (D) Individual, partner and group assignments, creative/hands on projects

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- 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

- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Please list all resources available to you that are located either within the district or that can be obtained by

district resources.

- Textbook: Signature Microsoft Word 2013

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

- Supplemental teacher created assignments and projects
- Internet Video Tutorials

Sample Lesson

Unit Name: Chatper 1: Creating, Editing and Printing a Document

NJSLS:

Interdisciplinary Connection: Writing-analysis/evaluation; Reading-comprehension

Statement of Objective: SWBAT strive to read and understand common terminology and features associated with MS Word 2010.

Anticipatory Set/Do Now: Describe the editing differences between the spelling and grammar checker.

Learning Activity: Read and answer questions; begin Chapter 1 Exercises

Student Assessment/CFU's: Observation, Journal Entry

Materials: Textbook, Worksheet, Computer

21st Century Themes and Skills:

Differentiation: Direct Instrution, Guided Instruction, extra time allowed for students with IEP

Integration of Technology: Smartboard, Computer, MS Word 2013

Standards

TECH.8.1.12.A.CS1, TECH.8.1.12.A.1, TECH.8.1.12.D.CS2, TECH.8.1.12.A.2, TECH.8.2.12.A.CS2, TECH.8.1.12.A.CS2

21st Century (NJ Specific)
Communication and Collaboration
Critical Thinking and Problem Solving
Life and Career Skills