Unit 5: Formatting Documents: MLA (Modern Language Association) Format

Content Area: **Technology**
Course(s):
Time Period: **January**
Length: **3 weeks, Grades 9-12**
Status: **Published**

Unit 5

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

College Keyboarding

Grades 9-12

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Teacher, Corey Woodring

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Throughout Formatting Documents, MLA (Modern Language Association) Format, students will learn the importance and proper usage of this type of document for secondary and post-secondary education. During this unit, correct format of a MLA style report will be taught and formatted correctly using proper typing techniques and the computer.

Enduring Understanding

- Common vocabulary associated with the unit.
- Understand where and when to use a MLA style report
- How to successfully format MLA style report using MS Word
- Identify the difference between a citation and quotation.

Essential Questions

- What is a MLA style report?
- When should I use an MLA style report?
- What is the difference between a citation and quotation?
- How do you set up a MLA style report on the computer using MS Word?
- What is the proper format of a MLA style report?

Exit Skills

Creaqte MLA APA Style Reports

Cite MLA APA Citations

Create Reports using report examples

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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Interdisciplinary Connections

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

Please list all and any additional **Interdisciplinary Connections/Cross-Curricular** New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLS section above.

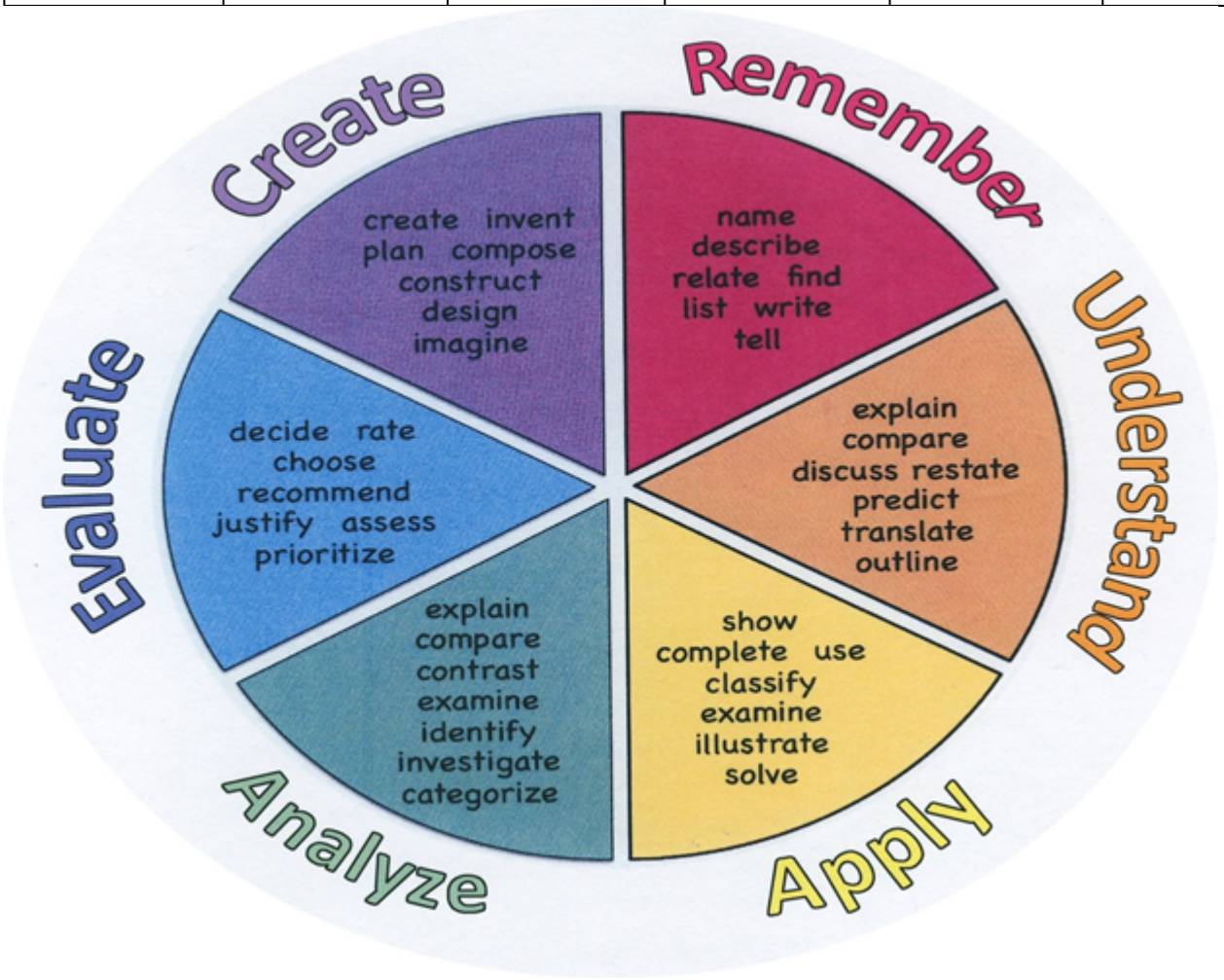
	Research to Build and Present Knowledge
	Range of Writing
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Learning Objectives

Demonstrate proficiency in editing content and collaborating on projects using word-processing software tools.

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 and Best Practices

Business Letters

Students will create and edit a variety of documents; i.e., reports, letters, memos, emails, labels and envelopes from unarranged, edited, and script copy using word processing software.

Students will demonstrate correct letter, email, fax, and envelope format and identify acceptable uses of each.

1. Identify parts, types, and uses of business letters, emails, envelopes, labels and faxes.
2. Differentiate between personal and business letters.

Day 1 – Intro to Business Letters

- Business Letters PowerPoint
- Business Letters Listening guide
- Business Letters Quiz Answer Sheet

Day 2 – Letter Parts and Setup

- Activity #1 – Letter Parts
- Activity #2 – Letter Set up

Day 3 – Block Letter with Open Punctuation

- Activity #3 – Block Letter 1 with Open Punctuation instructions

Day 4 – Block Letter with Open Punctuation

- Activity #4 – Block Letter 2 with Open Punctuation instructions

Day 5 - Block Letter with Mixed Punctuation

- Activity #5 – Block Letter 3 with Mixed Punctuation instructions

Day 6 - Block Letter with Mixed Punctuation

- Activity #6 – Block Letter 4 with Open Punctuation instructions

Day 7 - Modified Block Letter with Open Punctuation

- Activity #7 – Modified Block Letter 5 with Open Punctuation instructions

Day 8 - Modified Block Letter with Open Punctuation

- Bozell Letterhead document
- Activity #8 – Modified Block Letter 6 with Open Punctuation instructions

Day 9 - Modified Block Letters with Mixed Punctuation

- York High Letterhead
- Activity #9 – Modified Block Letters with Mixed Punctuation instructions

Day 10 - Modified Block Letters with Mixed Punctuation

- Activity #10 – Modified Block Letter 8 with Mixed Punctuation instructions

Assessment Evidence - Checking for Understanding (CFU)

Written Reports-alternate assessment

Web-Based Assessments-alternate assessment

Unit test-summative assessment

Explaining-formative assessment

-benchmark assessments

Students will create and edit a variety of documents; i.e., reports, letters, memos, emails, labels and envelopes from unarranged, edited, and script copy using word processing software.

Students will demonstrate correct letter, email, fax, and envelope format and identify acceptable uses of each.

1. Identify parts, types, and uses of business letters, emails, envelopes, labels and faxes.
2. Differentiate between personal and business letters.

- 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!

Technology Infusion

Microsoft Word, Google Docs Internet, Online Tutorials

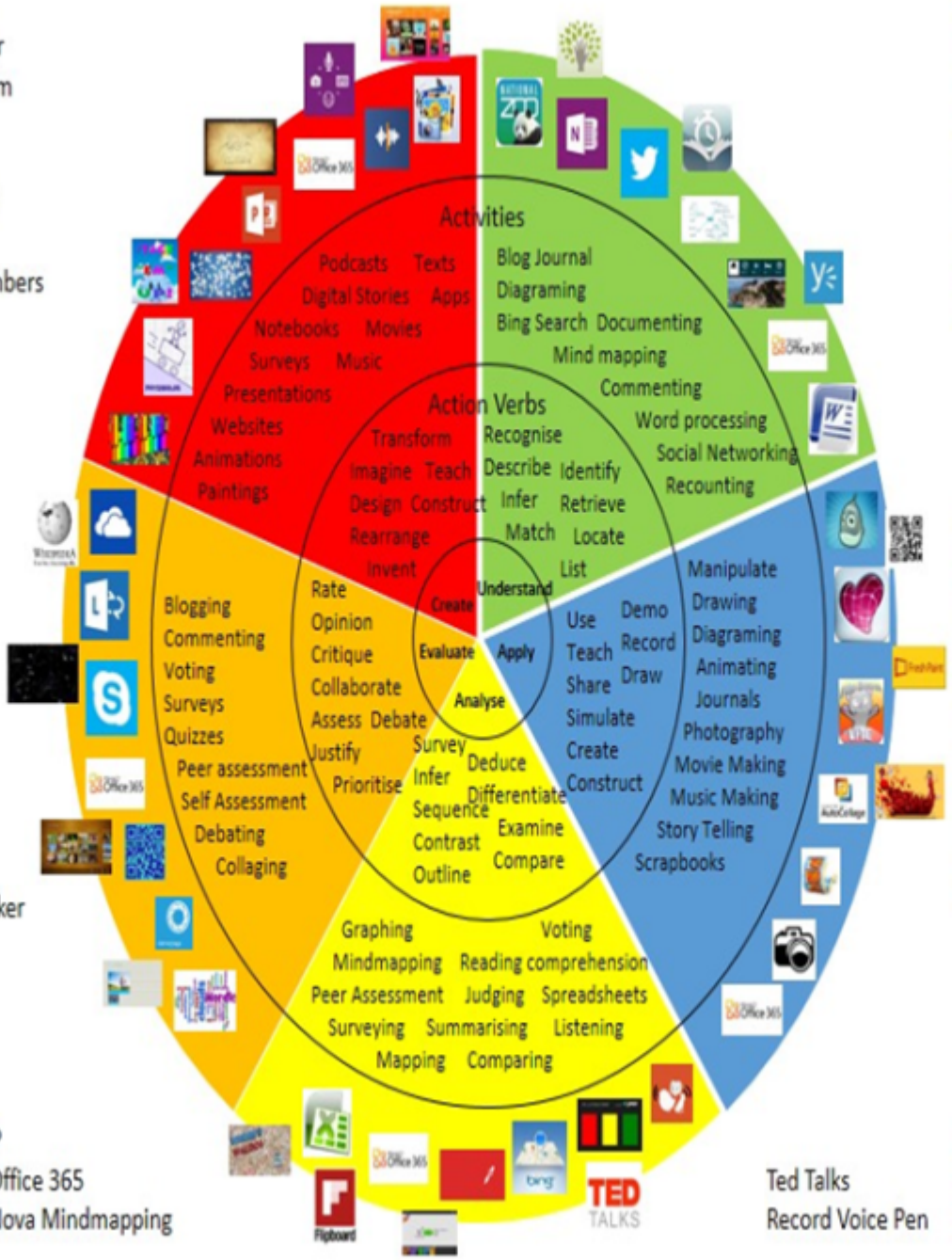
Win 8.1 Apps/Tools Pedagogy Wheel

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



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

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

- 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.

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.IT.6	Describe trends in emerging and evolving computer technologies and their influence on IT practices.
9.3.IT.7	Perform standard computer backup and restore procedures to protect IT information.

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

9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.

21st Century Skills

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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
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.

Differentiation

- Extra time to complete assignments

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)

Preferential seating

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)

Providing study guides

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

Allowing students to correct errors (looking for understanding)

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 exploratory connections to higher-grade concepts

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: