

# Unit 2: Formatting & Managing Documents (Chapters 6-10)

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

## **Title Section**

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## **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**

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## **Unit Overview**

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Throughout Unit 2: Preparing Documents, students will learn common vocabulary associated with the program and chapters. Chapters 6-10 contains content on how to customize a document and builds upon skills and knowledge gained from Unit 1. During Unit 2, students will continue to learn various concepts that will provide them information on: formatting and customizing pages, inserting elements and navigating through a document, and how to maintain a documents appearance.

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**

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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

- Enhance a document creatively using various formatting features

- Understand various formats for saving a word document
- Ability to print multiple consecutive and non-consecutive pages at once.

## **Enduring Understanding**

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- Common vocabulary associated with the program and unit 2.
- Various design elements to customize and enhance the look of the document
- Understand different files to save a document.
- Properly print 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

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### Chapter 6

- How can I change a documents view?
- What is readability and how can I make sure my document has it?
- How can I insert a section break, watermark, page colors & page borders to enhance my document?

### Chapter 7

- What is the difference between a page break and section break?
- How can I number my pages?
- Where can I insert a header or footer?

### Chapter 8

- How can I insert: symbols, drop caps, and the date and time?
- What are the benefits of inserting a file into an open document?
- How can I navigate my document using thumbnails and navigation pane?

### Chapter 9

- What are the various formats I can save my document in?
- How can I open a word document in an old version of MS Word?
- What is a template?

### Chapter 10

- How can I print specific or multiple pages from the print dialog box?

**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**

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- Produce and enhance a document creatively using various formatting features
- Determine and apply various formats for saving a word document
- Demonstrate ability to print multiple consecutive and non-consecutive pages at once

### **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 measurable, and using action verbs is a way to achieve this. Verbs such as “identify”, “argue,” or “construct” are more measurable 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

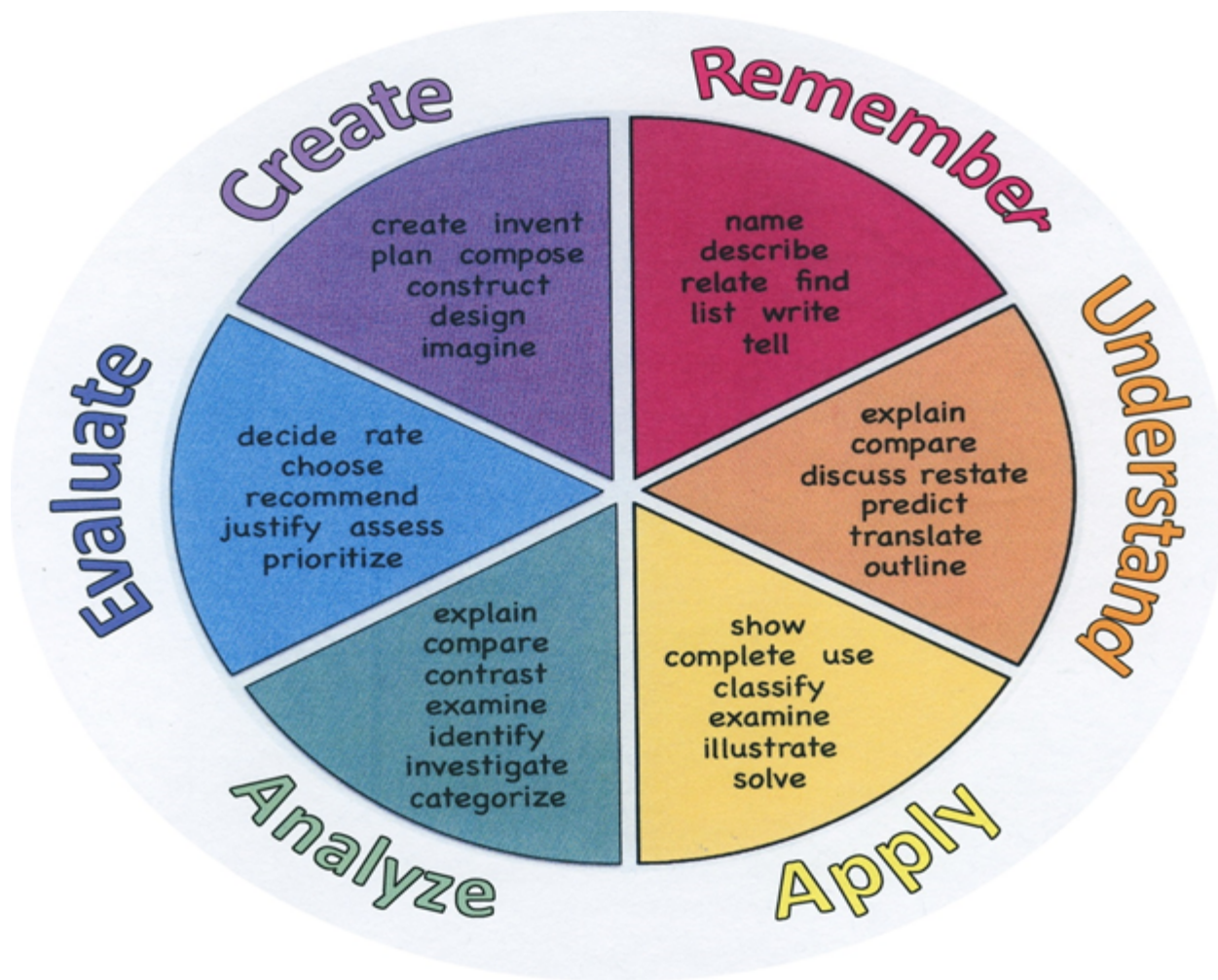
After completing *Nutrition 101 Humans and Food*, students will be able to:

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



## Interdisciplinary Connections

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

|                   |  |
|-------------------|--|
| 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.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.K-12.NJLSA.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.K-12.NJLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| LA.K-12.NJLSA.SL5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |



|                |   |
|----------------|---|
| 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.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**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

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

Key subjects include:

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

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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**

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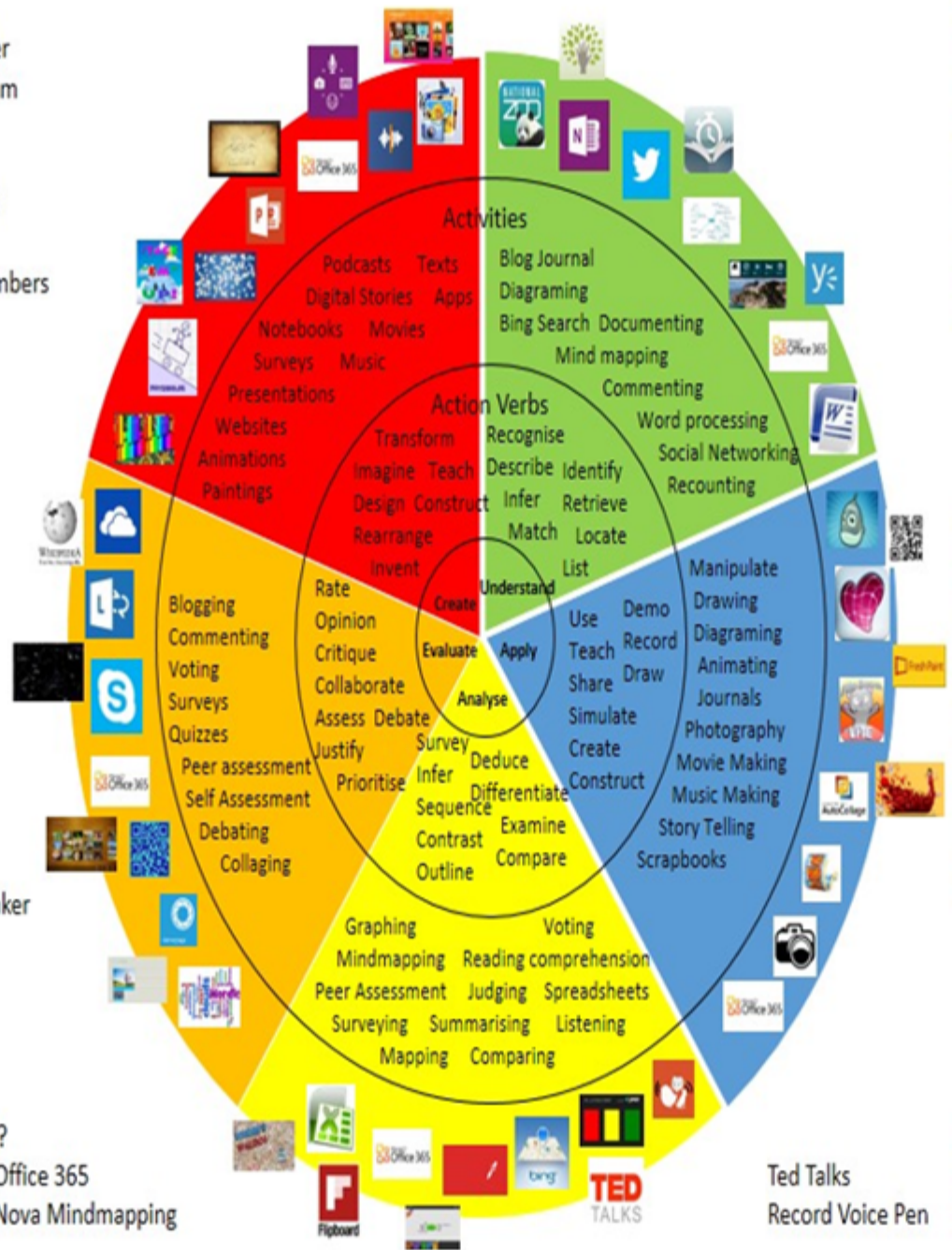
What technology can be used in this unit to enhance learning?

# 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

Originally taken from <http://www.coetail.com/zimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Smartboard

## **Differentiation**

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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**

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- 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
- multiple test sessions
- multi-sensory presentation
- 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**

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- 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

## **Intervention Strategies**

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- 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

## **Evidence of Student Learning-CFU's**

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

- 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**

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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**

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Please list ALL other resources available to strengthen your lesson.

- Supplemental teacher created assignments and projects
- Internet Video Tutorials

## **Sample Lesson**

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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:

