

# Unit 01: Microsoft Word 2013

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

### Technology / Integration of Computer Science and Design Thinking

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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.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section**

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see Crosswalks

## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

The purpose of this unit is to prepare the students to become proficient in Word 2013. Word 2013 is the word processing application in the newest Microsoft Office Suite. Students learn how to use Word 2013's powerful tools for creating professional eye catching documents for print and online sharing. This unit will provide the skills necessary to be productive on the job or in the classroom.

## **Meaning**

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## **Essential Questions**

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## Essential Questions

- How can the proper formatting of a Word document have a positive impact on the overall effectiveness of the document?
- What is the purpose of inserting tables and charts into a document?
- How can we best use shapes, images, and SmartArt in a document?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Creating professional looking documents such as announcements, letters, memos, resumes, reports, mailing labels and newsletters will enable students to compete in the job market and become more productive in the workplace.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

1. How to create and manage documents
2. How to format paragraphs, text, and sections
3. How to create tables and lists
4. How to apply references
5. How to insert and format objects

## Skills

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### Skills

Student will be skilled at ...

1. Creating new blank and custom documents from templates
2. Create new documents by using templates
3. Opening non-native files directly in Word
4. Opening non-native files directly in Word
5. Open PDF files in Word for editing

6. Searching for text
7. Inserting hyperlinks
8. Creating bookmarks
9. "Moving around in a document
10. Moving to specific locations and elements"

11. Modifying page setup
12. Changing document themes
13. Changing document style sets
14. Inserting simple headers and footers
15. "Inserting watermarks
16. Configuring page backgrounds"
17. Inserting page numbers

18. Changing document views
19. Changing magnification levels
20. Customizing the Quick Access Toolbar
21. Customizing the ribbon
22. Splitting the window
23. Modifying document properties
24. Showing and hiding formatting symbols
25. Recording simple macros
26. Assigning keyboard shortcuts
27. Managing macro security

28. Configuring documents to print
29. Saving documents in alternate file formats
30. Configuring documents to print
31. Saving files to remote locations
32. Protecting documents by using passwords
33. Configure documents to print
34. Maintaining backward compatibility

35.Pasting and appending text  
36.Finding and replacing text  
37.Cutting, copying and pasting content  
38.Inserting text and symbols by using AutoCorrect  
39.not specifically covered  
40.Inserting built-in fields  
41.Inserting symbols and special characters

42.Entering text in a document  
43.Formatting text by using the Replace command  
44.Formatting text by using Format Painter  
45.Formatting text by using Format Painter  
46.Inserting document properties  
47.Clearing formatting  
48.Set paragraph indentation and spacing  
49.Applying styles to text  
50.Applying styles to text  
51.Creating WordArt  
52.Applying styles to text

53.Set paragraph indentation and spacing  
54.Manage paragraph breaks  
55.Display content in columns  
56.Create document sections  
57.Manage page breaks

58.Converting text to tables  
59.Converting tables to text  
60.Modify table structure  
61.Setting AutoFit options  
62.Inserting preformatted tables  
63.Create basic tables

64.Format tables  
65.Format tables  
66.Sorting table data  
67.Modify table structure  
68.Using table data in formulas  
69.Modifying table structure  
70.Modify table structure

71."Create bulleted lists  
72.Create numbered lists"  
73.Define bullet characters  
74.Creating multilevel lists  
75.Modifying list structure  
76.Define list structure  
77.Modifying numbering schemes

78.Inserting footnotes and endnotes

79.Managing footnote locations  
80.Configuring endnote formats  
81.Modifying footnote numbering  
82.Inserting citation placeholders  
83.Inserting citations  
84.Inserting bibliographies  
85.Changing citation styles

86.Adding captions  
87.Setting caption positions  
88.Changing caption formats  
89.Changing caption labels  
90.Excluding labels from captions

91.Inserting Quick Parts  
92.Inserting text boxes  
93.Organizing Building Blocks  
94.Customizing Building Blocks

95.Inserting simple shapes  
96.Inserting SmartArt graphics  
97.Modifying SmartArt properties (color, size, shape)  
98.Wrapping text around shapes  
99.Positioning shapes

100."Inserting images from your computer  
101.Inserting images from the web"  
102.Applying artistic effect

103.Applying picture effects  
104.Modifying image properties (color, size, shape)  
105.Applying Quick Styles to images  
106.Wrapping text around images  
107.Positioning images

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

IT Academy

[www.microsoft.com/itacademy](http://www.microsoft.com/itacademy)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Quiz Verbal and written

Exit tickets

Observation

Student/Teacher Feedback

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Lesson 2: Creating and opening documents

Module 2: Lesson 3

Module 6: Lesson 16

Module 9: Lesson: 25,26

Lesson 16: Finding content

Lesson 26: Linking to internal and external content

Lesson 25: Creating internal links

Lesson 3: Viewing documents in different ways

Module 10: Lessons: 27,28,29,30,31

Lesson 31: Managing page setup

Lesson 27: Working with themes

Lesson 28: Working with style sets

Lesson 29: Adding page elements

Lesson 30: Formatting page backgrounds

Lesson 29: Adding page elements

Module 2: Lesson: 3

Module 11: Lesson 34

Module 14: Lessons: 43,44,45

Lesson 43: Customizing the Quick Access Toolbar

Lesson 44: Customizing the ribbon

Lesson 34: Managing document properties

Lesson 45: Automating tasks

Module 11: Lessons: 33,35,36

Lesson 36: Preparing and printing documents

Lesson 33: Saving documents

Lesson 35: Protecting documents

Module 3: Lessons: 4,5

Module 6: Lesson 17

Module 12: Lesson 37

Lesson 4: Inserting text

Lesson 17: Replacing content

Lesson 5: Modifying text

Lesson 4: Inserting text not specifically covered

Lesson 37: Automatically updating content

Module 4: Lesson Plans: 6,7,8,9

Module 6: Lesson 18

Lesson 4: Inserting text

Lesson 18: Replacing formatting and special characters

Lesson 6: Formatting characters

Lesson 37: Automatically updating content

Lesson 9: Formatting paragraphs

Lesson 8: Using styles

Lesson 7: Creating fancy text

Module 4: Lesson 9 - Formatting Paragraphs  
Module 10: Lesson 32

Lesson 32: Managing document layout

Module 8: Lessons: 21,23

Lesson 21: Creating tables

Lesson 23: Modifying tables

Module 8: Lessons: 22,23,24

Lesson 22: Formatting tables

Lesson 23: Modifying tables

Lesson 24: Performing calculations in tables

Module 7: Lesson: 19,20

Lesson 19: Creating lists

Lesson 20: Modifying lists

Module 13: Lessons: 40,41

Lesson 40: Inserting and managing footnotes and endnotes

Lesson 41: Inserting citations and bibliographies

Module 13: Lesson 42

Lesson 42: Inserting and managing captions

Module 12: Lessons: 38,39

Lesson 38. Creating Building Blocks

Lesson 39: Managing Building Blocks

Module 5: Lessons: 12,13,14,15

Lesson 12: Inserting and modifying shapes

Lesson 13: Creating SmartArt graphics

Lesson 14: Modifying SmartArt graphics

Lesson 15: Positioning graphic objects

Module 5: Lessons: 10,11,15

Lesson 10: Inserting and modifying images

Lesson 11: Formatting images

Lesson 15: Positioning graphic objects

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily

overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.