

Unit 04: Microsoft Outlook 2013

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

Standards Alignment

New Jersey Student Learning Standards

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.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

Integration of Career Readiness, Life Literacies and Key Skills

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.

Technology / Integration of Computer Science and Design Thinking

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.
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.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

The purpose of this unit is for students to become proficient in using Outlook 2013 in order to be productive in the workplace. It is a management application tool used to manage email, calendar, contacts, and more.

Meaning

Essential Questions

Essential Questions

- How do you customize the navigation pane for email?
- How do you create and manage contacts and the calendar?
- How do you work with multiple address groups?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Using Outlook 2013 will help obtain and be more productive in the workplace. Working with email, contacts, and the calendar will help you become more efficient on the job.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. Manage the Outlook environment
2. Manage messages

3. Working with scheduling

4. Manage contacts and groups

Skills

Skills

Student will be skilled at ...

1. Including original messages with all reply messages
2. Changing text formats for all outgoing messages
3. Customizing the Navigation Pane
4. Blocking specific addresses
5. Configuring views
6. Managing multiple accounts
7. Setting Outlook options
8. Changing quoted text colors
9. Creating and assigning signatures
10. Using Quick Steps
11. Creating and managing rules
12. Creating auto-replies
13. Printing messages
14. Printing calendars
15. Saving message attachments
16. Previewing attachments
17. Printing contacts
18. Printing tasks
19. Saving messages in alternate formats
20. Creating data files
21. Creating new Search Folders
22. Searching for messages
23. Searching for tasks
24. Searching for contacts
25. Searching calendars
26. Using advanced find
27. Using Search by Location
28. Creating messages
29. Forwarding messages
30. Deleting messages
31. Adding/removing message attachments
32. Adding cc and bcc to messages
33. Adding voting options to messages
34. Replying to all
35. Replying to sender only
36. Prioritizing messages
37. Marking as private
38. Requesting delivery/read receipt
39. Redirecting replies
40. Delegating access
41. Formatting text

42. Inserting hyperlinks
43. Applying themes and styles
44. Inserting images
45. Adding a signature to specific messages
46. Formatting signatures
47. Creating and using Quick Parts
48. Sorting messages
49. Moving messages between folders
50. Adding new local folders
51. Applying categories
52. Configuring junk e-mail settings
53. Cleaning up messages
54. Marking as read/unread
55. Flagging messages
56. Ignoring messages
57. Sorting by conversation
58. Setting reminder options
59. Adjusting viewing details for calendars
60. Modifying calendar time zones
61. Deleting calendars
62. Setting calendar work times
63. Using multiple calendars
64. Managing calendar groups
65. Overlaying calendars
66. Sharing calendars
67. Creating calendar items
68. Creating recurring calendar items
69. Canceling calendar items
70. Creating calendar items from messages
71. Setting calendar item times
72. Categorizing calendar items
73. Using the Scheduling Assistant
74. Changing availability status
75. Scheduling resources
76. Utilizing Room Finder
77. Setting calendar item importance
78. Forwarding calendar items
79. Configuring reminders
80. Adding participants
81. Responding to invitations
82. Updating calendar items
83. Sharing meeting notes
84. Creating and managing tasks
85. Creating and managing notes
86. Attaching notes to contacts
87. Creating journal entries
88. Updating task status
89. Creating new contacts
90. Deleting contacts
91. Importing contacts from external sources
92. Editing contact information
93. Attaching an image to contacts
94. Adding tags to contacts
95. Sharing contacts
96. Managing multiple address books
97. Creating new contact groups
98. Adding contacts to existing groups
99. Adding notes to a group
100. Updating contacts within groups
101. Deleting groups
102. Deleting group members

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

www.microsoft.com/itacademy

Formative Assessment Strategies

Formative Assessment Strategies

Quiz- Verbal/Written

Observation

Student feedback

Exit ticket

Learning Activities/Unit of Study

Learning Activities/Unit of Study

[Outlook2013_Lesson01_IG.doc](#)
[Outlook2013_Lesson02_IG.doc](#)
[Outlook2013_Lesson03_IG.doc](#)
[Outlook2013_Lesson04_IG.doc](#)
[Outlook2013_Lesson05_IG.doc](#)
[Outlook2013_Lesson06_IG.doc](#)
[Outlook2013_Lesson07_IG.doc](#)
[Outlook2013_Lesson08_IG.doc](#)
[Outlook2013_Lesson09_IG.doc](#)
[Outlook2013_Lesson10_IG.doc](#)
[Outlook2013_Lesson11_IG.doc](#)
[Outlook2013_Lesson12_IG.doc](#)
[Outlook2013_Lesson13_IG.doc](#)

Modifications and/or Accommodations

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.