

# Unit 04: Word Processing

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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| AAAA.K-12.1     | Inquire, think critically, and gain knowledge.  |
| AAAA.K-12.1.2   | Dispositions in Action  |
| AAAA.K-12.1.2.3 | Demonstrate creativity by using multiple resources and formats.   |
| AAAA.K-12.1.4   | Self-Assessment Strategies  |
| AAAA.K-12.1.4.2 | Use interaction with and feedback from teachers and peers to guide own inquiry process.   |
| AAAA.K-12.1.4.4 | Seek appropriate help when it is needed.  |
| AAAA.K-12.3     | Share knowledge and participate ethically and productively as members of our democratic society.  |
| AAAA.K-12.3.1   | Skills  |
| AAAA.K-12.3.1.4 | Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. |
| AAAA.K-12.3.1.6 | Use information and technology ethically and responsibly.   |
| AAAA.K-12.3.2   | Dispositions in Action  |
| AAAA.K-12.3.2.1 | Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.                                   |
| AAAA.K-12.3.3   | Responsibilities  |
| AAAA.K-12.3.3.2 | Respect the differing interests and experiences of others, and seek a variety of viewpoints.  |
| AAAA.K-12.3.3.5 | Contribute to the exchange of ideas within and beyond the learning community.   |
| AAAA.K-12.3.3.7 | Respect the principles of intellectual freedom.   |
| AAAA.K-12.4     | Pursue personal and aesthetic growth.   |
| AAAA.K-12.4.1   | Skills  |
| AAAA.K-12.4.1.8 | Use creative and artistic formats to express personal learning.   |
| AAAA.K-12.4.3   | Responsibilities  |
| AAAA.K-12.4.3.1 | Participate in the social exchange of ideas, both electronically and in person.   |
| AAAA.K-12.4.4   | Self-Assessment Strategies  |
| AAAA.K-12.4.4.1 | Identify own areas of interest.   |

### 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.8.1.5     | 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.8.1.5.A   | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   |
| TECH.8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.  |
| TECH.8.1.5.A.2 | Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.   |

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

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|                    |   |
|--------------------|---|
| LA.K-12.NJSLSA.W   | Writing   |
| LA.K-12.NJSLSA.W2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| LA.K-12.NJSLSA.W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| LA.K-12.NJSLSA.W6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| LA.K-12.NJSLSA.W8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
|                    | Range of Writing  |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| LA.W.3.2           | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |

|            |   |
|------------|---|
| LA.W.3.2.A | Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.   |
| LA.W.3.2.B | Develop the topic with facts, definitions, and details.   |
| LA.W.3.2.C | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  |
| LA.W.3.2.D | Provide a conclusion.   |
| LA.W.3.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   |
| LA.W.3.6   | With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.  |
| LA.W.3.8   | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   |
| LA.W.3.10  | 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. |

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

see Crosswalks

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

### **Stage I: Desired Results**

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

| <b>Transfer / Overview / Rationale</b>  |
|---|
| <p>Unit Rationale<br/>The purpose of this unit...</p> <p>21st Century learners efficiently type letters and numbers in a digital document.</p> <p>21st Century earners know how to edit a digital document.</p> |

## **Meaning**

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### **Essential Questions**

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#### Essential Questions

- In a world of constant change, what skills should we learn?
- How can word processing software be used for creating original and innovative works, ideas, and solutions?

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

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#### Enduring Understanding/Indicators of Understanding

- 21st Century learners use word processing software as a tool to create original works with text and graphics.
- 21st Century learners use word processing software as a tool to proofread and revise writing, including identifying and correcting spelling and grammar errors.

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

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### **Knowledge**

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#### Knowledge

Students will know...

- Word processing vocabulary (e.g. font, undo, redo, print, clipart, Word Art, borders, text box, header, footer).
- File management vocabulary (e.g. 'Save As', drive, folder, import).

### **Skills**

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#### Skills

Student will be skilled at ...

- Creating a document with text using a word processing program.

- Inserting graphics from other applications.
- Demonstrating grade-appropriate formatting skills (e.g. font style, size, color, text boxes).
- Saving and retrieving work on a network.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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#### Resources and Mentor Texts

- Word processing app (e.g. Google Docs)
- Variety of fonts

[My Acrostic Poem](#)

### **Formative Assessment Strategies**

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#### Formative Assessment Strategies

- Hand signals
- Misconception check
- Student conference
- Observation
- Choral response
- Oral questioning
- Self-Assessment
- Quiz
- Turn to Your Partner

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

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#### Learning Activities/Unit of Study

- Word processing activities
  - Students review and demonstrate their understanding of importing and manipulating graphics.

- Students review and demonstrate their understanding of creating and formatting Word Art (by inserting a drawing containing Word Art into a Google Doc), and/or page borders.
- Students review and demonstrate their understanding of inserting and formatting text boxes.
- Students practice and demonstrate their understanding of adding headers and footers.

## **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.