

Course Description

This course addresses essential end-user basics and advanced software tools with a focus on document word processing, electronic spreadsheets, and slideshows. Each underlying unit provides the student with a practical real-world application of the skills being developed. The course also provides students with an end-unit assessment opportunity to sit for the Microsoft® Office® application exams.

Workstation Essentials – Covers basic and advanced concepts of a workstation terminal situated in a professional working environment. Also covered in this unit are the occupational risks that come with working in an office setting, as well as best practices designed to mitigate them. Additionally, this unit addresses how to be a good digital citizen and practice proper digital etiquette.

Word Processing – Covers basic and advanced word processing tools essential for a vocational setting, as well higher education. Students will develop skills in screen viewing, font tools, paragraph formatting, and page layout tools.

Electronic Spreadsheets - Covers basic and advanced spreadsheet tools essential for a work setting, as well higher education. Students will develop skills in inputting and formatting data.

Electronic Slideshows - Covers basic and advanced slideshow tools essential for a work setting, as well higher education. Students will develop skills in creating and editing slides.

Applied Technology II

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Workstation Essentials	approx. 7 weeks
Unit 2	Intro to Document Processing	approx. 10 weeks
Unit 3	Advanced Document Processing	approx. 10 weeks
Unit 4	Electronic Spreadsheets and Slideshows	approx. 8 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.3, , 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

➤ **Creativity and Innovation**

Apply previous content knowledge by creating and piloting a digital learning game or tutorial

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access (e.g. hacking)

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

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.

CRP2. Apply appropriate academic and technical skills.

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.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

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.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

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.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term

effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline/copies of slides 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Online or hardcopy study cards for practice
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • iPad/Kindle • Spell-checker • Online videos 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolios, Presentations
- Homework
- Live Performance Assessment, Live Demonstration
- Microsoft® Office® Certification Exam: MS Word, MS Excel, MS PowerPoint

Interdisciplinary Connections

English Language Arts

- Question the accuracy and relevance of information
- Incorporate a variety of visual aids in publication
- Build vocabulary by reading a variety of grade-level texts and apply new vocabulary
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Understand how key events, people and ideas contributed to United States History

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety
- Learn the language of technology as the universal language

Math

- Interpret a graphical representation of a real-world situation
- Convert from binary to digital
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Identify ways in which technology has influenced the course of history and improved the quality of life
- Research latest developments in industry technology
- Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment
- Investigate applicable-careers in STEM fields

New Jersey Student Learning Standards 9-12

8.1–Educational Technology

Career Cluster: Applied Technology-1

- 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspiration by using a variety of digital tools and resources
- 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.
- 8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial
- 8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking)

8.2–Technology Education, Engineering, Design, and Computational Thinking-Programming

Career Cluster: Applied Technology-1

- 8.2.12.A.2: Analyze a current technology and the resources used, identify to identify trade-offs in terms of availability, cost, desirability and waste
- 8.2.12.B.2:: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
- 8.2.12.C.3: Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors, engineering (ergonomics).

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.W.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core State Standards (CCSS)

CCSS - Mathematics

Reason quantitatively and use units to solve problems:

- CCSS.MATH.CONTENT.HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of a multi-step problems: choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies:

- CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

Create equations that describe numbers or relationships:

- CCSS.MATH.CONTENT.HSA.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

<p>Course: Applied Technology II</p> <p>Unit: 3 - Advanced Document Processing</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>This unit will cover illustration tools that students can use to insert images, charts, diagrams, and tables that will allow them to visually present data in an academic and professional environment. Also covered in this unit are document review tools, as well as citation and reference tools that students can use to properly cite printed and electronic resources. Lastly, this unit will concentrate on document mailing tools that will allow students to merge documents together.</p>
<p>New Jersey Student Learning Standards (NJSLS): 8.1.12.A.1, 8.1.12.A.3, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3</p>	
<p>Common Core State Standards (CCSS): RL.11-12.1; RI.11-12.4; RL.11-12.7; W.11-12.4, HSN.Q.A.1, HSS.IC.B.6, HAS.CED.A.4</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will insert and format an illustration</p> <p>NJSLS: 8.1.12.A.3, 8.1.12.B.2, 8.2.12.C.3</p> <p>CCSS: RL.11-12.1, W.11-12.7, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6</p>	<ul style="list-style-type: none"> • What is the added benefit of adjusting the brightness and contrast of an image? • What does cropping an image ultimately allow you to do? • What does clip art offer that pictures do not? 	<ul style="list-style-type: none"> • Insert images • Edit images • Insert ClipArt • Insert SmartArt Diagrams • Edit & Format SmartArt Diagrams 	<p>SmartArt Activity Students will list the personnel structure of a company by inserting and editing a flowchart from the SmartArt menu of tools</p> <p>Live Assessment Students will demonstrate to their peers how to insert and</p>	<p>MS Office 2010 Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p>MS Word 2010 CCI Solutions, Inc.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<ul style="list-style-type: none"> ▪ How does a SmartArt flowchart enhance your document data? 	<ul style="list-style-type: none"> • Insert Flowcharts • Edit & Format Flowcharts 	<p>format a flowchart that contains a hierarchical structure with promotions and demotions</p> <p>Pairing Activity Students will be given a series of scenario based questions where they will match a flowchart type with a specific workplace scenario</p>	<p>(2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-1</p> <p>MS Word 2007 Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc.</p> <p>Office.com Microsoft. (2016). <i>Office Help And Training</i>. Retrieved from: https://support.office.com</p> <p>Online Video Tutorial Raj, M. (2013, December 24). <i>MS Word: Insert Tab</i>. Retrieved from YouTube: https://www.youtube.com/watch?v=wSFk7A338vI</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will insert and format a chart</p> <p>NJSLS: 8.1.12.A.3, 8.1.12.B.2, 8.2.12.C.3</p> <p>CCSS: RL.11-12.1, W.11-12.7, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6</p>	<ul style="list-style-type: none"> • How does a chart enhance document data? • What is the purpose to change your chart template? • What advantage does the design and layout tabs provide the end-user with? 	<ul style="list-style-type: none"> • Insert a chart • Change chart templates • Edit chart data • Chart formatting • Chart design 	<p><u>Scenario Based Problem(s)</u> Students will be given a series of scenario based dilemmas where they will be required to decide which chart type to use</p> <p><u>Live Assessment</u> Students will demonstrate the live task of creating and editing a chart to their peers</p> <p><u>Written Assignment</u> Students will type a two to three paragraph essay on how charts help users visually present numerical and qualitative data</p>	<p><u>MS Office 2010</u> Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p><u>MS Word 2010</u> CCI Solutions, Inc. (2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-1</p> <p><u>MS Word 2007</u> Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc.</p> <p><u>Office.com</u> Microsoft. (2016). <i>Office Help And Training</i>.</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				Retrieved from: https://support.office.com Online Video Tutorial O'Reilly - Video Training. (2013, May 3). <i>Microsoft Word 2013 Tutorial Inserting A Chart</i> . Retrieved from YouTube: https://www.youtube.com/watch?v=HgnSio6wYaY
Students will insert and format document tables NJSLS: 8.1.12.A.1, 8.1.12.B.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3 CCSS: RL.11-12.1, RL.11-12.4, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6	<ul style="list-style-type: none"> • How are the table options different from one another? • What is the benefit of drawing your own table? • How does applying a table style enhance the appearance of your table? • When is it practical to merge cells and insert rows/columns? 	<ul style="list-style-type: none"> • Inserting tables • Drawing tables • Apply table styles • Merging cells • Inserting Rows/Columns • Deleting Rows/Columns • Inserting table formula 	<p>Scenario Based Problem(s) Students will be given a series of scenario based dilemmas where they will be required to make a judgment on whether or not to use a document table</p> <p>Pairing Activity Students will label a specific table tools from a list with a program screen printout</p>	<p>MS Office 2010 Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p>MS Word 2010 CCI Solutions, Inc. (2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-1</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	<ul style="list-style-type: none"> What is the benefit of sorting table data? 		<p>Written Assignment Students will type a two to three paragraph essay on how tables can help users organize document data</p>	<p>MS Word 2007 Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc. ISBN: 978-0-76383-214-8</p> <p>Office.com Microsoft. (2016). <i>Office Help And Training</i>. Retrieved from: https://support.office.com</p> <p>Online Video Tutorial Goodwill Community Foundation, Inc. (2013, March 7). <i>Word 2010: Insert Tables</i>. Retrieved from YouTube: https://www.youtube.com/watch?v=2y-HY10SBPQ</p>
Students will insert and	<ul style="list-style-type: none"> When would you 	<ul style="list-style-type: none"> Insert Footnote 	Live Assessment	MS Office 2010

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>format citations</p> <p>NJSLS: 8.1.12.A.1, 8.1.12.B.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3</p> <p>CCSS: RL.11-12.1, RL.11-12.4, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6</p>	<p>need to edit your list of references?</p> <ul style="list-style-type: none"> • What is the benefit of an auto-generated bibliography? • Why would you need to change the citation format of your bibliography? 	<ul style="list-style-type: none"> • Insert Endnote • Insert Citations • Insert Bibliography • Manage Resources • Update Bibliography Style 	<p>Students will demonstrate the live task of inserting footnotes and endnotes to their peers and explain during their demonstration which is their preferred method and why</p> <p><u>Webliography</u> Students will gather a list of electronic resources and generate them in proper citation format</p> <p><u>Diagram</u> Students will draft a letter diagram in accordance with MLA academic standards to indicate which areas of a Bibliography require indenting and line spacing</p>	<p>Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p><u>MS Word 2010</u> CCI Solutions, Inc. (2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-1</p> <p><u>MS Word 2007</u> Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc. ISBN: 978-0-76383-214-8</p> <p>Office.com</p>

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				<p>Microsoft. (2016). <i>Office Help And Training</i>. Retrieved from: https://support.office.com</p> <p>Online Video Tutorial Henning, L. (2013, November 7). <i>Create a Bibliography using MS Word 2013</i>. Retrieved from YouTube: https://www.youtube.com/watch?v=l-IEWabgf0I</p>
<p>Students will insert comments and track changes</p> <p>NJSLS: 8.1.12.A.1, 8.1.12.B.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3</p> <p>CCSS: RL.11-12.1, RL.11-12.4, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6</p>	<ul style="list-style-type: none"> • How can essential data in the readability statistics dialogue box help the user review their document? • Under which academic situations would you find word count to be a valuable tool? • How does inserting comments assist in 	<ul style="list-style-type: none"> • Document Comparison • Display Readability Statistics • Display Word Count Tool • Insert Comments • Insert Balloons • Show Revisions 	<p>Live Assessment Students will demonstrate to their peers the live task of tracking changes made to a document and explain how this tool can personally benefit them</p> <p>Scenario Based Problem(s) Students will be given a series of scenario based dilemmas where they will be required to decide</p>	<p>MS Office 2010 Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p>MS Word 2010 CCI Solutions, Inc. (2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-</p>

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	<p>the document review process?</p> <ul style="list-style-type: none"> • What could be the benefit in tracking changes made to a document? • When would you want to compare two documents side by side? 	<ul style="list-style-type: none"> • Track Changes 	<p>which review tools to employ</p> <p>Pairing Activity Students will label a specific review tool from a list next to a program screen printout</p>	<p>1</p> <p>MS Word 2007 Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc. ISBN: 978-0-76383-214-8</p> <p>Office.com Microsoft. (2016). <i>Office Help And Training</i>. Retrieved from: https://support.office.com</p> <p>Online Video Tutorial Goodwill Community Foundation, Inc. (2013, September 17). <i>Word 2013: Track Changes and Comments</i>. Retrieved from YouTube: https://www.youtube.com/watch?v=FVG2au1kuCs</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Students will merge documents and their contents together</p> <p>NJSLS: 8.1.12.A.1, 8.1.12.B.2, 8.2.12.A.2, 8.2.12.B.2, 8.2.12.C.3</p> <p>CCSS: RL.11-12.1, RL.11-12.4, W.11-12.4, HSN.Q.A.1, HSS.IC.B.6</p>	<ul style="list-style-type: none"> • How does having a data source assist with creating multiple customized letters? • What benefit does previewing your merge results provide to the end-user • How does merging allow you to work smarter, not harder? 	<ul style="list-style-type: none"> • Creating mailing letters • Creating mailing labels • Creating mailing envelopes • Creating a data source • Input Merge Fields • Merge Documents 	<p><u>Scenario Based Problem(s)</u> Students will be given a series of scenario based dilemmas where they will be required to decide which mail merge type is necessary to use</p> <p><u>Live Assessment</u> Students will demonstrate to their peers how to merge fields, preview corresponding, and finalize a document merge</p> <p><u>Mail Merge Activity</u> Students will create a data source of potential customers where they will draught a promotional marketing letter and create mailing labels and envelopes</p>	<p>MS Office 2010 Bucki, L., Katsaropoulos, C., Parrish, C., Weixel, S., & Wempen, F. (2010). <i>Learning Microsoft Office 2010: Deluxe Edition</i>. Boston: Pearson.</p> <p>MS Word 2010 CCI Solutions, Inc. (2010). <i>Microsoft Word 2010: Core Skills</i>. ISBN: 978-1-55332-293-1</p> <p>MS Word 2007 Rutkosky, N., & Rutkosky Roggenkamp, A. (2008). <i>Microsoft® Word 2007: Windows XP Edition</i>. St. Paul, MN: Paradigm Publishing, Inc. ISBN: 978-0-76383-214-8</p>

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				<p>Office.com Microsoft. (2016). <i>Office Help And Training</i>. Retrieved from: https://support.office.com</p> <p>Online Video Tutorial O'Reilly - Video Training. (2013, May 3). <i>Microsoft Word 2013 Tutorial Step By Step Mail Merge</i>. Retrieved from YouTube: https://www.youtube.com/watch?v=zTnjTKT673w</p>

Unit 3 Vocabulary

Address Block

Balloons

Bibliography

Bibliography Style

ClipArt

Closing Line

Comparison

Credibility

Diagrams

Documents

Endnotes

Fields

Flowcharts

Footnotes

Greeting Line

Illustrations

Merge

Recipients

References

SmartArt

Sources

Tables

Variable Data

WordArt

Suggested Unit Projects

Choose At Least One

Newsletter Project

Students will update their news letter from the previous unit to reflect inserted images. Students will properly edit the images to be positioned within their newsletter that would emulate a realistic company circulation.

Chart Project

Students will choose a business industry and identify companies that are leaders in their respective industries. Students will construct multiple charts listing the companies' market share, gross sales, profit margins, and size.

Suggested Structured Learning Experiences

Depository Trust & Clearing Corporation
 570 Washington Blvd. Jersey City, NJ 07310
 (201) 659-4612
<http://www.dtcc.com/>

New York Stock Exchange - Mark J. Muller Equities, Inc.
 11 Wall St. New York, NY 10005
 (212) 656-3000
<https://www.nyse.com/index>

Microsoft District Office - Computer Training School
 101 S Wood Ave #900, Iselin, NJ 08830
 (732) 635-9033
<http://www.microsoft.com/en-us/learning/>

Paterson Public School District - Dept. of Technology
 90 Delaware Ave. Paterson, NJ
 (973) 321-0905
http://www.paterson.k12.nj.us/11_departments/technology.php