Department of College and Career Readiness

Microsoft Office Specialist Curriculum

5.0 Credits

Unit One
Microsoft Office Specialist

Course Description

This Microsoft Office Specialist course introduces students to the features and functionalities of Microsoft® Office while preparing them for the Microsoft Office Specialist (MOS) certification exam. Through hands on instruction, interactive skills demonstrations, practice assignments, and unit assessments, students will become proficient in Microsoft Word, Excel, PowerPoint, Access, and Outlook. By the end of the course, students are prepared to take the MOS certification exam.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Microsoft Word and Outlook</td>
<td>approx. 8 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Microsoft Excel</td>
<td>approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Microsoft PowerPoint</td>
<td>approx. 10 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Microsoft Access</td>
<td>approx. 8 weeks</td>
</tr>
</tbody>
</table>
## Educational Technology Standards


### Technology Operations and Concepts

- Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  
  **Example of use within unit:** Use online forums and social media to analyze the social affect email and digital tools have had on the world.

- 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.  
  **Example of use within unit:** Develop an original brochure or newsletter using MS Office and present document to peers for review.

### Creativity and Innovation

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.  
  **Example of use within unit:** Use online tutorials to create an informative video for MOS students.

### Digital Citizenship

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  
  **Example of use within unit:** Cite copyrighted material to create an original MS Office document.

### 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.  
  **Example of use within unit:** Compare and contrast old snail mail vs email and their impact on communication and life styles.
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.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• <strong>Example of use within unit:</strong> Using MS Word and Outlook create a flyer about a Great Falls Clean Up and email groups of students and community members participate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>• <strong>Example of use within unit:</strong> Use word processing software and online search tools and software to create lesson on MS Word and Outlook aimed at inspiring teens.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>CRP4. Communicate clearly and effectively and with reason.</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>• <strong>Example of use within unit:</strong> Create a presentation/poster or list outlining the various jobs that use the MS Office Suite.</td>
</tr>
</tbody>
</table>
Career Ready Practices

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.

- **Example of use within unit:** Develop an original Word document using templates in MS Office and customize the Outlook interface using creative tools and settings.

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.

- **Example of use within unit:** Student groups will create a manual outlining the most efficient ways to use email to communicate within the workplace.

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.

- **Example of use within unit:** Student teams work together to create a cultural events calendar for the school in MS Outlook.
**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
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<th>Level</th>
<th>Description</th>
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</table>
| **6- Reaching** | • Specialized or technical language reflective of the content areas at grade level  
• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | • Specialized or technical language of the content areas  
• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | • Specific and some technical language of the content areas  
• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
• Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | • General and some specific language of the content areas  
• Expanded sentences in oral interaction or written paragraphs  
• Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | • General language related to the content area  
• Phrases or short sentences  
• Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | • Pictorial or graphic representation of the language of the content areas  
• Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
## Language Development Supports For English Language Learners

To Increase Comprehension and Communication Skills

### Environment

- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students’ background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaningful and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students’ lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

### Sensory Supports*

- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

### Graphic Supports*

- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

### Interactive Supports*

- In a whole group
- In a small group
- With a partner such as **Turn-and-Talk**
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as **Think-Pair-Share**
- Interactive websites or software
- With a mentor or coach

### Verbal and Textual Supports

- Labeling
- Students’ native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as **What? When? Where? How? Why?**
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including **Wait Time**

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BUILDING EQUITY IN YOUR TEACHING PRACTICE

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

**CONTENT INTEGRATION**
Teachers use examples and content from a variety of cultures & groups.

- This unit / lesson is connected to other topics explored with students.
- There are multiple viewpoints reflected in the content of this unit / lesson.
- The materials and resources are reflective of the diverse identities and experiences of students.
- The content affirms students, as well as exposes them to experiences other than their own.

**KNOWLEDGE CONSTRUCTION**
Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives & biases.

- This unit / lesson provides context to the history of privilege and oppression.
- This unit / lesson addresses power relationships.
- This unit / lesson help students to develop research and critical thinking skills.
- This curriculum creates windows and mirrors* for students.

**PREJUDICE REDUCTION**
Teachers implement lessons and activities to assert positive images of ethnic groups & improve intergroup relations.

- This unit / lesson help students question and unpack biases & stereotypes.
- This unit / lesson help students examine, research and question information and sources.
- The curriculum encourage discussion and understanding about the groups of people being represented.
- This unit / lesson challenges dominant perspectives.

**EQUITABLE PEDAGOGY**
Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.

- The instruction has been modified to meet the needs of each student.
- Students feel respected and their cultural identities are valued.
- Additional supports have been provided for students to become successful and independent learners.
- Opportunities are provided for student to reflect on their learning and provide feedback.

**EMPOWERING SCHOOL CULTURE**
Using the other four dimensions to create a safe and healthy educational environment for all.

- There are opportunities for students to connect with the community.
- My classroom is welcoming and supportive for all students?
- I am aware of and sensitive to the needs of my students and their families.
- There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.

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## Culturally Relevant Pedagogy Examples

<p>| | |</p>
<table>
<thead>
<tr>
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</table>
| **Relationships:** | Learn about your students' individual cultures.  
Adapt your teaching to the way your students learn  
Develop a connection with challenging students  
Communicate and work with parents/guardians on a regular basis (email distribution, newsletter, phone calls, notes, meetings, etc.) |
| **Curriculum:** | Incorporate student-centered stories, vocabulary and examples.  
Incorporate relatable aspects of students' lives  
Create lessons that connect the content to your students' culture and daily lives  
Incorporate instructional materials that relate to a variety of cultures |
| **Instructional Delivery:** | Establish an interactive dialogue to engage all students  
Continuously interact with students and provide frequent feedback  
Use frequent questioning as a means to keep students involved  
Intentionally address visual, tactile, and auditory learners  
Present relatable real world problems |
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/assignments, and tutorials outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Video lessons online</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Adjusted rubrics for projects</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Video lesson</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Text speech software</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>
## Differentiated Instruction

### Strategies to Accommodate Students Based on Content-Specific Needs

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Small group instruction
- Assistive Technology
- Translation Software
Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Projects Rubrics
- Independent Written and Video Online Tutorials
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Online Learning Communities
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Storyboards
- Teacher-created Unit Assessments, Topic Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Data Analysis
- Create an Original Song, Animation, Document
- Tumblr or Vlog Developments
- Khan Academy Microsoft Office Tutorials
## Interdisciplinary Connections

### English Language Arts
- Close reading of professional MS Office related content. (NJSLSA.R1)
- Write a review of the MS Office Suite. (NJSLSA.W2)

### Social Studies
- Research the history of MS Office and Email. (6.1.12)
- Research the social impact and economic impact of MS Office and digital office tools. (6.3.12)

### World Language
- Use the translate features in MS Office (7.1.ILA)
- Create a translated index of MS Office vocabulary (7.1.ILA)

### Math
- Calculate the impact of digital productivity on company or personal profit. (N.Q.A.1)
- Use proportions to understand graphic scaling for MS Office documents or publisher features. (N.Q.A.2)

### Fine & Performing Arts
- Compare graphics and formatting used in personal, professional, and education documents. (1.2.12)
- Critique the images used in MS Word. (1.4.12)

### Science
- Research latest developments in the MS Office Suit (HS-ETS1-4)
- Investigate applicable-careers in STEM fields that use MS Office. (9.2.12)
New Jersey Student Learning Standards

8.1–Educational Technology

- 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.
- 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.
- 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.

9.3– Career and Technical Education

Career Cluster: Business Management and Administration

- 9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

Pathway: Business Information Management


Pathway: General Management

- 9.3.12.BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
Common Career Technical Core (CCTC)

Career Cluster: Business Management and Administration

- 9.3.12.BM.1: Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

Pathway: Business Information Management


Pathway: General Management

- 9.3.12.BM-MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.
New Jersey Student Learning Standards

English-Language Arts

Key Ideas and Details:

- 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.

Integration of Knowledge and Ideas:

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Research to Build and Present Knowledge:

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Texts and Purposes

- WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
# Microsoft Office Specialist

## Course: Microsoft office Specialist

### Unit: 1 – Microsoft Word and Outlook

### Grade Level: 9-12

<table>
<thead>
<tr>
<th>Student Learning Objectives (SLOs)</th>
<th>Essential Questions</th>
<th>Skills &amp; Indicators</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Create columns, tables, and graphs used to organize and display information in a Word document.** | How can the proper formatting of a word processing document have a positive impact on the overall effectiveness of the document? How do you incorporate columns of various styles and sizes? How does the ability to create, modify, and | ▪ Convert text to tables, convert tables to text, create a table by specifying rows and columns, apply table styles ▪ Sort table data; configure cell margins and spacing; merge and split cells; resize tables, rows, and | **Chart:** Students will in pairs learn how to create charts and tables in MS Word by asking their classmates questions, how many brothers do you have? How many sisters have you got? and so on. Then, they will jot down onto their paper. After that, they will input their data in Microsoft Word | **Certification Prep Series Microsoft Word** [https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf](https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf)  
**Editing and Formatting:** [http://spclc.org/sites/default/files/Word_Exerci.se_2__-Editing_and_Formattin.g.pdf](http://spclc.org/sites/default/files/Word_Exerci.se_2__-Editing_and_Formattin.g.pdf) |


### Common Career Technical Core (CCTC): BM.1; BM-BIM.3; BM-MGT.4
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<tbody>
<tr>
<td>Create and manage references within Microsoft Word.</td>
<td>Why do we create reference markers within documents?</td>
<td>Insert footnotes and endnotes, modify footnote and endnote properties, create bibliography</td>
<td>Research Paper: Draft 3-5-page research paper on Microsoft Office and the impact the workplace. Include a bibliography.</td>
<td>Certification Prep Series Microsoft Word: <a href="https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf">https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf</a></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 8.1.12.A.2; 9.3.12.BM.1, WHST.9-</td>
<td>What is the role of references within the workplace?</td>
<td>columns; split tables; configure a repeating row header</td>
<td>Practice Data Creating Tables:</td>
<td>MS Word Tables: <a href="http://spclc.org/sites/default/files/Word_Exercise_8_Tables.pdf">http://spclc.org/sites/default/files/Word_Exercise_8_Tables.pdf</a></td>
</tr>
<tr>
<td></td>
<td>convert text into tables impact productivity in the workplace?</td>
<td>Create a numbered or bulleted list, change bullet characters or number formats for a list level, define a custom bullet character or number format, increase or decrease list levels, restart or continue list numbering, set starting number value.</td>
<td></td>
<td>Columns and Indenting: <a href="http://spclc.org/sites/default/files/Word_Exercise_8_Tables.pdf">http://spclc.org/sites/default/files/Word_Exercise_8_Tables.pdf</a></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td><strong>MS Word Tables Lesson Plans:</strong> <a href="http://www.lessonplanet.com/search?keywords=msie.doc+word+tables">http://www.lessonplanet.com/search?keywords=msie.doc+word+tables</a></td>
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- **Practice Data Creating Tables:**
  1. Select the Insert tab.
  2. Select the Table button in the Tables group.
  Drag across the Insert Table grid to select the number of rows and columns in the table.
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| 10.2 CCTC: BM.1                   | workplace and academia? What is the purpose of inserting tables into a word processing document? | citation sources, modify bibliography citation sources, insert citations for bibliographies, insert figure and table captions, modify caption properties  
- Insert a standard table of contents, update a table of contents, insert a cover page | table of contents, works cited, and intext citations using MLA format.  
**Plagiarism Group Jigsaw Assignment:** Students will be given a document without reference. As a group students will insert the proper citations and present to the class. | [Create a bibliography, citations, and references](https://support.office.com/en-us/article/create-a-bibliography-citations-and-references-17686589-4824-4940-9c69-342c289fa2a5)  
**Microsoft Word Referencing Tool:** [https://www.sheffield.ac.uk/library/refmant/wordref](https://www.sheffield.ac.uk/library/refmant/wordref) |
| Create and format graphic elements.  
**NJSLS:** 8.1.12.A.2; 9.3.12.BM.1; 9.3.12.BM-MGT.4, RL.11-12.1; W.11-12.1; W.11-12.7 | How do you open, navigate and modify a Word document?  
What is the impact of graphics on a document? | - Insert shapes, insert pictures, insert a screen shot or screen clipping, insert text boxes  
- Apply artistic effects, apply picture effects, | [Template Brochure: In groups of 2 students will use the MS Office template for brochures and create a school brochure aimed at enticing other students to attend their school. Use](https://www.qw.com/pdf/sampchap/9781631268083_ch03.pdf)  
**Copying and Pasting** | [Certification Prep Series Microsoft Word](https://www.qw.com/pdf/sampchap/9781631268083_ch03.pdf) |
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<tr>
<td><strong>CCTC:</strong> BM.1; BM-MGT.4</td>
<td>How can the format of a document impact its use or purpose?</td>
<td>remove picture backgrounds, format objects, apply a picture style, wrap text around objects, position objects, add alternative text to objects for accessibility</td>
<td>graphics and formatting to enhance the document.</td>
<td>Images: <a href="http://spclc.org/sites/default/files/Copying_and_Pasting_Images.pdf">http://spclc.org/sites/default/files/Copying_and_Pasting_Images.pdf</a> How to Geek Working with Pictures, Shapes, and Graphics: <a href="https://www.howtogeek.com/school/microsoft-word-document-formatting-essentials/lesson4/">https://www.howtogeek.com/school/microsoft-word-document-formatting-essentials/lesson4/</a></td>
</tr>
<tr>
<td><strong>NJSLS:</strong> 8.1.12.A.1; 8.1.12.A.2; 9.3.12.BM.1; 9.3.12.BM-BIM.3; 9.3.12.BM-MGT.4, W.11-12.1; CCSS.ELA-</td>
<td>What is the role of Microsoft Outlook in workplace communication?</td>
<td>Customize reply messages, change text formats for all outgoing messages, customize the Navigation Pane, configure reviews,</td>
<td>Away Message: In MS Outlook create a customized away message informing your clients you are on vacation. Make sure your message in professional concise and includes the proper details.</td>
<td>Certification Prep Series Microsoft Word <a href="https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf">https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf</a> 13 Outlook Productivity &amp; Organization Tips:</td>
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<td>Skills &amp; Indicators</td>
<td>Sample Activities</td>
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<td>LITERACY.WHST.9-10.2</td>
<td>Suite a universal tool?</td>
<td>manage multiple accounts, add an account</td>
<td><strong>Folder Exercise:</strong> In groups of 2 create folders to separate out your professional, education, and personal emails in MS Outlook.</td>
<td><a href="https://medium.com/@gruberjl/13-outlook-productivity-organization-tips-244e9f16efeb">https://medium.com/@gruberjl/13-outlook-productivity-organization-tips-244e9f16efeb</a></td>
</tr>
</tbody>
</table>
| **CCTC:** BM.1; BM-BIM.3; BM-MGT.4 | How can MS Outlook be integrated effectively? | • Print message, calendar, contact, or task information; save message attachments; preview attachments; save messages in alternate formats; export messages to a data file  
• Create new search folders; search for items in messages, tasks, contacts, or calendars; search by using advanced find; search by folder | **Journal/Quick Write:** How has email revolutionized communication? How would your life be different without email? | **How to Customize Outlook For Greater Productivity:** https://www.houkconsulting.com/2017/12/customize-outlook-productivity/ |
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</table>
| Manage messages, mail settings and contacts. | What are the fundamental and advanced features of Microsoft Outlook? How does MS Outlook impact communication and the management of information? | ▪ Set fonts for new messages and responses; create, assign, and modify signatures; create and manage rules; create automatic replies; create messages by using Quick Parts; configure Junk Email and Clutter settings  
▪ Create a message; add or remove message attachments; add cc and bcc to messages; add tracking and voting options; forward and reply to messages; request a delivery or read receipt; redirect replies; flag outgoing | **Mock Emails:** Email your teacher based on the unique scenario given to you at the beginning of class. The email will either be a personal, education related, or business topic. Create a personal signature to include in the email.  
**Settings Exercise:** In your MS Outlook settings create automatic replies, include read receipts, and redirect emails to specific folders. | Certification Prep Series Microsoft Word  
[https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf](https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf)  
Manage email messages by using rules:  
Export or backup email, contacts, and calendar to an Outlook .pst file:  

CCTC: BM.1; BM-BIM.3; BM-MGT.4
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<td>messages for follow up, importance, and sensitivity; recall a message</td>
<td>Sort messages, move messages between folders, add new local folders, apply categories, clean up messages, mark a message as read or unread, flag received messages, ignore messages, sort messages by conversation, delete messages, automate</td>
<td>14252b52-3075-4e9b-be4e-ff9ef1068f91</td>
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<td>Develop calendars and manage schedules.</td>
<td>How can I apply these Outlook features to be productive in the workplace and in my personal life?</td>
<td>repetitive tasks by using Quick Steps, configure basic Auto Archive settings, delegate access</td>
<td><strong>Calendars:</strong> In MS Outlook create a personal, professional, and education calendar. <strong>YouTube Tutorial:</strong> In groups of 3-4 create an infomercial to be posted to YouTube aimed at high school students. In the video outline how to keep your schedule in MS Outlook or create a calendar/manage a calendar.</td>
<td>Certification Prep Series Microsoft Word <a href="https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf">https://www.g-w.com/pdf/sampchap/9781631268083_ch03.pdf</a> Introduction to Outlook Calendar: <a href="https://support.office.com/en-us/article/introduction-to-the-outlook-calendar-d94c5203-77c7-48ec-90a5-2e2bc10bd6f8">https://support.office.com/en-us/article/introduction-to-the-outlook-calendar-d94c5203-77c7-48ec-90a5-2e2bc10bd6f8</a></td>
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<td><strong>NJSLS:</strong> 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1; 9.3.12.BM-BIM.3; 9.3.12.BM-MGT.4, RL.11-12.1; WHST.9-10.2</td>
<td>What is the impact of calendar management on personal, educational, and professional events?</td>
<td>▪ Create and add calendars, adjust viewing details for calendars, modify calendar time zones, delete calendars, set calendar work times, manage multiple calendars, manage calendar groups, display multiple calendars, share calendars ▪ Create calendar</td>
<td></td>
<td><strong>CCTC:</strong> BM.1; BM-BIM.3; BM-MGT.4</td>
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<td>items, create recurring calendar items, cancel calendar items, create calendar items from messages, set calendar item times, set up meetings by using the scheduling assistant, set free or busy status for calendar items, schedule resources, set up meeting location by using Room Finder</td>
<td>- Set calendar item importance, forward calendar items, configure reminders, add participants, respond to invitations, update individual or group status.</td>
<td>How to Add, Share, &amp; Use It Right: <a href="https://business.tutsplus.com/tutorials/use-ms-outlook-calendar-right-cms-30467">https://business.tutsplus.com/tutorials/use-ms-outlook-calendar-right-cms-30467</a></td>
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<td>recurring calendar items, share meeting notes, categorize calendar items</td>
<td>Create and manage tasks, create and organize notes</td>
<td>Create a new contact, delete contacts, import contacts from external sources, edit contact information, attach an image to a contact, add tags to contacts, share contacts, create and manage address books</td>
<td>Create new contact groups, add contacts to existing contact groups, add notes to a contact</td>
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<td>group, update contacts within contact groups, delete contact groups, delete contact group members</td>
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## Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Cursor/insertion point</th>
<th>CC</th>
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<tbody>
<tr>
<td>Document window</td>
<td>Contact</td>
</tr>
<tr>
<td>Insertion point</td>
<td>Distribution list</td>
</tr>
<tr>
<td>Mouse pointer</td>
<td>E-mail</td>
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<tr>
<td>Scroll bar</td>
<td>Subject Line</td>
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<tr>
<td>Scroll Box</td>
<td>Email Address</td>
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<tr>
<td>Scroll arrow</td>
<td>Importance Level</td>
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<tr>
<td>Status bar</td>
<td>Junk E-mail</td>
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<tr>
<td>Ribbon</td>
<td>Message Format</td>
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<tr>
<td>Home tab</td>
<td>Enhanced Screen Tip</td>
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<tr>
<td>Active tab</td>
<td>Dialog Box launcher</td>
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<tr>
<td>Contextual tabs</td>
<td>Task pane</td>
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<tr>
<td>Gallery</td>
<td>Mini toolbar</td>
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<tr>
<td>Live preview</td>
<td>Shortcut menu</td>
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<tr>
<td>Theme</td>
<td>Quick Access toolbar</td>
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<tr>
<td>Bulleted list</td>
<td>Office button</td>
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<tr>
<td>Underlined</td>
<td>Submenu</td>
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<tr>
<td>Italicized</td>
<td>Formatting mark</td>
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<td>Quick style</td>
<td>Word wrap</td>
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<tr>
<td>Color scheme</td>
<td>File</td>
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<tr>
<td>Combined document</td>
<td>File name</td>
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<tr>
<td>Compatibility Checker</td>
<td>Paragraph formatting</td>
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<tr>
<td>Digital certificate</td>
<td>Character formatting</td>
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<td>Digital signature</td>
<td>Font</td>
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<td>Address Book</td>
<td>Font size</td>
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<td>Archive</td>
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<td>BCC</td>
<td>Normal style</td>
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<td>Style set</td>
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<td>Formatting restrictions</td>
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<td>Appointment</td>
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<td>Date Navigator</td>
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<td>Event</td>
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<td>Attachment</td>
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<td>Attachment Preview</td>
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<td>Destination Folder</td>
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<td>User Name</td>
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### Suggested Unit Projects

*Choose At Least One*

| Using MS Word Templates Create a Fall Newsletter with text, graphics, tables, and charts. | Using Microsoft Outlook create and manage a cultural events calendar for the school. Share the calendar with the school with by creating a group email. |

### Suggested Structured Learning Experiences

| Konica Minolta Business Solutions U.S.A., Inc.  
**Address:** 100 Williams Dr, Ramsey, NJ 07446  
**Phone:** (201) 825-4000 | Virtual Field Trip Typewriter Museum: From Typewriter to Computer  
[http://www.mrmartinweb.com/type.htm](http://www.mrmartinweb.com/type.htm) |