PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Introduction to Microsoft Word Curriculum

5.0 Credits

Unit One

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Introduction to Microsoft Word

Course Description

The growth of technology in the 21st century has introduced technology into academics as well as the workforce. Introduction to Microsoft Word is a hands-on course designed to develop mastery of the word processing application. Students will be given an overview of the different features of Microsoft Word . Participants will learn to use Microsoft Word to produce professional-looking documents. Features included are typing, formatting, editing, document spacing, margins, page numbering and saving a document. Upon completion of this course, students will have developed the skills necessary to enter the workforce as well as the background necessary for college course applications.

Introduction to Microsoft Word

Pacing Guide		
Unit	**Topic**	**Suggested Timing**
Unit 1	Microsoft Word Basics	approx. 5 weeks
Unit 2	Formatting	approx. 10 weeks
Unit 3	Specialized Documents	approx. 10 weeks
Unit 4	Collaboration	approx. 10 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **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.

➢ **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.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **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

Time/General	Processing	Comprehension	Recall
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

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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

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Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, 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, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- 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
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- 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
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

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

- 9.3.12.BM‑BIM.3: Access, evaluate and disseminate information for business decision-making.

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

- 9.3.12.BM‑BIM.3: Access, evaluate and disseminate information for business decision-making.

Pathway: General Management

- 9.3.12.BM‑MGT.4: Employ and manage techniques, strategies and systems to enhance business relationships.

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.

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.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:

- CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Course: Intro. Microsoft Word Unit: I Microsoft Word Basics Grade Level: 9-12	Unit Overview: Students will examine the basics of Microsoft Word in the business and academic setting.
New Jersey Student Learning Standards (NJSLS): 8.1.12.A.1; 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	
Common Career Technical Core (CCTC): BM.1; BM‑BIM.3; BM-MGT.4	
Common Core State Standards (CCSS): CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2; CCSS.ELA-LITERACY.W.11-12.7	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Examine Microsoft Word as an effective communication tool in the workplace. **NJSLS:** 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 **CCTC:** BM.1; BM-BIM.3;	What is the role of MS Word in office and/or workplace communications? How Is mastery of MS Word necessary for academic and career success?	• Simulate workplace communications using MS Word • Identify business communications • Identify the tech skills necessary for academic and career success.	**Journal:** 1) How would you use Microsoft Word to communicate with peers? 2) How would you use Microsoft Word to communicate in	**Developing Business Office Technology Skills in CTE Classrooms** https://www.icevonline.com/blogwhiteboard/2016/03/developing-business-office-technology-skills-cte-classrooms

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2	How do office personnel and professionals use word processing skills?		the workplace? **Business Communication Lesson Plan:** http://data.cteunt.org/content/files/business/business-information-management-1/unit-4-prepare-databases/4-03-business-communication/4.03-business-communication.pdf **Business Memo:** Write a Business memo to a colleague and include a draft watermark, Table of contents, and create a border.	**MS Word Lesson Plans:** http://blog.aeseducation.com/2015/03/microsoft-word-lesson-plans/ **MS Word Cheat Sheets:** http://ncdae.org/resources/cheatsheets/word.php **MS Word in Business:** http://smallbusiness.chron.com/uses-microsoft-word-business-60168.html **MS Office Business Communication** file:///Users/joshdion/Downloads/Unit_1_Advanced_Word.pdf
Explore the skills necessary to create a word document.	How do you create a document in word?	• Identify parts of the Word screen. • Name and save a	**Simulation:** 1. Initialize Microsoft	**Create a Word Document:** https://support.office.c

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 8.1.12.A.2; 9.3.12.BM.1 **CCTC:** BM.1 **CCSS:** CCSS.ELA-LITERACY.WHST.9-10.2	How do you create a new document using word templates, modify template elements, create a custom template and work with a custom template? How do you save a word document? How do you exit Word?	document. • Key and edit text in a document. Print and close a document. • Identify hardware components appropriate for specific tasks. a. Input b. Output c. Storage • Identify components of the Microsoft Word document. • Demonstrate the process of viewing, printing and saving documents.	Word using either the Start Button or a user created shortcut. 2. Create a new document with desired Word features included. 3. Save a create Word document to a desired user location. 4. Open a saved Word document. **Simulation II:** II. Pull Down Menus- across top (Each feature coverage) -File (Features Overview) -Edit (Features Overview) -View (Features Overview) -Insert (Features Overview) -Format (Features Overview) -Tools (Features	om/en-us/article/Create-your-first-Word-document-I-8fa56981-83b8-4068-b832-f4e0703755f2 **Step by Step Word Document:** http://www.readwritethink.org/files/resources/lesson_images/lesson126/report.pdf

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Overview) (Options/Save password) -Table (Features Overview) -Window (Features Overview) -Help (For assistance always there for you.) -Alt & Underlined for ease of opening.	
Apply MS Office skills to format content. **NJSLS:** 8.1.12.A.2; 9.3.12.BM.1 **CCTC:** BM.1 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1	How do you open, navigate and modify a Word document? How do you replace text, use spell check, auto correction and the thesaurus? How do you apply formatting to a document? How do you change document views, revise margins and alignment, modify tab settings,	• Work with templates. • Set and change margins and tab stops. • Modify font size, style and color. • Apply and remove styles • Align paragraphs. • Create numbered and bulleted lists, and outlines. • Create and format a memo.	**Formatting Practice:** 1. Bold this line of text. 2. Underline this line of text. 3. Align this line on the right side of the page. 4. Change this line to italics. 5. Change this line to 24pt. 6. Cut this line and paste it at the end of the list. 7. Change this line to Verdana font.	**Six Steps to Formatting Word:** http://lifehacker.com/beyond-the-basics-six-tips-for-better-formatting-in-mi-1546090595 **Formatting word Documents:** https://www.etsu.edu/cas/litlang/composition/documents/basicformattingforamicrosoftworddocument.pdf

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
	create page numbers as well as apply headers and footers?		8. Center this line. 9. Add a bullet to this line. 10. Copy this line three times. (Do not just type it again.) 11. Make this line Bold and 16pt. 12. Center and underline this line. 13. Change this line to Arial font in italics. 14. Make this line Comic Sans font, 18pt, Bold and underlined. **Computer Party Formatting Exercise: Font Color, Style, Size, Paragraph** Students in groups of 3-5 will use the mouse pointer to block out text prior to making changes. The groups will	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			recognize the functions available for formatting font and aligning paragraphs. http://www.hasd.org/faculty/CariEggen/Computer%20Party%20for%20website.pdf	
Explore the use of MS Word in word tools used in creating effective business letters, other documents, and reports. **NJSLS:** 8.1.12.A.2; 9.3.12.BM.1; 9.3.12.BM‑MGT.4 **CCTC:** BM.1; BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7	How did MS Word become the standard in workplace word processing?	• Identify parts of a business letter. • Create a business letter in block style format. • Create a business letter in personal business letter format. • Cut, paste, copy, and move text. • Use the Thesaurus and the Research tool. • Check spelling and grammar. • Print an envelope.	**Business Letter:** Using MS Word tools students will write a business letter. Following the completion of the letters, students will peer exchange letters and get peer feedback using a rubric. **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.	**Business Letter:** http://college.cengage.com/english/kolin/successful_writing_concise/1e/students/tech_activities/04.html **Creating Professional Reports:** http://www.makeuseof.com/tag/writing-professional-reports-documents/ **MS Word Resources** http://www.pen.k12.va.us/instruction/career_technical/ms_it_academy/resources/free_resou

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Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		• Find and replace text. Customize the autocorrect feature. • Create and use templates. • Format an academic report. • Create headers and footers. • Insert page numbers. • Insert and delete page and section breaks. • Insert footnotes and endnotes. • Create a table of contents. • Use word count and modify document properties. • Use different views		**rces_from_ms.pdf**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Create columns, tables, and graphs used to organize and display information in a Word document. **NJSLS:** 8.1.12.A.2; 9.3.12.BM.1 **CCTC:** BM.1 **CCSS:** CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2	How do you save document with a new name or in a different format and properly organize a storage location for future reference? How do you incorporate columns of various styles and sizes?	• Create and format columns. • Insert and modify a table and a chart. • Insert and manipulate Clip Art, SmartArt, and WordArt. • Work with a text box. • Insert, position, and modify shapes.	**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 **MS Word Tables Lesson Plans:** http://www.lessonplanet.com/search?keywords=microsoft+word+tables **Practice Data Creating Tables:** 1. Select the Insert tab. 2. Select the Table button in the Tables group. 3. Drag across the	**Editing and Formatting:** http://spclc.org/sites/default/files/Word_Exercise_2__-Editing_and_Formatting.pdf **MS Word Tables:** http://spclc.org/sites/default/files/Word_Exercise_8_-Tables.pdf **Columns and Indenting:** http://spclc.org/sites/default/files/Word_Exercise_8_-Tables.pdf **Bullets and Clip Art:** http://spclc.org/sites/default/files/Word_Exercise_10_-_Bullets_and_ClipArt.pdf **Copying and Pasting Images:** http://spclc.org/sites/de

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Insert Table grid to select the number of rows and columns in the table.	**fault/files/Copying_and _Pasting_Images.pdf**
Examine how collaboration in the workplace enhanced by track changes and other Word tools. **NJSLS:** 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 **CCTC:** BM.1; BM‑BIM.3; BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2	How productivity enhanced by the use of MS Word? What is the role of MS Word track changes in the workplace? What makes the Office Suite a universal tool?	• Insert and edit hyperlinks. • Send documents for review. • Use track changes. • Compare and merge documents. • Create and preview a web page. • Select printing options. • Create and print labels. • Convert documents into different formats. • Create a letterhead.	**Collaborative Projects:** https://www.youtube.com /watch?v=OYiDnUi0oNU **Quick Write Activity**: Describe On a separate sheet of paper, describe a project that you have worked on as part of a group. How did you share information with members of your team? How did you divide tasks between group members? What methods did you use to handle the written components of the project? **Customize Word Options** Customizing	**Collaborating on Word Documents:** **https://support.office.c om/en- us/article/Collaborate- on-Word-documents- with-real-time-co- authoring-7dd3040c- 3f30-4fdd-bab0- 8586492a1f1d** **PC MS Word Collaboration:** **http://www.pcworld.co m/article/259032/how_t o_collaborate_on_micr osoft_word_documents .html**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			Microsoft Word can help you work more efficiently. For example, you can set a default location to use when saving fi les. You can disable the feature that opens e-mail attachments in Full Screen Reading view. When you review documents using the Track Changes feature, you can also personalize the user name and initials associated with the revisions you make, or even change how Word corrects and formats your documents. Be sure to check with your teacher before changing any default settings. Once settings are changed, it might be difficult to revert, or return to, the original settings.	

Unit 1 Vocabulary

Cursor/insertion point
Document window
Insertion point
Mouse pointer
Scroll bar
Scroll Box
Scroll arrow
Status bar
Ribbon
Home tab
Active tab
Contextual tabs
Gallery
Live preview
Theme
Bulleted list
Underlined
Italicized
Quick style
Color scheme
Combined document
Compatibility Checker
Digital certificate
Digital signature
Editing restrictions

Enhanced Screen Tip
Dialog Box launcher
Task pane
Mini toolbar
Shortcut menu
Quick Access toolbar
Office button
Submenu
Formatting mark
Word wrap
File
File name
Paragraph formatting
Character formatting
Font
Font size
Point
Normal style
Style set
Font set
Resizing
Formatting restrictions
Markup

Suggested Unit Projects
Choose At Least One

Using MS Word Templates Create a Fall Newsletter and a cultural activities calendar for the school.	Using MS Word Template and the applications learned during the semester create a back to school night or Halloween dance flyer.

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