



## **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

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

## 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, 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.

<p><b>Course:</b> Intro. to Microsoft Word</p> <p><b>Unit:</b> II</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> In this unit students will learn beginner and advanced formatting techniques in MS Word to be applied in the academic and business setting.</p>
<p><b>New Jersey Student Learning Standards (NJSLS):</b> 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</p>	
<p><b>Common Career Technical Core (CCTC):</b> BM.1; BM-BIM.3; BM-MGT.4</p>	
<p><b>Common Core State Standards (CCSS):</b> 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</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Create and apply Quick Styles.</p> <p><b>NJSLS:</b> 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1</p> <p><b>CCTC:</b>BM.1</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-</p>	<p>What are Quick Styles?</p> <p>How do you create and Apply Styles for Texts, Lists, and Text Boxes?</p> <p>What is the role of style in word processing?</p> <p>Which elements of a Word document can you</p>	<ul style="list-style-type: none"> <li>• Change the format of a specific, or particular, type of text, such as a heading, list, caption, or text box.</li> <li>• Create and apply font, size, color, alignment, or</li> </ul>	<p><b>Quick Write Activity</b> Find an advertisement for a product that you have purchased or would like to purchase. Write a brief description of the advertisement. Note differences in fonts, font sizes, colors, and effects. Note the placement and size of any tables or</p>	<p><b>Quick Styles:</b> <a href="http://superuser.com/questions/731694/how-to-re-arrange-style-items-in-quick-style-list-in-microsoft-word">http://superuser.com/questions/731694/how-to-re-arrange-style-items-in-quick-style-list-in-microsoft-word</a></p> <p><b>Custom Styles:</b> <a href="http://www.pcworld.com/article/2156364/how-to-create-and-share-">http://www.pcworld.com/article/2156364/how-to-create-and-share-</a></p>

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10.2; CCSS.ELA-LITERACY.W.11-12.7	change by applying Quick Styles?	other character and paragraph formats <ul style="list-style-type: none"> <li>• Use and edit predefined, or default styles.</li> <li>• Create your own custom styles and apply the format to your document.</li> </ul>	graphics used in the advertisement. How do these elements support the message of the advertisement?  <b>Quick Styles Simulation:</b> In groups of 2 use Quick Styles and apply to a document.	<a href="http://www.techrepublic.com/blog/microsoft-office/three-simple-ways-to-keep-word-text-together/">custom-style-sets.html</a>
Examine control line and page breaks.  <b>NJSLS:</b> 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1 <b>CCTC:</b> BM.1 <b>CCSS:</b> CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2; CCSS.ELA-	How do line and page breaks enhance document?  How are line and page breaks used in business?	<ul style="list-style-type: none"> <li>• Apply section breaks to change the layout or formatting of a page in your document.</li> <li>• Display paragraph with widow control</li> <li>• Add non-breaking space to a document.</li> <li>• Create a page layout displaying continuous</li> </ul>	<b>Line Breaks Poem:</b> Find a poem that is at least five lines long. Key the poem as one paragraph into a new Word document. Insert manual line breaks where indicated in the original version. Click Show/Hide on the Home tab to see the manual line break symbols at the end of each line of the poem.	<b><u>Three simple ways to keep Word text together</u></b> <a href="http://www.techrepublic.com/blog/microsoft-office/three-simple-ways-to-keep-word-text-together/">http://www.techrepublic.com/blog/microsoft-office/three-simple-ways-to-keep-word-text-together/</a>  <b><u>How to keep two words together on a single line</u></b> <a href="http://legalofficeguru.com/keep-two-words-together-on-single-line/">http://legalofficeguru.com/keep-two-words-together-on-single-line/</a>

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LITERACY.W.11-12.7		section break		
<p>Explore working with graphics.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> BM.1; BM-BIM.3; BM-MGT.4</p> <p><b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2; CCSS.ELA-LITERACY.W.11-12.7</p>	<p>How do graphics improve a document?</p> <p>How are graphics using in word processing?</p>	<ul style="list-style-type: none"> <li>• Resize and scale graphics</li> <li>• Wrap text with graphics</li> <li>• Rotate, crop, and format graphics</li> <li>• Apply beveled graphics with artistic effects</li> </ul>	<p><b>Journal:</b> How would you use graphics in a professional document?</p> <p><b>Story:</b> Write a story using graphics to enhance the appearance of your document and meaning of the story. (one page)</p>	<p><b>Working with Pictures, Shapes, and Graphics</b>  <a href="http://www.howtogeek.com/school/microsoft-word-document-formatting-essentials/lesson4/all/">http://www.howtogeek.com/school/microsoft-word-document-formatting-essentials/lesson4/all/</a></p> <p><b>Exploring Graphics in Word</b>  <a href="http://www.uis.edu/informationtechnologyservices/wp-content/uploads/sites/106/2013/04/Word2007Graphics.pdf">http://www.uis.edu/informationtechnologyservices/wp-content/uploads/sites/106/2013/04/Word2007Graphics.pdf</a></p>
<p>Control image contrast and brightness</p> <p><b>NJSLS:</b> 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1</p> <p><b>CCTC:</b>BM.1</p>	<p>How does adjusting a graphic's contrast make it clearer or sharper?</p> <p>When do you use color and grayscale in business documents?</p>	<ul style="list-style-type: none"> <li>• Demonstrate controlling image brightness and contrast</li> <li>• Recolor graphics</li> <li>• Make the graphic lighter or darker,</li> </ul>	<p><b>Simulation:</b> Adjust the contrast and color of a mock document.</p> <p><b>Create an Agenda:</b> Students will imagine they are a member of the</p>	<p><b>How to Make a Word Document Accessible</b>  <a href="http://www.pcc.edu/resources/instructional-support/access/word.html">http://www.pcc.edu/resources/instructional-support/access/word.html</a></p>

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<p><b>CCSS:</b> CCSS.ELA-LITERACY.RL.11-12.1</p>		<p>or recolor a graphic to give it a stylized effect, such as grayscale or sepia tone</p>	<p>Future Business Leaders club. You need to create an agenda for the next meeting.</p> <ul style="list-style-type: none"> <li>■ Insert a business-oriented graphic to use as the club’s logo.</li> <li>■ Apply artistic effects or picture styles, and crop, resize, and decrease the contrast on the graphic.</li> </ul>	<p><b>MS Word Color</b>  <a href="https://www.youtube.com/watch?v=reDpBQ4oAmM">https://www.youtube.com/watch?v=reDpBQ4oAmM</a></p>
<p>Identify, Insert and modify new objects and objects from files.</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM.1; BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.RL.11-12.1</p>	<p>How do objects modify a word processing document?</p> <p>Why are graphics used in word processing?</p> <p>What is the role of graphics in keeping data up to date?</p>	<ul style="list-style-type: none"> <li>• Insert new object into a document.</li> <li>• Create or revise a table or chart in Word using information from another source, such as data from a graph, chart, PowerPoint slide, Excel worksheet, or other object.</li> <li>• Cut and paste data from other sources.</li> <li>• Insert a</li> </ul>	<p><b>Pen Pal:</b>            Student will be assigned a pen pal, who lives in another country. Your assignment is to write Samira a letter using the Word skills you learned in this lesson. Use your knowledge of orphans and widows to correct the formatting</p> <p><b>Document Simulation:</b>            Modify a Document You work in an office. Your supervisor has asked</p>	<p><b>How to Edit Pictures and Objects in MS Office</b>  <a href="http://www.wikihow.com/Edit-Pictures-and-Objects-in-MS-Office">http://www.wikihow.com/Edit-Pictures-and-Objects-in-MS-Office</a></p> <p><b>Create, change, or delete an OLE object</b>  <a href="https://support.office.com/en-us/article/Create-change-or-delete-an-OLE-object-F767F0F1-4170-4850-9B96-0B6C07EC6EA4">https://support.office.com/en-us/article/Create-change-or-delete-an-OLE-object-F767F0F1-4170-4850-9B96-0B6C07EC6EA4</a></p>

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		<p>screenshot, or picture</p>	<p>you to format a short sales overview for company employees. She has asked that you use your advanced formatting skills to modify the look of the document. Open the data file Company.docx. ■ Design a name and logo for your company using a graphic and custom style. Create custom styles for the document's headings. ■ Apply a hyperlink to the company's logo and link the hyperlink to your teacher's e-mail address. ■ Create a custom style for the Earnings table and add it to the Quick Tables Gallery. ■ Adjust the size of the Outlook chart. ■ Modify the color, size, and position of the Forecast Clip Art. Then, on the second page of your document, key a</p>	

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			<p>paragraph identifying the modify captions you made to the document. Explain why you used the formatting and how the edits you made will improve the document. S</p>	
<p>Create and revise charts using data from other sources.</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM.1; BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.WHST.9-10.2; CCSS.ELA-LITERACY.W.11-12.7</p>	<p>How can sorting can help you see patterns in data and identify important information?</p> <p>How are charts and data used in business documents?</p> <p>How does formatting make documents look more professional and easier to read?</p>	<ul style="list-style-type: none"> <li>• Sort, or arrange, information in tables and lists by a specific category.</li> <li>• sort, or arrange, information in ascending or descending order.</li> <li>• Sort by one or more columns</li> <li>• in the table, including text, numbers, and dates.</li> <li>• Perform a calculation in a table by creating a formula.</li> <li>• Use the Split Cells</li> </ul>	<p><b>Calculating Formulas:</b>            In groups of 2-3 students will create a formula to add the prices of books they will need to buy for school and create a formula that will find the average of your test grades.</p> <p><b>Flyer:</b>            Design a flyer describing the different resources available at your school’s library. Make a list using a different custom style for each resource. Your custom styles should all be complementary, to</p>	<p><b>How To Create a Chart in Microsoft Word</b>  <a href="http://ccm.net/faq/43972-how-to-create-a-chart-in-microsoft-word">http://ccm.net/faq/43972-how-to-create-a-chart-in-microsoft-word</a></p> <p><b>How to Create an Organization Chart on Microsoft Word</b>  <a href="http://smallbusiness.chron.com/create-organization-chart-microsoft-word-58781.html">http://smallbusiness.chron.com/create-organization-chart-microsoft-word-58781.html</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		<p>command to divide a cell into two or more cells.</p> <ul style="list-style-type: none"> <li>• Use the Merge Cells command to combine two or more cells into a single cell.</li> <li>• Change vertical alignment so that the text aligns along the top of the cell, along the bottom of the cell, or is centered in the cell.</li> <li>• Insert a bookmark in a document.</li> </ul>	<p>give your flyer a cohesive look.</p> <p><b>Data Chart:</b> Create a Chart Using Data from Another Source</p> <p><b>Digging up Data:</b> Learning good research skills can help you write papers, reports, and projects while in school. It can also help you write reports in your business life as well. Write a page-long document on how you intend to find useful information online or in the library about a career that you are interested in learning more about. Use two different sources in your research and format your paper using three different techniques that you learned from this</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			lesson.	

<b>Unit 2 Vocabulary</b>	
Address block Ascending order Bookmark Brightness Compress Contrast Crop Descending order	Graphic Greeting line Merge Cells Orphan Resize Rotate Scale Split Cells Widow

## Suggested Unit Projects

*Choose At Least One*

Prepare a Business Letter for Mailing Write a letter that can be sent to five local business owners. In the letter, describe your club and invite the business owner to speak to your club at a meeting.

- 1) Use mail merge to add name and address blocks.
- 2) Use the Business\_Club.docx data file for the addresses.
- 3) Create envelopes for each letter. Use the Auto Check for Errors tool.

Format a Table and Insert a Chart Go online (or ask for help at your local library) and find the most recent annual reports for three different companies. Look for Information for Investors on the site to locate these reports. Read through the reports to find each company's net earnings for the past three years. Create a table with the following information:

- 1) Create the header: Companies' Net Earnings.
- 2) Key the names of each company in the header row and apply a hyperlink to each company's Web site.
- 3) Key the years for each report in the first column.
- 4) Create and apply a custom table style to your table.
- 5) Create a chart based on your table.
- 6) Save the table to Quick Tables Gallery

## Suggested Structured Learning Experiences

Better Business Bureau  
Address: 1262 Whitehorse Hamilton Square Rd #202, Hamilton Township, NJ 08690  
Phone: [\(609\) 588-0808](tel:6095880808)

Kumon – Teaneck Corporate Office  
 Address: 300 Frank W Burr Blvd, Teaneck, NJ 07666  
 Phone: [\(201\) 928-0444](tel:2019280444)