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 Three

Introduction to Microsoft Word

Course Description

Freshman Seminar is a course offered during their freshman year of HS. It is designed to address and remedy possible challenges the student may face in acclimating to high school. In-depth lessons use a variety of both innovative and traditional teaching techniques including: long-range projects, cooperative learning activities, and reflective journal writing. Students practice note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their "real" lives outside of school. They learn about themselves and their futures in the worlds of post- secondary education and careers as they prepare to choose a career path. Each activity contains a suggested time length, required materials, and daily behavioral objectives.

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

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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.

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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 (NJSLS)

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

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

Pathway: Business Information Management

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

Pathway: General Management

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

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Craft and Structure:

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

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.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Common Core State Standards (CCSS)

CCSS - Mathematics

Summarize, represent, and interpret data on a single count or measurement variable:

- CCSS.MATH.CONTENT.HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables:

- CCSS.MATH.CONTENT.HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data

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

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

Course: Intro to Microsoft Word	Unit Overview: Students will learn the skills necessary to format documents and add visual interest to a project with pictures, charts, and tables from outside sources.
Unit: III	
Grade Level: 9-12	

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.MATH.CONTENT.HSS.ID.A.4; CCSS.MATH.CONTENT.HSS.ID.B.5; CCSS.MATH.CONTENT.HSS.IC.B.6; CCSS.ELA-LITERACY.RL.11-12.5; CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Create forms and modify options for form fields. **NJSLS:** 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1 **CCTC:** BM.1 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7;	How are forms used in academics and business? Hoe do blogs impact business, academics, and world events? How do forms and blogs allow you to share information with more	• Create and distribute a form. • Insert form fields such as check boxes and drop-down options • Publish a blog post • Create a blog account.	**Blog:** Students will set up a blog account in Word Press and blog about their year in school, extracurricular activities, and family events. **Forms:** Create a Form to Gather Information The fi lm club	**Add And Modify Field Properties** https://www.youtube.com/watch?v=pDLSyrg6C2Q **Create a Fillable Form:** https://support.office.com/en-us/article/Create-a-

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
CCSS.ELA-LITERACY.W.11-12.10	people?		at your school is showing a series of films on Saturdays. You are in charge of creating a form to find out what kind of films students would like to see.	**fillable-form-39a58412-107e-426b-a10b-ac44937e3a9f**
Identify and add watermarks, background colors, and Fill Effects. **NJSLS:** 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1 **CCTC:**BM.1 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10; CCSS.ELA-LITERACY.RL.11-12.5	How do these features enhance your document or webpage? How are watermarks used in professional documents? How does a theme create a uniform look? What is a technical document?	• Change the color of the background of your document. • Create different shading patterns using Fill Effects. • Add a watermark to a document • Add page borders to enhance the appearance of a document. • Insert Building Blocks	**Study Skills:** Use Color Try using different colored pens to help you learn new material or study for a test. You could use red for key terms, blue for explanations, and green for examples. **Journal:** Why are graphics an important element of a technical document? How might you use graphics in your own writing to explain a complicated idea? Write a brief technical document explaining	**How to customize MS Word exports** **https://confluence.atlassian.com/confkb/how-to-customize-ms-word-exports-202780.html** **How to Create Custom Properties in a Word Document** **http://www.howtogeek.com/217329/how-to-create-custom-properties-in-a-word-document/**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			how to do something or describing how something works. Use headings and picture bullets to organize your information. Then ask a classmate to follow your instructions and review the accuracy of your document. **Flyer:** Create a Film Festival Flyer The fi lm festival is coming up and you want to promote it. You would like to create a draft version of a flyer that can be e-mailed to students and posted around campus.	
Insert and modify captions and cross-references.	What is the role of caption in organizing documents?	• Add a label, called a caption that describes a figure or table.	**Evaluate Word Features** : You have an aunt who is writing a book about the	**Creating captions for figures and tables** **http://www.iec.ch/stand ardsdev/resources/draf**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM‑BIM.3; 9.3.12.BM‑MGT.4 **CCTC:**BM-BIM.3; BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10; CCSS.ELA-LITERACY.RL.11-12.5	Why do APA and MLA require tables and charts to be labeled?	• Use the Insert Caption feature to add captions to Clip Art illustrations, photos, SmartArt graphics, and other figures in a document.	history of your town. You are going to help her format the book. Before you start, you need to identify which Microsoft Word features might be useful to her when navigating and working in a lengthy document. Use the Help tool to learn more about these features, including Word's Navigation Pane and using master and subdocuments in Outline View. Then, write a brief technical document explaining how these features work and how they could be useful when working on the book.	**tingpublications/writing _formatting/tips_recom mendations/captions.ht m** **Cross References** **http://word.tips.net/T00 1391_Inserting_a_Cros s- Reference_to_Text.htm l**
Create and customize tables of contents, figures, and authorities **NJSLS:** 8.1.12.A.1;	How does a table of contents make a professional document more user friendly? Why is organization	• Create a table of contents that lists the headings in the document and the page number where each	**Table of Contents:** Create and Modify Table of Contents Your supervisor at Benson and Cassidy Advertising has asked you to add a	**Easy Way to Create a Table of Contents** **https://learning.linkedin .com/blog/design- tips/the-wicked-easy- way-to-create-a-table-**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM.1 **CCTC:** BM.1 **CCSS:** CCSS.ELA-LITERACY.RL.11-12.5; CCSS.MATH.CONTENT. HSS.ID.A.4; CCSS.MATH.CONTENT. HSS.ID.B.5; CCSS.MATH.CONTENT. HSS.IC.B.6	important in professional documents? Why do legal documents require a customized table of contents?	appears. • Use the Table of Contents dialog box to set the number of levels and alignment that you want in your table, and to modify the styles for your table entries. • Generate a table of figures that lists all of the figures in your document. • Set levels, set the alignment, add and format tab leaders, and modify styles. • Create a list of legal references with a table of authorities.	table of contents to a document for employees. You also need to make a few last corrections to the document in order for it to be ready to be distributed. Open the data fi le Benson.docx and add a table of contents to the document. Use a default format, and set the levels, alignment, and tab leader styles. • Remove the word Executive from the heading on Page 2. • Remove the word Questionnaire from the heading on Page 5. • Remove the word other from the heading on Page 13. • Update the table of contents to	of-contents-in-word#! **HOW TO CREATE A TABLE OF CONTENTS** http://www.dummies.com/software/microsoft-office/word/how-to-create-a-table-of-contents-in-word-2013/

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			include the changes. • Use the Quick Parts tool to create and save your own Building Blocks for a cover page and footer that can be reused for other documents.	
Create and modify indexes. **NJSLS:** 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM‑BIM.3; 9.3.12.BM‑MGT.4 **CCTC:**BM-BIM.3; BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10	Why do academic and professional documents contain indexes? How is the Navigation Pane used in Word documents?	• Mark terms that will be listed in the index. • Insert index into a document • Use the Navigation Pane • Set the Find and Replace options to help you find and replace specific formatting or special characters in your Word documents. • Use outline view	**Quick Write Activity** Describe On a separate sheet of paper, describe the last time you used an index to find something in a book or other document. Did you find what you were looking for? How long did it take you to locate the information you needed? **Diversity Activity:** Value Diversity at School In your community, there are people of different	**Create an Index:** **http://www.howtogeek. com/howto/35495/how-to-create-an-index-table-like-a-pro-with-microsoft-word/** **How to add an index to a Word document using index tags** **http://www.techrepubli c.com/article/how-to-add-an-index-to-a-word-document-using-index-tags/**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		to use a master document to set up, rearrange, and manage a long document by dividing it into subdocuments, or smaller, more manageable parts. • Create and designate a folder to store your master and subdocuments.	ethnic backgrounds, races, and religions. Different people have different views, interests, and abilities. • Key a short letter to a friend. Tell your friend about someone you met recently. Tell your friend about two things you could learn from this person that you would not learn from anyone else you know. • Add a page border and apply your favorite theme to the document	
Examine the use of Building blocks in MS Word.	How does the use of Building Blocks increase productivity? How can you use	• Insert Building Blocks • Create a custom letterhead,	**Company Letter Head:** Using Building blocks create a company letterhead. Be creative and create your	**Add a building block to a gallery** **https://support.office.com/en-us/article/Add-a-building-block-to-a-**

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
NJSLS: 8.1.12.A.1; 8.1.12.A.2; 8.1.12.A.3; 9.3.12.BM‑BIM.3; 9.3.12.BM‑MGT.4 **CCTC:**BM-BIM.3; BM-MGT.4 **CCSS:** CCSS.ELA-LITERACY.W.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.W.11-12.10	building blocks when reusing equations?	watermarks, or even headers and footers that include your company contact information, a mission statement, or even a company logo. • Create a custom template.	letterhead for the company you can envision yourself owning in the future. **Custom Template:** In groups of 3-5 create a custom template that would make your business more productive.	**gallery-449861f8-2d5d-4024-aa80-a383bcc31def** **Building Blocks in Word:** http://www.k2e.com/tech-update/tips/172-using-word-s-building-blocks-and-quick-parts-tools

Unit 3 Vocabulary

Caption Cross-reference Fill Effects Form Form field Index Protect	Tab leader Table of authorities Table of figures Theme Watermark

Suggested Unit Projects
Choose At Least One

Format a Long Document You have been asked to create a program for the outdoor international music festival. The program must include information about the schedule, bands, food booths, and children's activities. Use Word to create a program that includes: 1) A cover page (first page) that lists the festival's name and date. 2) A table of contents (second page). Set the alignment and modify the style used for the table of contents. 3) At least two levels of headings (Heading 1 and Heading 2). 4) At least six headings that provide a logical outline for the festival's information. 5) Two simple figures with captions.	Add Report Formatting and Features The mayor has asked you to format a report to help next year's organizers. Open the data fi le Festival.docx. Make the following formatting changes to the report: 1) Add a DRAFT watermark. 2) Apply a theme. 3) Insert a table of contents. 4) Add entries to the index for sponsors, food, travel, and children. 5) Update the index.

Suggested Structured Learning Experiences

RIVINGTON DESIGN HOUSE Graphic Designer Address: 52 Kenmare St, New York, NY 10012 Phone:(212) 203-7024	Skillsz Graphic Designs Graphic Designer Address: 35 Manor Dr, Newark, NJ 07106 Phone:(862) 215-2943