

Department of College and Career Readiness

# Introduction to Microsoft Word Curriculum

5.0 Credits



## Unit Four

## **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 (NJSL)**

### **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**

##### **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**

#### **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**

#### **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.

#### **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> IV</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b> In this unit students will use Microsoft Word to collaborate with others.</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-BIM.3; 9.3.12.BM-MGT.4</p>	
<p><b>Common Career Technical Core (CCTC):</b> 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.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine the tools to customize and change Word and reviewer options.</p> <p><b>NJSLS:</b> 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</p> <p><b>CCTC:</b> BM-BIM.3; BM-</p>	<p>How can customizing word help you work more efficiently?</p> <p>Why is revision an important step when creating professional documents?</p>	<ul style="list-style-type: none"> <li>• Set a default location to use when saving files.</li> <li>• Disable the feature that opens e-mail attachments in Full Screen Reading view</li> <li>• Personalize the user name and initials associated</li> </ul>	<p><b>Quick Write:</b> 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</p>	<p><b>Track Change Options</b> <a href="https://support.office.com/en-us/article/Advanced-Track-Changes-Options-46207970-9f4d-4a9b-9f84-5155a394dd1e">https://support.office.com/en-us/article/Advanced-Track-Changes-Options-46207970-9f4d-4a9b-9f84-5155a394dd1e</a></p> <p><b>How to Use Microsoft Word's Editing Tools</b></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.RL.11-12.1</p>		<p>with the revisions you make</p> <ul style="list-style-type: none"> <li>• Disable the AutoCorrect options</li> <li>• Personalize username in Track Changes.</li> <li>• Show or hide each reviewer’s changes before sharing the document.</li> <li>• Modify Insertions and Deletions</li> <li>• Use the Track Changes Options.</li> </ul>	<p>methods did you use to handle the written components of the project?</p> <p><b>Essay and Markup:</b>            Write a one-page essay about the importance of teamwork in a professional setting. Exchange documents with a classmate and revise the document and use the Track Changes feature.</p>	<p><a href="https://www.cca.edu/sites/default/files/pdf/08/track-changes2.pdf">https://www.cca.edu/sites/default/files/pdf/08/track-changes2.pdf</a></p>
<p>Identify and insert Date and Time stamps.</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-</p>	<p>Why would you date and time stamp a professional document?</p> <p>Why are citations so important in academic and professional documents?</p>	<ul style="list-style-type: none"> <li>• Use headers and footers to show the current date and time, the name of the last person to access or edit the file, or elements such as page numbers and the</li> </ul>	<p><b>Journal:</b> Why would a professional document require a time and date stamp?</p> <p><b>Simulation:</b> Insert the Date and Time and Change Tracking Options</p>	<p><b>How to Insert an Automatic Date Change in Word</b>  <a href="http://smallbusiness.chron.com/insert-automatic-date-change-word-54059.html">http://smallbusiness.chron.com/insert-automatic-date-change-word-54059.html</a></p> <p><b>Time and Date Stamp:</b>  <a href="http://www.howtogeek.com/214631/how-to-">http://www.howtogeek.com/214631/how-to-</a></p>

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LITERACY.W.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2		file name or path. <ul style="list-style-type: none"> <li>Use the Document Information Panel to save the name of the author, or source.</li> </ul>		<a href="http://www.microsoft.com/word/2013/easily-insert-the-formatted-date-and-time-in-word-2013/">easily-insert-the-formatted-date-and-time-in-word-2013/</a>
Explore MS Word formatting and editing restrictions.  <b>NJSLS:</b> 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 <b>CCTC:</b> BM-BIM.3; BM-MGT.4 <b>CCSS:</b> CCSS.ELA-LITERACY.RL.11-12.1; CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2	Why should you place restrictions on formatting and editing in a professional document?	<ul style="list-style-type: none"> <li>Use the Protect Document feature in Backstage view or the Restrict Editing feature on the Review tab.</li> <li>Restrict Formatting and Editing task pane</li> <li>Excuse specific users from the restrictions so that they can edit those sections while others cannot.</li> <li>Set expectations and editing restrictions.</li> </ul>	<b>Conduct Research:</b> Your high school is organizing a program about driving safety. You have been asked to help research the topic and contribute what you learn to an Internet blog. Open the data file Driving.docx. Choose four of the driving safety topics and research them to find at least one tip regarding how you can become a safer driver. ■ Key each tip under the topic that it addresses. ■ Set the appropriate editing restrictions so that only the topics that you are adding to can be	<b>Word for Teams:</b> <a href="http://www.howtogeek.com/school/microsoft-word-for-teams/lesson4/all/">http://www.howtogeek.com/school/microsoft-word-for-teams/lesson4/all/</a>  <b>Set Formatting and Editing Restrictions:</b> <a href="https://www.youtube.com/watch?v=lyUVeeacgV4">https://www.youtube.com/watch?v=lyUVeeacgV4</a>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>edited. ■ Use the Ribbon or Backstage view to apply the password drive safe to the document.</p> <p>Journal: How does editing someone else’s work compare to editing your own?            Why would you lace editing restrictions on a document?</p>	
<p>Examine the application of passwords and digital signatures</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2</p>	<p>Why would a password be applied to a professional or personal document?</p> <p>How has technology influenced how we view privacy?</p>	<ul style="list-style-type: none"> <li>• Apply as password to a document.</li> <li>• Unprotect a document.</li> </ul>	<p><b>Collaborate with a Classmate :</b>            You and a classmate are in charge of organizing a car wash to raise money for your high school band’s trip to Washington, D.C. You are working together on a flyer to promote a fundraising car wash. ■ Create a flyer that includes the location, time, and cost of the car wash, as well as the reason for it. Save your</p>	<p><b>Digital signatures and certificates</b>  <a href="https://support.office.com/en-us/article/Digital-signatures-and-certificates-8186cd15-e7ac-4a16-8597-22bd163e8e96">https://support.office.com/en-us/article/Digital-signatures-and-certificates-8186cd15-e7ac-4a16-8597-22bd163e8e96</a></p> <p><b>Add or remove protection in your document, workbook, or presentation</b>  <a href="https://support.office.com/en-us/article/Add-">https://support.office.com/en-us/article/Add-</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>flyer as: adv-w3rev-[your first initial and last name]6.docx. ■ Use the Ribbon or Backstage to add a password to the flyer. Create editing restrictions that allow part of the document to be edited. Exchange flyers with another student. Using Track Changes, insert and edit comments and make any necessary edits and send the file back to the original writer. ■ In your document, change the ink colors of the reviewer and the balloon options.</p> <p><b><u>Business Letter Simulation:</u></b> Write a business letter and time and date stamp before submitting to your supervisor.</p>	<p><a href="#">or-remove-protection-in-your-document-workbook-or-presentation-05084cc3-300d-4c1a-8416-38d3e37d6826</a></p>

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<p>Combine versions of a document and Mark as Final.</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2</p>	<p>Why would you have multiple versions of a professional, academic, or personal document?</p> <p>Why would you mark a document as final?</p>	<ul style="list-style-type: none"> <li>• Merge revisions from multiple authors, you can compare and combine multiple versions, or variants, of a document into one combined document.</li> <li>• Perform a mail merge.</li> <li>• Use the Mark as Final command to make the document read-only and prevent any further changes to it.</li> <li>• Browse and recover or delete recent copies of unsaved documents</li> </ul>	<p><b>Save Document Versions:</b>  Your supervisor asked you to create two versions of his restaurant’s menu, one in PDF format to be printed for use in the restaurant and another in .doc format, which will be sent via e-mail or Internet fax to people who may not have access to Office 2007 or 2010. ■ Create a menu with at least seven items, including prices. ■ Insert and format at least one graphic, table, or chart. ■ Save your file as: adv-w3rev-[your first initial and last name]7.pdf. ■ Return to your .docx file and run the Compatibility Checker and remove all items that are incompatible with Word 97-2003. ■ Save your file</p>	<p><b>Merging Documents:</b>  <a href="https://support.microsoft.com/en-us/kb/2665750">https://support.microsoft.com/en-us/kb/2665750</a></p> <p><b>Merge Documents in MS Word</b>  <a href="http://www.wikihow.com/Merge-Documents-in-Microsoft-Word">http://www.wikihow.com/Merge-Documents-in-Microsoft-Word</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>as: adv-w3rev-[your first initial and last name]7.doc.</p> <p><b>Revise a Document:</b>            You are ready to finish editing your driving tips. Before you consider your work final, you need to decide which revisions to accept and which to reject. ■ Open your Driving-10 file. ■ Review all of the edits made by your classmate. ■ Evaluate and respond to some comments. ■ Share the file with your classmate once more. ■ Accept or reject each edit, and delete the comments. ■ Mark your document as final</p>	
Demonstrate the Microsoft Word skill of saving a file as a	Why is the most recent Word version important in the professional	<ul style="list-style-type: none"> <li>• Create a document and convert it to an</li> </ul>	<p><b>Connect:</b>            Describe a situation in which you did not</p>	<p><b>Restore Previous Versions</b>  <a href="http://smallbusiness.ch">http://smallbusiness.ch</a></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>previous version</p> <p><b>NJSLS:</b> 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  <b>CCTC:</b> BM-BIM.3; BM-MGT.4  <b>CCSS:</b> CCSS.ELA-LITERACY.W.11-12.7; CCSS.ELA-LITERACY.WHST.9-10.2</p>	<p>setting?</p> <p>Why would you save a file as a previous version?</p> <p>How can Compatibility Checker prevent you from losing data?</p> <p>Why is it important to use the Document Inspector feature?</p> <p>How do digital signatures validate documents?</p>	<p>older version of Word</p> <ul style="list-style-type: none"> <li>• Use Compatibility checker.</li> <li>• Inspect the document for hidden data or personal information in the document or in its properties.</li> <li>• Attach an invisible digital signature to a document that you send to ensure that the document came from you.</li> <li>• Add visible signature lines to a document that verify can the integrity of the document.</li> </ul>	<p>communicate clearly. What was the result? How could you have better presented your ideas?</p> <p><b>Save a Document As a Previous Version:</b>            Some of your coworkers do not have access to Office 2010 or 2007, so you decide to save a version of your flyer as a Word 97-2003 file. Your supervisor also requests that you hide the list of committee members. You use the Compatibility Checker to make sure that your coworkers will have no problems opening the file.</p>	<p><a href="http://ron.com/restore-previous-versions-word-file-54121.html">ron.com/restore-previous-versions-word-file-54121.html</a></p> <p><b>Save File as an Earlier Version</b>  <a href="https://support.office.com/en-us/article/Save-an-Office-file-as-an-earlier-version-0ba1c61e-1fb9-475f-897a-ae44a325fcde">https://support.office.com/en-us/article/Save-an-Office-file-as-an-earlier-version-0ba1c61e-1fb9-475f-897a-ae44a325fcde</a></p>

## Unit 4 Vocabulary

balloon  
combined document  
Compatibility Checker  
digital certificate  
digital signature  
editing restrictions  
formatting restrictions  
ink color  
markup  
Mark as Final

password  
Reviewing Pane  
signature line  
Track Changes  
Track Changes Options  
Track Formatting  
Track Moves  
version

## Suggested Unit Projects

*Choose At Least One*

Create Use Word to create an order form. Include your company's name at the top of the form. Using Quick Parts, insert fields for the following information:

- 1) The name, address, and telephone number of the customer
- 2) The type of event
- 3) The date and time of the event
- 4) The number of people who will attend
- 5) Which items they would like to order
- 6) Whether your catering company needs to provide tables, chairs, linens, and china be sure to use the appropriate types of form fields. Format the form fields to make it easy to fill out the order form. Then, save the form to the Quick Styles gallery, mark the document as final, and protect the form so it cannot be changed.

Use Word to create a form letter and personalize it for local businesses. Start by creating a form letter. In your letter:

- 1) Include general information about your catering business.
- 2) Encourage the reader to call you for more information.
- 3) Make sure your business letter is formatted correctly. Include a letterhead with your business's contact information.
- 4) Then use the data to create and save Building Blocks that you can reuse later.
- 5) Insert fields for the address and greeting.
- 6) Save your letter as a template.
- 7) Use a digital signature to authenticate the document.

## Suggested Structured Learning Experiences

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