

Word Processing Curriculum Design

Power Standards

Students will:

1. Employ keyboarding fundamentals.
2. Produce relevant business and academic documents using Microsoft Office.
3. Examine different career opportunities.

Power Benchmarks

Students will:

1. Demonstrate proper keyboarding techniques.
2. Manipulate basic software commands.
3. Create an Excel spreadsheet using simple formulas.
4. Format a report using Modern Language Association (MLA) style.
5. Complete Guide ways using IHaveaPlanIowa.gov.
6. Format personal/business letters in various styles.
7. Generate tables and AutoFit cells.
8. Create a PowerPoint that includes Clip Art and animation schemes.
9. Construct a memo.
10. Build levels of speed and accuracy using MicroType.

Word Processing Curriculum Design

Students will be able to:

1. Employ keyboarding fundamentals.
 - Demonstrate proper keyboarding techniques. (1)
 - Build levels of speed and accuracy using MicroType (10)

2. Produce relevant business and academic documents using Microsoft Office.
 - Manipulate basic software commands. (2)
 - Create an Excel spreadsheet using simple formulas. (3)
 - Format a report using Modern Language Association (MLA) style. (4)
 - Create a PowerPoint that includes Clip Art and animation schemes. (8)
 - Construct a memo. (9)

3. Examine different career opportunities.
 - Complete Guideways using IHaveaPlanIowa.gov. (5)
 - Format personal/business letters in various styles. (6)
 - Generate tables and autofit cells.. (7)

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Employ keyboarding fundamentals.</p> <p>Power Benchmark/Competency #1: Demonstrate proper keyboarding techniques</p> <p>Estimated Timeline: 1 Day + On-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global and Culture</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global and Culture	X	X		X		Math	Science	Reading	Social Responsibility	Communication					
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X	X		X																		
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<p>Understandings: <i>Students will understand:</i></p> <ul style="list-style-type: none"> ➤ Proper technique in keyboarding promotes speed and accuracy and is crucial in the prevention of repetitive motion injuries. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the proper physical fundamentals of keyboarding and why are they important?
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<p>Students will be able to:(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Define the following words related to keyboarding: <ul style="list-style-type: none"> ○ Home row, Ergonomics, Carpal Tunnel Syndrome, and Posture 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Demonstrate proper keyboarding technique and body positions when keyboarding.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Visual evaluation by instructor. ➤ Pre and Post assessment of keyboarding technique. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached Keyboarding Technique Rubric. ➤ See attached Competency Rubric.
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Stage 3 – Learning Plan:

Demonstrate proper keyboarding techniques

Power Benchmark/Competency: #1

Learning Activities:	Resources:
Modeling proper techniques by instructor	
Reinforce by using student examples of both proper and improper technique.	
Practice keying passages from textbook or other resource materials.	

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Keyboarding Technique Rubric

Student Name: _____

Date: _____

- | | | |
|----|---|--------|
| 1) | Seating Position | |
| | a. Sitting up straight, spine against the back of the chair | 2 pts. |
| | b. Slight slouch | 1 pt. |
| | c. Pronounced slouch | 0 pts. |
| 2) | Foot Position | |
| | a. Feet flat on the floor | 1 pt. |
| | b. Feet not flat on the floor | 0 pts. |
| 3) | Hand position | |
| | a. Fingers curved over the keyboard, wrists neutral | 2 pts. |
| | b. Either fingers not curved or wrists not neutral | 1 pt. |
| | c. Neither fingers curved nor wrists neutral | 0 pts. |
| 4) | Eyes | |
| | a. Very infrequently looks at fingers/keyboard | 2 pts. |
| | b. Minimal looks at fingers/keyboard | 1 pt. |
| | c. Often looks at fingers/keyboard | 0 pts. |

Total

_____ / 7

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	Exceeds Expectations	Meets Expectations	Needs Improvement
Demonstrates Proper Keyboarding Technique	Student scores at least 6 points on the technique rubric.	Student scores 4-5 points on the technique rubric.	Student scores less than 4 points on the technique rubric.

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Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office.</p> <p>Power Benchmark/Competency #2: Be able to manipulate basic software commands.</p> <p>Estimated Timeline: 1 day + on-going application</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X				Math	Science	Language Arts	Social Studies	Fine/Visual Arts					
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<p>Understandings: <i>Students will understand</i></p> <ul style="list-style-type: none"> ➤ Command buttons improve efficiency and the ability to multi-task. ➤ Formatting buttons bring emphasis to key areas of the document. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why would you need to have more than one document open? ➤ When is it necessary to activate different toolbars? ➤ Why would you want to customize a toolbar? ➤ If you want to emphasize certain parts of a document, what formatting commands might you use and why? 																				
<p>Students will know... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Discern the difference between the commands. ➤ Decide the proper time to apply formatting commands. <ul style="list-style-type: none"> ○ Command buttons, Minimize, Maximize, Close, Start, Toolbars, New, Save, Open, Print, Print Preview, Bold, Underline, Italics, Justification, and Spacing 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Apply the different software commands. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Demonstrate the acquisition of skills through daily assignments. ➤ Visual demonstration to teacher from checklist of essential formatting skills. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See command button checklist ➤ See text manipulation rubric ➤ See competency rubric
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Stage 3 – Learning Plan:

Be able to manipulate basic software commands.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Demonstration of skills by instructor.	
Guided practice with students on overhead LED projector.	
Completion of checklist and worksheet and other reinforcement projects.	

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Command Button Checklist

1. Minimize
2. Maximize
3. New Document
4. Open Document
5. Close Document
6. Save Document
7. Preview Document
8. Print Document

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Text Manipulation Worksheet

1. The first exercise demonstrates horizontal text alignment

Align Left
Align Right
Align Center

2. The second exercise demonstrates the different types of fonts

Serif font
Sans serif font
Script font

3. The third exercise demonstrates how to change font size

8 pt.
16 pt.
24 pt.

4. The fourth exercise demonstrates how to make text bold and italic

Bold
Italic

5. The fifth exercise demonstrates text effects

~~Strikethrough~~
Small Caps
Shadow
Outline
Engrave
Emboss

6. The sixth exercise demonstrates underlining

Underline using the formatting toolbar
Double underline
Bold Underline
Dotted Underline

7. The seventh exercise demonstrates how to change font colors

Blue
Yellow
Red
Green

8. The eighth exercise demonstrates how to highlight text

Yellow
Red
Blue

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	Exceeds Expectations	Meets Expectations	Needs Improvement
Be able to manipulate basic software commands	Scores 24-27 points on the Text Manipulation Worksheet	Scores 19-23 points on the Text Manipulation Worksheet	Scores less than 19 points on the Text Manipulation Worksheet

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office.</p> <p>Power Benchmark/Competency #3: Create an Excel spreadsheet using simple formulas.</p> <p>Estimated Timeline: 2 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X		X		X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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X		X		X																	
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		X																			
<p>Understandings: <i>Students will:</i></p> <ul style="list-style-type: none"> ➤ Excel spreadsheets are powerful tools that can be used to organize and manipulate information. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the advantage of using an Excel spreadsheet over a table created using Word? ➤ How does Excel help to evaluate data through the use of “What-if” analysis? 																				
<p>Students will ... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Understand the difference between values and labels in an Excel spreadsheet. ➤ Decide when it is appropriate to use a Word table and when it is more appropriate to use an Excel spreadsheet. <ul style="list-style-type: none"> ○ Values, Labels, Numeric Labels, What-if Analysis, Spreadsheet, Columns, Rows, Cell, Cell Address, Formulas, Merge Cells 	<p><i>Students will be able to (i.e. do)...</i>(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Utilize an Excel spreadsheet to perform basic math functions. ➤ Format cells in an Excel spreadsheet to accommodate different types of data. 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will compose and turn in documents produced from the various types of media mentioned above. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric 																				

Word Processing Curriculum Design

Stage 3 – Learning Plan:

Create an Excel spreadsheet using simple formulas.

Power Benchmark/Competency: #3

Learning Activities:	Resources:
Students will complete activities from the Word Processing textbook.	
Students will compose original letters and reports and correct them in order to produce corrected, error-free documents.	

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Produce documents from straight copy, handwritten, or rough draft copy	Produces documents containing 1 or fewer errors per paragraph on Assignments 38d and 67c from the textbook.	Produces documents containing 2-3 errors per paragraph on Assignments 38d and 67c from the textbook.	Produces documents containing 4 or more errors per paragraph on Assignments 38d and 67c from the textbook.

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office.</p> <p>Power Benchmark/Competency #4: Format a report using Modern Language Association (MLA) style.</p> <p>Estimated Timeline: 2 days + on-going</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X		X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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<p>Understandings:</p> <ul style="list-style-type: none"> ➤ The way a report looks can be as important as its content. ➤ The use of MLA style provides students a standard format for reports utilized by many high schools and colleges. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What formatting steps are common to business documents and MLA style? ➤ Why do we use MLA style to format a report? 																				
<p>Students will know... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the characteristics of a report prepared in current MLA style. ➤ Recognize that appearance of reports could impact success at school and on the job. ➤ Understand what plagiarism is and what the consequences of plagiarism are. <ul style="list-style-type: none"> ○ Margins, Internal Citations, Side Headings, Plagiarism, Works Cited, MLA 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Prepare a report in current MLA style. 																				
<h3 style="margin: 0;">Stage 2 – Assessment Evidence</h3>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Students will prepare a report from rough copy in current MLA style. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric 																				

Word Processing Curriculum Design

Stage 3 – Learning Plan:

Format a report using Modern Language Association (MLA) style.

Power Benchmark/Competency: #4

Learning Activities:	Resources:
Students will complete activities from the Word Processing textbook in which they have to take rough copy and arrange it in current MLA style	
Students will practice preparing citations in current MLA style.	

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Demonstrates the ability to produce a report in MLA style by applying relevant software commands.	Generate the report in Exercise 57b from the textbook in error-free MLA format including text and bibliography references.	Generate the report in Exercise 57b from the textbook in MLA format with 1-5 errors in text and bibliography references.	Generate the report in Exercise 57b from the textbook in with more than 5 errors in text and bibliography references.

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Students will be able to examine different career opportunities.</p> <p>Power Benchmark/Competency #5: Complete Guideways using IHaveaPlanlowa.gov.</p> <p>Estimated Timeline: 3 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Language Arts</th> <th style="padding: 2px;">Social Studies</th> <th style="padding: 2px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X		X	Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X	X	
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<p>Understandings:</p> <ul style="list-style-type: none"> ➤ IHaveaPlanlowa.gov gives students the opportunity to research careers by following the Guideway steps. ➤ Preparing a career report or PowerPoint or Photo Story helps students to identify possible career paths. ➤ Once a career is identified students can create an academic plan. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the importance of identifying possible career choices? ➤ Where would a student find additional information on a potential career? ➤ Why is it helpful to have an academic plan? 																				
<p>Students will know... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize personality characteristics essential to prospective careers. ➤ From the Guideways steps, the students will evaluate their own skills and career interests. 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify possible careers by completing the Interest Profile. ➤ Explore the national sixteen career clusters ➤ Review plan of study courses 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Have students complete Guideway steps as found in IHaveaPlanlowa.gov 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric
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Word Processing Curriculum Design

Stage 3 – Learning Plan:

Complete Guideways using IHaveaPlanIowa.gov.

Power Benchmark/Competency: #5

Learning Activities:	Resources:
Students will complete the Guideway steps found in IHaveaPlanIowa.gov.	

Word Processing Curriculum Design

Optional – Report Assignment

Purpose

To give students experience in internet research, writing reports, and typing them using proper style and language skills, including spelling, usage, and punctuation.

Assignment

In this assignment, students will be required to write a biography of the historical figure of their choice (must be approved by instructor). This paper must

- be keyed in proper unbound report style, as discussed in class
- margins are to be set at the defaults for Microsoft Word
- include at least two internet bibliography references in MLA style, and may include other sources (either from the internet or some other media)
- be at least three pages long
- use a font can be no larger than 12 pt. and must be Times New Roman.
- NO PICTURES!!!

This assignment satisfies the fifth competency on your syllabus: “Key a report using internet resources.”

Competency	Does not meet expectations (0-6 points)	Meets expectations (7-8 points)	Exceeds expectations (9-10 points)
Paper Style	Student demonstrates no knowledge of MLA style	Paper is formatted in the basic style, with minimal variations.	Paper is formatted in proper MLA style with no variations
Punctuation, Spelling, and Usage	There are more than five errors in punctuation, spelling, or usage per page.	There are between one and five errors per page.	There are no punctuation, spelling, or usage errors.
Paper Length	Less than two pages.	Two to three pages in length.	More than three pages in length.
Research	Less than two internet resources.	Two internet resources	More than two resources from the internet or other media.
References	Did not include references, or references are not in MLA style.	Student attempted to complete references in MLA style, but there are minimal mistakes in formatting or information.	References are completed in perfect MLA style.

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Generate a report using internet resources	Scores 45 or more points on the research paper assignment.	Scores 30-44 points on the research paper assignment.	Scores less than 30 points on the research paper assignment.

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office</p> <p>Power Benchmark/Competency #6: Format personal/business letters in various styles.</p> <p>Estimated Timeline: 5 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Global</th> <th style="padding: 5px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Language Arts</th> <th style="padding: 5px;">Social Studies</th> <th style="padding: 5px;">Fine/Visual Arts</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">X</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>	Career	Technology	Critical Thinking	Global	Personal Responsibility	X	X	X			Math	Science	Language Arts	Social Studies	Fine/Visual Arts			X		
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		X																			
<p>Understandings:</p> <ul style="list-style-type: none"> ➤ Different styles of letters are appropriate in different occasions. ➤ Formatting decisions are determined by each unique situation. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Why is it necessary to have different formats for business correspondence? ➤ When is it appropriate to use each style of letter? 																				
<p>Students will know... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Compare and contrast business and personal letters formats. <ul style="list-style-type: none"> ○ Letterhead, Return Address, Inside Address, Opening, Body, Closing, Reference Initials, Enclosure Notation, Copy Notation 	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Differentiate between the styles of letters. ➤ Discern which type of letter is appropriate for a given situation. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Can students differentiate between the different types of letters? ➤ Can students choose the proper type of letter for a given situation? ➤ Can students produce each type of letter? 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric
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Word Processing Curriculum Design

Stage 3 – Learning Plan:

Format personal/business letters in various styles.

Power Benchmark/Competency: #6

Learning Activities:	Resources:
Students will produce letters in various styles in response to the activities in the Word Processing textbook.	
Students will compose a letter to the principal detailing at least three things that they would change	

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	Exceeds Expectations	Meets Expectations	Needs Improvement
Type personal/business letters in various styles	Generate Letter 4, Exercise 39-40c and Document 1, Exercise 44d-45d from the textbook with no formatting errors.	Generate Letter 4, Exercise 39-40c and Document 1, Exercise 44d-45d from the textbook with 1-2 formatting errors per document.	Generate Letter 4, Exercise 39-40c and Document 1, Exercise 44d-45d from the textbook with more than 2 formatting errors per document.

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office</p> <p>Power Benchmark/Competency #7: Generate tables and AutoFit cells.</p> <p>Estimated Timeline: 4 days</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x				Math	Science	Reading	Social Responsibility	Communication	x		x		x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x	x																				
Math	Science	Reading	Social Responsibility	Communication																	
x		x		x																	

<p>Understandings:</p> <ul style="list-style-type: none"> ➤ Properly formatting information into tables creates an eye-catching presentation. ➤ Organizing information in tabular form helps the reader to easily understand what is being presented. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the purpose of organizing information into a table? ➤ How does a person decide how to organize their information?
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<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know processes for creating a table in Word. ➤ Know the proper alignment for various types of information. ➤ Understand the importance of organizing information into tables. <ul style="list-style-type: none"> ○ Table, Title, Sub-title, Column Headings, Column, Row, Gridlines, Left-align, Center-align, Right-align, Merge cells, AutoFit cells 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Organize information into a table. ➤ Construct a table in a format that is relevant to the information being presented. ➤ Manipulate commands in the Table Menu in Microsoft Word. ➤ Align information in cells according to accepted protocol.
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Can students generate tables using appropriate tabs? ➤ Can students utilize the “Insert Table” function of Microsoft Word? ➤ Can students produce tables that present information in a relevant and well-organized format? 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric
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Word Processing Curriculum Design

Stage 3 – Learning Plan:

Generate tables with horizontal and vertical alignment.

Power Benchmark/Competency:#7

Learning Activities:	Resources:
Students will produce tables that duplicate exercises from the textbook.	
Students will produce tables that organize information from other sources, such as the internet, magazines, and other media.	

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Generate tables with horizontal and vertical alignment	Produces Table 2, Ex. 60c, pg 109 from the textbook with 1 error or less and includes proper tabs and alignment.	Produces Table 2, Ex. 60c, pg 109 from the textbook with 2-3 errors and includes proper tabs and alignment.	Produces Table 2, Ex. 60c, pg 109 from the textbook with 4 errors or more.

Word Processing Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Students will be able to produce relevant business and academic documents using Microsoft Office.

Power Benchmark/Competency #8:
Create a PowerPoint that includes Clip Art and animation schemes.

Estimated Timeline: 2 days

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
x	x		x	x
Math	Science	Reading	Social Responsibility	Communication
		x		x

Understandings:

- PowerPoint presentations are useful tools to deliver information in an entertaining format.
- PowerPoint allows the presenter to easily summarize a large amount of information into a concise presentation.
- Slide construction should be used to enhance, not distract from, your presentation.

Essential Questions:

- When is it appropriate to use slide transitions and animation?
- What information is relevant for a PowerPoint and what is too specific?
- What must you consider when deciding on slide format and background design?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Understand that a PowerPoint presentation is similar to note cards used when giving a speech.
- Recognize the potential a PowerPoint presentation has for captivating an audience.
 - PowerPoint, Slide, Animation Scheme, Slide Transition, ClipArt, Slide layout, Slide design (color scheme), Textbox, Bullets

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Prepare a PowerPoint presentation that includes ClipArt and animation schemes.
- Utilize different slide layouts as appropriate.
- Determine the appropriate font size, style, and color for a presentation.
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Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Can students prepare memoranda in appropriate format?
- Can students evaluate information and determine whether or not it should be distributed in memo format?

Key Criteria: (Rubric)

- See attached rubric

Word Processing Curriculum Design

Stage 3 – Learning Plan:

Create a PowerPoint that includes Clip Art and animation schemes.

Power Benchmark/Competency: #8

Learning Activities:	Resources:
Students will duplicate exercises from the textbook using the Microsoft Word memo templates.	
Students will decide whether given information is best distributed in a memo or through some other form of business communication.	

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Prepare memorandum	Prepares Memo 2, Exercise 41c, pg 75 in the textbook with 1 or fewer errors in typing, format and alignment.	Prepares Memo 2, Exercise 41c, pg 75 in the textbook with 2 or 3 errors in typing, format and alignment.	Prepares Memo 2, Exercise 41c, pg 75 in the textbook with 4 or more errors in typing, format and alignment.

Word Processing Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 2: Students will be able produce relevant business and academic documents using Microsoft Office.</p> <p>Power Benchmark/Competency #9: Construct a memo.</p> <p>Estimated Timeline: 2 days + ongoing</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Career</th> <th style="padding: 5px;">Technology</th> <th style="padding: 5px;">Critical Thinking</th> <th style="padding: 5px;">Personal Responsibility</th> <th style="padding: 5px;">Global & Cultural</th> </tr> <tr> <td style="padding: 5px;">x</td> <td style="padding: 5px;">x</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Math</th> <th style="padding: 5px;">Science</th> <th style="padding: 5px;">Reading</th> <th style="padding: 5px;">Social Responsibility</th> <th style="padding: 5px;">Communication</th> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x	x				Math	Science	Reading	Social Responsibility	Communication					x
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x	x																				
Math	Science	Reading	Social Responsibility	Communication																	
				x																	
<p>Understandings: Students will understand:</p> <ul style="list-style-type: none"> ➤ Microsoft Word enables the user to easily construct memos. ➤ How to use Microsoft memo templates. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ In what situations is it appropriate to create a memo? ➤ How do we adjust Microsoft Word to accept different sizes and styles of memo templates? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the writer and receiver of a memo and in what position on the introduction information must be placed. ➤ Type the body of a memo in proper format 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Use a Microsoft Word template to construct a memo. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Can students produce documents that include a properly formatted memo? 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ See attached rubric
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Stage 3 – Learning Plan:

Construct a memo.

Power Benchmark/Competency:#9

Learning Activities:	Resources:
Students will produce various styles of business communication that include memos.	

Word Processing Curriculum Design

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Construct envelopes and/or mailing labels	Generate an envelope for Letter 4, Exercise 39-40c and mailing labels for Document 1, Exercise 44d-45d from the textbook with no formatting errors.	Generate an envelope for Letter 4, Exercise 39-40c and mailing labels for Document 1, Exercise 44d-45d from the textbook with 1 formatting error.	Generate an envelope for Letter 4, Exercise 39-40c and mailing labels for Document 1, Exercise 44d-45d from the textbook with more than 1 formatting error.

Word Processing Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Students will understand the benefits to speed, accuracy, and injury avoidance of proper keyboarding technique.

Power Benchmark/Competency #10:
Build levels of speed and accuracy using Microtype.

Estimated Timeline: Ongoing

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
x	x		x	
Math	Science	Reading	Social Responsibility	Communication
		x		x

Understandings:
Students will understand:

- Overall efficiency will improve when students develop keyboarding speed and accuracy.
- Increased proficiency will result from the use of proper techniques while keying information.

Essential Questions:

- Why is it important to increase keyboarding speed?
- Why is it important to develop keyboarding accuracy?
- What are the techniques used to develop basic keyboarding skills?

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Recognize the importance of improving keyboarding proficiency.
- Recall the keyboarding techniques related to the development of speed and accuracy.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Demonstrate increased keyboarding proficiency on an ongoing basis throughout the course.
- Measure improvement on timed writing activities and course assignments.
- Identify poor keyboarding techniques that hinder improvement.

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e. Assessment used to determine proficiency on competency*)

- Can students demonstrate continual improvement in speed and accuracy throughout the term?

Key Criteria: (Rubric)

- See attached rubric

Word Processing Curriculum Design

Stage 3 – Learning Plan:

Build levels of speed and accuracy.

Power Benchmark/Competency: #10

Learning Activities:	Resources:
Students will receive instruction on proper keying technique.	
Students will complete timed tests using MicroType ranging from 1-3 minutes on a regular basis throughout the term in order to evaluate progress.	
Students will complete MicroType activities to increase speed and accuracy.	

Word Processing Curriculum Design

	Exceeds Expectations	Meets Expectations	Needs Improvement
Build levels of speed and accuracy	38+ words/minute with 0-3 errors on a 3-minute timing	24-37 words/minute with 0-5 errors on a 3-minute timing	Less than 24 words/minute, or more than five errors on a 3-minute timing