

Jay Curriculum: Unit Cover Page

Unit title: Word Processing

Grade Level: 10-12

Content Area(s): Business/Computers

Date Created:

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**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

A ELA
 3
 Science
L 7

Unit: Word Processing

Brief Summary of Unit/Topic

Summary:

Students will learn how to operate the computer using the word processing software program Word 2000. Students will learn how to input data in an efficient manner as well as how to use shortcut methods to enable them to move around in a document at a faster pace.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

How the program operates and the efficiency of data input using the proper shortcuts and methods.

Students will be able to:

Operate the computer using Word 2000 as the software program.

Enduring Understanding/s:

How to create a document, open a document, and print a document.

How to format – set margins, change font, set tabs.

How to move, copy, and past text.

How to find and replace text.

How to place headers, footers, page numbers, section breaks.

How to set columns and tables.

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)
Completion of critical thinking exercises	ELA E3			
Completion of Critical thinking exercise and challenge problems	Science L7			
QUIZZES, TESTS, PROMPTS				
Chapter tests				
OTHER				
Completion of class work				
STUDENT SELF ASSESSMENT				
Self assessment of work				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Understand the menu bars and what each icon stands for
2. Prepare a document, save a document, open a document
3. Perform formatting functions including – changing font type, size, centering, tabs, adding borders, shading, bullets/numbering
4. Understand how to edit a document using cut, copy, paste, find, replace, spell check, and thesaurus.
5. Understand how to set margins, select paper style, select a printer, print a document.
6. Understand the purpose and know how to set page and section breaks, page numbers, headers, footers, footnotes, endnotes, comments.
7. Prepare documents using templates and wizards.
8. Understand the purpose and complete mail merge
9. Understand how and when to use text boxes, WordArt, inserts graphics.

REFERENCES: