Pine Hill Public Schools Curriculum			
Content Area:	Electives		
Course Title/ Grade Level:	Technology in Action _ Word _ Grade Level 9_12		
Unit 1:	Word Processing Concepts	Duration:	8 Weeks
Unit 2:	Business Documents	Duration::	8 Weeks
BOE Approval Date:	August 26, 2014		

<td colspan="2" align="center">**Pine Hill Public Schools** **Curriculum**</td>
Unit Title: Word Processing Concepts	**Unit #: One**
Course or Grade Level: Technology in Action _ Word _ Grade Level 9_12	**Length of Time: 8 Weeks**
Pacing	Weeks 1-8
Essential Questions	- Why is it necessary to know the various basic components from Word? - What features are used in word processing to edit and format a document? - How are the use of proofreading symbols beneficial? - What are margins? - What are attributes? - What are alignments? - What is the clipboard and how do you use it? - How can bullets and numbers enhance the appearance of a document? - What is the purpose of the tab feature? - How does one effectively communicate data using a table? - How can the use of tables be beneficial for text and graphic placement? - When would it be beneficial to use a table to present information?
Content	- Identify parts of the Word screen and ribbons and tabs - Using shortcut keys - Organize data in tables - Enhance the appearance of a document - Attributes - Alignments - Page layout - Fonts sizes/font styles - Numbering/bulleting - Line spacing/paragraph spacing - Tabs - Use of graphics/images
Skills	- Identify parts of the screen, including the ribbons - Create a document using formatting features such as attributes, alignments, spacing, page layout, shade/fill, font style and size - Writing and Editing features, such as copy, cut, paste, undo, delete, insert, backspace, Autocorrect, AutoText, Smart Tags, spell check, thesaurus, find and replace - Create and organize data in tables - Create a document and insert graphics - Print options - Page and section breaks - Create charts
Assessments	- Benchmark Assessment - Quizzes - Tests - Student and teacher created rubrics - Student Portfolio of Products

	• Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	• Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners
Inter-disciplinary Connections	• History • Language Arts
Lesson resources / Activities	• <u>Learning Microsoft Office 2010 Deluxe Edition</u> • Teacher created handouts • Teacher website

Common Core Standards	
Content Statement:	**Standard(s):**
	8.1 Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge
	(Strand A. Technology Operations and Concepts)
	8.1.12.A.2 Produce and edit a multipage document for a commercial or professional audience using desktop publishing and/or graphics software
The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations
	(Strand D. Digital Citizenship)
Technological advancements create societal concerns regarding the practice of safe, legal, and ethical	8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons

behaviors	guidelines
	(Strand E. Research and Information Literacy) 8.1.12.E.2 Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field
Effective use of digital tools assists in gathering and managing information.	
	(Strand F. Critical Thinking, Problem Solving, and Decision-Making) 8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
Information accessed through the use of digital tools assists in generating solutions and making decisions.	
	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. **(Strand A. Critical Thinking &Problem Solving)** 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	
	(Strand B. Creativity and Innovation) 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	
	(Strand C. Collaboration, Teamwork, and Leadership) 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.	
	(Strand E. Communication and Media Fluency) 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
Digital media are 21st-century tools used for local and global communication.	

Ethical behaviors support human rights and dignity in all aspects of life.	**(Strand F. Accountability, Productivity and Ethics)** 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.			

**21st Century Themes**
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
**21st Century Skills**
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X		Life and Career Skills

Pine Hill Public Schools Curriculum		
Unit Title: Business Documents		**Unit #: Two**
Course or Grade Level :Technology in Action _ Word _ Grade Level 9_12	**Length of Time: 8 Weeks**	
Pacing	Weeks 8-16	
Essential Questions	- How is written communication an essential part of a successful business? - What types of written communication are used throughout the workplace? - How would an employer or client respond to receiving written communication with errors? - What is the purpose of a personal business letter? - How does the use of a standard setup of a personal business letter increase productivity? - What is the purpose of a newsletter? - What are the advantages of using the MLA report style? - What is a mail merge? - What is a watermark? - How to use footnotes and endnotes? - How to create a bibliography, using Word and the Internet? - How to create an outline? - How to create an index and table of contents?	
Content	- Correct letter format for written correspondence - Correct memo format for written correspondence - Correct format for labels, envelopes, and mail merge documents - Set up reports - MLA citations - Long quotations - Bibliography - Set up newsletters - Attach documents to email	
Skills	- Create and format a memo - Create and format a letter - Create a letter with a table - Create letterhead using graphics, clipart, symbols, text, etc. - Explain the importance of mail merge - Create label, envelopes, and mail merge documents - Create reports - Page and section breaks - Page numbering - Headers and footers - Create a newsletter - Multiple-Column Layouts - Formatting columns and text - Column breaks - Create and attach documents to email - Create charts	

Assessments	• Benchmark Assessment • Quizzes • Tests • Student and teacher created rubrics • Student Portfolio of Products • Alternative assessments (i.e. performance based, inquiry project)
Interventions / differentiated instruction	• Extended time for completion of assignments or tests • Grouping • Shortened assignments • Assignment notebooks • Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) • Visual demonstrations • Presentation of material in small steps • Visual or multisensory materials • Functional level materials • Mnemonic aids/devices • Credit for class participation, effort and attendance • Modified tests • Tutoring assistance (peer, pal, teacher, etc.) • Emphasis on successes • Graphic Organizers • CITW strategies • Peer editing, think/pair/share, small group • Include strategies aimed at assisting English Language Learners
Inter-disciplinary Connections	• History • Language Arts
Lesson resources / Activities	• <u>Learning Microsoft Office 2010 Deluxe Edition</u> • Teacher created worksheets • Teacher website

Common Core Standards	
Content Statement:	**Standard(s):**
	8.1 Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge **(Strand A. Technology Operations and Concepts)**
The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.12.A.2 Produce and edit a multipage document for a commercial or professional audience using desktop publishing and/or graphics software 8.1.12.A.4 Create a personalized digital portfolio that contains a resume, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations

Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors	**(Strand D. Digital Citizenship)** 8.1.12.D.2　　Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines
Effective use of digital tools assists in gathering and managing information.	**(Strand E. Research and Information Literacy)** 8.1.12.E.2　　Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field
Information accessed through the use of digital tools assists in generating solutions and making decisions.	**(Strand F. Critical Thinking, Problem Solving, and Decision-Making)** 8.1.12.F.2　　Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	**9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.** **(Strand A. Critical Thinking &Problem Solving)** 9.1.12.A.1　　Apply critical thinking and problem-solving strategies during structured learning experiences.
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	**(Strand B. Creativity and Innovation)** 9.1.12.B.1　　Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.	**(Strand C. Collaboration, Teamwork, and Leadership)** 9.1.12.C.4　　Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences. 9.1.12.C.5　　Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
Digital media are 21st-century tools used for local and global communication.	**(Strand E. Communication and Media Fluency)** 9.1.12.E.1　　Create messages for different purposes and audiences with sensitivity to cultural, gender, and

Ethical behaviors support human rights and dignity in all aspects of life.	age diversity, using various digital media outlets. **(Strand F. Accountability, Productivity and Ethics)** 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. 9.1.12.F.3 Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.		

	21st Century Themes						
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy

	21st Century Skills						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		