Computer Applications

[Implement start year (2013-2014)]

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Unit 2 Processing Documents in the Workplace

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)

Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

Standard 8.1 Educational 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.

Standard 9.1 21st Century Life & Career Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses and/or degrees.

21st Century Themes
(www.21stcenturyskills.org)

_X__Global Awareness
_X__Financial, Economic, Business and
       Entrepreneurial Literacy
___ Civic Literacy
___ Health Literacy
___ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_X__Creativity and Innovation
_X__Critical Thinking and Problem Solving
_X__Communication and Collaboration

Information, Media and Technology Skills:
_X__Information Literacy
___Media Literacy
_X__ICT (Information, Communications and
       Technology) Literacy

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
EU 1 Successfully using An office suite' basic components are necessary to produce professional business documents.	*EU 1* • Why is it necessary to know the various basic components from an office suite' that are used to produce professional business documents?
EU 2 Effective business communication is a result of successfully applying word processing concepts.	*EU 2* • 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? • How does one effectively communicate data using a table?
EU 3 Enhancements improve the professional appearance of business documents.	*EU 3* • What are enhancements? • Why are enhancements beneficial for professional looking documents? • How do we use enhancements?

Knowledge: *Students will know . . .*	Skills: *Students will be able to . . .*
EU 1 • how to identify computer hardware. • how to identify the parts of the word processing screen including menus on ribbon, toolbars, default settings, scroll bar, and task bar • how to use shortcut keys of commonly used features in word processing.	*EU 1* • identify the parts of the computer. • identify and apply the use of menus on ribbon, toolbars, default settings, scroll bar, and task bar on the word processing screen • create a document using shortcut keys & changing default settings. • define various terms related to the computer, menus, & toolbars.
EU 2 • how to apply correct letter format for written correspondence. • how to apply correct memo format for written correspondence. • how to identify and apply word processing features to create. labels, envelopes, and mail merge documents. • how to communicate information through reports. • how to create a newsletter. • how to organize data in tables. • how to attach documents to email.	*EU 2* • explain the purpose of word processing. • create and format a memo. • create and format a letter. • explain the importance of mail merge. • create labels, envelopes, & mail merge documents. • create reports. • create a newsletter. • create and organize data in tables. • create a letter and incorporate a table into it. • create and attach documents to email.
EU 3 • how to utilize special features to enhance the appearance of documents • how to manipulate graphics • how to use graphics/clipart/symbols/word art/text boxes when creating and enhancing documents.	*EU 3* • create a document using special features, such as bold, italicize, underline, shade, fill, font type & size, alignment, spacing, and page layout to enhance document appearance. • create a document using the drawing toolbar to manipulate graphics inserted into a document. • create a letterhead using graphics, clipart , symbols, word art, text boxes, etc. and borders.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- You are an employee at Comp Tech Inc. Your boss has appointed you to be the leader of the company picnic committee. You and your committee have researched various vendors and have decided on 3 of them to submit proposals. You are to contact the vendors via regular mail explaining the purpose of your communication, suggesting possible menu items and listing 3 optional dates.   Once your committee chooses the vendor, location and date, you must internally communicate the location, date, time, menu, and activities with your company's employees. (EU1, EU2, EU3)

- Comp Tech Inc. produces a monthly publication. You and your committee ran a successful company picnic and are asked to create the first page of the monthly publication highlighting elements of the day's events. (EU1, EU2, EU3)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Teacher generated tests on identification of hardware, screen menus, and toolbars
- Work samples of the following:

Memos

Emails

Personal & business letters

Mail merge document

Tables

Reports

Newsletter

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Identify parts of word processing screen assignment (A)
- Define word processing vocabulary (A)
- Create models for business documents (A)
- Explain the purpose of business documents (M)
- Create document using shortcut keys (A, M, T)
- Using the model of a memo/email, create and format memos/email (M, T)
- Using the model of a personal & business letters, create and format personal & business letters (M, T)
- Using the model of a label & envelope, create a label for an envelope (M, T)
- Using the model of a mail merge document, create and format a mail merge document (M, T)
- Using the model of a report, create and format reports (M, T)
- Using the model of a newsletter, create and format newsletter (M, T)
- Using the model of a table, create and format tables (M, T)
- Using the model of a letterhead, create a letterhead for a business letter using graphics/clipart/symbols/word art/text boxes. (M, T)

* Unit 2 suggested timeline: 12 weeks

- Word screen, shortcut keys express movement, & vocabulary: ½ week
- Memo/email: ½ week
- Personal/Business Letters & Letterhead: 3 weeks
- Mail Merge: 1 week
- Reports: 3 weeks
- Newsletter: 2 weeks
- Table: 2 weeks

Vocabulary:
- disk
- disk drive
- keyboard
- modem
- monitor
- mouse
- printer
- surge protector
- soft copy
- hard copy
- access
- application
- network
- RAM
- backup
- pixels
- curser
- menu
- email
- internet
- memo
- personal business letter
- business letter
- letterhead
- mail merge
- newsletter
- table
- report