Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: A. **Plan, design and manipulate database objects**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b.c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Create and manipulate a database
- Create a table, a query, a report and a form in various ways and views
- Create table relationships
- Know database terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What does a relationship in a database mean?
- What is the difference between a report and a query?
- What can you make from having a query?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: B. **Simplify data entry with data types, properties and find with filters**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Distinguish between different field types (text, number, lookup, etc.)
- Process material using database features (sort/filter/merge)
- Modify databases using queries (combine, calculate, update, delete)
- Use import, export features
- Know terminology related to databases

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What is the difference between a filter and a query?
- How can the data type and/or the data properties affect the information in your database?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using a Database

Instructional Unit: C. Use advanced database functions, concatenations and calculations

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Apply concatenations to fields
- Utilize formulas/calculations in fields
- Manipulate the database to yield the necessary results

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How can you join two or more fields into one field?
- Name three relational operators and their use as far as criteria

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: D. **Electronically organize and manage digital files**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 3,5
CCSS: 11-12.RI.4
NETS: 1a; 2b; 3b,c; 6
Performance: 1.5, 1.10, 2.7

Unit (Section 3)

Learning Targets:

- Create, manage and transfer files and folders
- Organize files on a server or web based system
- Create screen captures
- Map drive
- Demonstrate proper network user procedure (log on/save to)

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Screen capture at various times

Sample Assessment Questions:

- How do you take a screen capture? Why would a person need to?
- Why is file maintenance or management so important in the digital world?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: E. Choose applications for a specified task as well as file extensions

Standard Alignments (Section 2)

VACLE: N/A
Knowledge: (CA) 3,5
CCSS: 11-12.RI.4
NETS: 1a; 2b; 3b,c; 6
Performance: 2.1, 2.7

Unit (Section 3)

Learning Targets:

- Determine appropriate software application for tasks needed
- Utilize resources to classify and differentiate digital file extensions to match them to appropriate media and source editors
- Demonstrate how to change defaults

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative: Written test

Sample Assessment Questions:

- If my supervisor wanted me to organize the inventory for the office, what program would I use to make this happen?
- If a .rtf file is sent to me, what program would I use to open and edit this document?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Computer Applications

Curricular Unit: Execute Basic Computer Operations

Instructional Unit: F. **Properly create and print out documents in word processing, spreadsheets, presentations and database**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 3,5
CCSS: 11-12.RI.4
NETS: 1a; 2b; 3b,c; 6
Performance: 1.8, 2.1

Unit (Section 3)

Learning Targets:

- Use of templates to create documents in any application
- Proofread/edit all work for professionalism
- Properly print a document as instructed in various ways

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative: Projects throughout the course

Sample Assessment Questions:

- Why is the knowledge and use of templates important?
- Proofreading is an important skill because: _____

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 2

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: G. **Insert and modify text/animation to enhance slides**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,c; 3b,c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Demonstrate correct use of presentation software terminology
- Create, format and edit presentations
- Enhance presentation with sound, animation, graphics, transitions, and video

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How much is “too much” on a presentation?
- Why are animations and/or transitions used in a presentation?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: H. **Insert and modify images and objects on slides**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Identify copyright principles when using images (public domain, copy protection)
- Insert, wrap, modify images and objects

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback

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- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How do you know if an image is “free” to use in your presentation or publication?
- What is the difference between copyright and public domain?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Presentation Applications

Instructional Unit: I. **Manage and deliver a presentation**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6a,d
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Identify audience and design presentation with audience in mind
- Prepare handouts
- Speak to the audience with eye contact and confidence
- Identify appropriate amount of information on a slide
- Review what to say that differs from slide content

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What are three different options in printing a presentation?
- Why is it important to not read the slide information straight to the audience?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: J. **Format and align cells and cell data**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 2,4)
Knowledge: (CA) 1,3
CCSS: 11-12.RI.4; 11-12.RST.3
NETS: 1; 2a; 3c,d; 4a-c; 5; 6
Performance: 1.4, 1.6-1.8

Unit (Section 3)

Learning Targets:

- Create, design and edit spreadsheets
- Edit and manipulate workbooks, worksheets, ranges, tabs
- Use values and labels properly
- Import and export various files to integrate applications
- Interpret and organize spreadsheet data (sort/filter)
- Demonstrate correct use of Spreadsheet terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Production test

Sample Assessment Questions:

- What is the difference between a label and a value?
- How is it possible to take all your information and then pull from it only the specific information you need at that moment and not the entire spreadsheet of information?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: K. Use advanced functions in spreadsheets

Standard Alignments (Section 2)

VACLE: N/A
Knowledge: (CA) 1,3
CCSS: 11-12.RI.4; 11-12.RST.3
NETS: 1; 2a; 3c,d; 4a-c; 5; 6
Performance: 1.4, 1.6-1.8

Unit (Section 3)

Learning Targets:

- Create basic formulas with addition, subtraction, multiplication and division, auto sum, and if statements
- Use conditional formatting, payments, what if's
- Use relative and absolute formula cell references
- Use nested formulas
- Identify dependencies in a formula
- Demonstrate knowledge of formula terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Production test

Sample Assessment Questions:

- Explain the differences between absolute and relative reference and when you might use those?
- What could conditional formatting be used for in the real world?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

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Curriculum: Computer Applications

Curricular Unit: Construct business documents using Spreadsheet Applications

Instructional Unit: L. **Create and format multiple chart types**

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 2,4)
Knowledge: (CA) 1,3
CCSS: 11-12.RI.4
NETS: 1; 2a; 3c,d; 4a-c; 5a-c; 6
Performance: 1.4, 1.6-1.8

Unit (Section 3)

Learning Targets:

- Create, format and edit charts and graphs (such as a pie, column, and line chart) in its proper use
- Format legend, title, y and x axis on charts
- Demonstrate knowledge of chart terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Production test

Sample Assessment Questions:

- Explain how a person knows which chart to use in which situation?
- What are three things you can do to customize a chart?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: M. Create, format and modify tables

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1
CCSS: 11-12.RI.4
NETS: 1a,b,d; 3b,c; 4b; 5b,c; 6
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Create advanced customized tables (text direction & alignment/borders/shading/sort/ calculations of basic formulas)
- Add/delete a row/column
- Knowledge of basic table terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- How do you align text vertically?
- How do you make calculations within a table to add values in the table?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: N. Create mail merge documents

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1,5
CCSS: 11-12.RI.4
NETS: 1; 2a,b; 3c,d; 4a-c; 5; 6
Performance: 1.4, 1,6, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Create a main form document to use with data sources
- Create and/or edit a data source document and integrate with Access
- Merge letters, directories, labels, envelopes
- Demonstrate knowledge of mail merge terminology

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- Why is mail merge helpful in the business world?
- What is the difference between the form document and the merged document?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4

Curriculum: Computer Applications

Curricular Unit: Construct Business Documents Using Word Processing Applications

Instructional Unit: O. Insert, format and manipulate objects in a word processing document

Standard Alignments (Section 2)

VACLE: PP.1.C (Levels 1-4)
Knowledge: (CA) 1,5
CCSS: 11-12.RI.4; 11-12.RI.7
NETS: 1; 2a,b; 3c,d; 4a-c; 5; 6
Performance: 1.4, 1.8, 2.2

Unit (Section 3)

Learning Targets:

- Insert, format, align, and wrap graphics, text boxes, hyperlinks
- Insert references, citations, page numbers, headers/footers
- Insert page, section and column breaks
- Format styles, bullets/numbering
- Demonstrate knowledge of terminology of concepts

Instructional Strategies:

- Guided practice to demonstrate software being used:
  - Capabilities of software
  - Modeling of software
  - Quality vs. unacceptable work
- Independent practice to give students opportunities to create samples of quality work
- Differentiated instruction for:
  - visual learners
  - auditory learners
  - one-on-one instruction
- Academic labs available to give individual assistance to students:
  - with makeup work
  - who need reinforcement
- Formative feedback to:
  - assess progress
  - give suggestions for improvement
  - clarify expectations

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Assessments/Evaluations:

- Formative:
  - Edmodo mini quizzes for comprehension checks
  - Teacher:
    - guidance
    - monitoring
    - feedback
- Summative:
  - Written test
  - Summative project

Sample Assessment Questions:

- What are some problems individuals have when inserting items into documents?
- How are section breaks useful in documents?
- What is the difference between the many different breaks that can be put in a document?

Instructional Resources/Tools:

- Microsoft Office Software Suite
- Online resources
- Technical manuals/textbooks

Cross Curricular Connections:

- ELA:
  - Reading
  - Writing
  - Language
  - Speaking and listening
- Visual Arts

Depth of Knowledge (Section 5)

DOK: 4