

**Academics in Career Education (ACE V)****Building Capacity to Create Work Experiences**

A collaborative project sponsored by GRO

Funded through the Minnesota Department of Education

**Course: Microsoft Office 2007****Unit: Microsoft Word**

Approximate time: *(Hours or class periods needed to complete unit.)*

30-40 class hours

Materials: *(Materials needed by teacher and students to complete the work.)*

**Books**

- Microsoft Office 2007: Introductory Concepts and Techniques Windows XP Edition, Shelly Cashman Series, S. Cashman Vermaat 2008
- Contemporary's Number Power 2: Fractions, Decimals, and Percents, McGraw Hill Wright Group, J. Howett, 2000
- Contemporary's Number Power 4: Geometry, McGraw Hill Wright Group, R. Mitchell & D. Prickel, 2000
- Contemporary's Number Power 9: Measurement, McGraw Hill Wright Group, C. Eichorn, 1996

**Rubrics**

- Following Directions
- Reading Strategy Application
- Project Presentation Rubric

**Equipment**

- Computer (one per student)
- SMART Board
- Projector
- Book Stand (one per student)

Procedure: *(Description of lessons, activities, instructional strategies.)*

*Prior to beginning the unit students have completed the Essential Introduction to Computers and Introduction to Microsoft Windows XP.*

1. To introduce the unit provide a model of a finished project. Describe features of the project. Give a course overview using the Course Syllabus. Discuss the books, lessons, projects and presentations.
2. Overview of Learn It Online in Student Assignments. Demonstrate how to access the site.
3. Explain that during each unit of Microsoft Office Word 2007 there will be a focus on the job skill 'Following Directions'. Twice per week students' skill in following directions will be scored according to a rubric. Share and explain the 'Following Directions' rubric. Students self assess current levels of general ability to follow directions. Explain that the idea is to show improvement from current scores by the end of the Microsoft Office Word 2007 unit.
4. Following teacher demonstration, students start an Application Program, Windows XP Chapter 1 p WIN23 – WIN 25.
5. Following teacher demonstration, students will download the Data Files for Students, inside back cover of Microsoft Office 2007.
6. Show and explain the plan for Creating and Editing a Word Document, preview Chapter 1 from Microsoft Office 2007 Book, p.WD1 - WD72.
7. Preview Microsoft Office Word chapter 1 Microsoft Office 2007, p. WD1 – WD72.
8. Demonstrate Questioning strategy to develop questions Microsoft Office Word pg WD2 using the Blackline Masters Questioning Quick Reference AMP Reading System p. 181.
9. Begin reading p. WD2 of Microsoft Office Word Microsoft Office 2007.
10. Discuss various projects i.e. flyers and where flyers may be utilized in community settings. Demonstrate how to make a Document with a Picture. Microsoft Office 2007 WD2.
11. As a group activity read *Formatting Paragraphs and Characters in a Document*, Word Chapter 1, pgs WD22 – WD47 from Microsoft Office 2007. Apply the reading strategies text organization and questioning.
12. Using reading strategy for Text Structure demonstrate how to use a Flow Chart to complete multiple step directions, p. WD18 Microsoft Office 2007. Use Blackline Masters Text Structure AMP Reading System p. 234.

13. Mini lesson on clarifying: Model clarifications, guided practice, supervise independent practice, and provide feedback. Use Introduction to Microsoft Office 2007, pgs WD32 – WD35 from Microsoft Office 2007.
14. As a group activity read *The Word Window*, Word chapter 1, pgs WD6 – WD12, from Microsoft Office 2007. Apply the reading strategy clarifying.
15. As a group activity read *Formatting Paragraphs and Characters in a Document*, Word Chapter 1, pgs WD22 – WD47 from Microsoft Office 2007. Apply the reading strategies text organization and questioning.
16. Enhancing the Page: Review Flow Chart and complete multistep directions to Add a Page Border. Pgs WD48 – WD50 Microsoft Office 2007.
17. Changing Document Properties and Review saving.
18. Printing a document, Quitting Word, Starting Word & Opening a Document.
19. Correcting Errors.
20. Preview Microsoft Office Word chapter 2 Microsoft Office 2007 p. WD74 – WD144.
21. Read Introduction to Chapter 2 Microsoft Office 2007 pgs WD74 – WD77 (Cashman, 2008).

Evaluation: (*What will demonstrate and document student learning?*)

#### Formative Evaluation

1. Teacher observation of accuracy of
  - a. Chapter reinforcement of TF, MC, SA
  - b. Interactive game that challenges knowledge of chapter content
2. Following directions rubric
3. Fraction Skills Inventory, page 8-10, Number Power Fractions, Decimals, and Percents

#### Summative Evaluation

1. Test of Adult Basic Education, CTB McGraw-Hill, 2003.
2. Fraction Review, page 58.
3. Following directions rating according to rubric.
4. Demonstrate and explain application of a reading strategy with a 200 word sample from the Microsoft Office 2007 textbook, scored according to rubric.
5. Project presentation score according to rubric.

### Following Directions Scoring Rubric

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Initials** \_\_\_\_\_

Agrees to work to improve following directions by nodding, or saying “okay” or “yes”.	<u>Possible</u> 5 points	<u>Score</u>
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Criteria	5 points	10 points	15 points	Score
Listens to directions.	When directions are given needs two or more reminders to be in proximity of teacher and to look at what is being referenced in directions.	When directions are given shows attention to directions with eye gaze, body language, or questions for clarification.	When directions are given makes eye contact, stops doing anything else, watches examples carefully. Indicates understanding and/or asks for clarification.	
Proceeds to do what is directed.	Needs two or more reminders to find things needed and being carrying out directions. Needs multiple reminders to maintain behavior when carrying out directions.	After listening to directions nods or says “okay” or finds things needed to complete directions. Begins with some delay. Needs a reminder to maintain behavior when carrying out directions.	After listening to directions nods or says “okay” or “yes”. Finds things needed to complete directions, begins immediately, and maintains behavior when carrying out directions.	
Keeps working until task is completed.	Works at task but stops before finishing and does not begin again during the allotted time.	Continues to work on the task but does not fix or revise in order to complete the task according to the directions given.	Decides to continue working even if feeling some frustration. Checks to see if expectations have been met. Uses redirection to fix or revise task.	

Total Points (50 possible)	
Percent	

### Application of a Reading Strategy Scoring Rubric, Strategy: Clarifying

<b>Name</b>	<b>Date</b>		
<b>Evaluator</b>	<b>Initials</b>		
Gives the title of the text and the name of the strategy.		5 points possible	<u>Score</u>

\*To clarify: reread, reread, reread; Read on for clues; Check the parts of the work I know; Reread the sentence to see if it makes sense; Try another word.

Criteria	5 points	10 points	15 points	Score
Points out confusing ideas, portions of text, and/or words that are difficult to pronounce or understand.	Needs prompts to identify a part of text that could need clarification.	Identifies an unknown term in the text	Effectively uses language such as "I didn't understand the part about..."; "This doesn't make sense, so I..."; "I couldn't figure out..." to identify something confusing in the text.	
Gives strategies for clarifying words and/or tells strategies for clarifying ideas.	Needs prompts to name a strategy that is used to clarify confusing parts of text.	Independently and accurately describes at least one way to clarify a confusing part of text.	Appropriately linked one or more clarification strategies* to a confusing part of text.	
Tells how clarifying helps them to understand text.	Repeats what a teacher models about a clarification and increased understanding.	Gives an example of a specific clarification strategy <i>or</i> the understanding that resulted from its use.	Gives an example of a specific clarification strategy <i>and</i> the understanding that resulted from its use.	

Total Points (50 possible)	
Percent	

### Project Presentation Scoring Rubric

<b>Name</b>	<b>Date</b>
<b>Evaluator</b>	<b>Initials</b>

Introduces self, names project, communicates effectively through speaking.	<u>Possible</u> 5 points	<u>Score</u>
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Criteria	5 points	10 points	15 points	Score
Uses Microsoft Office 2007 terms when describing project.	Description very basic. Few Microsoft Office 2007 terms used. Fails to use proper names for tools.	Tools referred to by correct names. Details added when describing processes.	Description includes significant detail. Microsoft Office 2007 terms are used correctly. Details of intermediate steps are correctly described.	
Describes construction steps in the correct and/or logical order.	Steps out of order or illogical. Description very basic without much detail.	Steps could be done in this order but not necessarily logical or efficient. Neglects to describe intermediate steps.	Steps described in correct, logical, and efficient order with rich detail.	
Describes the correct and safe use of all of the technology used in creating the project.	Description very basic. Neglects to describe key steps for accuracy.	Description is complete but missing details. Key components are described but keys to efficiency and accuracy are left out.	Description is complete with all processes described in detail. Efficiency and accuracy are assured by the details described.	

Total Points (50 possible)	
Percent	

Standards: *(Minnesota state standards addressed in this unit.)*

### Reading Standards

(7) The student will read with accuracy and fluency.

(8) The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

(8) The student will demonstrate understanding and communicate effectively through listening and speaking.

(8) The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

### Mathematics Standards

(4) Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.

(5) Add and subtract fractions, mixed numbers and decimals to solve real-world and mathematical problems.

Benchmarks: *(Learning targets/outcomes related to state standards.)*

### Reading Benchmarks

A.7.1. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.

A.7.3. Apply correct word pronunciation and inflection.

B.8.1. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.

B.8.2. Determine the meaning of unknown words by using a dictionary or context clues.

B.8.6. Determine word meanings by using definition, restatement, example, comparison or contrast.

B.8.8. Apply correct word pronunciation and inflection.

C.8.1. Summarize and paraphrase main idea and supporting details.

C.8.3. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading.

C.8.9. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.

C.8.10. Monitor comprehension and use strategies to clarify understanding of selections.

C.8.12. Follow written directions in technical reading.

### Mathematics Benchmarks

4.1.2.2 Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.

*For example:* Locate  $\frac{5}{3}$  and  $1\frac{3}{4}$  on a number line and give a comparison statement about these two fractions, such as " $\frac{5}{3}$  is less than  $1\frac{3}{4}$ ."

4.1.2.3 Use fraction models to add and subtract fractions with like denominators in real-world and mathematical situations. Develop a rule for addition and subtraction of fractions with like denominators.

4.3.2.2 Compare angles according to size. Classify angles as acute, right and obtuse.

*For example:* Compare different hockey sticks according to the angle between the blade and the shaft.

4.3.2.4 Find the areas of geometric figures and real-world objects that can be divided into rectangular shapes. Use square units to label area measurements.



5.1.3.2 Model addition and subtraction of fractions and decimals using a variety of representations.

*For example:* Represent  $2/3 + 1/4$  and  $2/3 - 1/4$  by drawing a rectangle divided into 4 columns and 3 rows and shading the appropriate parts or by using fraction circles or bars.

5.1.3.3 Estimate sums and differences of decimals and fractions to assess the reasonableness of results.

*For example:* Recognize that  $12 \frac{2}{5} - 3 \frac{3}{4}$  is between 8 and 9 (since  $2/5 < 3/4$ ).

5.1.3.4 Solve real-world and mathematical problems requiring addition and subtraction of decimals, fractions and mixed numbers including those involving measurement, geometry and data.

*For example:* Calculate the perimeter of the soccer field when the length is 109.7 meters and the width is 73.1 meters.

6.3.2.1 Solve problems using the relationships between the angles formed by intersecting lines.

*For example:* If two streets cross, forming four corners such that one of the corners forms an angle of  $120^\circ$ , determine the measures of the remaining three angles.

*Another example:* Recognize that pairs of interior and exterior angles in polygons have measures that sum to  $180^\circ$ .

6.3.2.2 Determine missing angle measures in a triangle using the fact that the sum of the interior angles of a triangle is  $180^\circ$ . Use models of triangles to illustrate this fact.

*For example:* Cut a triangle out of paper, tear off the corners and rearrange these corners to form a straight line.

*Another example:* Recognize that the measures of the two acute angles in a right triangle sum to  $90^\circ$ .