

Word Processing II/Desktop Publishing

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Students will learn to enhance their word processing skills by completing advanced documents that they may encounter in the business environment. Additionally, they will incorporate desktop publishing features to enhance various documents.

II. INSTRUCTIONAL TIME:

Class Periods: 180 days; 120 hours
Length of Class Periods (minutes): 42
Length of Course: 180 days
Unit of Credit: 1
Course Weight: 1.04

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology NBEA Academic Content Standard #VI:

Input Technologies: Use input technologies appropriately to enter and manipulate text and data.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD IV</p> <p>IV.1 Develop input technology skills for acceptable speed and accuracy levels that adhere to principles of repetitive strain avoidance.</p>	<p>IV.1 Daily exercise completion of the software Microtype Pro Keyboarding Skill Builder Speed Lessons 1-20.</p>	<p>IV.1 Students' performance and rating in the Microtype Pro Keyboarding Skill Builder Speed Lessons 1-20 according to Lesson Reports generated by the software.</p> <p>Timed writings done on Microtype Pro according to speed and accuracy reports generated by software.</p>	<p>IV.1 Computer</p> <p>Microsoft Pro Software</p> <p>Microtype Pro Lesson Summary Sheet</p> <p>Timed Writings Source Copies</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communication NBEA Academic Content Standard #1: Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD I</p> <p>I.C.5 Compare drafts to final documents and make editorial changes.</p> <p>I.C.6 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.</p> <p>I.C.14 Compose and produce a variety of business messages and reports using correct style, format, and content.</p> <p>Unit 22: Enhancing Correspondence Formatting Skills</p>	<p>I.C.5, I.C.6, & I.C.14 Word 2002, Unit 22</p> <ul style="list-style-type: none"> • Review block and modified block letter formats and letter parts. • Review memos and e-mail formats. • Practice formatting letters by keying numerous documents. • Enhance language skills. • Prepare two-page letters using second-page heading features. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through formatting skills on documents. ✓ Students will complete various documents individually. 	<p>I.C.5, I.C.6, & I.C.14</p> <p>Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited word document assignments.</p>	<p>I.C.5, I.C.6, & I.C.14</p> <p><u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communication NBEA Academic Content Standard #1: Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD I</p> <p>I.C.5 Compare drafts to final documents and make editorial changes.</p> <p>I.C.6 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.</p> <p>I.C.14 Compose and produce a variety of business messages and reports using correct style, format, and content.</p> <p>Unit 23: Improving Report Formatting Skills</p>	<p>I.C.5, I.C.6, & I.C.14 Word 2002, Unit 23</p> <ul style="list-style-type: none"> • Format a topic outline. • Format reports in MLA style. • Insert a table in an MLA-style report. • Practice keying from rough-draft copy. • Format and key summary meeting minutes. • Format and key news releases. • Prepare title pages. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through formatting skills of documents. ✓ Students will complete various documents individually. 	<p>I.C.5, I.C.6, & I.C.14</p> <p>Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited documents including: outlines, reports, summary meeting minutes, news releases, and title pages.</p>	<p>I.C.5, I.C.6, & I.C.14 <u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communication NBEA Academic Content Standard #1: Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD I</p> <p>I.C.5 Compare drafts to final documents and make editorial changes</p> <p>I.C.6 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.</p> <p>I.C.14 Compose and produce a variety of business messages and reports using correct style, format, and content.</p> <p>Unit 27: TSEA: A Science Conference Simulation Project</p>	<p>I.C.5, I.C.6, & I.C.14 Word 2002, Unit 27</p> <ul style="list-style-type: none"> • Demonstrate ability to integrate knowledge and skills. • Demonstrate ability to solve problems and make correct decisions. • Students will be assigned an administrative assistant's list of work assignments that need to be completed. (Jobs 1-15). <p>✓ Students will complete various documents individually like: memos, form letters, data sources, letters, reports, tables, agenda, news release, forms, and announcements.</p>	<p>I.C.5, I.C.6, & I.C.14</p> <p>Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited documents.</p>	<p>I.C.5, I.C.6, & I.C.14</p> <p><u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communication NBEA Academic Content Standard #1: Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD I</p> <p>I.C.6 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.</p> <p>I.C.14 Compose and produce a variety of business messages and reports using correct style, format, and content.</p> <p>Unit 28: Preparing for Assessment</p>	<p>II.C.6 & I.C.14 Word 2002, Unit 28</p> <ul style="list-style-type: none"> • Prepare for assessment of letter, memo, and e-mail processing skills. • Prepare for assessment of outline and report processing skills. • Prepare for assessment of formatting skill on minutes and news releases. • Prepare for assessment of table processing skills. • Prepare for assessment of straight-copy skills. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through formatting skills of documents. ✓ Students will complete various documents individually. 	<p>I.C.6 & I.C.14 Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited documents.</p>	<p>I.C.6 & I.C.14 <u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communication NEBA Academic Content Standard #1: Foundations of Communication: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD I</p> <p>I.C.6 Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.</p> <p>I.C.14 Compose and produce a variety of business messages and reports using correct style, format, and content.</p> <p>Unit 29: Preparing for Assessment</p>	<p>II.C.6 & I.C.14 Word 2002, Unit 29</p> <ul style="list-style-type: none"> • Assess letter, memo, and e-mail formatting skills. • Assess outline and report formatting skills. • Assess formatting skill on minutes and news releases. • Assess table formatting skills. • Assess straight-copy skills. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through formatting skills of documents. ✓ Students will complete various documents individually. 	<p>I.C.6 & I.C.14</p> <p>Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited documents.</p>	<p>I.C.6 & I.C.14</p> <p><u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NEBA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Unit 32: Formatting Column Documents</p>	<p>III.7 Word 2002, Unit 32</p> <ul style="list-style-type: none"> • Prepare one-column flyers using shapes, word art, 3-D effects, and text boxes. • Prepare documents using preset newspaper-style columns, text boxes, shaded paragraphs, justified lines, and drop caps. • Prepare documents with balanced columns, a different number of columns on a page, and a watermark. • Prepare a newsletter with three newspaper-style columns. • Use shaded text boxes with and without borders, word art, clip art, vertical lines, 3-D effects, and balanced columns. • Prepare advertisements and program booklets. ✓ Students will complete various documents individually. 	<p>III.7 Teacher instruction, observation and answer questions.</p> <p>Evaluate keyed, formatted, and edited documents.</p>	<p>III.7 <u>Century 21, Seventh Edition, Computer Applications & Keyboarding</u></p> <p>Computer</p> <p>Microsoft Office XP, Word 2002</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NEBA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Project 1: Creating and Editing a Publication</p>	<p>III.7 Publisher 2002, Project 1</p> <ul style="list-style-type: none"> • Define desktop publishing and start publisher. • Identify parts of the publisher window. • Edit text in a publication. • Modify a publication. • Add an attention getter. • Perform various creating and editing techniques to publications. • Run the design checker feature. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through project 1 components. ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Apply Your Knowledge Assignment. • Computer Lab Projects. • Cases and Places Projects. 	<p>III.7 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects and assignments as per completed.</p>	<p>III.7 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NEBA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Project 2: Design a Newsletter</p>	<p>III.7 Publisher 2002, Project 2</p> <ul style="list-style-type: none"> • Identify the steps in the design process. • Create, edit, and make changes to a newsletter. • Insert and delete pages. • Edit a masthead and design set. • Add a pull quote and word art object. • Work with a personal information set. • Check a newsletter for errors. • Save and print publications. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through project 2 components. ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Apply Your Knowledge Assignment • Computer Lab Projects • Cases and Places Projects 	<p>III.7 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects and assignments as per completed.</p>	<p>III.7 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NBEA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Project 3: Preparing a Tri-fold Brochure for Outside Printing</p>	<p>III.7 Publisher 2002, Project 3</p> <ul style="list-style-type: none"> • Create a tri-fold brochure. • Delete, insert, rotate, and move text boxes. • Describe the use of photographs versus images. • Create a logo from scratch using Auto shapes. • Group and ungroup objects. • Prepare a publication for outside printing. ✓ In-class hands-on instruction through project 3 components. ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Apply Your Knowledge Assignment • Computer Lab Projects • Cases and Places Projects 	<p>III.7 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects and assignments as per completed.</p>	<p>III.7 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Information Technology NBEA Academic Content Standard—Network Applications #XII: Use, evaluate, and deploy communications and networking applications.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>XII.2 Design and create Web pages incorporating various file types (e.g., text, image, sound, and video).</p> <p>Web Feature: Creating a Web Sites with Publisher</p>	<p>XII.2 Publisher 2002, Web Feature</p> <ul style="list-style-type: none"> • Converting to web layout. • Introduce web properties and form controls. • View a web site. • Save a publication as a web page. • Preview publication. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through web feature components. ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Computer Lab Projects 	<p>XII.2 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects as per completed.</p>	<p>XII.2 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NEBA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Project 4: Personalizing and Customizing Publications and Information Sets</p>	<p>III.7 Publisher 2002, Project 4</p> <ul style="list-style-type: none"> • Start publisher with a blank publication. • Use layout and ruler guides effectively. • Edit personal information set and components. • Create and format a letterhead, envelope, address list, and label. • Merge an address list with a main document. • Create a business card. • Create a calendar. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through project 4 components ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Apply Your Knowledge Assignment • Computer Lab Projects • Cases and Places Projects 	<p>III.7 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects and assignments as per completed.</p>	<p>III.7 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Communications NEBA Academic Content Standard #III:

Technological Communication: Use technology to enhance the effectiveness of communication.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD III</p> <p>III.7 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.</p> <p>Project 5: Creating Business Forms and Tables</p>	<p>III.7 Publisher 2002, Project 5</p> <ul style="list-style-type: none"> • Create and format an invoice template. • Create a special-sized coupon with a border. • Use table feature to create a book order form. • Create a web page with electronic forms. <ul style="list-style-type: none"> ✓ In-class hands-on instruction through project 1 components. ✓ Students will then complete the following individualize projects: <ul style="list-style-type: none"> • Apply Your Knowledge Assignment • Computer Lab Projects • Cases and Places Projects 	<p>III.7 Questions, answers, and hands-on performance during in-class instruction.</p> <p>Evaluate students' performance on all computer lab projects and assignments as per completed.</p>	<p>III.7 <u>Microsoft Publisher 2002: Complete Concepts and Techniques</u></p> <p>Student data files disk and teacher solution files disk</p> <p>Computers</p> <p>Microsoft Publisher 2002</p> <p>Internet</p>