

Tukwila School District Framework: Office User Specialist

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| Course: Office User Specialist | Total Framework Hours: 90 Hours |
| CIP Code: 110699 | Type: Preparatory |
| Career Cluster: Information Technology | Date Last Modified: Sunday, January 05, 2014 |

Resources and Standard used in Framework Development:

Standards used for this framework are from:
 National Standards for Business Education (2007) National Business Education Association
 ITSE National Educational Technology Standards
 Microsoft ITA Curriculum

Unit 1 POWERPOINT--CREATING A CREATING A PRESENTATION WITH BULLETED LISTS, A CLOSIN Hours: 5

Performance Assessment(s):

Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership

Leadership Alignment:

Students will create an original and interactive PowerPoint designed to either 1) teach others about FBLA, or 2) integrating an FBLA theme

Standards and Competencies

PowerPoint

Managing the PowerPoint Environment

- Adjust views.
- Manipulate the PowerPoint window.
- Configure the Quick Access Toolbar.
- Configure PowerPoint file options.

Creating a Slide Presentation

- Apply slide size and orientation settings.
- Add and remove slides.
- Format slides.
- Enter and format text.
- Format text boxes.

Applying Transitions and Animations

- Apply built-in and custom animations.
- Apply effect and path options.
- Apply and modify transitions between slides.
- Manipulate animations.

Aligned to Washington State Standards

Arts

Arts 2.0 The student demonstrates thinking skills using artistic processes.

2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):

- Reflects for the purpose of self-evaluation and improvement of the creative work.
- Refines work based on feedback, self-reflection, and aesthetic criteria.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

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| Unit 2 POWERPOINT--CREATING A PRESENTATION INSERTING PICTURES AND APPLYING PICTURE | Hours: 5 |
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will create an original and interactive PowerPoint designed to either 1) teach others about FBLA, or 2) integrating an FBLA theme | |
| Standards and Competencies | |
| <p>PowerPoint</p> <p>Managing the PowerPoint Environment</p> <ul style="list-style-type: none"> - Adjust views. - Manipulate the PowerPoint window. - Configure the Quick Access Toolbar. - Configure PowerPoint file options. <p>Working with Graphical and Multimedia Elements</p> <ul style="list-style-type: none"> - Manipulate graphical elements. - Manipulate images. - Modify WordArt and shapes. - Manipulate SmartArt. - Edit video and audio content. <p>Preparing Presentations for Delivery</p> <ul style="list-style-type: none"> - Save presentations. - Share presentations. - Print presentations. - Protect presentations. | |
| Aligned to Washington State Standards | |
| Arts | |
| <p><u>Arts 1.0 The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</u></p> <p>1.4 Understands and applies audience conventions in a variety of arts settings and performances.</p> <p><u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u></p> <ul style="list-style-type: none"> - Identifies audience and purpose. - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work. - Reflects for the purpose of self-evaluation and improvement of the creative work. - Refines work based on feedback, self-reflection, and aesthetic criteria. - Presents work to others in a performance, exhibition, and/or production. <p>2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):</p> <ul style="list-style-type: none"> - Identifies audience and purpose of the work and/or performance. - Analyzes the structure, context and/or aesthetics of the work. - Presents, exhibits, and produces work and/or performance for others. - Reflects and self-evaluates work and/or performance to set goals. <p><u>Arts 3.0 The student communicates through the arts.</u></p> <p>3.2 Uses the arts to communicate for a specific purpose.</p> | |

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

4.2. Demonstrates and analyzes the connections between the arts and other content areas.

Communication - Speaking and Listening

Health and Fitness

Language

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Conventions of Standard English (9-10)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Use parallel structure.*

1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

2b - Use a colon to introduce a list or quotation.

2c - Spell correctly.

Knowledge of Language (9-10)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

1b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

2a - Observe hyphenation conventions.

2b - Spell correctly.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

5b - Analyze nuances in the meaning of words with similar denotations.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: Reading Informational Text

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

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| <p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | <p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mange Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |
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| Unit 3 POWERPOINT--INSERTING AUDIO CLIPS, COLORING A PICTURE, AND APPLYING ARTISTIC E | Hours: 5 |
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will create an original and interactive PowerPoint designed to either 1) teach others about FBLA, or 2) integrating an FBLA theme | |
| Standards and Competencies | |
| <p>PowerPoint</p> <p>Managing the PowerPoint Environment</p> <ul style="list-style-type: none"> - Adjust views. - Manipulate the PowerPoint window. - Configure the Quick Access Toolbar. - Configure PowerPoint file options. <p>Creating a Slide Presentation</p> <ul style="list-style-type: none"> - Construct and edit photo albums. - Apply slide size and orientation settings. - Add and remove slides. - Format slides. - Enter and format text. - Format text boxes. <p>Working with Graphical and Multimedia Elements</p> <ul style="list-style-type: none"> - Manipulate graphical elements. - Manipulate images. - Modify WordArt and shapes. - Manipulate SmartArt. - Edit video and audio content. <p>Applying Transitions and Animations</p> <ul style="list-style-type: none"> - Apply built-in and custom animations. - Apply effect and path options. - Apply and modify transitions between slides. - Manipulate animations. <p>Collaborating on Presentations</p> <ul style="list-style-type: none"> - Manage comments in presentations. - Apply proofing tools. <p>Preparing Presentations for Delivery</p> <ul style="list-style-type: none"> - Save presentations. - Share presentations. - Print presentations. - Protect presentations. | |
| Aligned to Washington State Standards | |
| Arts | |
| <u>Arts 2.0 The student demonstrates thinking skills using artistic processes.</u> | |

- 2.1. Applies a creative process to the arts (dance, music, theatre and visual arts):
- Identifies audience and purpose.
 - Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art.
 - Implements choices of arts elements, principles, foundations, skills, and techniques in a creative work.
 - Reflects for the purpose of self-evaluation and improvement of the creative work.
 - Presents work to others in a performance, exhibition, and/or production.
- 2.2 Applies a performance and/or presentation process to the arts (dance, music, theatre and visual arts):
- Identifies audience and purpose of the work and/or performance.
 - Analyzes the structure, context and/or aesthetics of the work.
- 2.3 Applies a responding process to an arts performance and/or presentation of dance, music, theatre and visual arts):
- Evaluates and justifies using supportive evidence and aesthetic criteria.
 - Applies a responding process to an arts presentation working towards independence with teacher mentoring.

Arts 4.0 The student makes connections within and across the arts to other disciplines, life, cultures and work.

- 4.2. Demonstrates and analyzes the connections between the arts and other content areas.
- 4.5. Understands how arts knowledge and skills are used in the world of work including careers in the arts.

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 1a - Use parallel structure.*
- 1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- 2b - Use a colon to introduce a list or quotation.
- 2c - Spell correctly.

Knowledge of Language (9-10)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- 4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- 4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- 4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Conventions of Standard English (11-12)

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

1b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

2a - Observe hyphenation conventions.

2b - Spell correctly.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (9-10)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Range of Reading and Level of Text Complexity (9-10)

10 - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a - Apply grades 9–10 Reading standards to literature(e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

9b - Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

| | | |
|---|---|---|
| <p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | <p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others |
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| Unit 4 MS WORD--WORD BASICS | | Hours: 5 |
|---|--|----------|
| Performance Assessment(s): | | |
| Students will be evaluated using the Assessment Management tool (SAM) a | | |
| Leadership Alignment: | | |
| Students will develop an individual or group project related to FBLA or community service | | |
| Standards and Competencies | | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. | | |
| Aligned to Washington State Standards | | |
| Arts | | |
| | | |
| Communication - Speaking and Listening | | |
| | | |
| Health and Fitness | | |
| | | |
| Language | | |
| <p><u>Conventions of Standard English (9-10)</u></p> <p>1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b - Use a colon to introduce a list or quotation.</p> <p>2c - Spell correctly.</p> <p><u>Knowledge of Language (9-10)</u></p> <p>3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p> <p><u>Vocabulary Acquisition and Use (9-10)</u></p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> | | |

| |
|---|
| <p>4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p><u>Conventions of Standard English (11-12)</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>1b - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.</p> <p>2a - Observe hyphenation conventions.</p> <p>2b - Spell correctly.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>CC: College and Career Readiness Anchor Standards for Language</u></p> <p><u>Conventions of Standard English</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p> <p>3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>Vocabulary Acquisition and Use</u></p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |
| Mathematics |
| Reading |
| Science |
| Social Studies |
| Writing |
| <p><u>CC: Writing (9-10)</u></p> <p><u>Text Types and Purposes</u></p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> |

1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Skills

| | | |
|---|--|--|
| <p>LEARNING AND INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others | <p>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>LIFE AND CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |
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| | |
|--|-----------------|
| Unit 5 MS WORD--BASIC EDITING | Hours: 5 |
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will develop an individual or group project related to FBLA or community service | |
| Standards and Competencies | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. - Apply indentation and tab settings to paragraphs. - Apply spacing settings to text and paragraphs. <p>Applying Page Layout and Reusable Content</p> <ul style="list-style-type: none"> - Create and modify headers and footers. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. | |
| Aligned to Washington State Standards | |
| Arts | |
| Communication - Speaking and Listening | |
| Health and Fitness | |
| Language | |
| <p><u>Conventions of Standard English (9-10)</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a - Use parallel structure.*</p> <p>1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b - Use a colon to introduce a list or quotation.</p> <p>2c - Spell correctly.</p> | |

Knowledge of Language (9-10)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

3a - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use (9-10)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

4a - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

4d - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a - Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.

5b - Analyze nuances in the meaning of words with similar denotations.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e - Provide a concluding statement or section that follows from and supports the argument presented.

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

9a - Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

9b - Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

| Unit 6 MS WORD--HELPFUL WORD FEATURES | | Hours: 5 |
|---|--|----------|
| Performance Assessment(s): | | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | | |
| Leadership Alignment: | | |
| Students will develop an individual or group project related to FBLA or community service | | |
| Standards and Competencies | | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. | | |
| Aligned to Washington State Standards | | |
| Arts | | |
| Communication - Speaking and Listening | | |
| Health and Fitness | | |
| Language | | |
| <p><u>Conventions of Standard English (9-10)</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language (9-10)</u></p> <p>3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>Vocabulary Acquisition and Use (9-10)</u></p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p><u>Conventions of Standard English (11-12)</u></p> | | |

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5 - Demonstrate understanding of word relationships and nuances in word meanings.

6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

| LEARNING AND INNOVATION | INFORMATION, MEDIA AND TECHNOLOGY SKILLS | LIFE AND CAREER SKILLS |
|---|---|---|
| <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others | <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |

| | |
|---|-----------------|
| Unit 7 CAREER FOCUS | Hours: 5 |
| Performance Assessment(s): | |
| Students will create and be evaluated based on their personal resume | |
| Leadership Alignment: | |
| Students will develop an original resume using word features and including skills learned in this course | |
| Standards and Competencies | |
| C-1 Foundation – Required for all certification areas | |
| 1.1 Read, write, define, understand and use computer terminology. | |
| Aligned to Washington State Standards | |
| Arts | |
| | |
| Communication - Speaking and Listening | |
| | |
| Health and Fitness | |
| | |
| Language | |
| CC: <u>College and Career Readiness Anchor Standards for Language</u> | |
| <u>Conventions of Standard English</u> | |
| 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| <u>Knowledge of Language</u> | |
| 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | |
| <u>Vocabulary Acquisition and Use</u> | |
| 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | |
| 5 - Demonstrate understanding of word relationships and nuances in word meanings. | |
| 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Mathematics | |
| | |
| Reading | |
| | |
| Science | |
| | |
| Social Studies | |
| | |
| Writing | |
| CC: <u>College and Career Readiness Anchor Standards for Writing</u> | |
| <u>Text Types and Purposes</u> | |

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

| Unit 8 MS WORD--FORMATTING TEXT | | Hours: 10 |
|--|--|-----------|
| Performance Assessment(s): | | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | | |
| Leadership Alignment: | | |
| Students will develop an individual or group project related to FBLA or community service | | |
| Standards and Competencies | | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. - Apply indentation and tab settings to paragraphs. - Apply bullets to a document. <p>Applying Page Layout and Reusable Content</p> <ul style="list-style-type: none"> - Apply and manipulate page setup settings. - Apply themes. - Construct content in a document by using the Quick Parts tool. - Create and manipulate page backgrounds. - Create and modify headers and footers. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. | | |
| Aligned to Washington State Standards | | |
| Arts | | |
| Communication - Speaking and Listening | | |
| Health and Fitness | | |
| Language | | |
| <p><u>Conventions of Standard English (9-10)</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Vocabulary Acquisition and Use (9-10)</u></p> | | |

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Mathematics

Reading

Science

Social Studies

Writing

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

| Unit 9 MS WORD--FORMATTING PARAGRAPHS & DOCUMENTS | Hours: 10 |
|--|-----------|
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will develop an individual or group project related to FBLA or community service | |
| Standards and Competencies | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. - Apply indentation and tab settings to paragraphs. - Apply spacing settings to text and paragraphs. - Create tables. - Manipulate tables in a document. - Apply bullets to a document. <p>Applying Page Layout and Reusable Content</p> <ul style="list-style-type: none"> - Apply and manipulate page setup settings. - Apply themes. - Construct content in a document by using the Quick Parts tool. - Create and manipulate page backgrounds. - Create and modify headers and footers. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. | |

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| |
|---|
| Mathematics |
| |
| Reading |
| |
| Science |
| |
| Social Studies |
| |
| Writing |
| <p><u>CC: Writing (9-10)</u></p> <p><u>Text Types and Purposes</u></p> <p>1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CC: College and Career Readiness Anchor Standards for Writing</u></p> <p><u>Text Types and Purposes</u></p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> |

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

| | |
|---|------------------|
| Unit 10 MS WORD--WORKING WITH GRAPHICS | Hours: 10 |
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will develop an individual or group project related to FBLA or community service | |
| Standards and Competencies | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Including Illustrations and Graphics in a Document</p> <ul style="list-style-type: none"> - Insert and format Pictures in a document. - Insert and format shapes, WordArt, and SmartArt. - Insert and format Clip Art. - Apply and manipulate text boxes. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. | |
| Aligned to Washington State Standards | |
| Arts | |
| Communication - Speaking and Listening | |
| Health and Fitness | |
| Language | |
| <p><u>Conventions of Standard English (9-10)</u></p> <p>1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language (9-10)</u></p> <p>3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><u>Vocabulary Acquisition and Use (9-10)</u></p> <p>4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> | |

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: Writing (9-10)

Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Range of Writing

- 10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☐ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

| | |
|---|------------------|
| Unit 11 MS WORD--WORKING WITH DOCUMENTS | Hours: 10 |
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will develop an individual or group project related to FBLA or community service | |
| Standards and Competencies | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. - Apply indentation and tab settings to paragraphs. - Apply spacing settings to text and paragraphs. - Create tables. - Manipulate tables in a document. - Apply bullets to a document. <p>Applying Page Layout and Reusable Content</p> <ul style="list-style-type: none"> - Apply and manipulate page setup settings. - Apply themes. - Construct content in a document by using the Quick Parts tool. - Create and manipulate page backgrounds. - Create and modify headers and footers. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. <p>Applying References and Hyperlinks</p> <ul style="list-style-type: none"> - Apply a hyperlink. - Create Endnotes and Footnotes in a document. | |

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (9-10)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| |
|---|
| Mathematics |
| |
| Reading |
| |
| Science |
| |
| Social Studies |
| |
| Writing |
| <p><u>CC: Writing (9-10)</u></p> <p><u>Text Types and Purposes</u></p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>CC: College and Career Readiness Anchor Standards for Writing</u></p> <p><u>Text Types and Purposes</u></p> <p>2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Research to Build and Present Knowledge</u></p> |

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

| LEARNING AND INNOVATION | INFORMATION, MEDIA AND TECHNOLOGY SKILLS | LIFE AND CAREER SKILLS |
|---|---|---|
| <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Creative Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgements and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others | <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications, and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively | <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others |

| Unit 12 MS WORD--INCREASING EFFICIENCY USING WORD | Hours: 15 |
|---|-----------|
| Performance Assessment(s): | |
| Students will be evaluated using the Assessment Management tool (SAM) and through the creation on an in-class project related to leadership | |
| Leadership Alignment: | |
| Students will develop an individual or group project related to FBLA or community service | |
| Standards and Competencies | |
| <p>Word Processing - Core</p> <p>Sharing and Maintaining Documents</p> <ul style="list-style-type: none"> - Apply different views to a document - Apply protection to a document. - Manage document versions. - Share documents. - Save a Document. - Apply a template to a document. <p>Formatting Content</p> <ul style="list-style-type: none"> - Apply font and paragraph attributes. - Navigate and search through a document. - Apply indentation and tab settings to paragraphs. - Apply spacing settings to text and paragraphs. - Create tables. - Manipulate tables in a document. <p>Applying Page Layout and Reusable Content</p> <ul style="list-style-type: none"> - Apply themes. - Construct content in a document by using the Quick Parts tool. <p>Proofreading documents</p> <ul style="list-style-type: none"> - Validate content by using spelling and grammar checking options. - Configure AutoCorrect settings. - Insert and modify comments in a document. <p>Applying References and Hyperlinks</p> <ul style="list-style-type: none"> - Apply a hyperlink. - Create Endnotes and Footnotes in a document. - Create a Table of Contents in a document. <p>Performing Mail Merge Operations</p> <ul style="list-style-type: none"> - Setup mail merge. - Execute mail merge. | |

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Conventions of Standard English (9-10)

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

CC: College and Career Readiness Anchor Standards for Language

Conventions of Standard English

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 - Demonstrate understanding of word relationships and nuances in word meanings.
- 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Social Studies

Writing

CC: College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☒ Implement Innovations

Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☒ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

Communication and Collaboration

- ☐ Communicate Clearly
- ☐ Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

Media Literacy

- ☒ Analyze Media
- ☒ Create Media Products

Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others