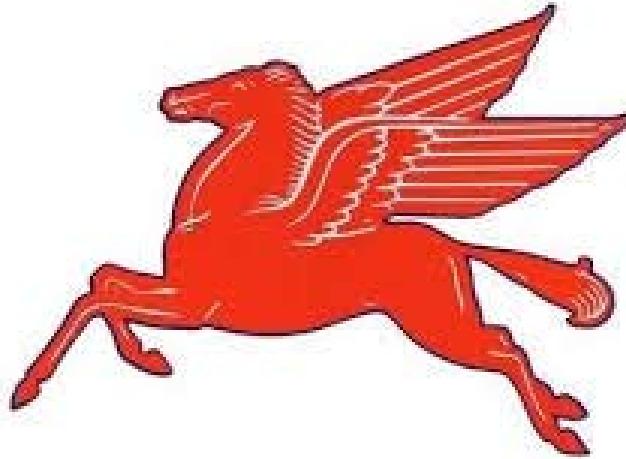


# Curriculum Management System

*PAULSBORO PUBLIC SCHOOLS*



**Desktop Publishing**

**UPDATED AUGUST 2015**

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: September 2015

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# Paulsboro Public Schools

*Dr. Laurie Bandlow, Superintendent*

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Ms. Jennifer Johnson, Business Administrator/Board Secretary  
Mr. John Giovannitti, Director of Special Services  
Mr. Paul Morina, Principal  
Mr. James Pandolfo, Vice Principal

## *Curriculum Writing Team*

Ms. Patrica Della Vecchia, Teacher  
Mr. Matthew J. Browne, District Mathematics Coach  
Mrs. Rebecca Richardson, District Literacy Coach

# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Introduction/Philosophy

Paulsboro Public Schools are committed to providing all students with a quality education resulting in life-long learners who can succeed in a global society. The business courses in the Arts and Careers Technology Department are designed to meet the needs of several types of students: 1) those who plan to attend college and seek to make a career in a business related field, 2) those who want to further refine their business skills at an accredited business school after completing high school, 3) the career oriented who plan to enter the world of work after completing high school. The curriculum is designed with the integration, implementation, and application of technology. All students will be given worthwhile opportunities and strong support to develop workplace readiness skills that are necessary to become productive, well-rounded citizens.

## Educational Goals

The Accounting I course is an introduction to the financial world and the related career paths available for future pursuit. This course provides foundation skills necessary for preparing the accounting records of a sole proprietorship and corporation using both manual and computerized materials. In addition to providing hands on experience, this course also focuses on ethical business practices in the business world. By incorporating differentiated instruction throughout the curriculum, we hope to meet the needs of every learner. Topics presented include understanding the accounting equation, theory of debits and credits, journalizing and posting transactions, calculating payroll, computing taxes, and preparing financial statements. Also included are practice set simulations that provide a culminating hands-on experience for keeping the records of both retail and merchandising businesses. In addition, the course contains practical consumer mathematics, which can be utilized by all students in their daily lives. Such subjects as checking accounts, bank reconciliation, taxes, interest calculation and payroll are studied.

# New Jersey State Department of Education Core Curriculum Content Standards

**A note about 21st Century Life and Career Standards and Cumulative Progress Indicators.**

The New Jersey Core Curriculum Content Standards for 21st Century Life and Career Standards were revised in 2014. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for 21st Century Life and Career Standards may also be found at:

<http://www.state.nj.us/education/aps/cccs/career/>

## Scope and Sequence

### Desktop Publishing – Quarter I

#### **Big Idea: Getting Started With Publisher**

##### ***I. Basic Publisher Functions***

- A. Text Boxes
- B. Business Information
- C. Spell Check
- D. General Publisher Navigation

#### **Big Idea: Changing Design & Layouts**

##### ***II. Designs/Layouts***

- A. Change Color Schemes
- B. Change Design Templates
- C. Change Paper Sizes/Types
- D. Insert Pages
- E. Utilize Content Library
- F. Utilize Design Gallery

#### **Big Idea: Working With Fonts & Styles**

##### ***III. Changing Fonts & Styles***

- A. Change Font Style
- B. Change Font Size
- C. Change Font Color
- D. Create Tab Stops
- E. Create Lists
- F. Create Tables
- G. Manage Styles

#### **Big Idea: Working With Graphics**

##### ***IV. Clipart/WordArt, Imported Images***

- A. Import Graphics
- B. Add Clip Art
- C. Scan Images
- D. Draw Features
- E. Add WordArt
- F. Align/Format/Distribute Objects

## Scope and Sequence

### Desktop Publishing - Quarter II

#### **Big Idea: Exploring Publication Types**

##### ***V. Exploring Publisher Documents***

- A. Flyers
- B. Newsletters
- C. Business Cards
- D. Brochures

#### **Big Idea: Project Based Learning**

##### ***VI. Create A Business***

- A. Develop Business Concepts
- B. Utilize Publisher Documents to Advertise Business



**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
**Topic: Basic Publisher Functions**

<b>Standards:</b>	<b>GOAL</b>	
<b>Objectives</b>	<b>Overarching Goals:</b>	
<ul style="list-style-type: none"> <li>• Start publisher</li> <li>• Create a quick publication</li> <li>• Use the task pane</li> <li>• Use displayed toolbar buttons</li> <li>• Save your Work</li> <li>• Close and exit publisher.</li> <li>• Open a saved publication</li> <li>• Zoom in and out Edit test placeholders</li> <li>• Print work</li> <li>• Save changes</li> </ul>	<ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 1:</b> The student will be able to start publisher, create a quick publication, use the task pane, use toolbar buttons, save their work, close a publication</p>	
<b>CPI's</b>	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
<ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul>	<ul style="list-style-type: none"> <li>• How do you start, close and exit publisher?</li> <li>• How do you change layout, font scheme, color scheme?</li> <li>• How do you display, hide and view task panes and toolbars?</li> <li>• How do you use un-displayed toolbar buttons?</li> <li>• What are procedures for saving and changing save locations?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 1 - 2</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>
<b>Career Ready Practices</b>	CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12	

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
Topic: Basic Publisher Functions

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u>		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
**Topic: Basic Publisher Functions**

<b>Standards:</b>	<b>GOAL</b>	
<u><b>Objectives</b></u> <ul style="list-style-type: none"> <li>• Select an object</li> <li>• Resize an object</li> <li>• Move an object</li> <li>• Delete an object</li> <li>• Maintain aspect ratios</li> <li>• Use rotation and selection handles</li> <li>• Place a text box</li> <li>• Type in a text box</li> <li>• Use auto fit</li> <li>• Insert a symbol</li> <li>• Checking spelling</li> <li>• Set spelling option</li> </ul>	<u><b>Overarching Goals:</b></u> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><u><b>Goal 2:</b></u> The student will be able to Select, resize delete, and move an object while maintaining aspect ratio. Define terms. Place a new text box, use auto fit, insert a symbols, and check spelling, set spelling options.</p>	
<u><b>CPI's</b></u> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul>	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
<u><b>Career Ready Practices</b></u> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12	<ul style="list-style-type: none"> <li>• How do you move and resize an object keeping the aspect ratio the same?</li> <li>• How do you select multiple objects? How do you delete a non-text box?</li> <li>• How do you insert a symbol?</li> <li>• When should you use auto fit?</li> <li>• How do you use spell-check?</li> </ul>	<u><b>Learning Activities</b></u> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 3-4</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing – Quarter I**  
**Big Idea: Getting Started With Publisher**  
Topic: Basic Publisher Functions

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<u>English/Language Arts Standards</u>		<u>Assessments</u> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <u>Resources</u> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
**Topic: Basic Publisher Functions**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Select and delete text</li> <li>• Move, cut and copy text</li> <li>• Use the re-do and undo buttons efficiently</li> <li>• Switch business information sets</li> <li>• Insert the date/time and change formats</li> <li>• Change autocorrect settings</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 3:</b> The student will be able to select text, move, copy, cut and delete text. Use the redo and undo buttons. Insert business information; insert the current date and time, use auto correct.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• In publisher, can I manipulate text?</li> <li>• In publisher, can I change date and time formats?</li> <li>• Do I know when and how to use autocorrect?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 5-6</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
Topic: Basic Publisher Functions

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
**Topic: Basic Publisher Functions**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Open a file from another program</li> <li>• Open a word document</li> <li>• Insert text from other program</li> <li>• Edit a story in word</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 4:</b> The student will be able to open a file from another program. open a word document, insert text from another program, edit a story in word. Apply skills learned in exercises 1-7.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I open a file from another program?</li> <li>• Can I insert text from another program?</li> <li>• Can I Edit a story in Word?</li> <li>• Can I use all skills in exercises 1-7 to complete a publisher document?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 7</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Getting Started With Publisher**  
Topic: Basic Publisher Functions

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>



**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Designs, Layouts, Color Schemes, Fonts**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Change a design</li> <li>• Restore extra content</li> <li>• Choose and create a custom color scheme</li> <li>• Delete and edit a color scheme</li> <li>• Choose a font scheme</li> <li>• Create a custom font scheme</li> <li>• Delete a font scheme</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 5:</b> The student will be able to Change the design and layout, choose a color scheme, create a new color scheme, customize or delete a color scheme, change the font scheme, create a custom font scheme, edit or delete a font scheme.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• How does layout affect the readability of a document?</li> <li>• Can I change design and layout?</li> <li>• Can I customize or delete color schemes and font schemes?</li> <li>• Can I use design templates to create a document?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 8-10</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Designs, Layouts, Color Schemes, Fonts**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
Topic: Margins & Spacing

<p><b>Standards:</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Choose a page size</li> <li>• Control printer set up</li> <li>• Show or hide margin and grid guides</li> <li>• Show/hide baseline guides</li> <li>• Change the layout guides</li> <li>• Place ruler guides</li> <li>• Clear a single ruler guide</li> <li>• Move a ruler guide</li> <li>• Clear all ruler guides</li> </ul> <p><u>CPI's</u></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><u>Career Ready Practices</u>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u></p>	<p><b>GOAL</b></p> <p><u>Overarching Goals:</u></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><u>Goal 6:</u> The student will be able to choose a page size, choose publications and paper settings, show/hide layout guides, change layout guides and place ruler guides.</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;"><u>Essential Questions</u></th> <th style="width: 50%;"><u>Instructional Tools/Learning Activities/Resources/Assessments</u></th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Can I show/hide margins and grid lines?</li> <li>• Can I place ruler guides?</li> <li>• Can I show or hide baseline guides?</li> <li>• Can I change layout guides?</li> </ul> </td> <td style="vertical-align: top;"> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 11</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul> </td> </tr> </table>	<u>Essential Questions</u>	<u>Instructional Tools/Learning Activities/Resources/Assessments</u>	<ul style="list-style-type: none"> <li>• Can I show/hide margins and grid lines?</li> <li>• Can I place ruler guides?</li> <li>• Can I show or hide baseline guides?</li> <li>• Can I change layout guides?</li> </ul>	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 11</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>
<u>Essential Questions</u>	<u>Instructional Tools/Learning Activities/Resources/Assessments</u>				
<ul style="list-style-type: none"> <li>• Can I show/hide margins and grid lines?</li> <li>• Can I place ruler guides?</li> <li>• Can I show or hide baseline guides?</li> <li>• Can I change layout guides?</li> </ul>	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 11</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>				

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Margins & Spacing**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Creating Master Pages & New Pages**

<p><b>Standards:</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Insert a page</li> <li>• Delete a page</li> <li>• View as a two-page spread</li> <li>• Go to a specific page</li> <li>• Work with headers and footers</li> <li>• Use page numbering</li> <li>• Work with master pages</li> <li>• Name pages</li> <li>• Move pages</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>GOAL</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 7:</b> The student will be able to insert, delete, move, and number pages. Use a master page, name a page</p>				
	<table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Essential Questions</th> <th style="text-align: left;">Instructional Tools/Learning Activities/Resources/Assessments</th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Can I use a master page to create a document?</li> <li>• Can I place object on a master page?</li> <li>• Can I apply a master page to a document?</li> <li>• Can I place a header /and footer?</li> <li>• Can I number a page?</li> <li>• Can I specify where I want page numbers to appear?</li> </ul> </td> <td style="vertical-align: top;"> <p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 12-13</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul> </td> </tr> </table>	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	<ul style="list-style-type: none"> <li>• Can I use a master page to create a document?</li> <li>• Can I place object on a master page?</li> <li>• Can I apply a master page to a document?</li> <li>• Can I place a header /and footer?</li> <li>• Can I number a page?</li> <li>• Can I specify where I want page numbers to appear?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 12-13</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>
Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments				
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**Desktop Publishing - Quarter I**  
Big Idea: Changing Design & Layout  
Topic: Creating Master Pages & New Pages

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Creating/Designing Objects**

<p><b>Standards:</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Insert a design gallery object</li> <li>• Add an object to the content library</li> <li>• Insert an item form the content library</li> <li>• Apply all skills for changing layout and design</li> </ul> <p><u>CPI's</u></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><u>Career Ready Practices</u></p> <p>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u></p>	<b>GOAL</b>	
	<p><u>Overarching Goals:</u></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><u>Goal 8:</u> The student will be able to insert a design gallery object, content libraries and insert item from each.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I insert a design object and display it?</li> <li>• Can I insert an object from a content library?</li> <li>• Can I manage the category list for the content library?</li> </ul>	<p><u>Learning Activities</u></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 14-16</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Changing Design & Layout**  
**Topic: Creating/Designing Objects**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>



**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
Topic: Changing Fonts & Styles

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Change the font, size and style</li> <li>• Change character spacing</li> <li>• Create a drop cap</li> <li>• Apply object borders</li> <li>• Choose border color</li> <li>• Change an objects fill color</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 9:</b> The student will be able to manipulate font size, character spacing, and create a drop cap. Work with borders, border colors and fill objects.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I use font style, size and color effectively?</li> <li>• Can I change character spacing to increase readability?</li> <li>• Create a drop cap?</li> <li>• Can I use underline, bold, and italic to emphasize text?</li> <li>• Can I choose a different weights and styles of borders?</li> <li>• Can I change colors of object/fill/and borders?</li> <li>• Can I select grouped objects to be formatted?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 17-19</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
Topic: Changing Fonts & Styles

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
Topic: Alignments & Lists

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Align text horizontally and vertically</li> <li>• Change line spacing</li> <li>• Use tab stops</li> <li>• Use indents</li> <li>• Create bulleted and numbered lists</li> <li>• Create indents</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 10:</b> The student will be able to align text vertically and horizontally, create a tab stops, use tabs, and indents. Create and manage bulleted and numbered lists.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I align text vertically and horizontally?</li> <li>• Can I switch from a bulleted to numbered list?</li> <li>• Can I change bullet styles?</li> <li>• Do I know how to create left, right, center and decimal tabs using dialog box and ruler?</li> <li>• Can I adjust indents using the ruler and paragraph dialog box?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 20-22</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
Topic: Alignments & Lists

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
**Topic: Formatting**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Align text horizontally and vertically</li> <li>• Change line spacing</li> <li>• Use tab stops</li> <li>• Use indents</li> <li>• Create bulleted and numbered lists</li> <li>• Create indents</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 11:</b> The student will be able to copy text formatting, use the format painter, apply, create, and manage styles</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I align text vertically and horizontally?</li> <li>• Can I switch from a bulleted to numbered list?</li> <li>• Can I change bullet styles?</li> <li>• Do I know how to create left, right, center and decimal tabs using dialog box and ruler?</li> <li>• Can I adjust indents using the ruler and paragraph dialog box?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 23</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
Topic: Formatting

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
**Topic: Working With Tables**

<p><b>Standards:</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Format a table</li> <li>• Create a table</li> <li>• Select cells and ranges of cells</li> <li>• Merge cells</li> <li>• Insert and delete rows</li> <li>• Turn off automatic hyphenation</li> <li>• Apply formatting to a document</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>GOAL</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 12:</b> The student will be able to select cells and ranges of cells, insert and delete rows, create a table, change cell height and weight format a toolbar, and merge cells</p>				
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**Desktop Publishing - Quarter I**  
**Big Idea: Working With Fonts & Styles**  
**Topic: Working With Tables**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>



## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Clipart

<p><b>Standards:</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• The student will be able to:</li> <li>• Insert and resize clipart</li> <li>• Work with clip organizer</li> <li>• Format clipart</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>GOAL</b></p>	
	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 13:</b> The student will be able to insert, resize and move clipart, browse clips and insert clips from the clip organizer. Change clipart appearance.</p>	
	<p><b>Essential Questions</b></p>	<p><b>Instructional Tools/Learning Activities/Resources/Assessments</b></p>
	<ul style="list-style-type: none"> <li>• Can I resize clipart without disturbing the aspect ratio?</li> <li>• What is a wmf file?</li> <li>• How is the clipart organizer used?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 28</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Working With Graphics**  
**Topic: Clipart**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

## Desktop Publishing – Quarter I

### Big Idea: Working With Graphics

#### Topic: Inserting A Picture From File

<b>Standards:</b>  <b>Objectives</b> <ul style="list-style-type: none"> <li>• Insert picture from file, scanner and camera.</li> <li>• Embed a linked picture.</li> <li>• Crop and wrap text around a picture.</li> <li>• Edit wrap points.</li> </ul> <b>CPI's</b> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12  <u>English/Language Arts Standards</u>	<b>GOAL</b>				
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## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Inserting A Picture From File

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## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Drawing & WordArt Tools

<p><b>Standards:</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Use draw tool to draw lines, ovals and auto shapes.</li> <li>• Apply a fixed color to a line or shape border.</li> <li>• Fill a shape with a scheme color.</li> <li>• Apply and remove shadows.</li> <li>• Apply and remove 3-D effects.</li> <li>• Group and ungroup objects.</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>GOAL</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 14:</b> Draw lines, ovals and auto shapes. Format line and shape borders. Fill a shape, group and ungroup objects. Apply affects. Create, edit and format wordart.</p>				
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## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Drawing & WordArt Tools

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"><li>• Successful completion of Lesson.</li><li>• Correct and grade assignment.</li><li>• Teacher observation.</li></ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Microsoft Office Publisher 2007</li><li>• White Board</li><li>• Computers Network</li><li>• Access to student folders</li><li>• Disks</li><li>• Printers Destination monitor</li><li>• Access to Internet Source documents</li></ul>

## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Align, Distribute, Flip, and Rotate Objects

<p><b>Standards:</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Rotate and object 90 degrees.</li> <li>• Flip an object vertically and horizontally.</li> <li>• Align and distribute objects.</li> <li>• Set object layering.</li> <li>• Edit and embedded object.</li> <li>• Set links updating.</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>GOAL</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 15:</b> Align, distribute, flip, rotate, nudge and set object layering. Edit and embedded objects and update links.</p>				
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## Desktop Publishing - Quarter I

### Big Idea: Working With Graphics

#### Topic: Align, Distribute, Flip, and Rotate Objects

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><u>Assessments</u></p> <ul style="list-style-type: none"><li>• Successful completion of Lesson.</li><li>• Correct and grade assignment.</li><li>• Teacher observation.</li></ul> <p><u>Resources</u></p> <ul style="list-style-type: none"><li>• Microsoft Office Publisher 2007</li><li>• White Board</li><li>• Computers Network</li><li>• Access to student folders</li><li>• Disks</li><li>• Printers Destination monitor</li><li>• Access to Internet Source documents</li></ul>



**Desktop Publishing - Quarter I**  
**Big Idea: Exploring Publication Types**  
**Topic: Flyers, Cards, Envelopes**

<p><b>Standards:</b></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> <li>• Create a flyer.</li> <li>• Customize tear off forms</li> <li>• Insert design gallery objects.</li> <li>• Create a greeting card and choose a greeting card verse.</li> <li>• Create and size an envelope.</li> <li>• Create a business card and use a business card background</li> </ul> <p><u>CPI's</u></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><u>Career Ready Practices</u>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u></p>	<p><b>GOAL</b></p> <p><u>Overarching Goals:</u></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><u>Goal 16:</u> Use and change templates and work with tear-off designs. Create and change greeting cards, business cards and envelopes.</p>				
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**Desktop Publishing - Quarter I**  
**Big Idea: Exploring Publication Types**  
**Topic: Flyers, Cards, Envelopes**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Exploring Publication Types**  
**Topic: Newsletters & Brochures**

<b>Standards:</b>	<b>GOAL</b>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Create a newsletter.</li> <li>• Change content layout.</li> <li>• Move among linked frames.</li> <li>• Add a continued notation.</li> <li>• Create a brochure.</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b>  CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7,  CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b>English/Language Arts Standards</b></p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b>Goal 17:</b> Use and change templates dealing with newsletters and brochures. Move and break linked frames. Add continued notation, use embedded fonts.</p>	
	<b>Essential Questions</b>	<b>Instructional Tools/Learning Activities/Resources/Assessments</b>
	<ul style="list-style-type: none"> <li>• Can I organize and create a newsletter on a teacher imposed topic?</li> <li>• Can I create a brochure advertising a fictitious company of my creation?</li> </ul>	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Read and discuss Exercise 41-44</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>

**Desktop Publishing - Quarter I**  
**Big Idea: Exploring Publication Types**  
**Topic: Newsletters & Brochures**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p>  <p><u>English/Language Arts Standards</u></p>		<p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

## Desktop Publishing - Quarter II

### Big Idea: Project Based Learning

Topic: Create A Business

Standards:	GOAL		
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Create a newsletter.</li> <li>• Change content layout.</li> <li>• Move among linked frames.</li> <li>• Add a continued notation.</li> <li>• Create a brochure.</li> </ul> <p><b>CPI's</b></p> <ul style="list-style-type: none"> <li>• 8.1.12.B.1 - B.3</li> <li>• 8.3.12.A.1</li> <li>• 8.4.12.B.1,,B.2, C.1</li> <li>• 8.5.12.A.3</li> <li>• 8.6.12.A.1-A.12,B.1, B.2</li> </ul> <p><b>Career Ready Practices</b> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</p> <p><b><u>English/Language Arts Standards</u></b></p>	<p><b><u>Overarching Goals:</u></b></p> <ol style="list-style-type: none"> <li>1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.</li> <li>2. Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.</li> <li>3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.</li> <li>4. Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.</li> <li>5. Model digital citizenship.</li> </ol> <p><b><u>Goal 18:</u></b> Using project based learning to create Publisher documents to advertise and promote student created businesses.</p>		
	Essential Questions	Instructional Tools/Learning Activities/Resources/Assessments	
	<ul style="list-style-type: none"> <li>• Can I define, understand and create a mission statement?</li> <li>• Can I develop a creative and eye catchy logo and slogan?</li> <li>• Can I create a comment card, business card and grand opening flyer?</li> <li>• Can I create a color scheme to define my business?</li> <li>• Can I organize a professional portfolio of all business documents?</li> </ul>	<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Class discussion on student's background knowledge of computer software applications.</li> <li>• Students to take notes on topics covered in lesson vocabulary terms to add to Vocabulary Journal.</li> <li>• Students will complete Exercise directions WTG and OYO</li> <li>• Vocabulary Review and Review</li> </ul>	

**Desktop Publishing - Quarter I**  
**Big Idea: Exploring Publication Types**  
**Topic: Newsletters & Brochures**

Standards (Continued)	Enduring Understanding	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p>  <p><u>English/Language Arts Standards</u></p>		<p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Successful completion of Lesson.</li> <li>• Correct and grade assignment.</li> <li>• Teacher observation.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Microsoft Office Publisher 2007</li> <li>• White Board</li> <li>• Computers Network</li> <li>• Access to student folders</li> <li>• Disks</li> <li>• Printers Destination monitor</li> <li>• Access to Internet Source documents</li> </ul>

## Desktop Publisher

### COURSE BENCHMARKS

1. The student will be able to start publisher, create a quick publication, use the task pane, use toolbar buttons, save their work, and close a publication.
2. The student will be able to Select, resize delete, and move an object while maintaining aspect ratio. Define terms. Place a new text box, use auto fit, insert a symbols, and check spelling, set spelling options.
3. The student will be able to select text, move, copy, and cut and delete text. Use the redo and undo buttons. Insert business information; insert the current date and time, use auto correct.
4. The student will be able to open a file from another program. Open a word document, insert text from another program, edit a story in word. Apply skills learned in exercises 1-7.
5. The student will be able to Change the design and layout, choose a color scheme, create a new color scheme, customize or delete a color scheme, change the font scheme, create a custom font scheme, edit or delete a font scheme.
6. The student will be able to choose a page size, choose publications and paper settings, show/hide layout guides, change layout guides and place ruler guides.
7. The student will be able to insert, delete, move, and number pages. Use a master page, name a page.
8. The student will be able to insert a design gallery object, content libraries and insert item from each.
9. The student will be able to manipulate font size, character spacing, and create a drop cap. Work with borders, border colors and fill objects.
10. The student will be able to align text vertically and horizontally, create a tab stops, use tabs, and indents. Create and manage bulleted and numbered lists.
11. The student will be able to copy text formatting, use the format painter, apply, create. and manage styles.
12. The student will be able to select cells and ranges of cells, insert and delete rows, create a table, change cell height and weight format a toolbar, and merge cells.
13. Insert a picture from file, acquire an image from digital file and scanner and camera. Embed a linked picture. Crop a picture and wrap text.
14. Draw lines, ovals and auto shapes. Format line and shape borders. Fill a shape, group and ungroup objects. Apply affects. Create, edit and format wordart.
15. Align, distribute, flip, rotate, nudge and set object layering. Edit and embedded objects and update links.
16. Use and change templates dealing with newsletters and brochures. Move and break linked frames. Add continued notation, use embedded fonts.
17. Use and change templates dealing with newsletters and brochures. Move and break linked frames. Add continued notation, use embedded fonts.
18. Using project based learning to create Publisher documents to advertise and promote student created businesses