

# Microsoft® Word 2013 Basics

*Goal: To provide a foundation for completing documents using Microsoft® Word*

**Media Type:** DVD

**Duration:** 155 minutes

## Description:

Microsoft® Word is one of the most widely used software programs in today's society as it serves as the foundation for completing most communication documents. This presentation takes students on a tour through Microsoft® Word 2013 so they can gain the knowledge and skills needed to efficiently use the program. Through the use of real-world scenarios, students will become comfortable enough using Microsoft® Word to accomplish communication tasks they will face in the future.

## Objectives:

1. To learn the layout of Microsoft® Word 2013.
2. To examine the uses of Microsoft® Word in business.
3. To gain the knowledge and skills needed to create various documents.
4. To become comfortable using Microsoft® Word to create the documents used in both the classroom and the real-world.
5. To discover shortcuts and timesavers to use in Microsoft® Word.



Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
	Describe laws, rules and regulations as they apply to effective business operations.
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
	Implement systems, strategies and techniques used to manage information in a business.
	Implement, monitor and evaluate business processes to ensure efficiency and quality results.
<b>Business Information Management Career Pathway (BM-BIM)</b>	Describe and follow laws and regulations affecting business operations and transactions.
	Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
	Access, evaluate and disseminate information for business decision making.
	Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
	Plan, organize and manage an organization/department to achieve business goals.

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## Common Core Standards

College & Career Readiness Anchor Standards for Reading

### Reading Standards for Informational Text

Integration of Knowledge & Ideas		Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
		Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
		Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	<b>9-10.7</b>	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	<b>9-10.8</b>	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.
	<b>9-10.9</b>	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
	<b>11-12.7</b>	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
	<b>11-12.8</b>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
<b>11-12.9</b>	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	

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## Common Core Standards

College & Career Readiness Anchor Standards for Writing

### Writing Standards

Production & Distribution of Writing		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
		Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.5	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.
	9-10.6	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.
	11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build & Present Knowledge		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
		Draw evidence from literary or informational texts to support analysis, reflection, and research.
	9-10.7	Conduct short as well as more sustained research projects to answer a 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.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	11-12.7	Conduct short as well as more sustained research projects to answer a 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.
11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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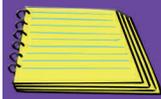


## Common Core Standards

College & Career Readiness Anchor Standards for Language

Language Standards	
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Knowledge of Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	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.
	<b>9-10.3</b> 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.
	<b>11-12.3</b> 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 & Use	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.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	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.
	<b>9-10.4</b> 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.
	<b>9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	<b>9-10.6</b> 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.
	<b>11-12.4</b> 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.
	<b>11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>11-12.6</b> 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.	

# Microsoft® Word 2013 Basics



## Lesson Plan

**Class 1:** Begin class by passing out the *Microsoft® Word 2013 Basics Worksheet* and *Vocabulary Handout* for students to use as reference materials. Show the *Microsoft® Word 2013 Basics - Creating Professional Documents, Opening Microsoft® Word* and *Microsoft® Word Layout* segments. Have students complete the *Business Intent Application Video Project*.



8 min.

**Class 2:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Word 2013 Basics - Inside the Ribbon & Backstage View: Backstage View & the File Tab, Home Tab, Insert Tab, Design Tab, Page Layout Tab, References Tab, Mailings Tab, Review Tab* and *View Tab* segments. Have students begin the *Ribbon Analysis Video Project*.



21 min.

**Class 3:** Review the concepts covered in the *Microsoft® Word 2013 Basics - Inside the Ribbon & Backstage View: Backstage View & the File Tab, Home Tab, Insert Tab, Design Tab, Page Layout Tab, References Tab, Mailings Tab, Review Tab* and *View Tab* segments. Allow students time to finish the *Ribbon Analysis Video Project*.

**Class 4:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Word 2013 Basics - Opening a New Document or Template and Customizing the Word Window: Viewing Your Document, Viewing Multiple Windows, and Rulers* segments. Have students begin the *Business Partnership Plan Outline Video Project*.



10 min.

**Class 5:** Have students complete the *Business Partnership Plan Outline Video Project*.

**Class 6:** Remind students to continue using the *Worksheet* and *Vocabulary Handout* segments. Show the *Microsoft® Word 2013 Basics - Entering Text* and *Using the Keyboard in Microsoft® Word: Keys to Remember and Keyboard Shortcuts* segments. Have students begin the *Business Partnership Plan Video Project*.



8 min.

**Class 7:** Review the keyboard shortcuts from the previous class. Have students finish the *Business Partnership Plan Video Project*.

**Class 8:** Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Microsoft® Word 2013 Basics - Formatting Text: Selecting Text, Changing Font, Changing Font Size, and Changing Font Style* segments. Have students complete the *Formatting Text: Business Partnership Plan Video Project*.



6 min.

**Class 9:** Show the *Microsoft® Word 2013 Basics - Entering Text: Deleting Text, Cutting, Copying & Pasting and Relocating Text with Click & Drag* segments. Have students begin the *Business Letter Video Project*.



5 min.

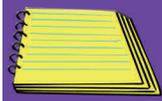
**Class 10:** Have students complete the *Business Letter Video Project*. If time remains, review the concepts covered so far in the *Microsoft® Word 2013 Basics* lesson.

**Class 11:** Show the *Microsoft® Word 2013 Basics - Saving, Closing & Reopening Documents* and *Distributing Documents: Printing and Send Using E-mail* segments. Have students complete the *Business Letter Distribution Video Project*.



9 min.

# Microsoft® Word 2013 Basics



## Lesson Plan

 **Class 12:** Show the *Microsoft® Word 2013 Basics - Formatting Tools: AutoComplete, AutoText, AutoCorrect, AutoFormat As You Type, Spell Check, Grammar Check and Thesaurus* segments. Have students complete the *Formatting Tools: Business Partnership Plan Video Project*.

11 min.

 **Class 13:** Show the *Microsoft® Word 2013 Basics – Formatting Paragraphs and Formatting Paragraphs: Bullets, Numbering & Multi-Level Lists, Indenting Paragraphs, Margins, Alignment and Line Spacing* segments. Have students complete the *Formatting Paragraphs: Business Partnership Plan Video Project*.

11 min.

 **Class 14:** Show the *Microsoft® Word 2013 Basics – Formatting Pages: Themes & Styles, Page Orientation, Page Backgrounds, and Headers & Footers* segments. Have students complete the *Business Letterhead Video Project*.

12 min.

 **Class 15:** Show the *Microsoft® Word 2013 Basics – Tables: Adding Tables and Formatting Tables* segments. Have students complete the *Business Contact List Video Project*.

8 min.

 **Class 16:** Show the *Microsoft® Word 2013 Basics – Graphics: Adding Pictures, Adding Shapes, Adding SmartArt, Adding Charts, Adding Screenshots, Adding WordArt and Text Wrapping* segments. Have students begin the *Business Partnership Report Video Project*.

29 min.

**Class 17:** Have students finish the *Business Partnership Report Video Project*. If time remains, review the concepts covered so far in the *Microsoft® Word 2013 Basics* lesson.

 **Class 18:** Show the *Microsoft® Word 2013 Basics – Proofing Documents: Comments, Tracking, Changing & Comparing and Protecting Documents* segments. Have students complete the *Proofing: Business Partnership Report Video Project*.

7 min.

 **Class 19:** Show the *Microsoft® Word 2013 Basics – Macros* segment. Have students complete the *Signature Macro Video Project*.

4 min.

 **Class 20:** Show the *Microsoft® Word 2013 Basics – Creating Envelopes & Labels* segment. Have students complete the *Business Envelope & Labels Video Project*.

4 min.

**Class 21:** Have students complete the *Application Projects* to review the concepts covered in *Microsoft® Word 2013 Basics* and prepare them for the *Final Assessment*. Assign the *Information Request Letter Application Project* and allow students time to complete the project.

**Class 22:** Have students complete the *Thank You Letter Application Project*.

**Class 23:** Have students begin the *Marketing Plan Application Project*.

**Class 24:** Have students complete the *Marketing Plan Application Project*.

**Class 25:** Have students complete the *Job Description Application Project*.

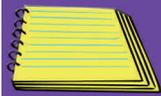
**Class 26:** Have students complete the *Fax Cover Sheet & Business Memo Application Project*.

**Class 27:** Have students complete the *Meeting Agenda Application Project*.

**Class 28:** Have students complete the *Travel Itinerary & Costs Application Project*.

**Class 29:** Have students begin the *E-mail & Internet Usage Policy Application Project*.

# Microsoft® Word 2013 Basics



## Lesson Plan

*Class 30:* Have students finish the *E-mail & Internet Usage Policy Application Project*.

*Class 31:* Have students begin the *Company Picnic Plans Application Project*.

*Class 32:* Have students finish the *Company Picnic Plans Application Project*.

*Class 33:* Have students begin the *New Employee Orientation Packet Application Project*.

*Class 33:* Have students complete the *New Employee Orientation Packet Application Project*.

*Class 34:* Review the concepts and skills covered in the *Microsoft® Word 2013 Basics* lesson by having students review the *Worksheet* and *Vocabulary Handout*. Remind students to study for the *Microsoft® Word 2013 Basics Final Assessment* to be administered in the next class.

*Class 35:* Administer the *Microsoft® Word 2013 Basics Final Assessment*.



## Lesson Links

### The City of Atomsville

- <http://www.cevmultimedia.com/atomsville>

### Microsoft® Office

- <http://www.office.microsoft.com/en-us/word/>



## Career & Technical Student Organizations

### FBLA

- Business Communication
- Computer Applications
- Introduction to Business Communication

### BPA

- Fundamental Word Processing Skills
- Basic Office Systems & Procedures



## Career Connections

- iCEV50453, Tia Watson, Senior Writer, Deere & Co.
- iCEV50440, Shelton Green, TV News Reporter, ABC Austin KVUE
- iCEV50175, Zoe Ziegler, Communication, Toyota



## Video Projects

**IMPORTANT:** The video projects build upon one another and should be completed in the order suggested by the Lesson Plan in order to have the files needed to complete the projects.

### Business Intent Application

#### Directions:

Students will explore the career opportunities available in the City of Atomsville and choosing a business they intend to work for while completing the rest of the projects.

### Ribbon Analysis

#### Directions:

Students will develop a list of the Top Five Commands they believe they will use the most on each tab of the Ribbon to help remember where each is located.

### Business Partnership Plan Outline

#### Directions:

Students will identify a potential partner business in the City of Atomsville and develop a list of potential partnership activities.

# Microsoft® Word 2013 Basics

## Video Projects

### Business Partnership Plan

#### Directions:

Students will use the information from *Business Partnership Plan Outline* to develop a plan for their business partnership.

### Formatting Text– Business Partnership Plan

#### Directions:

Students will format the text of the *Business Partnership Plan* created in the *Business Partnership Plan Project*.

### Business Letter

#### Directions:

Students will use the information they gathered in the *Business Partnership Plan* to develop a business letter which could be sent to their potential business partner detailing the partnership.

### Business Letter Distribution

#### Directions:

Students will have a classmate proofread the *Business Letter* created in the *Business Letter Project* and then print the document as well as send the document using e-mail.

### Formatting Tools– Business Partnership Plan

#### Directions:

Students will update their *Business Partnership Plan* using the formatting tools.

### Formatting Paragraphs– Business Partnership Plan

#### Directions:

Students will format their *Business Partnership Plan* by formatting a list, changing the margins and adjusting the line spacing of the document.

### Business Letterhead

#### Directions:

Students will develop a letterhead for their business. Students will utilize the *Business Letter* file created in a previous project.

### Business Contact List

#### Directions:

Students will develop a *Business Contact List* based on the businesses chosen by the students in the class.

### Business Partnership Report

#### Directions:

Students will create a report based on their *Business Partnership Plan*.

### Proofing– Business Partnership Report

#### Directions:

Students will peer review another student's *Business Partnership Report* using the comments and track changes features.

### Signature Macro

#### Directions:

Students will record a macro of their signature.

### Business Envelope & Mailing Labels

#### Directions:

Students will develop an envelope and mailing label for their business.

# Microsoft® Word 2013 Basics

## Application Projects

### Information Request Letter

#### Directions:

Students will write a business letter requesting more information from another business in Atomsville.

### Thank You Letter

#### Directions:

Students will use the *Business Letterhead* they created to write a business letter thanking the Atomsville Chamber of Commerce for choosing their business as “Business of the Year.”

### Marketing Plan

#### Directions:

Students will develop a *Marketing Plan* for the event they proposed in the *Business Partnership Plan* and *Business Partnership Plan Report*.

### Job Description

#### Directions:

Students will research and develop a *Job Description* for a position which will be created in their business.

### Fax Cover Sheet & Business Memo

#### Directions:

Students will create a *Fax Cover Sheet* and *Business Memo* for their business related to the products and services their business offers.

### Meeting Agenda

#### Directions:

Students will create an agenda for a meeting with their company and their partner company. Students will need to reference the *Partnership Plan Report*.

### Travel Itinerary & Costs

#### Directions:

Students will develop a travel itinerary and cost list for their CEO’s trip to a convention in Chicago.

### E-mail & Internet Usage Policy

#### Directions:

Students will create an e-mail and Internet usage policy which can be distributed to the other employees in their company.

### Company Picnic Plans

#### Directions:

Students will create a plan for their company picnic in their own town or the City of Atomsville.

### New Employee Orientation Packet

#### Directions:

Students will compile a packet which could be given to a new employee upon hire at their company.