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**Lesson Plan**

Word Processors

MODULE 5

This **lesson plan** was written for the Florida Public School System DIGITAL INFORMATION TECHNOLOGY (8207310) course. Funded by the Cyber/IT Pathways Program, Cyber Florida, and the Florida Department of Education.

**Digital Information Technology (8207310)**

This Lesson Plan is designed to aid high-quality instruction through the identification of components that support learning and teaching. Each section of this Lesson Plan is modeled after 2022-2023 CTE Standards and Benchmarks for Digital Information Technology (8207310) as published by the Florida Department of Education Student Performance Standards.

Word Processors

# Module Overview

This module will teach students how to develop and enhance their word processing skills. Upon completion of this module, students will be able to use their word processing skills to create, edit, and produce professionally presented business documents.

## DIT Textbook Chapter Overview

The *Productivity Applications* and *Word Processors* chapters in the accompanying DIT textbook support the conceptual understanding of the content covered in this module.

## CTE Standard and Benchmark

**Standard 04.0:** Use word processing applications to enhance the effectiveness of various types of documents and communication. The student will be able to:

* **04.01** Select and use word processing software and accompanying features to create and enhance various written business communications (e.g., memos, reports, block business letters).
* **04.02** Save and export documents in various formats (e.g., pdf, html, blog, hyperlinks).
* **04.03** Format text content in a document (e.g., font, paragraph attributes, spacing, text styles, text boxes).
* **04.04** Manipulate page layout and reusable content (e.g., page setup, themes, templates, page backgrounds, headers and footers).
* **04.05** Perform various image-editing tasks using word-processing software to create and format images, illustrations, shapes, etc.
* **04.06** Proofread and revise documents by validating content through the use of word processing tools (e.g. spell check, thesaurus, find/replace, autocorrect settings).
* **04.09** Demonstrate an understanding of fonts (serif and sans serif) and font styles (bold, italic, etc.)

# Continuity

Students will have read all content included in the textbook chapters *Productivity Applications* and *Word Processors* to prepare for the lessons included in this module.

Table 1 Continuity

| **Standard** | **Previous Lesson/Knowledge** | **This Lesson** | **Upcoming Lessons** |
| --- | --- | --- | --- |
| 04.02 | Students should read the *Documents* section of the *Productivity Applications* chapter.  Students should know how to locate and open word processor software. | Students will use a word processor to develop the skills required for saving documents. This includes identifying the location of the File Menu and learning the functions of the File Menu. | Students will use the knowledge from this lesson to learn future DIT modules requiring word processing skills. |
| 04.03  04.09 | Students should read the *Word Processors* chapter.  Students should know how to open a file in a word processor. | Students will use a word processor to create and edit a document. This includes learning the parts of the word processing screen (tabs, ribbons, and groups). Students will also learn the purpose of the various command buttons in the Font and Paragraph groups. | Students will use the knowledge from this lesson to learn future DIT modules requiring word processing skills. |
| 04.01  04.04 | Students should read the *Word Processors* chapter.  Students should know how to open a file in a word processor. | Students will use a word processor to enhance the appearance of a document and format the layout of a document. This includes learning the functions of the various document formatting tools located under the Design Layout Tab and Insert Tab. | Students will use the knowledge from this lesson to learn future DIT modules requiring word processing skills. |
| 04.01  04.05 | Students should read the *Word Processors* chapter.  Students should know how to open a file in a word processor. | Students will use a word processor to insert and manipulate images in a document.  This includes learning the functions of the various commands located under the Draw Tab and Insert Tab (illustrations group). | Students will use the knowledge from this lesson to learn future DIT modules requiring word processing skills. |
| 04.01  04.06 | Students should read the *Word Processors* chapter.  Students should know how to open a file in a word processor. | Students will use a word processor to proof and edit the contents of a document.  This includes learning the functions of the various commands located under the Review Tab and Editing Group. | Students will use the knowledge from this lesson to learn future DIT modules requiring word processing skills. |

# Student Learning Outcomes

**Standard 04.01**

Students will be able to create documents using the features of a word processor.

**Standard 04.02**

Students will be able to explain the various formats to save documents and the importance of saving files with viable file names. Students will be able to demonstrate saving documents in various formats.

**Standard 04.03**

Students will be able to create and edit text in a document. Students will demonstrate their ability to manipulate and enhance the appearance of text in a document by changing font attributes (name, size, style, and color) and paragraph attributes (line spacing, alignment, bullets, numbering, and border).

**Standard 04.04**

Students will demonstrate their ability to enhance the appearance of a document by formatting the document’s theme and page layout features. Students will also be able to change the page color and add page borders.

**Standard 04.05**

Students will demonstrate their ability to insert and maneuver illustration elements (pictures, shapes, icons, 3D models, SmartArt, and charts) in a document.

**Standard 04.06**

Students will demonstrate their ability to use word processing tools (e.g. spell check, thesaurus, find/replace, autocorrect settings) to aid in producing professional looking documents.

**Standard 04.09**

Students will be able to explain the use of fonts to improve the appearance of a document.

# Materials Needed

**Standard 04.01, 04.02, 04.03, 04.04, 04.05, 04.06**

All standards are best met with each student having access to a computing device (personal computer, laptop, smart phone, or tablet) with word processing software.

# Use of Space

Activities will require a classroom space that includes computing devices. If the space does not have computing devices, the teacher can consider the use of student personal devices (ex. smart phones, tablets, laptops). If the student does not have a computing device, the teacher can consider using a device for class demonstration purposes. For instance, the teacher could use their own school-supplied or personal computing device to demonstrate to all students. Consideration should also be given to where furniture and students are placed within the classroom to accommodate diverse needs.

# Prepare for the Lesson

Table 2 shows how the teacher and students should prepare for this lesson.

Table 2 Preparations

| **Teacher** | **Student** | **Assessment/Assignment** |
| --- | --- | --- |
| The teacher should read the *Word Processors* chapter and the *Documents* section in *Productivity Applications* chapter*.*  The teacher should be proficient with word processing software.  The teacher should consider if a computing device should be used for instruction if computer devices are not available for all students.  The teacher should read the chapter cases and consider how to receive feedback from the students. | The student should read the *Word Processors* chapter and study all terms.  The student should read the *Documents* section of the *Productivity Applications* chapter.  Additionally, the student should read the case at the end of both chapters. | Standard 04.02, 04.03, 04.04, 04.05, 04.06: In-class activities are designed to familiarize students with word processing software.  Worksheets will assess the student’s ability to perform the activities in class.  The teacher will review both chapter cases in class. The teacher will conduct a verbal discussion to solicit student responses and participation. Students will be assessed on the chapter case based on their written responses to the chapter case questions and in-class discussion.  An answer key and/or rubric is provided for all student activities. |

# Activities

Table 3 shows the student workload effort for each activity in this module.

Table 3 Student Activities and Workload

| **Activity** | **Description** | **Estimated Student Completion Time** | **DIT Standard Alignment** |
| --- | --- | --- | --- |
| Acrostic Poem | Student creates an acrostic poem and enhances the document using various word processing features. | 45 minutes in-class x 1-2 classes | 04.02, 04.03, 04.04, 04.05, 04.06, and 04.09 |
| Fall Festival | Student edits a word processing document using various word processing features. | 45 minutes in-class x 2 classes | 04.02, 04.03, 04.04, 04.05, 04.06, and 04.09 |
| Internet Safety / Cyberbullying Poster | Student creates a digital poster and enhances the document using various word processing features. | 45 minutes in-class x 2 classes | 04.02, 04.03, 04.04, 04.05, 04.06, and 04.09 |
| The Frog Story | Student edits a word processing document using various word processing features. | 45 minutes in-class x 2 classes | 04.02, 04.03, 04.04, 04.05, 04.06, and 04.09 |
| Parts of the Word Processing Screen | Student completes the worksheet by typing the name of the various parts of the word processing screen. | 15 minutes in-class | 04.02, 04.03, 04.04, 04.05, 04.06, and 04.09 |
| Word Processors Chapter Case: My First Resume | Student reviews the case from the *Word Processing* chapter and answers critical thinking questions. | 45 minutes in-class | 04.01 |
| Chapter Case: A Teacher's Work is Never Done | Student reviews the case from the *Productivity Applications* chapter and answers critical thinking questions. | 45 minutes in-class | 04.01 |

# Assessments

The teacher will evaluate a student’s performance using the various features of a word processor by measuring the accuracy of the student’s documentation.

Additionally, the teacher will evaluate the student’s critical thinking ability as they work in the chapter case. The teacher will use the assessment for formative purposes and will provide feedback on the accuracy of the student’s response and on means to promote student success.

The teacher will score assignments on a scale of 1-4 measuring the level of understanding the student is able to communicate about the subject. The teacher will use the provided rubrics to grade the student activities.

# Accommodations

Please adhere to the [Florida Department of Education (2018) Accommodations Assisting Students with Disability Guidelines](https://www.fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf).

To reduce anxiety while completing activities, provide students with support while completing their assignments and sufficient time to complete their assignments in class.

Students can be encouraged to work with a peer to identify appropriate responses for the case scenario.