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## Curriculum Guide

### Unit 1: Document Basics

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</tr>
</thead>
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<tr>
<td>1.1 Getting Started</td>
<td>Navigating Word, Opening a Blank Document, Identifying Ribbons, Tabs, &amp; Groups, Understanding Backstage View, Using the Zoom Adjustment Tool, Closing Word</td>
</tr>
<tr>
<td>1.3 Back-to-School Message 2</td>
<td>Retrieving a Document, Opening an Existing Document, Revising an Existing Document, Using Save As, Previewing and Printing a Document</td>
</tr>
<tr>
<td>1.4 Back-to-School Message 3</td>
<td>Editing Basics, Using Cut, Using Copy, Using Paste</td>
</tr>
<tr>
<td>1.5 Daylight Saving Time</td>
<td>Customizing the Quick Access Toolbar, Customizing the Quick Access Toolbar, Using Undo, Using Redo, Using the Tab Key to Indent Paragraphs</td>
</tr>
</tbody>
</table>

### Unit 1 Assessments

Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 2: Formatting Text

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Texting 101</td>
<td>Formatting Text, Changing Font and Font Size, Changing Font Color, Applying Bold, Italic, Underline, Strikethrough, Clearing All Formatting</td>
</tr>
<tr>
<td>2.2 Algebra Homework</td>
<td>Enhancing and Formatting Text, Increasing and Decreasing Font Size, Applying Superscript, Applying Subscript, Changing Case, Creating a Numbered List</td>
</tr>
<tr>
<td>2.3 School Rules</td>
<td>Formatting Text with Effects, Changing Text Effects, Applying Text Highlight Color, Applying Format Painter</td>
</tr>
<tr>
<td>2.4 Top Baby Names</td>
<td>Reinforcement Lesson, There are no new skills being introduced in this lesson.</td>
</tr>
</tbody>
</table>

### Unit 2 Assessments

Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 3: Formatting Paragraphs & Editing Text

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</tr>
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<td>3.3 25 Best iPhone Apps of 2013</td>
<td>Using Indents and Lists, Changing Paragraph Indents, Changing Spacing Between Paragraphs</td>
</tr>
<tr>
<td>3.4 Letter of Recommendation</td>
<td>Creating a Bulleted List, Using Bullets</td>
</tr>
<tr>
<td>3.5 College To Do List</td>
<td>Applying Background Shading, Shading Background of Text</td>
</tr>
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<td>3.6 Company Memo</td>
<td>Using Find &amp; Replace, Using Find &amp; Replace</td>
</tr>
<tr>
<td>3.7 Homonyms</td>
<td>Proofing Your Document, Using Spelling &amp; Grammar Check, Using the Thesaurus, Using Word Count</td>
</tr>
<tr>
<td>Lesson</td>
<td>New Skills</td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>3.8 Preschool Posters</td>
<td>Applying Text Styles</td>
</tr>
<tr>
<td>3.9 Ultimate Chocolate Chip Cookies</td>
<td>Reinforcement Lesson</td>
</tr>
<tr>
<td></td>
<td>There are no new skills being introduced in this lesson.</td>
</tr>
</tbody>
</table>

### Unit 3 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 4: Working with Tables

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Student Schedule</td>
<td>Using Table Basics</td>
</tr>
<tr>
<td></td>
<td>Inserting Tables</td>
</tr>
<tr>
<td>4.2 Student Schedule 2</td>
<td>Working with Rows, Columns, and Cells</td>
</tr>
<tr>
<td></td>
<td>Using the Select Tool</td>
</tr>
<tr>
<td>4.3 Best Small Towns</td>
<td>Formatting Tables</td>
</tr>
<tr>
<td></td>
<td>Shading Cells, Rows, and Columns</td>
</tr>
<tr>
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<td>Enhancing Tables with Styles</td>
</tr>
<tr>
<td></td>
<td>Applying a Table Style</td>
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<tr>
<td>4.5 2013 Boston Red Sox Roster</td>
<td>Working with Data in a Table</td>
</tr>
<tr>
<td></td>
<td>Changing Text Direction</td>
</tr>
<tr>
<td>4.6 Top Retailers</td>
<td>Reinforcement Lesson</td>
</tr>
<tr>
<td></td>
<td>There are no new skills being introduced in this lesson.</td>
</tr>
</tbody>
</table>

### Unit 4 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 5: Working with Tabs

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Freshmen Homeroom Assignments</td>
<td>Using Tab Basics</td>
</tr>
<tr>
<td></td>
<td>Viewing the Ruler</td>
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<tr>
<td>5.2 Fastest Growing Occupations</td>
<td>Working with Left Tabs</td>
</tr>
<tr>
<td></td>
<td>Setting Left Tabs</td>
</tr>
<tr>
<td>5.3 School Store Inventory</td>
<td>Setting Custom Tabs</td>
</tr>
<tr>
<td></td>
<td>Setting Left and Right Tabs</td>
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<tr>
<td>5.4 Graduation Program</td>
<td>Changing Tab Alignment</td>
</tr>
<tr>
<td></td>
<td>Clearing Tabs</td>
</tr>
</tbody>
</table>

### Unit 5 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 6: Working with Columns and Page Setup

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Study Skills for Success</td>
<td>Formatting Text into Columns</td>
</tr>
<tr>
<td></td>
<td>Creating Two Columns</td>
</tr>
<tr>
<td>6.2 Healthy Habits for Teens</td>
<td>Using Column Breaks</td>
</tr>
<tr>
<td></td>
<td>Inserting Column Breaks</td>
</tr>
<tr>
<td>6.3 Highest Grossing Movies Worldwide</td>
<td>Vertically Centering Text</td>
</tr>
<tr>
<td></td>
<td>Vertically Centering Text</td>
</tr>
</tbody>
</table>

### Unit 6 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.

### Unit 7: Using Headers and Footers

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Business Letterhead</td>
<td>Using Headers and Footers</td>
</tr>
<tr>
<td></td>
<td>Inserting a Header</td>
</tr>
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<td>7.2 Prom DJ Contract</td>
<td>Formatting Headers and Footers</td>
</tr>
<tr>
<td></td>
<td>Inserting a Date</td>
</tr>
</tbody>
</table>

### Unit 7 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
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<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Soccer Tournament Flyer</td>
<td>Inserting and Working with Pictures</td>
</tr>
<tr>
<td>8.2 Letterhead with Picture</td>
<td>Formatting Picture Styles</td>
</tr>
<tr>
<td>8.3 Buying a Car</td>
<td>Combining Pictures with Text</td>
</tr>
<tr>
<td>8.4 Yearbook Quotes</td>
<td>Working with Graphic Elements</td>
</tr>
<tr>
<td>8.5 Office Sign</td>
<td>Using Shapes</td>
</tr>
</tbody>
</table>

### Inserting and Working with Pictures
- Inserting a Picture
- Resizing a Picture
- Rotating a Picture
- Using Layout Options

### Formatting Picture Styles
- Applying a Picture Style
- Changing a Picture Border

### Combining Pictures with Text
- Using Text Wrap

### Working with Graphic Elements
- Using WordArt
- Using a Text Box
- Aligning Objects

### Using Shapes
- Using Shapes
- Using Shape Effects
- Changing Shape Fill
- Changing Shape Outline

### Unit 8 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.

## Unit 9: Using Templates

<table>
<thead>
<tr>
<th>Lesson</th>
<th>New Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 FBLA Certificate</td>
<td>Creating an Award Certificate</td>
</tr>
<tr>
<td>9.2 Yearbook Newsletter</td>
<td>Creating a Newsletter</td>
</tr>
</tbody>
</table>

### Creating an Award Certificate
- Using a Certificate Template

### Creating a Newsletter
- Using a Newsletter Template

### Unit 9 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Introduction

Learn-by-Doing Series for Microsoft Office 2013 (Level 1)

As the name implies, the Learn-by-Doing Series gets students learning Microsoft Office 2013 by using its applications to do what is needed to communicate and share information in the real world of work and life. Designed for today’s interactive, visual learner, this series consists of graphical hands-on lessons that get students instantly engaged in applying Microsoft Office 2013 skills.

Learn-by-Doing: Microsoft Word 2013

This book uses school and workplace themes to introduce students to the basics of Microsoft Word 2013. The powerful features and interface of Microsoft Word 2013 are clearly explained in step-by-step, illustrated instructions.

Who should use this book?

Learn-by-Doing: Microsoft Word 2013 is designed to be used by students enrolled in a computer applications course that includes word processing in its curriculum. Students should have a basic familiarity with working on a computer.

The lessons in this book build upon one another. Skills and features are presented in an order ranging from basic to intermediate. Therefore, lessons should be completed in the order presented.

Requirements

- Microsoft Word 2013 for Windows
- Learn-by-Doing: Microsoft Word 2013 Student Textbook
- Learn-by-Doing: Microsoft Word 2013 Instructor’s Resource CD, which includes:
  - Lesson Source and Solution Files
  - Unit Performance Assessments (PDF Format); Source and Solution Files
  - Unit Written Assessments and Solutions (PDF Format)

Standards

Since National Educational Standards are updated over time, the latest standards with which this text is aligned can be accessed on our website at www.bepublishing.com

At press time, the standards aligned with this book are:

- Common Core Standards for Reading & Literacy
- Common Career Technical Standards
- International Society for Technology in Education (ISTE)

Visit www.bepublishing.com for details.
How to Use This Book

This book is divided into nine units, each containing individual lessons pertaining to the different ribbons in Microsoft Word 2013. Lessons in this book have been organized into an easy-to-read, self-guided, visual format where you will practice new skills and learn by doing.

Review this section carefully to become familiar with all of the parts of the lessons and the steps necessary to complete each lesson.

Step 1:
Review the Lesson Introduction

- Read the Lesson Overview and note the New Skills that you will practice in the lesson.
- Review the Tools & Terms needed to complete the lesson successfully. Familiarize yourself with these terms, icons, and descriptions, as you may be required to take a written assessment test upon completion of each unit.

Step 2:
Follow Step-by-Step Instructions

- Follow the numbered instructions to complete each step in the lesson.
- References in the instructions that correlate to the tools on the Ribbon are indicated by a red # icon. It is important that you refer to this icon as you follow the instructions.
- The primary Microsoft Word Ribbon being presented in each lesson is displayed at the top of the Instructions page.

Instructions

2. Save the file as 5.3 School Store Inventory in your My Word Projects folder.
3. Before keying any text, from the HOME tab, Paragraph group dialog box launcher, Tabs option, set a Left Tab stop at .75", and a Right Tab stop with dot leaders at 5.75".
4. At the top of the document, key the text as shown in 5.3 Source Doc. A.
   - Note: Be sure to hit the tab key as indicated.
5. Make the following formatting changes:
   a. Center align and bold the title and change the font size to 20

Note: Once a new skill has been presented, visual step-by-step instructions for that skill are no longer provided in subsequent lessons.
Step 3:
Create Word Document as Instructed

- Follow the instructions and enter the content in each lesson.
- When provided, use the finished formatted Source Document as a visual reference to check your work.

Step 4:
Complete Unit Performance & Written Assessments

Your instructor may require you to:

- Complete a hands-on Unit Performance Assessment which will measure your ability to demonstrate the skills in each unit.
- Complete a Unit Written Assessment which will measure your comprehension of the tools, terms, and features presented in each unit.

Note: Performance and Written Assessments are provided on the Instructor’s Resource CD.
1.1 Getting Started
Navigating Word
- Opening a Blank Document
- Identifying Ribbons, Tabs, & Groups
- Understanding Backstage View
- Using the Zoom Adjustment Tool
- Closing Word

1.2 Back-to-School Message
Creating Your First Document
- Creating a Blank Document
- Saving a Document
- Closing a Document

1.3 Back-to-School Message 2
Retrieving a Document
- Opening an Existing Document
- Revising an Existing Document
- Using Save As
- Previewing and Printing a Document

1.4 Back-to-School Message 3
Editing Basics
- Using Cut
- Using Copy
- Using Paste

1.5 Daylight Saving Time
Customizing the Quick Access Toolbar
- Customizing the Quick Access Toolbar
- Using Undo
- Using Redo
- Using the Tab Key to Indent Paragraphs

Unit 1 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Lesson 1.1

Getting Started

Navigating Word

Lesson Overview

Microsoft Word is one of the most commonly used word processing applications. It enables you to create many different types of documents, such as letters, memos, reports, flyers, and more. Word has tools that allow you to format text, add and edit graphics, insert tables, check spelling, and merge data into a document.

In this lesson, you will become familiar with the Word application interface. This is the only lesson that you will not be required to save. However, you may be responsible for the material presented in this lesson on the Unit 1 Written Assessment.

Launching Word & Working with Files

The Word program icon launches Microsoft Word 2013 from the Windows Start Menu or Start Screen.

Start Screen

When Microsoft Word opens, the first thing you see is the Start Screen. From the Start Screen you can open existing documents from a list of recent files, or create a new file using a blank document or new document template. You also can look for more templates online using the Start Screen search tool.

Backstage View

Located by clicking the File tab, the Backstage View is the central place for managing your documents. Actions such as saving, printing, or opening a previously saved file can also be done here. Different options appear depending on your selection. For example, when you select Open file, your computer’s file folders appear on screen.

Clicking on the back arrow returns you to the open file.

New Skills

- Opening a Blank Document
- Identifying Ribbons, Tabs, & Groups
- Understanding Backstage View
- Using the Zoom Adjustment Tool
- Closing Word
Application Window

The Word application window displays the working area of your document and provides access to the tools needed to enter, edit, and format text and other content.

Ribbon Parts

The Word ribbon user interface keeps related tools organized and easily accessible.

Tools are organized within tabs, which contain groups of related features and commands. Graphical icons or menu items control the editing and formatting of a Word document. Some tools or groups have additional options accessible from a drop-down menu or dialog box launcher.
Lesson 1.1

Navigating Word

Page

The Word page is where text and other content is entered, edited, and formatted. Pages have margins within which content is aligned.

Page Key

A Tab Stop
Allows you to set places on a page where text can be positioned and aligned by using the tab key

B Horizontal Ruler
Helps determine the position of content and margins going left to right on a page

C Page Margins
Blank space that is set around the edges of the page

D Insertion Point
Indicates the position on the page where text and content is placed

E Page
The space where text and content is entered and positioned for on-screen reading or printing

F Vertical Ruler
Helps determine the position of content and margins going top to bottom on a page

View Controls

The controls at the bottom-right of the document adjust zoom and present different page view options.

View Controls Key

A Page View Options
Allow you to select page view options

B Zoom Adjustment
Adjusts zooming in and out of a document
Instructions

Now that you have reviewed the Word application interface, let’s continue with a brief exercise to familiarize you with its working parts.

😊 Note: This is the only lesson that you will not be required to save. However, you may be responsible for the material presented in this lesson on the Unit 1 Written Assessment.

1. Locate the Word program icon and launch Microsoft Word 2013.
2. From the Start screen, select Blank Document.
3. At the top of the document where the Insertion Point (Cursor) is flashing, key your first name.
4. Hit the Enter key and notice how your cursor moves to the next line.
5. Key the text [This is my first lesson in learning Microsoft Word 2013.].
7. Now, click on the Arrow to return to your open document.
8. Practice getting to know the Ribbons and their parts by clicking some of the Tabs such as INSERT, PAGE LAYOUT, etc. (as shown below).
9. While exploring the ribbons, notice the different tool options by clicking on a few of the Dialog Box Launchers.
10. Click on a few of the Drop-down Menus and notice the different tool options.
11. Using the View Controls at the bottom-right of the document, use the slider to increase and decrease the zoom setting (as shown below).
12. Close Microsoft Word by clicking on the X icon in the top right corner of the window.
😊 Note: Do not save your worksheet.
13. You are now ready to move on to Lesson 1.2 where you will begin learning the many powerful features of Microsoft Word.
Lesson 1.2

Unit 1: Document Basics

Back-to-School Message
Creating Your First Document

Lesson Overview

At the start of each school day at Jackson High School, selected students are responsible to read the morning announcements over the school’s PA system, but on the first day of the school year, the Principal, Mr. John Davey, performs that task. He has asked you to type a paragraph for him to personally welcome students back for their first day of school.

In this lesson, you will create a new document and key a paragraph for the Principal to read.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Blank Document:** Allows you to begin using a new blank document.
- **Save:** Use the Backstage View to save your document for the first time.
  - Note: You will be prompted to give the document a file name the first time you are saving.
  - Alternatively, a quick way to Save is to use the Save icon located on the Quick Access Toolbar.
- **Browse:** In the Backstage View, you can browse the different places where your document can be saved.
- **Close the Document:** Use the Backstage View to close the document you are working in.

New Skills

- Creating a Blank Document
- Saving a Document
- Closing a Document
Instructions

1. Before you begin working in Word, create a folder on your hard drive or network and name it My Word Projects.
   
   😊 Note: All of the files that you create will be saved to this folder.


3. From the Start screen, select Blank document.

4. At the top of the document where the insertion point (cursor) is flashing, key the text as shown in 1.2 Source Doc.

5. Proofread your document for accuracy and format.
   
   😊 Note: You will be learning how to use Word’s Spelling & Grammar features a bit later. However, you are always responsible for proofreading your document.

6. From the FILE tab, click Save.

7. Click the Browse button and locate the folder named My Word Projects on your hard drive or network. Name the file 1.2 Back to School Message and click Save.

8. From the FILE tab, click Close.

9. Close Word by clicking on the X in the top right corner of the screen.
Welcome to Jackson High School! I am excited to welcome you back to school today. The office has been working full-time over the summer to ensure a smooth opening for you. During your extended homeroom period today, you will be reviewing your schedules, as well as locker and lunch information. We will have an abbreviated schedule today so you can meet all of your new teachers. If you have any other questions, please feel free to ask any staff member or stop by the main office today. We all hope you have a great first day.
Unit 1: Document Basics

Back-to-School Message 2

Retrieving a Document

Lesson Overview

At the last minute, the Principal realized he needed to add something to the announcement he was about to read. He has asked you to recall the previously saved announcement and key an additional paragraph.

In this lesson, you will open an existing document, select and delete text, key an additional paragraph, and save the document with a different name.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Open a Recent Document:
From the File tab, use the Backstage View to open a previously saved recent document. If the document you are looking for is not there, click Open Other Documents.

Save As:
From the File tab, use the Backstage View to save an existing document with a new name.

Print a Document:
From the File tab, use the Backstage View to print your document. The printer options and page setup can also be determined at this point. Alternatively, you can use the Print icon located on the Quick Access Toolbar.

Preview a Document:
Before printing, click Print in the Backstage View to preview your document.

New Skills

- Opening an Existing Document
- Revising an Existing Document
- Using Save As
- Previewing and Printing a Document
Learn-by-Doing: Microsoft Word 2013

Instructions

1. To open an existing document, launch Word 2013.

2. From the Start screen, do the following:
   a. Click Open Other Documents
   b. Click Computer
   c. Click Browse and choose the file named 1.2 Back to School Message located in your My Word Projects folder.
      
      Note: You can also open the document from the list of Recent files.

3. Place the cursor at the end of the last sentence in the document and hit Enter.

4. Key the text as shown in 1.3 Source Doc. A.
   a. Position the cursor at the beginning of the word, left click the mouse, and drag to the right to the end point of the text you want to select
   b. To select a single word, double-click on the word
   c. To select an entire sentence, press the CTRL key on your keyboard and click anywhere within the sentence
   d. To select an entire paragraph, triple-click within the paragraph or hold down the Shift key and then press the Up or Down arrow key

5. Select the text [first day] at the end of the first paragraph. Delete this text. Replace it with the text [school year].

6. Proofread your document for accuracy and format.

7. When complete, your document should look similar to 1.3 Source Doc. B.

8. From the FILE tab, click Save As. Name the file 1.3 Back to School Message 2 and save in your My Word Projects folder.
   a. Note: Your original file, 1.2 Back to School Message, remains unchanged.

9. From the FILE tab, click Print.
   a. Note: Word lets you preview the document on screen before printing.
Many students have already asked about joining clubs and activities. All club and activity notices are displayed on the bulletin boards in the main office and the guidance office. During our extended lunch block today, please feel free to stop by to sign up for any clubs and activities you might be interested in. You will also find the advisor’s name on the sign-up sheets. The advisors are always available to answer questions at your convenience.

Welcome to Jackson High School! I am excited to welcome you back to school today. The office has been working full-time over the summer to ensure a smooth opening for you. During your extended homeroom period today, you will be reviewing your schedules, as well as locker and lunch information. We will have an abbreviated schedule today so you can meet all of your new teachers. If you have any other questions, please feel free to ask any staff member or stop by the main office today. We all hope you have a great school year.

Many students have already asked about joining clubs and activities. All club and activity notices are displayed on the bulletin boards in the main office and the guidance office. During our extended lunch block today, please feel free to stop by to sign up for any clubs and activities you might be interested in. You will also find the advisor’s name on the sign-up sheets. The advisors are always available to answer questions at your convenience.
Lesson 1.4

Unit 1: Document Basics

Back-to-School Message 3

Editing Basics

Lesson Overview

Before reading his announcement, Principal Davey wants to make a few more edits to the document you revised for him in Lesson 1.3. He has asked you to recall the previously saved announcement and make some minor changes.

*In this lesson, you will open an existing document, use cut, copy, and paste, and save the document with a different name.*

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Cut:**
Use this icon to remove the selected text and put it on the Clipboard so you can paste it somewhere else in the document.

**Copy:**
Use this icon to copy the selected text on the Clipboard so you can paste it somewhere else in the document.

**Paste:**
Use this icon to paste the cut or copied text to another place in the document. You can also select a Paste Option, such as Keep Source Formatting, Merge Formatting, or Keep Text Only.

New Skills

- Using Cut
- Using Copy
- Using Paste
Instructions

1. Launch Word 2013 and open the file named 1.3 Back to School Message 2.

2. From the HOME tab, Clipboard group, do the following:
   a. Cut the text in the last sentence of paragraph one and Paste it at the end of paragraph two
   b. Copy the text in the first sentence of paragraph one and Paste it at the end of paragraph two

3. Proofread your document for accuracy and format.

4. When complete, your document should look similar to 1.4 Source Doc. A.

5. From the FILE tab, click Save As. Name the file 1.4 Back to School Message 3 and save in your My Word Projects folder.

6. Print a copy if required.
Welcome to Jackson High School! I am excited to welcome you back to school today. The office has been working full-time over the summer to ensure a smooth opening for you. During your extended homeroom period today, you will be reviewing your schedules, as well as locker and lunch information. We will have an abbreviated schedule today so you can meet all of your new teachers. If you have any other questions, please feel free to ask any staff member or stop by the main office today.

Many students have already asked about joining clubs and activities. All club and activity notices are displayed on the bulletin boards in the main office and the guidance office. During our extended lunch block today, please feel free to stop by to sign up for any clubs and activities you might be interested in. You will also find the advisor’s name on the sign-up sheets. The advisors are always available to answer questions at your convenience. We all hope you have a great school year. Welcome to Jackson High School!
Daylight Saving Time

Customizing the Quick Access Toolbar

Lesson Overview

Every time the clock changes, your body gets confused. In an effort to understand the logic behind Daylight Saving Time, you decide to research its origins.

In this lesson, you will type a short essay describing the details of Daylight Saving Time, and use your previously learned skills to revise a document. In addition, you will add an icon to the Quick Access Toolbar, and use undo and redo.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Quick Access Toolbar:
Allows you to add shortcuts for commonly used commands to the top of your screen.

Undo Typing:
Use this icon to undo (or reverse) an action.

Repeat:
Use this icon to repeat the last action you did in the document.

Redo:
Use this icon to redo an action that you have just undone.

Tab Key:
Use the Tab key to indent paragraphs and move your paragraph farther away from the margin.

To undo several actions at the same time, use the drop-down menu and select the actions in the list that you want to undo, then click the list.
Lesson 1.5

Customizing the Quick Access Toolbar

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Instructions

2. Save the file as 1.5 Daylight Saving Time in your My Word Projects folder.
3. At the top of the document, key the text as shown in 1.5 Source Doc. A.
4. Select the fourth paragraph, then cut and paste it to follow the last paragraph.
5. From the Quick Access Toolbar, do the following:
   a. Select Undo Typing to undo your last command
   b. Select Redo Typing to redo your last command
6. From the Quick Access Toolbar, do the following:
   a. Select the Customize Quick Access Toolbar drop-down menu
   b. Choose Print Preview and Print

   *Note: You should now see the Print Preview and Print icon on your Quick Access Toolbar at the top of the screen (as shown below).

7. Place the cursor to the left of the first word in the first paragraph and hit the Tab key to indent the paragraph.
8. Use the tab key to indent the remaining paragraphs.
9. Proofread your document for accuracy and format, then resave the file.
10. Print preview. Your document should look similar to 1.5 Source Doc. B.
11. Print a copy if required.
All About Daylight Saving Time

What is Daylight Saving Time, and where did the concept originate? Daylight Saving Time (DST) is the practice of “shifting” one hour of daylight from the sleepy morning hours to the active evening hours in an effort to conserve energy and to provide an additional hour of daylight for outdoor activities in the evening.

Ben Franklin originally conceived the practice in 1784 in an effort to conserve candles. Over the decades, the concept was adopted by many different countries for various reasons, not the least of which was to conserve fuel needed to produce electric power during war time. In the United States, Daylight Saving Time was adopted in 1918, but underwent numerous changes in policy for many decades.

The most recent change was instituted by President George W. Bush (for the same reason as Ben Franklin - to conserve energy) when he signed the Energy Policy Act of 2005 that added a few more weeks to Daylight Saving Time. In 2011, DST began at 1:59 a.m. on the second Sunday in March (March 13) and reverted to standard time on the first Sunday in November (November 6).

The time change occurs at 1:59 a.m. to minimize disruption of schedules. At that hour, most people are home sleeping, most bars and restaurants are closed, and public transportation has ceased operating for the day.

"Spring forward" and "fall back" are phrases coined to help us remember to turn the clock forward one hour in the spring and back one hour in the fall.
All About Daylight Saving Time

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"Spring forward" and "fall back" are phrases coined to help us remember to turn the clock forward one hour in the spring and back one hour in the fall.

The time change occurs at 1:59 a.m. to minimize disruption of schedules. At that hour, most people are home sleeping, most bars and restaurants are closed, and public transportation has ceased operating for the day.
2.1 Texting 101
Formatting Text
- Changing Font and Font Size
- Changing Font Color
- Applying Bold, Italic, Underline, Strikethrough
- Clearing All Formatting

2.2 Algebra Homework
Enhancing and Formatting Text
- Increasing and Decreasing Font Size
- Applying Superscript
- Applying Subscript
- Changing Case
- Creating a Numbered List

2.3 School Rules
Formatting Text with Effects
- Changing Text Effects
- Applying Text Highlight Color
- Applying Format Painter

2.4 Top Baby Names
Reinforcement Lesson

Unit 2 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Texting 101

Lesson Overview

Your younger brother just got his first cell phone. Before he can start to text, he needs to know the language of texting. He asks you to explain texting phrases and their meanings. Because of his young age, you decide to add some formatting to the list to make it more exciting for him to read.

In this lesson, you will create a list of the most popular texting phrases and their meanings. You will also be introduced to some of the most common formatting options in Word.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Font**: Use the drop-down menu to select a new font for your text.
- **Font Size**: Use the drop-down menu to change the size of your text.
- **Font Color**: Use the drop-down menu to change the color of your text.
- **Bold**: Use this icon to make your text bold for emphasis.
- **Italic**: Use this icon to italicize your text.
- **Underline**: Use this icon to underline your text.
- **Strikethrough**: Use this icon to cross something out by drawing a line through it.
- **Clear All Formatting**: Use this icon to remove all formatting (such as bold, italics, underline, and strikethrough) from the selection, leaving only the normal, unformatted text.
Instructions

2. Save the file as 2.1 Texting 101 in your My Word Projects folder.
3. At the top of the document, key the text as shown in 2.1 Source Doc. A.
4. From the HOME tab, Font group, do the following:
   a. Change the font size of the title [The Most Popular Texting Phrases and Their Meanings] to 20
   b. Change the font of [NP – No Problem] to Times New Roman
   c. Change the font size of [LOL – Laugh Out Loud] to 16
   d. Change the color of [TX – Thanks] to Blue
   e. Bold [BRB – Be Right Back]
   f. Italicize [OMW – On My Way]
   g. Underline [LMK – Let Me Know]
   h. Apply Strikethrough to [BFF – Best Friends Forever]
   i. Change the color of [BFF – Best Friends Forever] to yellow
   j. Using the Clear All Formatting tool, clear the previously applied formatting to [BFF – Best Friends Forever]
   k. Apply strikethrough to [Too Much Information]
   l. Change the font of [TTYL – Talk to You Later] to Comic Sans MS
m. Change the font size of [B4 – Before] to 8

n. Change [L8R – Later] to red

o. Bold [IDK – I Don’t Know]

p. Italicize [TMRW – Tomorrow]

q. Apply strikethrough to [BBL – Be Back Later]

r. Clear the previously applied formatting to [BBL – Be Back Later]

5. Proofread your document for accuracy and format, then resave the file.

6. Print preview. Your document should look similar to 2.1 Source Doc. B.

7. Print a copy if required.
The Most Popular Texting Phrases and Their Meanings

NP – No Problem
LOL – Laugh Out Loud
TX – Thanks
BRB – Be Right Back
OMW – On My Way
LMK – Let Me Know
BFF – Best Friends Forever
TMI – Too Much Information
TTYL – Talk To You Later
WYWH – Wish You Were Here
B4 – Before
L8R – Later
IDK – I Don’t Know
TMRW – Tomorrow
BBL – Be Back Later
The Most Popular Texting Phrases and Their Meanings

NP – No Problem

LOL – Laugh Out Loud

TX – Thanks

BRB – Be Right Back

OMW – On My Way

LMK – Let Me Know

BFF – Best Friends Forever

TMI – Too Much Information

TTYL – Talk To You Later

WYWH – Wish You Were Here

B4 – Before

L8R – Later

IDK – I Don’t Know

TMRW – Tomorrow

BBL – Be Back Later
Unit 2: Formatting Text

Algebra Homework

Enhancing and Formatting Text

Lesson Overview

Each week, your algebra teacher gives you 13 extra-credit problems in order to improve your grade. These problems are optional, but if you choose to complete the assignment, it should only take you 15 minutes to finish.

In this lesson, you will create the 13 question extra-credit assignment. You will then learn how to enhance the text.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Increase Font Size:** Use this icon to make your text bigger in point size.
- **Decrease Font Size:** Use this icon to make your text smaller in point size.
- **Superscript:** Use this icon to make a letter or number smaller and then move it just above the line of text.
- **Subscript:** Use this icon to make a letter or number smaller and then move it just below the line of text.
- **Change Case:** Use this icon to change the selected text to uppercase, lowercase, or other common capitalizations.
- **Numbering:** Use this icon to create a numbered list. The drop-down menu provides more numbering formats to choose from.

New Skills

- Increasing and Decreasing Font Size
- Applying Superscript
- Applying Subscript
- Changing Case
- Creating a Numbered List
Lesson 2.2
Enhancing and Formatting Text

Instructions


2. Save the file as 2.2 Algebra Homework in your My Word Projects folder.

3. At the top of the document, key the text as shown in 2.2 Source Doc. A. After the text [Extra Credit], be sure to hit the Enter key two times at the end of each line as shown.

4. From the HOME tab, Paragraph group, apply Numbering to the list of equations.

5. From the HOME tab, Font group, do the following:
   a. Increase the font size of [Name] to 16
   b. Increase the font size of [Algebra Homework] to 14
   c. Decrease the font size of [Extra Credit] to 9
   d. Apply Superscript to the numbers [2, 3, and 4] in Problem 2
   e. Apply Subscript to the numbers [1 and 2] in Problem 3
   f. Apply superscript to the number [2] in Problem 6
   g. Apply superscript to the number [2] in Problem 7
   h. Apply superscript to the numbers [2, 3, and 4] in Problem 8
   i. Apply superscript to the number [2] in Problem 9
   j. Apply subscript to the numbers [1 and 2] in Problem 10
k. Apply superscript to the number [3] in Problem 11
l. Apply superscript to the number [2] in Problem 12
m. Apply superscript to the numbers [3 and -1] in Problem 13
n. **Change Case** of [Extra Credit] to **UPPERCASE**
o. Change all superscripts to Bold and the color red
p. Change all subscripts to Italics and the color blue

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 2.2 Source Doc. B.
8. Print a copy if required.
Name: _____________________________________________

Algebra Homework – Extra Credit

4y + 15 = 39

42 + 53 + 64 =

X1 = 3 and X2 = 3

x + 5 = 20 – 2x =

2(6 + 10x) =

52 =

(3y + 8)² =

(m²n³)⁴ =

X2 – 64 =

X1 = 3 and X2 = 3

(x + y)³ =

4 + (5-1) * 8² =

A³b⁻¹/b =
Name: ____________________________________________________

Algebra Homework – EXTRA CREDIT

1. \(4y + 15 = 39\)

2. \(4^2 + 5^3 + 6^4 = \)

3. \(X_1 = 3 \text{ and } X_2 = 3\)

4. \(x + 5 = 20 - 2x = \)

5. \(2(6 + 10x) = \)

6. \(5^2 = \)

7. \((3y + 8)^2 = \)

8. \((m^2n^3)^4 = \)

9. \(X^2 - 64 = \)

10. \(X_1 = 3 \text{ and } X_2 = 3\)

11. \((x + y)^3 = \)

12. \(4 + (5-1) \times 8^2 = \)

13. \(A^3b^3/b = \)
Lesson 2.3

Unit 2: Formatting Text

School Rules

Formatting Text with Effects

Lesson Overview

The beginning of every school year also brings about an update to the school rules. Principal Davey has asked you to update the list of school rules before the students return for this school year. Making sure all students know all school rules from day one will ensure a smooth opening of school.

In this lesson, you will update the list of school rules for all students. Formatting these rules will then make it easier for students to read and understand the updated list of rules.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Text Highlight Color:** Use this icon to make your text pop by highlighting it in a bright color.
- **Text Effects and Typography:** Use this icon to add some flair to your text by applying a text effect, such as a shadow or a glow.
- **Format Painter:** Use this icon to apply similar formatting from one particular selection to another.

New Skills

- Changing Text Effects
- Applying Text Highlight Color
- Applying Format Painter
Instructions

2. Save the file as 2.3 School Rules in your My Word Projects folder.
3. At the top of the document, key the text as shown in 2.3 Source Doc. A.
4. From the HOME tab, Font group, do the following:
   a. Change the font size of the title [School Rules and Policies for the 2014 School Year] to 18 and apply a blue Outline
   b. Change the font size of [Effective September 1, 2014] to 16 and apply a Shadow to line 2
   c. Change the font size of [*Note: New rules are highlighted.] to 8 and apply a Glow to line 3
   d. Change the case of the following text [Rule 1, Rule 2, Rule 3, Rule 4, Rule 5, Rule 6, Rule 7, Rule 8] to UPPERCASE
   e. Apply the Text Highlight Color yellow to the text [RULE 2, RULE 4, and RULE 8]
   f. Bold and underline the text [hats] in Rule 1
5. From the HOME tab, Clipboard group, do the following:
   a. Using the Format Painter tool, apply the same format that was used on the text [hats] to the following text:
      [Cell phones] in RULE 2
      [No texting] in RULE 3
      [honor roll pass] in RULE 4
      [school grounds] in RULE 5
      [student parking lot] in RULE 6
      [absent] in RULE 7
      [Food or drink] in RULE 8.
   b. Cut the text [* Note: New rules are highlighted.] and paste it following RULE 8
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 2.3 Source Doc. B.
8. Print a copy if required.
School Rules and Policies for the 2014 School Year

Effective September 1, 2014

*Note: New rules are highlighted.

RULE 1: No hats in the building.

RULE 2: Cell phones are allowed in hallways and recreational areas only.

RULE 3: No texting during class sessions. Texting is allowed between class periods.

RULE 4: Students who are issued an honor roll pass may leave the building 10 minutes before the end of the school day.

RULE 5: Students may not leave school grounds without parental and office permission.

RULE 6: Seniors have preference for parking in the student parking lot. Once all senior parking passes have been purchased, there will be a lottery for juniors for the remaining parking spots.

RULE 7: Parents must call the school if student is absent for any reason.

RULE 8: Food or drink is allowed in the classroom at teacher discretion.

*Note: New rules are highlighted.
Top Baby Names

**Reinforcement Lesson**

Lesson Overview

When compiling the list of potential graduates for your high school, you notice there are many students with the same first name. When researching baby names, you find that the Social Security website tracks popular baby names every year. After some research, you put together a list of the top male and female baby names for the year 2013.

*In this lesson, you will type a list of top baby names and use your previously learned skills to format the text.*
Lesson 2.4

Reinforcement Lesson

Instructions

2. Save the file as 2.4 Top Baby Names in your My Word Projects folder.
3. At the top of the document, key the text as shown in 2.4 Source Doc. A. As you begin to key the numbered list, the AutoCorrect Option icon will appear.
   a. Click on the AutoCorrect Option drop-down menu, then select Undo Automatic Numbering
   b. Continue to key the text exactly as shown (including numbers)
      ☹️ Note: You will need to use the AutoCorrect Option drop-down menu when keying both lists.
4. Make the following formatting changes:
   a. Apply superscript to the text [1] at the end of the text [20131] in the title line of the list of male names
   b. Apply superscript to the text [2] at the end of the text [20132] in the title line of the list of female names
   c. Apply superscript to the text [1] at the beginning of the text [1Social Security.gov] at the bottom of the page
   d. Apply superscript to the text [2] at the beginning of the text [2Social Security.gov] at the bottom of the page
   e. Change the font size of [Top 10 Male Baby Names for 2013] to 16
   f. Change the case of [Top 10 Male Baby Names for 2013] to UPPERCASE
   g. Change the font size of [Top 10 Female Baby Names for 2013] to 16
   h. Change the case of [Top 10 Female Baby Names for 2013] to UPPERCASE
   i. Change the font color of all male names to blue
   j. Change the font color of all female names to purple
   k. Apply bold to the last two lines of text
   l. Apply the yellow text highlight color to your favorite male and female name
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to 2.4 Source Doc. B.
7. Print a copy if required.
Top 10 Male Baby Names for 20131
1. Jacob
2. Mason
3. Ethan
4. Noah
5. William
6. Liam
7. Jayden
8. Michael
9. Alexander
10. Aiden

Top 10 Female Baby Names for 20132
1. Sophia
2. Emma
3. Isabella
4. Olivia
5. Ava
6. Emily
7. Abigail
8. Mia
9. Madison
10. Elizabeth

1SocialSecurity.gov
2SocialSecurity.gov
TOP 10 MALE BABY NAMES FOR 2013\(^1\)

1. Jacob  
2. Mason  
3. Ethan  
4. Noah  
5. William
6. Liam
7. Jayden  
8. Michael  
9. Alexander  
10. Aiden

TOP 10 FEMALE BABY NAMES FOR 2013\(^2\)

1. Sophia  
2. Emma  
3. Isabella  
4. Olivia
5. Ava
6. Emily  
7. Abigail  
8. Mia  
9. Madison  
10. Elizabeth

\(^1\)SocialSecurity.gov  
\(^2\)SocialSecurity.gov
| 3.1  | **Powderpuff Football**  
*Changing Paragraph Line Spacing*  
- Changing Paragraph Line Spacing  
- Using Show/Hide |
| 3.2  | **Senior Prom Invitation**  
*Applying Text Alignment*  
- Changing Text Alignment  
- Adding Borders  
- Using a Hard Return |
| 3.3  | **25 Best iPhone Apps of 2013**  
*Using Indents and Lists*  
- Changing Paragraph Indents  
- Changing Spacing Between Paragraphs |
| 3.4  | **Letter of Recommendation**  
*Creating a Bulleted List*  
- Using Bullets |
| 3.5  | **College To Do List**  
*Applying Background Shading*  
- Shading Background of Text |
| 3.6  | **Company Memo**  
*Using Find & Replace*  
- Using Find & Replace |
| 3.7  | **Homonyms**  
*Proofing Your Document*  
- Using Spelling & Grammar Check  
- Using the Thesaurus  
- Using Word Count |
| 3.8  | **Preschool Posters**  
*Applying Text Styles*  
- Applying Text Styles |
| 3.9  | **Ultimate Chocolate Chip Cookies**  
*Reinforcement Lesson* |
| | **Unit 3 Assessments**  
Performance and Written Assessments are located on the Instructor’s Resource CD. |
Lesson 3.1

Unit 3: Formatting Paragraphs & Editing Text

Powderpuff Football

Changing Paragraph Line Spacing

Lesson Overview

Fall brings the time-honored tradition of Powderpuff Football to Jackson High School. Each November, the girls from all four classes assemble to see who can look the best while winning the coveted flag football trophy. You are in charge of promoting the Powderpuff Football game this year; however, before you start planning, you have to do a little research about the history of Powderpuff Football.

In this lesson, you will type some background information about Powderpuff Football to help explain the concept to new participants. Once you have completed your research, you will change your paragraph line spacing for easier reading.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Line and Paragraph Spacing:** Use this icon to choose how much space appears between lines of text or between paragraphs.

- **Show/Hide:** Use this icon to show/hide paragraph marks and other hidden formatting symbols.
Instructions

2. Save the file as 3.1 Powderpuff Football in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.1 Source Doc. A.
   ☟ Note: Use the tab key to separate the coaches’ names on the last line.
4. Make the following formatting changes to the title [Powderpuff Football] on the first line:
   a. Change the font size to 24
   b. Apply bold
   c. Apply a pink text effect (of your choice)
5. From the HOME tab, Paragraph group, do the following:
   a. Select all of the body text in the document (excluding the title) and change the Line Spacing to 2.0
   b. Use the tab key to indent each paragraph
   c. Click the Show/Hide button to view the hidden formatting symbols
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.1 Source Doc. B.
8. Print a copy if required.
Powderpuff Football

Powderpuff is a reference to the division of a traditionally male sport reserved for females regardless of the age of the participants.

Powderpuff football games are an annual tradition at many high schools and universities in the United States and Canada. The game usually puts girls from the junior class up against girls in the senior class or cross-town school rivals in a flag football or touch football contest. Boys from the classes, usually athletes, will be the cheerleaders. Funds from the ticket and concession sales for the game typically go to charity, the senior class, or toward a school dance.

The term originates from the powderpuff used in cosmetics for powdering. Typical female behavior at the time and in the place the term originated included repeatedly taking out a powderpuff and a small mirror to powder themselves in public. Many schools will create T-shirts that will be worn at different times during the school year. The games usually occur before homecoming.

This year’s coaches will be as follows:

Mr. Ahn, Seniors → Mr. Burns, Juniors → Ms. Sanchez, Sophomores → Ms. Baxter, Freshmen
Powderpuff Football

Powderpuff is a reference to the division of a traditionally male sport reserved for females regardless of the age of the participants.

Powderpuff football games are an annual tradition at many high schools and universities in the United States and Canada. The game usually puts girls from the junior class up against girls in the senior class or cross-town school rivals in a flag football or touch football contest. Boys from the classes, usually athletes, will be the cheerleaders. Funds from the ticket and concession sales for the game typically go to charity, the senior class, or toward a school dance.

The term originates from the powderpuff used in cosmetics for powdering. Typical female behavior at the time and in the place the term originated included repeatedly taking out a powderpuff and a small mirror to powder themselves in public. Many schools will create T-shirts that will be worn at different times during the school year. The games usually occur before homecoming.

This year’s coaches will be as follows:

Mr. Ahn, Seniors  Mr. Burns, Juniors  Ms. Sanchez, Sophomores  Ms. Baxter, Freshmen
Lesson 3.2

Unit 3: Formatting Paragraphs & Editing Text

Senior Prom Invitation

Applying Text Alignment

Lesson Overview

As a member of the Prom Committee, you have worked hard for the last several months planning for the Senior Prom. One of your final tasks is to design the prom invitation. This is an important task as most people will keep this as a souvenir to remember one of the last nights that the entire senior class was together.

In this lesson, you will design a prom invitation. Applying text alignment and borders will give the prom invitation a more professional look.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

| Align Left: | Use this icon to align your text to the left margin. Commonly used for body text, using left alignment makes the document easier to read. |
| Center: | Use this icon to horizontally center your text on the page. Center aligning text is often used with titles and cover pages. |
| Align Right: | Use this icon to align text to the right margin. Right aligning text is commonly used for page numbers or text in the header or footer of your document. |
| Justify: | Use this icon to distribute your text evenly between the left and right margin. Justified text gives your document clean, crisp edges so it looks more polished. |
| Borders: | Use this icon to add or remove borders from your selection. |
| Hard Return: | To create a hard return, hold down the Shift key and hit Enter. This will move your cursor to the next line without using the word wrap feature at the end of the line. |
Instructions

2. Save the file as 3.2 Prom Invitation in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.2 Source Doc. A.
   
   😊 Note: Enter a hard return before typing the first line of text and after typing the last line of text.
   
   😊 Hint: Use the Shift and Enter key.

4. Apply the font Lucida Calligraphy and font size 16 to the entire invitation text.

5. From the HOME tab, Paragraph group, do the following:
   
   a. Center align the entire invitation text
   
   b. Select the text and click Outside Borders from the borders drop-down menu to add an outside border

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.2 Source Doc. B.
8. Print a copy if required.
The Senior Class of
Jackson High School
Cordially invites you to
“A Night Under the Sea” Senior Prom

Saturday, May 28, 20XX
At seven o’clock in the evening

The Palms Mansion
Newport, Rhode Island

RSVP to Mrs. McCarthy by May 1, 20XX
The Senior Class of Jackson High School cordially invites you to “A Night Under the Sea” Senior Prom

Saturday, May 28, 20xx
At seven o’clock in the evening

The Palms Mansion
Newport, Rhode Island

RSVP to Mrs. McCarthy by May 1, 20xx
Lesson 3.3

Unit 3: Formatting Paragraphs & Editing Text

25 Best iPhone Apps of 2013

*Using Indents and Lists*

Lesson Overview

There are hundreds of thousands of cell phone applications in existence today. Creating a new app can be both easy and lucrative if you have an original idea. Your assignment in class today is to brainstorm ideas for creating an app. App is short for applications.

*In this lesson, you will put together a list of the 25 Best iPhone Apps of 2013 to help you come up with an idea for your own app. Hopefully, yours will make the 2014 list. You will learn to use indents and create lists in this assignment.*

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Decrease Indent:**
  Use this icon to move your paragraph closer to the margin.

- **Increase Indent:**
  Use this icon to move your paragraph farther away from the margin.

- **Spacing Between Paragraphs:**
  Use this icon to launch the Paragraph group dialog box. This option allows you to choose how much space appears before and after paragraphs.

New Skills

- Changing Paragraph Indents
- Changing Spacing Between Paragraphs
Instructions

2. Save the file as 3.3 25 Best iPhone Apps of 2013 in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.3 Source Doc. A.
4. From the HOME tab, Paragraph group, do the following:
   a. Select the list and Increase Indent by .5 inches (click the Increase Indent icon only one time)
      ☝️ Note: Do not select the title for this list
   b. Select only the list and, using the Paragraph group dialog box launcher, apply 0 pt [After] spacing and click OK
5. Make the following formatting changes:
   a. Change the font of the title to Arial, 16, and bold
   b. Italicize the text [iPhone] in the title
   c. Center align the title
   d. Change the font of the list to Arial, 12
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.3 Source Doc. B.
8. Print a copy if required.
25 Best iPhone Apps of 2013

Waze
Songza
Mailbox
Zeebox
IFTTT
Great Food Nearby
Lumosity Mobile
Umano
Burner
Bump
LogMeIn
Shopular Coupons
Happier
Google Maps
RunKeeper
Catalog Spree
Redfin Real Estate
Springpad
Yelp
DuckDuckGo
Find My iPhone
Instagram
Team Stream
Kayak
MyPermissions

Source: Techland.time.com
25 Best *iPhone* Apps of 2013

Waze
Songza
Mailbox
Zeebox
IFTTT
Great Food Nearby
Lumosity Mobile
Umano
Burner
Bump
LogMeIn
Shopular Coupons
Happier
Google Maps
RunKeeper
Catalog Spree
Redfin Real Estate
Springpad
Yelp
DuckDuckGo
Find My iPhone
Instagram
Team Stream
Kayak
MyPermissions
Lesson 3.4
Unit 3: Formatting Paragraphs & Editing Text

**Letter of Recommendation**

*Creating a Bulleted List*

**Lesson Overview**

The deadline for college applications is rapidly approaching. Your high school guidance counselor has known you for almost four years now and would be the ideal person to write you a letter of recommendation. As you will be applying to more than one college, the same letter can be used more than once.

*In this lesson, you will write a letter to your guidance counselor requesting a letter of recommendation to be sent to five different colleges. In this letter, you will create a bulleted list of colleges you are interested in attending.*

**Tools & Terms You’ll Use**

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Bullets:**

*Use this icon to create a bulleted list.*

*Using the drop-down menu allows for selection of different bullet options from the Bullet Library.*
Instructions

2. Save the file as 3.4 Letter of Recommendation in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.4 Source Doc. A.

From the HOME tab, Paragraph group, do the following:
   a. Indent the five colleges
   b. Select the five colleges and create a Bulleted List

5. Make the following formatting changes:
   a. Italicize the bulleted list
   b. Bold [November 15] in the first paragraph of the letter

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.4 Source Doc. B.
8. Print a copy if required.
100 Post Road  
Providence, RI 02903 
October 20, 20XX

Mr. James McCarthy  
Guidance Department  
Jackson High School  
125 Main Street  
Providence, RI 02903

Dear Mr. McCarthy:

As you know, I am getting ready to send out my applications to the top five colleges I have chosen. My last item to complete is to get a letter of recommendation from my high school guidance counselor. I would appreciate it if you would write a letter on my behalf. The letter would need to be completed by November 15.

In order to help you write the letter, I wanted to provide you with a brief explanation of some of the highlights of my high school career. I have been a member of the following clubs and organizations for all four years: Future Business Leaders of America, Math Club, Ski Club, and Class Treasurer. I was an Honor Roll student and a member of Jackson High School Varsity Soccer and Softball teams all four years as well. I would appreciate a letter of recommendation to be sent to the following schools:

Babson College  
Bentley University  
Bryant University  
University of Connecticut  
University of Rhode Island

Please let me know if you need any other information to complete my request. I appreciate all of the time and effort you have spent guiding me through this application process. You will be one of the first to know what school I decide to attend.

Sincerely,

Sarah E. Gendron
100 Post Road  
Providence, RI 02903  
October 20, 20XX

Mr. James McCarthy  
Guidance Department  
Jackson High School  
125 Main Street  
Providence, RI 02903

Dear Mr. McCarthy:

As you know, I am getting ready to send out my applications to the top five colleges I have chosen. My last item to complete is to get a letter of recommendation from my high school guidance counselor. I would appreciate it if you would write a letter on my behalf. The letter would need to be completed by November 15.

In order to help you write the letter, I wanted to provide you with a brief explanation of some of the highlights of my high school career. I have been a member of the following clubs and organizations for all four years: Future Business Leaders of America, Math Club, Ski Club, and Class Treasurer. I was an Honor Roll student and a member of Jackson High School Varsity Soccer and Softball teams all four years as well. I would appreciate a letter of recommendation to be sent to the following schools:

- Babson College
- Bentley University
- Bryant University
- University of Connecticut
- University of Rhode Island

Please let me know if you need any other information to complete my request. I appreciate all of the time and effort you have spent guiding me through this application process. You will be one of the first to know what school I decide to attend.

Sincerely,

Sarah E. Gendron
Lesson 3.5

Unit 3: Formatting Paragraphs & Editing Text

College To Do List

Applying Background Shading

Lesson Overview

Applying to college can be one of the most stressful times in a young person's life. The key to helping reduce the amount of stress is organization. Breaking steps down into numbered list items lets you focus on doing one item at a time, rather than worrying about 10 items at once.

In this lesson, you will create a list of the 10 Things To Do When Applying to College. Adding numbers to this list is the first step to getting organized. Applying background shading to this list is one way to make the list easier to read.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Shading:
Use this icon to change the color behind the selected text, paragraph, or table cell.
Instructions

2. Save the file as 3.5 College To Do List 1 in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.5 Source Doc. A.
4. From the HOME tab, Paragraph group, do the following:
   a. Select the first list and create a numbered list
      ☀ Hint: Do not select the title for this list
   b. Select the second list and create a numbered list
      ☀ Hint: Do not select the title for this list
   c. Starting with the second item in each list, apply gray shading to every other row
5. Make the following formatting changes:
   a. Center align the text [Preparing for College] and change the font size to 20
   b. Change the font size of the title of each list to 16
   c. Put a border underneath the text [Preparing for College]
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.5 Source Doc. B.
8. Print a copy if required.
Preparing For College

10 Things To Do When Applying To College

Visit the campus
Talk to current students
Review transcript
Get letters of recommendation
Take entrance exams
Research tuition and fees
Apply for financial aid
Complete all questions on applications
Complete essay
Prepare for admission interview

20 Things To Bring To College

Laptop
iPad
Headphones
Speakers
iHome
Television
Microwave
Refrigerator
School Supplies
USB Flash Drives
Sheets
Pillows
Blanket
Comforter

Towels
Wastebasket
Storage Bins
Iron
Ironing Board
Laundry Basket
Preparing For College

10 Things To Do When Applying To College

1. Visit the campus
2. Talk to current students
3. Review transcript
4. Get letters of recommendation
5. Take entrance exams
6. Research tuition and fees
7. Apply for financial aid
8. Complete all questions on applications
9. Complete essay
10. Prepare for admission interview

20 Things To Bring To College

1. Laptop
2. iPad
3. Headphones
4. Speakers
5. iHome
6. Television
7. Microwave
8. Refrigerator
9. School Supplies
10. USB Flash Drives
11. Sheets
12. Pillows
13. Blanket
14. Comforter
15. Towels
16. Wastebasket
17. Storage Bins
18. Iron
19. Ironing Board
20. Laundry Basket
Lesson 3.6

Unit 3: Formatting Paragraphs & Editing Text

Company Memo

Using Find & Replace

Lesson Overview

There are times when changing the wording of your document is necessary. This usually makes the document easier to read by using more appropriate word choices. Using Find & Replace allows you to make the same word choice change more than once so you can be confident that you stay consistent in your document wording.

In this lesson, you will edit a company memo by using the Find & Replace commands.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Find:
Use this icon to find text or other content within the document.

Replace:
Use this icon to search for text you would like to change, and replace it with something else.

New Skills

- Using Find & Replace
Instructions

2. Save the file as 3.6 Company Memo in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.6 Source Doc. A. Be sure to hit enter twice at the end of each paragraph.

4. From the HOME tab, Editing group, do the following:
   a. Use the Replace icon to find the word [Tech] in the document and replace it with the word [Technology]
   b. Click Replace All (as shown below)

   ☀ Note: If done successfully, there are seven replacements.

5. Make the following formatting changes:
   a. Bold and center the text [Memorandum] and change to UPPERCASE
   b. Insert a double space after the text [MEMORANDUM, TO:, FROM:, DATE:, and SUBJECT:]
   c. Increase the indent of the entire second paragraph

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.6 Source Doc. B.
8. Print a copy if required.
Memorandum
TO: All Employees
FROM: Your Full Name, CEO, Software Innovations
DATE: [Insert Current Date]
SUBJECT: Company Visit

As you know, our company is in the process of acquiring one of our competitors, Tech Solutions. Starting next week, representatives from Tech Solutions will be visiting a different department each day. The following is the schedule of visits from Tech Solutions as well as a brief description of what they will be discussing.

On Monday, the team from Tech Solutions will be visiting the Human Resources Department to discuss benefits and compensation packages. On Tuesday, they will be visiting the Finance Department to discuss the different positions available. On Wednesday, they will be visiting the Sales Department to discuss current and future accounts. On Thursday, they will be visiting the Marketing Department to learn our successful marketing strategies. Finally, on Friday, they will be visiting the Tech Department to identify any overlap we may have in staffing.

I know that you will all help me to welcome Tech Solutions to our company. Please be available on the above days to answer any questions they may have. I hope that together we can make this transition as seamless as possible for our new employees from Tech Solutions.
MEMORANDUM

TO: All Employees

FROM: Your Full Name, CEO, Software Innovations

DATE: [Insert Current Date]

SUBJECT: Company Visit

As you know, our company is in the process of acquiring one of our competitors, Technology Solutions. Starting next week, representatives from Technology Solutions will be visiting a different department each day. The following is the schedule of visits from Technology Solutions as well as a brief description of what they will be discussing.

On Monday, the team from Technology Solutions will be visiting the Human Resources Department to discuss benefits and compensation packages. On Tuesday, they will be visiting the Finance Department to discuss the different positions available. On Wednesday, they will be visiting the Sales Department to discuss current and future accounts. On Thursday, they will be visiting the Marketing Department to learn our successful marketing strategies. Finally, on Friday, they will be visiting the Technology Department to identify any overlap we may have in staffing.

I know that you will all help me to welcome Technology Solutions to our company. Please be available on the above days to answer any questions they may have. I hope that together we can make this transition as seamless as possible for our new employees from Technology Solutions.
Homonyms

Proofing Your Document

Lesson Overview

One of the most important skills to have is proofreading. Many people type without looking at the screen. While this method of touch typing is to be commended, it sometimes leads to a false sense of security when proofreading. It is easy to assume that a quick run of the spell check will find all errors in a document. However, spell check will not catch homonyms. A homonym is another way of spelling a similar sounding word.

In this lesson, you will type a paragraph with several mistakes. Using the spelling and grammar check will find your typographical mistakes, but you will have to carefully review the paragraph to identify the other types of mistakes. In addition, you will use the thesaurus to find alternate words and word count to keep track of how many words you type.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Spelling & Grammar:** Use this icon to check for spelling and grammar errors in your document.
- **Thesaurus:** Use this icon to find alternate words or synonyms to say what you mean.
- **Word Count:** Use this icon to keep track of the number of words, characters, paragraphs, and lines in your document.
Instructions

2. Save the file as 3.7 Homonyms in your My Word Projects folder.
3. At the top of the document, key the text exactly as shown in 3.7 Source Doc. A.
4. Print a copy of 3.7 Homonyms and carefully proofread the document for errors. Circle all errors that you find.
   Hint: In addition to any typos, you should find that there are 20 homonyms that will need to be corrected.
5. Using the correct homonym, key the corrections to the document accordingly. Underline the 20 homonyms that you find.
6. From the REVIEW tab, Proofing group, do the following:
   a. Click Spelling & Grammar
   b. Make any necessary changes
   c. Click OK when spelling & grammar check is complete
   d. Select the word [locate] in the fourth sentence, click on Thesaurus to review other options, then change the word [locate] to [find]
   e. Click on Word Count to review the paragraph statistics
   f. At the end of the paragraph, hit enter and key [Word Count:] and the number of words in the paragraph in bold
7. Proofread your document for accuracy and format, then resave the file.
8. Print preview. Your document should look similar to 3.7 Source Doc. B.
9. Print a copy if required.
WINTER WEATHER

Winter in New England can only mean one thing to most school children...snow days! Yes, it is that time of year again when school children are only too happy to wake up early to hear that school has been cancelled due to bad weather and they are now allowed to sleep late. Nothing makes students listen to the evening news more than the possibility that snow may be coming. Meteorologists suddenly become fan favorites as students change the channel to find all three local forecasts to confirm the impending storm totals. Keeping their eyes and ears open and peeled to the screen even replaces the playing of electronic games for a few minutes. It is hard to remember, however, that these days due have to be made up by the end of the school year. Sadly, during the month of June, the formerly friendly weather reporters do not share the same good news when they report that it will be sunny and warm in June during our makeup days.
Preschool Posters

Applying Text Styles

Lesson Overview

The child development teacher has asked for your help. Her new students will be arriving next week, and she wants some new posters of the alphabet to decorate her walls. She would like you to create a poster with different ways to present the alphabet to her students.

In this lesson, you will create a poster of the alphabet using uppercase and lowercase letters on the poster.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Applying Text Styles:
A style is a predefined combination of font style, color, and size. Use this option to preview, manage, and customize the various text-style options.
Instructions

2. Save the file as 3.8 Preschool Posters in your My Word Projects folder.
3. At the top of the document, key the text as shown in 3.8 Source Doc. A.
4. From the HOME tab, Styles group, do the following:
   a. Select the document and apply the Subtle Emphasis Style
5. Make the following formatting changes:
   a. Bold and center align the title
   b. Change the font size of the title to 28
   c. Change the font size of the body to 22
   d. Underline the text [UPPERCASE, Lower Case, and Upper and Lower Case]
   e. Change the font color of the UPPERCASE section to red
   f. Change the font color of the Lower Case section to green
   g. Change the font color of the Upper and Lower Case section to purple
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 3.8 Source Doc. B.
8. Print a copy if required.
The Alphabet

UPPERCASE

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lower Case

a b c d e f g h i j k l m n o p q r s t u v w x y z

Upper and Lower Case

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
The Alphabet

**UPPERCASE**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**Lower Case**

a b c d e f g h i j k l m n o p q r s t u v w x y z

**Upper and Lower Case**

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
Ultimate Chocolate Chip Cookies

Reinforcement Lesson

Lesson Overview

One of the first things you must learn in culinary class is how to properly read a recipe. When reviewing your latest recipe, you decide to use your formatting skills to make it easier to follow.

In this lesson, you will create a recipe, and use your previously learned skills to format and edit the text.
Instructions

2. Save the file as 3.9 Recipe in your My Word Projects folder.
3. At the top of the document, key the text exactly as shown in 3.9 Source Doc. A.
4. Make the following formatting changes:
   a. Use find and replace to change the word [tablespoon] to [teaspoon] in the Ingredients section only
   b. Apply the check mark bullet to the list of Ingredients
   c. Apply numbering to the list of Directions
   d. Change the line spacing of the Ingredients section to 1.5
   e. Center align the title and change the font size to 18
   f. Italicize the text [Ingredients:] and [Directions:] and change the font size to 14
   g. Bold the list of Directions
   h. Using Word Count, key [Word Count:] and the number of words in the recipe at the end of the document
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to 3.9 Source Doc. B.
7. Print a copy if required.
Ultimate Chocolate Chip Cookies

Ingredients:

- ¾ cup granulated sugar
- ¾ cup packed brown sugar
- 1 cup butter or margarine, softened
- 1 tablespoon vanilla
- 1 egg
- 2 ¼ cups all-purpose flour
- 1 tablespoon baking soda
- ½ teaspoon salt
- 1 cup coarsely chopped nuts
- 1 package (12 ounces) semisweet chocolate chips (2 cups)

Directions:

Heat oven to 375 degrees F.

Mix sugars, butter, vanilla, and egg in large bowl. Stir in flour, baking soda, and salt (dough will be stiff). Stir in nuts and chocolate chips.

Drop dough by rounded tablespoons about 2 inches apart onto ungreased cookie sheet.

Bake 8 to 10 minutes or until light brown (centers will be soft). Cool slightly; remove from cookie sheet. Cool on wire rack.
Ultimate Chocolate Chip Cookies

Ingredients:

- ¾ cup granulated sugar
- ¾ cup packed brown sugar
- 1 cup butter or margarine, softened
- 1 teaspoon vanilla
- 1 egg
- 2 ¼ cups all-purpose flour
- 1 teaspoon baking soda
- ½ teaspoon salt
- 1 cup coarsely chopped nuts
- 1 package (12 ounces) semisweet chocolate chips (2 cups)

Directions:

1. Heat oven to 375 degrees F.
2. Mix sugars, butter, vanilla, and egg in large bowl. Stir in flour, baking soda, and salt (dough will be stiff). Stir in nuts and chocolate chips.
3. Drop dough by rounded tablespoons about 2 inches apart onto ungreased cookie sheet.
4. Bake 8 to 10 minutes or until light brown (centers will be soft). Cool slightly; remove from cookie sheet. Cool on wire rack.

Word Count: 133
4.1 Student Schedule
*Using Table Basics*
- Inserting Tables
- Changing Cell Alignment
- Adjusting Column Width and Row Height

4.2 Student Schedule 2
*Working with Rows, Columns, and Cells*
- Using the Select Tool
- Inserting and Deleting Rows, Columns, and Cells
- Merging and Splitting Cells

4.3 Best Small Towns
*Formatting Tables*
- Shading Cells, Rows, and Columns
- Applying Borders
- Using the Eraser Tool

4.4 Best Small Towns 2
*Enhancing Tables with Styles*
- Applying a Table Style

4.5 2013 Boston Red Sox Roster
*Working With Data in a Table*
- Changing Text Direction
- Sorting Within a Table

4.6 Top Retailers
*Reinforcement Lesson*

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**Unit 4 Assessments**
Performance and Written Assessments are located on the Instructor's Resource CD.
Lesson Overview

The Guidance Department has asked you to visit a few freshmen homerooms during the first week of school to explain how to read their first year schedules. Presenting data in a table format often makes a document easier to read. Your task is to create a sample student schedule table template to be used for all future schedules.

*In this lesson, you will create and edit a table to be used for the creation of student schedules next semester.*

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Table:** Use this icon to add a table to organize information within your document.

**Cell Alignment:** Use this icon to vertically and horizontally align text in cells.

**Row Height:** Use this icon to determine the row height of selected cells.

**Column Width:** Use this icon to determine the column width of selected cells.
Instructions

2. Save the file as 4.1 Student Schedule in your My Word Projects folder.
3. At the top of the document, key the text [Sample Student Schedule].
4. From the INSERT tab, Tables group (shown below), use the Table icon to do the following:
   a. Insert a table with 6 columns and 5 rows
5. Key the text as shown in 4.1 Source Doc. A.
6. Click anywhere within the table, and from the TABLE TOOLS, LAYOUT tab, Alignment group, do the following:
   a. Select column 1 and change the cell alignment to align center
7. Click anywhere within the table, and from the TABLE TOOLS, LAYOUT tab, Cell Size group, do the following:
   a. Select the entire table and adjust the column width of all columns to 1.0”
   b. Select the entire table and adjust the row height of all rows to .3”
8. Format the text [Sample Student Schedule] to Comic Sans MS, 16, bold, and center align.
9. Proofread your document for accuracy and format, then resave the file.
10. Print preview. Your document should look similar to 4.1 Source Doc. B.
11. Print a copy if required.
## Sample Student Schedule

<table>
<thead>
<tr>
<th></th>
<th>Accounting</th>
<th>Biology</th>
<th>English</th>
<th>PE</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>World History</td>
<td>Spanish</td>
<td>Accounting</td>
<td>Biology</td>
<td>English</td>
</tr>
<tr>
<td>Wednesday</td>
<td>PE</td>
<td>Marketing</td>
<td>World History</td>
<td>Spanish</td>
<td>Accounting</td>
</tr>
<tr>
<td>Thursday</td>
<td>Biology</td>
<td>English</td>
<td>PE</td>
<td>Marketing</td>
<td>World History</td>
</tr>
<tr>
<td>Friday</td>
<td>Spanish</td>
<td>Advisory</td>
<td>Study Hall</td>
<td>Early Dismissal</td>
<td></td>
</tr>
</tbody>
</table>
Unit 4: Working with Tables

Student Schedule 2

Working with Rows, Columns, and Cells

Lesson Overview

After looking at your first draft, the Guidance Department has asked you to edit your student schedule template before distributing it to the student body. Changing the formatting of cells and adding more information to their schedule should help the new students to better understand how things operate at Jackson High School.

In this lesson, you will use the Table Layout features to edit your previously created table.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Select Tool**: Use this icon to select the current cell, row, column, or entire table.

- **Insert Above**: Use this icon to add a new row directly above the current row.

- **Insert Below**: Use this icon to add a new row directly below the current row.

- **Delete**: Use this icon to delete a cell, column, row, or table.

- **Insert Left**: Use this icon to add a new column directly to the left of the current column.

- **Insert Right**: Use this icon to add a new column directly to the right of the current column.

- **Merge Cells**: Use this icon to merge the selected cells into one cell.

- **Split Cells**: Use this icon to split the current cell into multiple cells.

New Skills

- Using the Select Tool
- Inserting and Deleting Rows, Columns, and Cells
- Merging and Splitting Cells
Lesson 4.2

Working with Rows, Columns, and Cells

Instructions

1. Open your existing document 4.1 Student Schedule.

2. Save the file as 4.2 Student Schedule 2 in your My Word Projects folder.

3. Click anywhere within the table, and from the TABLE TOOLS, LAYOUT tab, Table group, do the following:
   a. Click the Select tool and choose Select Table
   b. From the Alignment group, choose Align Center

4. From the TABLE TOOLS, LAYOUT tab, Rows & Columns group, do the following:
   a. Place the cursor anywhere in the last row, and Insert a New Row at the bottom of the table and key the text [Lunch 11:35] in the first cell
   b. Click anywhere in column 5, and insert a New Column to the left of column 5
   c. Key the text [Advisory] for Monday, Wednesday, and Friday
   d. Key the text [Study Hall] for Tuesday and Thursday
   e. Change the cell alignment of the new column to align center
   f. Click anywhere in the first row, then insert a row above and key the text [Homeroom 201] in the first cell of this new row
   g. Click anywhere in the last row and Delete the last row

Note: You can insert a row from the LAYOUT tab or by clicking on the + sign.
5. From the TABLE TOOLS, LAYOUT tab, Merge group, do the following:
   a. Click in each cell that contains the text [PE] and Split Cells into 2 columns and 1 row
   b. Key the text [Art] in the newly split cells
   c. Select all of Row 1, merge the cells and key the text [/Lunch 11:35] to follow [Homeroom 201]
   d. Select the last 2 cells of Row 6 and merge the cells
5a. From the TABLE TOOLS, LAYOUT tab, Merge group, do the following:
   a. Click in each cell that contains the text [PE] and Split Cells into 2 columns and 1 row
   b. Key the text [Art] in the newly split cells
   c. Select all of Row 1, merge the cells and key the text [/Lunch 11:35] to follow [Homeroom 201]
   d. Select the last 2 cells of Row 6 and merge the cells
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 4.2 Source Doc. B.
8. Print a copy if required.
### Sample Student Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Accounting</th>
<th>Biology</th>
<th>English</th>
<th>PE</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>World History</td>
<td>Spanish</td>
<td>Accounting</td>
<td>Biology</td>
<td>English</td>
</tr>
<tr>
<td>Wednesday</td>
<td>PE</td>
<td>Marketing</td>
<td>World History</td>
<td>Spanish</td>
<td>Accounting</td>
</tr>
<tr>
<td>Thursday</td>
<td>Biology</td>
<td>English</td>
<td>PE</td>
<td>Marketing</td>
<td>World History</td>
</tr>
<tr>
<td>Friday</td>
<td>Spanish</td>
<td>Advisory</td>
<td>Study Hall</td>
<td>Early Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homeroom 201/Lunch 11:35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
</tbody>
</table>
Unit 4: Working with Tables

Best Small Towns

Formatting Tables

Lesson Overview

You are comparing and contrasting the costs and benefits of living in large towns versus small towns in social studies this week. You have been selected to research America's best small towns. After doing your research, you find the following information to display in table format. Using the skills you have learned in creating tables, you will create this table to share with the class.

In this lesson, you will create a handout to distribute to your class for discussion. You will learn how to shade, add, and erase borders to add to the professional look of the table.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Shading:** Use the drop-down menu to change the color behind the selected text, paragraph or table cell.
- **Borders:** Use the drop-down menu to add or remove borders from your selection.
- **Table Eraser:** Use this icon to remove specific borders in a table to create merged cells.

New Skills

- Shading Cells, Rows, and Columns
- Applying Borders
- Using the Eraser Tool
Instructions

2. Save the file as 4.3 Best Small Towns in your My Word Projects folder.
3. At the top of the document, create a table with 4 columns and 12 rows, and key the text as shown in 4.3 Source Doc. A.
4. From the TABLE TOOLS, DESIGN tab, Table Styles group, do the following:
   a. Select Row 2 and apply Yellow shading
5. From the TABLE TOOLS, DESIGN tab, Borders group, do the following:
   a. Select the entire table and apply a Double Solid Lines Border Style to all borders in the table
6. Select the entire table and change all of the column widths to 1.7”.
7. Select Row 1 and merge and center the cells.
8. From the TABLE TOOLS, LAYOUT tab, Draw group, use the Eraser Tool (shown below) to remove the top, left, and right borders from Row 1.
9. Make the following formatting changes:
   a. Bold and change the font size of the text in Row 1 to 20
10. Proofread your document for accuracy and format, then resave the file.
11. Print preview. Your document should look similar to 4.3 Source Doc. B.
12. Print a copy if required.
### America’s Best Small Towns

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Town</th>
<th>State</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharon</td>
<td>MA</td>
<td>17,944</td>
</tr>
<tr>
<td>2</td>
<td>Louisville</td>
<td>CO</td>
<td>18,924</td>
</tr>
<tr>
<td>3</td>
<td>Vienna</td>
<td>VA</td>
<td>16,285</td>
</tr>
<tr>
<td>4</td>
<td>Chanhassen</td>
<td>MN</td>
<td>23,685</td>
</tr>
<tr>
<td>5</td>
<td>Sherwood</td>
<td>OR</td>
<td>18,736</td>
</tr>
<tr>
<td>6</td>
<td>Berkeley Heights</td>
<td>NJ</td>
<td>13,345</td>
</tr>
<tr>
<td>7</td>
<td>Mason</td>
<td>OH</td>
<td>31,761</td>
</tr>
<tr>
<td>8</td>
<td>Papillion</td>
<td>NE</td>
<td>19,837</td>
</tr>
<tr>
<td>9</td>
<td>Apex</td>
<td>NC</td>
<td>40,205</td>
</tr>
<tr>
<td>10</td>
<td>West Goshen Township</td>
<td>PA</td>
<td>22,421</td>
</tr>
</tbody>
</table>

Source: Money Magazine
Unit 4: Working with Tables

Best Small Towns 2

Enhancing Tables with Styles

Lesson Overview

The Best Small Towns table you created in Lesson 4.3 is just about ready to be handed in to your teacher. However, you decide that your table is still missing something visually. To add the finishing touches to your table, you need to add a Table Style.

In this lesson, you will apply a table style to an existing table.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Table Styles:
Use these icons to quickly change the visual style of your table.
Instructions

1. Open your existing document 4.3 Best Small Towns.
2. Save the file as 4.4 Best Small Towns 2 in your My Word Projects folder.
3. From the TABLE TOOLS, DESIGN tab, Table Styles group, do the following:
   a. Apply the Plain Table 1 table style
      ☀️ Hint: Hovering your mouse over each style will show you its style name.
4. Proofread your document for accuracy and format, then resave the file.
5. Print preview. Your document should look similar to 4.4 Source Doc. B.
6. Print a copy if required.
### America’s Best Small Towns

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Town</th>
<th>State</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sharon</td>
<td>MA</td>
<td>17,944</td>
</tr>
<tr>
<td>2</td>
<td>Louisville</td>
<td>CO</td>
<td>18,924</td>
</tr>
<tr>
<td>3</td>
<td>Vienna</td>
<td>VA</td>
<td>16,285</td>
</tr>
<tr>
<td>4</td>
<td>Chanhassen</td>
<td>MN</td>
<td>23,685</td>
</tr>
<tr>
<td>5</td>
<td>Sherwood</td>
<td>OR</td>
<td>18,736</td>
</tr>
<tr>
<td>6</td>
<td>Berkeley Heights</td>
<td>NJ</td>
<td>13,345</td>
</tr>
<tr>
<td>7</td>
<td>Mason</td>
<td>OH</td>
<td>31,761</td>
</tr>
<tr>
<td>8</td>
<td>Papillion</td>
<td>NE</td>
<td>19,837</td>
</tr>
<tr>
<td>9</td>
<td>Apex</td>
<td>NC</td>
<td>40,205</td>
</tr>
<tr>
<td>10</td>
<td>West Goshen Township</td>
<td>PA</td>
<td>22,421</td>
</tr>
</tbody>
</table>
2013 Boston Red Sox Roster

*Working with Data in a Table*

**Lesson Overview**

Your assignment in computer applications class is to create your own table. You know that your teacher is a die-hard Boston Red Sox fan, so you research their 2013 team roster. You create this table using the active roster information.

*In this lesson, you will change the text direction of a column, then sort data in columns in ascending order.*

**Tools & Terms You’ll Use**

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Text Direction:**

Use this icon to change the text direction within the selected cells.

**Sort:**

Use this icon to arrange the current selection in alphabetical or numerical order. It is especially useful if you’re trying to organize data in a table.
Instructions


2. Save the file as 4.5 2013 Boston Red Sox Roster in your My Word Projects folder.

3. At the top of the document, create a table with 5 columns and 26 rows, and key the text as shown in 4.5 Source Doc. A.

4. From the TABLE TOOLS LAYOUT tab, Data group, do the following:
   a. Sort the table by the Number column in Ascending order

   ☝️ Note: To do so, select the table, choose Sort. Sort by Number in Ascending order, then select My list has Header row (as shown below).

5. Merge the cells in column 1.
6. From the TABLE TOOLS, LAYOUT tab, Alignment group, do the following:
   a. Change the Text Direction of column 1 to the second option
      ⇔ Hint: Click the icon two times.
   b. Change the alignment to align center

7. Make the following formatting changes:
   a. Change the font size of the text [2013 Boston Red Sox Roster] to 24
   b. Shade the background color of row 1 to red
   c. Change the font color of the text in row 1 to white and bold
   d. Shade the background color of column 1 to dark blue
   e. Change the font color of the text in column 1 to red and bold

8. Proofread your document for accuracy and format, then resave the file.

9. Print preview. Your document should look similar to 4.5 Source Doc. B.

10. Print a copy if required.
### Lesson 4.5

#### Working with Data in a Table

<table>
<thead>
<tr>
<th>2013 Boston Red Sox Roster</th>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig</td>
<td>Breslow</td>
<td>P</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Clay</td>
<td>Buckholz</td>
<td>P</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Ryan</td>
<td>Dempster</td>
<td>P</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Felix</td>
<td>Doubront</td>
<td>P</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>John</td>
<td>Lackey</td>
<td>P</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Jon</td>
<td>Lester</td>
<td>P</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td>Morales</td>
<td>P</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Jake</td>
<td>Peavy</td>
<td>P</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Junichi</td>
<td>Tazawa</td>
<td>P</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Koji</td>
<td>Uehara</td>
<td>P</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Brandon</td>
<td>Workman</td>
<td>P</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Ross</td>
<td>C</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Jarrod</td>
<td>Saltalamacchia</td>
<td>C</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Xander</td>
<td>Bogaerts</td>
<td>SS</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Stephen</td>
<td>Drew</td>
<td>SS</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Will</td>
<td>Middlebrooks</td>
<td>3B</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td>Napoli</td>
<td>1B</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Dustin</td>
<td>Pedroia</td>
<td>2B</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quintin</td>
<td>Berry</td>
<td>LF</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Mike</td>
<td>Carp</td>
<td>LF</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Jacoby</td>
<td>Ellsbury</td>
<td>CF</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Jonny</td>
<td>Gomes</td>
<td>LF</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Daniel</td>
<td>Nava</td>
<td>RF</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Shane</td>
<td>Victorino</td>
<td>RF</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td>Ortiz</td>
<td>DH</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
### 2013 Boston Red Sox Roster

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacoby</td>
<td>Ellsbury</td>
<td>CF</td>
<td>2</td>
</tr>
<tr>
<td>David</td>
<td>Ross</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Jonny</td>
<td>Gomes</td>
<td>LF</td>
<td>5</td>
</tr>
<tr>
<td>Stephen</td>
<td>Drew</td>
<td>SS</td>
<td>7</td>
</tr>
<tr>
<td>Clay</td>
<td>Buckholz</td>
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<td>11</td>
</tr>
<tr>
<td>Mike</td>
<td>Napoli</td>
<td>1B</td>
<td>12</td>
</tr>
<tr>
<td>Dustin</td>
<td>Pedroia</td>
<td>2B</td>
<td>15</td>
</tr>
<tr>
<td>Will</td>
<td>Middlebrooks</td>
<td>3B</td>
<td>16</td>
</tr>
<tr>
<td>Shane</td>
<td>Victorino</td>
<td>RF</td>
<td>18</td>
</tr>
<tr>
<td>Koji</td>
<td>Uehara</td>
<td>P</td>
<td>19</td>
</tr>
<tr>
<td>Daniel</td>
<td>Nava</td>
<td>RF</td>
<td>29</td>
</tr>
<tr>
<td>Jon</td>
<td>Lester</td>
<td>P</td>
<td>31</td>
</tr>
<tr>
<td>Craig</td>
<td>Breslow</td>
<td>P</td>
<td>32</td>
</tr>
<tr>
<td>David</td>
<td>Ortiz</td>
<td>DH</td>
<td>34</td>
</tr>
<tr>
<td>Felix</td>
<td>Doubront</td>
<td>P</td>
<td>35</td>
</tr>
<tr>
<td>Junichi</td>
<td>Tazawa</td>
<td>P</td>
<td>36</td>
</tr>
<tr>
<td>Mike</td>
<td>Carp</td>
<td>LF</td>
<td>37</td>
</tr>
<tr>
<td>Jarrod</td>
<td>Saltalamacchia</td>
<td>C</td>
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</tr>
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<td>John</td>
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<tr>
<td>Jake</td>
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<tr>
<td>Ryan</td>
<td>Dempster</td>
<td>P</td>
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</tr>
<tr>
<td>Quintin</td>
<td>Berry</td>
<td>LF</td>
<td>50</td>
</tr>
<tr>
<td>Franklin</td>
<td>Morales</td>
<td>P</td>
<td>56</td>
</tr>
<tr>
<td>Brandon</td>
<td>Workman</td>
<td>P</td>
<td>67</td>
</tr>
<tr>
<td>Xander</td>
<td>Bogaerts</td>
<td>SS</td>
<td>72</td>
</tr>
</tbody>
</table>
Lesson Overview

Your group assignment in marketing class is to research one of the top 10 retailers in the United States and be prepared to share some information with the class. You must send a letter to your teacher requesting topic approval before you can begin the research paper. You and your classmates must compile some basic information to present to your teacher in letter format.

*In this lesson, you will type a letter to your teacher. You will then insert a table in the body of the letter and format that table using your previously learned table skills.*
Instructions


2. Save the file as 4.6 Top Retailers in your My Word Projects folder.

3. At the top of the document, key the text exactly as shown in 4.6 Source Doc. A.

   Note: Insert a table with 4 columns and 11 rows between paragraphs 2 and 3.

4. Make the following formatting changes:
   a. Change the width of column 1 to 1”
   b. Change the width of column 2 to 1.75”
   c. Change the width of column 3 to 1.6”
   d. Change the width of column 4 to 1.5”
   e. Change the height of row 1 to 0.25”
   f. Delete the last two rows
   g. Sort the table by Number of Stores in ascending order
   h. Insert a row above row 1 and key the title [Top Retailers]
   i. Merge and center align row 1
   j. Apply gray shading to the top five ranked stores

5. Proofread your document for accuracy and format, then resave the file.

6. Print preview. Your document should look similar to 4.6 Source Doc. B.

7. Print a copy if required.
100 Post Road  
Providence, RI 02903  
October 20, 20XX

Mr. Samuel Hicks  
Business Department  
Jackson High School  
125 Main Street  
Providence, RI 02903

Dear Mr. Hicks:

Our group is requesting your permission to research the top retailers in the United States. Before deciding which retail chain to further research, we put together a table with some basic company information to help us narrow our choices. We agreed to look at the following categories: Rank, Company Name, Retail Sales, and Number of Stores. After looking at this preliminary data, we have decided to further research Target. Here is the table of preliminary data we used to select our topic for further research:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company Name</th>
<th>Retail Sales</th>
<th>Number of Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wal-Mart</td>
<td>$316,083,000</td>
<td>4,423</td>
</tr>
<tr>
<td>2</td>
<td>Kroger</td>
<td>$85,491,000</td>
<td>3,574</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>$68,466,000</td>
<td>1,736</td>
</tr>
<tr>
<td>4</td>
<td>Walgreens</td>
<td>$66,330,000</td>
<td>7,651</td>
</tr>
<tr>
<td>5</td>
<td>Costco</td>
<td>$64,211,000</td>
<td>425</td>
</tr>
<tr>
<td>6</td>
<td>The Home Depot</td>
<td>$62,075,000</td>
<td>1,963</td>
</tr>
<tr>
<td>7</td>
<td>CVS Caremark</td>
<td>$59,688,000</td>
<td>7,345</td>
</tr>
<tr>
<td>8</td>
<td>Lowe’s</td>
<td>$49,282,000</td>
<td>1,712</td>
</tr>
<tr>
<td>9</td>
<td>Best Buy</td>
<td>$37,551,000</td>
<td>1,860</td>
</tr>
<tr>
<td>10</td>
<td>Safeway</td>
<td>$36,923,000</td>
<td>4,211</td>
</tr>
</tbody>
</table>

Please let me know if you need any other information to approve our topic. I will let the rest of the group know once we receive your approval to start working on our individual topics. We are looking forward to sharing our research paper with the class next week.

Sincerely,

Jack McGuinness
Mr. Samuel Hicks  
Business Department  
Jackson High School  
125 Main Street  
Providence, RI 02903  

October 20, 20XX  

Dear Mr. Hicks:

Our group is requesting your permission to research the top retailers in the United States. Before deciding which retail chain to further research, we put together a table with some basic company information to help us narrow our choices. We agreed to look at the following categories: Rank, Company Name, Retail Sales, and Number of Stores. After looking at this preliminary data, we have decided to further research Target. Here is the table of preliminary data we used to select our topic for further research:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Company Name</th>
<th>Retail Sales</th>
<th>Number of Stores</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Costco</td>
<td>$64,211,000</td>
<td>425</td>
</tr>
<tr>
<td>8</td>
<td>Lowe’s</td>
<td>$49,282,000</td>
<td>1,712</td>
</tr>
<tr>
<td>3</td>
<td>Target</td>
<td>$68,466,000</td>
<td>1,736</td>
</tr>
<tr>
<td>6</td>
<td>The Home Depot</td>
<td>$62,075,000</td>
<td>1,963</td>
</tr>
<tr>
<td>2</td>
<td>Kroger</td>
<td>$85,491,000</td>
<td>3,574</td>
</tr>
<tr>
<td>1</td>
<td>Wal-Mart</td>
<td>$316,083,000</td>
<td>4,423</td>
</tr>
<tr>
<td>7</td>
<td>CVS Caremark</td>
<td>$59,688,000</td>
<td>7,345</td>
</tr>
<tr>
<td>4</td>
<td>Walgreens</td>
<td>$66,330,000</td>
<td>7,651</td>
</tr>
</tbody>
</table>

Please let me know if you need any other information to approve our topic. I will let the rest of the group know once we receive your approval to start working on our individual topics. We are looking forward to sharing our research paper with the class next week.

Sincerely,

Jack McGuinness
5.1 Freshmen Homeroom Assignments
Using Tab Basics
- Viewing the Ruler
- Using the Default Tab

5.2 Fastest Growing Occupations
Working With Left Tabs
- Setting Left Tabs

5.3 School Store Inventory
Setting Custom Tabs
- Setting Left and Right Tabs
- Using Dot Leaders

5.4 Graduation Program
Changing Tab Alignment
- Clearing Tabs

Unit 5 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Lesson 5.1

Unit 5: Working with Tabs

**Freshmen Homeroom Assignments**

*Using Tab Basics*

**Lesson Overview**

As part of your first day of school assignments, you will be greeting the freshmen class as they enter the building. One of their first worries will be finding their homeroom classrooms. To assist in pointing the new students in the right direction, you will create a list of freshmen homerooms.

*In this lesson, you will create a list using the default tabs in Word.*

**Tools & Terms You’ll Use**

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

<table>
<thead>
<tr>
<th>View Ruler:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this icon to see the ruler above and to the left of your document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Default Tabs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The automatic tab stops at every .5 inches on your ruler.</td>
</tr>
</tbody>
</table>
Instructions

2. Save the file as 5.1 Freshmen Homeroom Assignments in your My Word Projects folder.
3. From the VIEW tab, Show group, do the following:
   a. Click in the box in front of the word Ruler (if necessary)
4. At the top of the document, key the text as shown in 5.1 Source Doc. A.
   ☑️ Note: Use the Tab key to separate the text into columns as shown.
5. Make the following formatting changes:
   a. Bold and center align the title
   b. Change the font size of the title to 18
   c. Italicize the column headings
   d. Change the font size of the column headings to 14
   e. Change the line spacing of the document to 2.0
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 5.1 Source Doc. B.
8. Print a copy if required.
## Lesson 5.1

### Using Tab Basics

<table>
<thead>
<tr>
<th>Last Names</th>
<th>Room #</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-C</td>
<td>101</td>
<td>Mrs. Sanchez</td>
</tr>
<tr>
<td>D-F</td>
<td>102</td>
<td>Mrs. Kelly</td>
</tr>
<tr>
<td>G-I</td>
<td>103</td>
<td>Mrs. Jordan</td>
</tr>
<tr>
<td>J-L</td>
<td>104</td>
<td>Mr. Crosby</td>
</tr>
<tr>
<td>M-O</td>
<td>105</td>
<td>Mr. Wu</td>
</tr>
<tr>
<td>P-R</td>
<td>106</td>
<td>Mrs. Richards</td>
</tr>
<tr>
<td>S-U</td>
<td>107</td>
<td>Mrs. Weintraub</td>
</tr>
<tr>
<td>V-Z</td>
<td>108</td>
<td>Mr. McCormack</td>
</tr>
</tbody>
</table>
# Freshmen Homeroom Assignments

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<td>Mr. McCormack</td>
</tr>
</tbody>
</table>
Unit 5: Working with Tabs

Fastest Growing Occupations

Working with Left Tabs

Lesson Overview

You are researching occupations for an assignment in Career Explorations class. The topic you chose was to research the fastest growing occupations. Information on jobs can be found in the Occupational Outlook Handbook compiled by the Bureau of Labor Statistics. Rather than using the preset tabs in your document, you will decide where to set your tabs to make your document look better.

In this lesson, you will set tabs to be used in creating a list of the fastest growing occupations from 2010-2020.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Left Tab:
Using this tab option allows you to position a left tab stop at any point along the horizontal ruler.
Instructions


2. Save the file as *5.2 Fastest Growing Occupations* in your **My Word Projects** folder.

3. Set a **Left Tab** stop at .5”, 3”, and 5” on the horizontal ruler, as shown in *5.2 Source Doc. A*.

4. At the top of the document, key the text as shown in *5.2 Source Doc. A*.
   
   ⚠️ *Note: Be sure to hit the tab key at the beginning of each line (as shown) and between each column.*

5. Make the following formatting changes:
   
   a. Bold and center align the title
   
   b. Change the font size of the title to 16
   
   c. Underline the column headings

6. Proofread your document for accuracy and format, then resave the file.

7. Print preview. Your document should look similar to *5.2 Source Doc. B*.

8. Print a copy if required.
Lesson 5.2

Working with Left Tabs

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Growth Rate</th>
<th>2010 Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aides</td>
<td>70%</td>
<td>$19,640</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>69%</td>
<td>$20,560</td>
</tr>
<tr>
<td>Biomedical Engineers</td>
<td>62%</td>
<td>$81,540</td>
</tr>
<tr>
<td>Helpers – Carpenters</td>
<td>66%</td>
<td>$25,760</td>
</tr>
<tr>
<td>Veterinary Technicians</td>
<td>52%</td>
<td>$29,710</td>
</tr>
<tr>
<td>Reinforcing Iron and Rebar Workers</td>
<td>49%</td>
<td>$38,430</td>
</tr>
<tr>
<td>Physical Therapy Assistants</td>
<td>46%</td>
<td>$49,690</td>
</tr>
<tr>
<td>Meeting, Convention, Event Planners</td>
<td>44%</td>
<td>$45,260</td>
</tr>
<tr>
<td>Interpreters</td>
<td>42%</td>
<td>$43,300</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>41%</td>
<td>$30,530</td>
</tr>
<tr>
<td>Brickmasons and Blockmasons</td>
<td>41%</td>
<td>$46,930</td>
</tr>
</tbody>
</table>

Fastest Growing Occupations (2010-2020)
## Fastest Growing Occupations (2010-2020)

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<th>Occupation</th>
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<td>$46,930</td>
</tr>
</tbody>
</table>
Lesson 5.3

Unit 5: Working with Tabs

**School Store Inventory**

*Setting Custom Tabs*

**Lesson Overview**

Your job as school store manager is to promote the items that are available for purchase in the school store. Creating a price list and publicizing this list in as many places as possible will help to increase sales. Your task is to create a two-column price list for the school store.

*In this lesson, you will create a two-column price list using left and right tabs with dot leaders.*

**Tools & Terms You’ll Use**

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Left, Center, and Right Tabs:**
Use these icons to position a tab stop at any position along the horizontal ruler using the Tabs dialog box.

**Dot Leaders:**
Allow you to use a series of dots in a line to guide the reader’s eye across the page.

- **Pencils** .......................................................... $0.25
Instructions

2. Save the file as 5.3 School Store Inventory in your My Word Projects folder.
3. Before keying any text, from the HOME tab, Paragraph group dialog box launcher, do the following:
   a. Click on the Tabs option in the left corner
   b. Set a Left Tab stop at .75", and a Right Tab stop with dot leaders (option 2) at 5.75"
4. At the top of the document, key the text as shown in 5.3 Source Doc. A.
   ☺ Note: Be sure to hit the tab key as indicated.
5. Make the following formatting changes:
   a. Center align and bold the title and change the font size to 20
   b. Change the line spacing of the list to 2.0
   c. Change the font size of the two columns to 14
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 5.3 Source Doc. B.
8. Print a copy if required.
## Lesson 5.3

### Setting Custom Tabs

#### 5.3 Source Doc. A

- **School Store Inventory**

  - Pencils .......................................................... $0.25
  - Pens .............................................................. $0.30
  - Student Planners .......................................... $3.00
  - Glue Sticks .................................................. $0.50
  - Folders .......................................................... $1.25
  - Calculators .................................................. $5.50
  - Gum ............................................................. $0.75
  - Mints ............................................................ $0.79
  - Granola Bars ................................................ $1.00
  - Popcorn ........................................................ $1.00
### School Store Inventory

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencils</td>
<td>$0.25</td>
</tr>
<tr>
<td>Pens</td>
<td>$0.30</td>
</tr>
<tr>
<td>Student Planners</td>
<td>$3.00</td>
</tr>
<tr>
<td>Glue Sticks</td>
<td>$0.50</td>
</tr>
<tr>
<td>Folders</td>
<td>$1.25</td>
</tr>
<tr>
<td>Calculators</td>
<td>$5.50</td>
</tr>
<tr>
<td>Gum</td>
<td>$0.75</td>
</tr>
<tr>
<td>Mints</td>
<td>$0.75</td>
</tr>
<tr>
<td>Granola Bars</td>
<td>$1.00</td>
</tr>
<tr>
<td>Popcorn</td>
<td>$1.00</td>
</tr>
</tbody>
</table>
Lesson 5.4

Unit 5: Working With Tabs

Graduation Program

Changing Tab Alignment

Lesson Overview

Every year, one student is selected to create the program for the graduation ceremony. This year, that student is you. Your task is to create a program that is easy to read and visually appealing. As you know, everyone who enters the auditorium will receive this program and use it to follow the ceremony. Using your tab skills to design this program will ensure that it is both professional looking and easy to read.

In this lesson, you will create the first page of the high school graduation ceremony program.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

Clear:
Allows you to clear previously set tabs in order to change the tab setup for the rest of the document.
Instructions


2. Save the file as *5.4 Graduation Program* in your *My Word Projects* folder.

3. Before keying any text, set a left tab stop at 1.25” and a right tab stop at 5.75”.

4. At the top of the document, key the text as shown in **only the top section** of *5.4 Source Doc. A.*
   
   Note: Be sure to hit the tab key as indicated.

5. Once you have keyed the top section, hit the Enter key two times.

6. From the HOME tab, Paragraph group dialog box launcher, Tabs option, Clear All previously set tab stops.

7. Set a new left tab stop at 2” and a new right tab stop at 5” with dot leaders (option 2).

8. Key the text as shown in the **bottom** section of *5.4 Source Doc. A.*

9. Make the following formatting changes:
   
   a. Center align the first three lines of text and change the font size to 16
   
   b. Bold [Class Officers] and [Program Schedule]

10. Proofread your document for accuracy and format, then resave the file.

11. Print preview. Your document should look similar to *5.4 Source Doc. B.*

12. Print a copy if required.
Lesson 5.4

Changing Tab Alignment

[Your High School Name]
Graduation Ceremony
June 1, 20XX

Class Officers

→ Jacob Andrews → President
→ Ben DiStefano → Vice President
→ Kasey Drew → Treasurer
→ Ana Lopez → Secretary

Program Schedule

→ Processional ........................................ 6:30 p.m.
→ Class Speakers .................................... 6:40 p.m.
→ Keynote Speaker .................................. 6:50 p.m.
→ Awards ............................................... 7:00 p.m.
→ Class Gift ........................................... 7:15 p.m.
→ Awarding of Diplomas ......................... 7:20 p.m.
→ Recessional ........................................ 8:30 p.m.
[Your High School Name]
Graduation Ceremony
June 1, 20XX

Class Officers

Jacob Andrews ....................................................... President
Ben DiStefano ...................................................... Vice President
Kasey Drew .......................................................... Treasurer
Ana Lopez ............................................................ Secretary

Program Schedule

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6.1 Study Skills for Success
*Formatting Text into Columns*
- Creating Two Columns
- Changing Page Margins

6.2 Healthy Habits for Teens
*Using Column Breaks*
- Inserting Column Breaks
- Changing Hyphenation
- Changing Page Orientation

6.3 Highest Grossing Movies Worldwide
*Vertically Centering Text*
- Vertically Centering Text

Unit 6 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Lesson 6.1

Unit 6: Working with Columns and Page Setup

Study Skills for Success

Formatting Text Into Columns

Lesson Overview

How well you do in college very much depends on the study skills you use from the first day. While some subjects may have come easy to you during your high school years, you should not assume that will be the case in college. The pace and depth of topics can be much different at the college level. However, establishing strong study skills will help you succeed.

In this lesson, you will gather some study skills and put them in column format. In order for your information to fit on one page, you will adjust your margins.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Columns:**
  Use this icon to split your text into one or more columns.

- **Page Margins:**
  Use this icon to set the margin sizes for the entire document or the current selection.
Instructions

2. Save the file as 6.1 Study Skills for Success in your My Word Projects folder.
3. At the top of the document, key the text as shown in 6.1 Source Doc. A.
4. From the PAGE LAYOUT tab, Page Setup group, do the following:
   a. Select all text, except for the title, and split your text into Two Columns
   b. Adjust the Margins to Narrow
5. Make the following formatting changes:
   a. Bold and center align the title
   b. Change the font size of the title to 18
   c. Change the font size of the column text to 16
   d. Change the text of the columns to justify
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 6.1 Source Doc. B.
8. Print a copy if required.

Unit 6: Working with Columns and Page Setup
Study Skills for Success

In order to be a successful student, you have to develop many different types of study skills. From studying, taking notes and tests, managing your time, or simply getting organized, it is important to develop these skills early in your academic career.

When studying, you should first find a quiet place where you can concentrate on your homework. Sit in a comfortable chair and avoid distractions like the television or telephone. If you study with a group of friends, compare notes and ask each other questions. To help you remember information easily, relate what you are studying to things you already know. Plan to spend more time on subjects that are harder for you, and get into the habit of studying every day.

To help you organize and learn new material, use outlines, charts, or flashcards. Try creating a planner to keep track of homework assignments, tests, and projects, and get into the habit of writing in your planner every day. Then, decide what you need to get done right away and what can wait until later. One final tip to keep you organized is to use separate notebooks and folders for each different subject you are studying.

Once you determine what needs to be done now and what can wait until later, plan ahead and commit to a schedule. Do not put off things to the last minute. Decide what you want to accomplish and how long you will spend on each subject or assignment. So that you don't become overwhelmed, you may find it helpful to break your workload down into manageable chunks.

Finally, to better manage your stress, don't sweat the small stuff. Prioritize your activities and focus on the most important ones. To take your mind off things that are bothering you, go for a walk or hit the gym. Aside from all of your studies, take care of yourself. Don't forget about eating right and getting enough sleep. Neglecting this will negatively impact you both in and out of the classroom.
Study Skills for Success

In order to be a successful student, you have to develop many different types of study skills. From studying, taking notes and tests, managing your time, or simply getting organized, it is important to develop these skills early in your academic career.

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To help you organize and learn new material, use outlines, charts, or flashcards. Try creating a planner to keep track of homework assignments, tests, and projects, and get into the habit of writing in your planner every day. Besides a planner, keep a "To Do" list to write down things you need to do. Then, decide what you need to get done right away and what can wait until later. One final tip to keep you organized is to use separate notebooks and folders for each different subject you are studying.

Once you determine what needs to be done now and what can wait until later, plan ahead and commit to a schedule. Do not put off things to the last minute. Decide what you want to accomplish and how long you will spend on each subject or assignment. So that you don't become overwhelmed, you may find it helpful to break your workload down into manageable chunks.

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Lesson Overview

In Health class, you must present some information detailing healthy habits for young people. You decide to create a three-column brochure that allows you to change the setup, hyphenation, and layout of the information you researched to make it easier to read on one page.

This lesson, you will add a column break, change the preset hyphenation mode, and change your page orientation to see if these changes improve the appearance of your document.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Column Breaks:**
Use this icon to add a break at your current location and to have your text pick up again on the next page, section or column.

**Hyphenation:**
Use this icon to turn hyphenation on or off.

**Page Orientation:**
Use this icon to give your pages a portrait or landscape layout.
Instructions

2. Save the file as 6.2 Healthy Habits for Teens in your My Word Projects folder.
3. At the top of the document, key the text as shown in 6.2 Source Doc. A.
4. From the PAGE LAYOUT tab, Page Setup group, do the following:
   a. Change the Page Orientation to Landscape
   b. Adjust the margins to narrow
   c. Select all text, except for the title, and split the text into three columns
   d. Place the cursor to the left of [Limit Screen Time] and insert a Column Break
   e. Place the cursor to the left of [Exercise] and insert a column break
   f. Apply Automatic Hyphenation
5. Make the following formatting changes:
   a. Center align the title and change the font size to 18
   b. Select all of the text in each column, except for the titles, and apply full justify
   c. Change the column headings to all caps and bold
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 6.2 Source Doc. B.
8. Print a copy if required.
Tips for Healthy Habits for Teens

Eating Right

Aim for a breakfast that includes three of the five main food groups. Try eggs + whole grain toast + milk. Or how about peanut butter + apple + cereal? Orange juice + lunchmeat + cheese?

Choose whole grain bread for your toast in the morning. A bowl of warm oatmeal is another good whole grain option.

Switch to 1% or skim milk. Buy low-fat, low-sugar yogurt (light yogurt) and cheese. If your body can’t handle dairy, try fortified soymilk.

If you like cold cereals, stick to brands that have little or no added sugar, have at least 3 grams of fiber per serving, and have a whole grain first on the list of ingredients. Top off your cereal with fruits.

If you’re in a hurry to get to school or work, take breakfast with you. Fresh fruit, light yogurt, a whole grain bagel, a hard-boiled egg, and a piece of leftover pizza – these all fit in a backpack, purse, or cargo-pant pocket.

Limit Screen Time

Take the TV, computer, and game consoles out of all bedrooms.

Make it a family rule that minutes of TV watching must equal minutes of physical activity. Want to watch that sitcom? First, go for a 30-minute walk. Looking forward to that weekly drama? Play outside for an hour, then kick back on that couch.

TV can be habit-forming. To keep from overdoing it, make a few house rules. Say “Don’t watch TV on weekdays,” or “No more than an hour each night – after homework.” Set whatever limits work for you. The important thing is to have some limits, and stick to them.

One way to help limit your screen time is to use a timer. When the timer goes off, your screen time is up, no exceptions!

Decide in advance what programs you want to watch during the week. Turn the TV on ONLY when the show is on, and turn it off when the show is over.

Exercise

Try to make 20-30 minutes of your daily activity vigorous and aerobic. Get your heart beating faster, and work up a sweat.

Add strength training two to three times a week.


Sign up for personal training or work with a coach to learn good technique.
Try light weights (or even soup cans) and do lots of repetitions. Teens and kids shouldn’t use heavy weights unless a coach or other trained professional can help lift them safely.

You don’t need to be a sports star. Pick up a game with friends and family.

Check out options at your local parks and recreation center or at a health club or school.
Tips for Healthy Habits for Teens

EATING RIGHT

Aim for a breakfast that includes three of the five main food groups. Try eggs + whole grain toast + milk. Or how about peanut butter + apple + cereal? Orange juice + lunchmeat + cheese?

Choose whole grain bread for your toast in the morning. A bowl of warm oatmeal is another good whole grain option.

Switch to 1% or skim milk. Buy low-fat, low-sugar yogurt (light yogurt) and cheese. If your body can’t handle dairy, try fortified soymilk.

If you like cold cereals, stick to brands that have little or no added sugar, have at least 3 grams of fiber per serving, and have a whole grain first on the list of ingredients. Top off your cereal with fruits.

If you’re in a hurry to get to school or work, take breakfast with you. Fresh fruit, light yogurt, a whole grain bagel, a hard-boiled egg, and a piece of leftover pizza – these all fit in a backpack, purse, or cargo-pant pocket.

LIMIT SCREEN TIME

Take the TV, computer, and game consoles out of all bedrooms.

Make it a family rule that minutes of TV watching must equal minutes of physical activity. Want to watch that sitcom? First, go for a 30-minute walk. Looking forward to that weekly drama? Play outside for an hour, then kick back on that couch.

TV can be habit-forming. To keep from overdoing it, make a few house rules. Say “Don’t watch TV on weekdays,” or “No more than an hour each night – after homework.” Set whatever limits work for you. The important thing is to have some limits, and stick to them.

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Try to make 20-30 minutes of your daily activity vigorous and aerobic. Get your heart beating faster, and work up a sweat.

Add strength training two to three times a week.


Sign up for personal training or work with a coach to learn good technique.

Try light weights (or even soup cans) and do lots of repetitions. Teens and kids shouldn’t use heavy weights unless a coach or other trained professional can help lift them safely.

You don’t need to be a sports star. Pick up a game with friends and family.

Check out options at your local parks and recreation center or at a health club or school.
Lesson 6.3

Unit 6: Working with Columns and Page Setup

Highest Grossing Movies Worldwide

Vertically Centering Text

Lesson Overview

The entertainment industry is continuously studying the tastes and opinions of its audiences. Because this industry is a money making enterprise, its ongoing goal is to only produce films that make a profit over and above its budget and marketing costs. The top grossing movies worldwide have gone far beyond making a profit and brought in astronomical dollars over the years. Knowing that American teenagers spent over $159 billion on clothing, electronics, food, and movies, the entertainment industry has studied the teen market and produced some high-profit winners over the years.

*In this lesson, you will present a list of the highest grossing movies worldwide centered vertically on the page.*

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Vertical Alignment:** Use the Page Layout Dialog Box Launcher to change the vertical alignment of the text on your page. Centering your text vertically (between the top and bottom margins) is most often used to create a cover page for a document.
Vertically Centering Text

Lesson 6.3

Instructions


2. Save the file as 6.3 Highest Grossing Movies Worldwide in your My Word Projects folder.

3. At the top of the document, set a left tab at 1”, a center tab at 3.25”, and a right tab at 6”.

4. Using the tab stops set in Instruction #3, key the text as shown in 6.3 Source Doc. A.

5. From the PAGE LAYOUT tab, Page Setup group dialog box launcher, Layout tab, change the Page Vertical alignment to Center (as shown below).

6. Make the following formatting changes:
   a. Bold and center align the title

7. Proofread your document for accuracy and format, then resave the file.

8. Print preview. Your document should look similar to 6.3 Source Doc. B.

9. Print a copy if required.
### TOP 10 HIGHEST GROSSING MOVIES WORLDWIDE

<table>
<thead>
<tr>
<th>Rank</th>
<th>Movie</th>
<th>Gross (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Avatar</td>
<td>$2,783,918,982</td>
</tr>
<tr>
<td>2</td>
<td>Titanic</td>
<td>$2,185,672,302</td>
</tr>
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<td>3</td>
<td>Marvel’s The Avengers</td>
<td>$1,514,279,547</td>
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<td>4</td>
<td>Harry Potter and the Deathly Hallows: Part II</td>
<td>$1,328,111,219</td>
</tr>
<tr>
<td>5</td>
<td>Iron Man 3</td>
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</tr>
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<td>6</td>
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<td>$1,169,244,858</td>
</tr>
<tr>
<td>7</td>
<td>The Lord of the Rings: The Return of the King</td>
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<tr>
<td>8</td>
<td>Transformers: Dark of the Moon</td>
<td>$1,123,794,076</td>
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<td>9</td>
<td>Skyfall</td>
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7.1 Business Letterhead

Using Headers and Footers
- Inserting a Header
- Inserting a Footer

7.2 Prom DJ Contract

Formatting Headers and Footers
- Inserting a Date
- Inserting Page Numbers
- Inserting a Page Break
- Inserting a Signature Line

Unit 7 Assessments

Performance and Written Assessments are located on the Instructor’s Resource CD.
Unit 7: Using Headers and Footers

**Business Letterhead**

*Using Headers and Footers*

**Lesson Overview**

Your neighbor is opening a new restaurant and asked for your help in creating a letterhead for his business. A letterhead is a sheet of stationery preprinted to include the name, address, logo, and other information of an organization. Businesses use letterhead stationery to send letters and other forms of correspondence. This information is usually placed inside of a header, a footer, or a combination of both.

*In this lesson, you will create a letterhead in the header and footer of a document.*

**Tools & Terms You’l Use**

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Header:**

Use this icon to help you repeat content at the top of each page.

**Footer:**

Use this icon to help you repeat content at the bottom of each page.

**New Skills**

- Inserting a Header
- Inserting a Footer
Instructions

2. Save the file as 7.1 Business Letterhead in your My Word Projects folder.

Use 7.1 Source Doc. A as a guide to make the following changes:

3. Change the margins as follows: top margin 2”, bottom margin 1”, left margin 1”, and right margin 1”.

4. From the INSERT tab, Header & Footer group, do the following:
   a. Insert a Header and select Blank in the built-in drop-down menu
   b. Key the text [Wicked Kick’n BBQ] on line 1
   c. Key the text [“The Only Thing Stick’n is the Chicken”] on line 2
   d. Insert a Footer and select Blank in the built-in drop-down menu
   e. Key the text [150 Post Road] on line 1
   f. Key the text [Springfield, MA 01234] on line 2
   g. Key the text [617-555-1212] on line 3

5. Make the following formatting changes:
   a. Click in the Header, select line 1 and change the font size to 16 and the font to Comic Sans MS
   b. Select line 2 in the header and change the font size to 14 and the font to Comic Sans MS
   c. Place your cursor at the beginning of line 1 in the header and hit the Enter key two times
   d. Move your cursor to the end of line 2 in the header, hit the Enter key once, then add a bottom border
   e. Click in the Footer, select all of the text and change the font size to 12, the font to Comic Sans MS, and center align
   f. Move your cursor to the beginning of line 1 in the footer, hit the Enter key once, then add a top border

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to 7.1 Source Doc. B.
8. Print a copy if required.
Wicked Kick’n BBQ
“The Only Thing Stick’n is the Chicken”

150 Post Road
Springfield, MA 01234
617-555-1212
Wicked Kick'n BBQ
"The Only Thing Stick'n is the Chicken"

150 Post Road
Springfield, MA 01234
617-555-1212
Unit 7: Using Headers and Footers

Prom DJ Contract

.Formatting Headers and Footers

Lesson Overview

One of the biggest responsibilities when planning the prom is securing the right DJ to spin the tunes all night. After careful research, you have found the perfect DJ and want to book him now before some other school discovers him. You need to create a contract that both you and the DJ will sign that details the agreement for this transaction.

In this lesson, you will create a Prom DJ Contract.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

- **Date & Time:** Use this icon to quickly add the current date or time.

- **Date & Time:**
  - Use this icon to quickly add the
  - current date or time.

- **Signature Line:** Use this icon to insert a signature line that specifies the individual who must sign the document.

- **Page Numbers:** Use this icon to automatically number the pages in your document.

- **Page Break:** Use this icon to add a page or section break at your current location.
Instructions

2. Save the file as 7.2 Prom DJ Contract in your My Word Projects folder.
3. From the INSERT tab, Header & Footer group, do the following:
   a. Insert a Header and select Blank in the built-in drop-down menu
   b. Key the text [Contractual Agreement], left aligned, in the Header
4. From the HEADER & FOOTER TOOLS, DESIGN tab, Insert group, do the following:
   a. Place your cursor at the end of the text in the Header and hit the Tab key two times. Insert the Date using the third option listed
5. From the HEADER & FOOTER TOOLS, DESIGN tab, Header & Footer group, do the following:
   a. Insert a Page Number, Bottom of Page, Bold Numbers 3 in the footer
6. Close the Header & Footer.
7. Key the text as shown in 7.2 Source Doc. A, Page 1 and Page 2.
   ☀ Note: Do not insert the Signature Lines.
Lesson 7.2
Formatting Headers and Footers

8. From the **INSERT** tab, **Pages** group, do the following:
   a. Place your cursor at the beginning of the General Information line and insert a **Page Break**

   ![Page Break](image)

   **Note:** You are now on page two of the document.

9. From the **INSERT** tab, **Text** group, do the following:
   a. Insert a **Signature Line** beneath the INSTRUCTIONS section and key the Signature Line text as shown in 7.2 Source Doc. A, Page 2

   ![Signature Line](image)

   b. Hit the Enter key, then insert the second Signature Line and key the text

10. Make the following formatting changes:
   a. Center align and change the font size of the title to 26
   b. Apply Fill – White, Outline - Accent 1, Shadow text effects to the title
   c. Apply Bullets to the CONTACT INFORMATION section and change the line spacing to double
   d. Apply Numbering to the PAYMENT INFORMATION section and change the line spacing to double
   e. Italicize the GENERAL INFORMATION section and change the font size to 12
   f. Bold all section headings
   g. Bold the INSTRUCTIONS section and change the font size to 16

11. Proofread your document for accuracy and format, then resave the file.
12. Print preview. Your document should look similar to 7.2 Source Doc. B.
13. Print a copy if required.
Connell Entertainment
Event Contract

CONTACT INFORMATION
Customer Name: Jackson High School Senior Prom
Address: 555 Post Road, Springfield, MA 01234
Phone: 617-555-1212
Contact Person: Kristjana McCarthy
Date: May 28, 20XX
Time: 7:30 to 11:30 p.m.
Location: The Palms Mansion, Newport, RI

PAYMENT INFORMATION:
4 hours: $400.00
1 additional hour: $100.00
Karaoke: $50.00

GENERAL INFORMATION:
Connell Entertainment agrees to provide a DJ Service for the Customer at the above-mentioned location.

The said DJ Service shall consist of primarily providing musical entertainment by means of a recorded music format.

The parties agree to the above-mentioned date, times, and payment information.

To reserve your date, please sign and return this contract along with an advanced payment of 50%. You may also choose to pay the full contractual amount and receive a 10% discount. The balance due must be paid two weeks prior to your event. Please make checks payable to Connell Entertainment.

The Customer and Connell Entertainment agree that this contract is not subject to cancellation unless both parties have agreed to such cancellation in writing. Cancellation of this contract within 90 days of your event will require full payment of contracted amount. All cancellations must be made in writing.
It is hereby further agreed that the Customer shall be held liable for any injury or damages to the DJ, or property of the DJ, while on the premises of said engagement, if damage is caused by Customer or guest, whether invited or not.

This agreement is not binding until signed by both Customer and Connell Entertainment.

INSTRUCTIONS:

Please sign and date below. A signed copy of this contract will be returned to you.

Andrew Connell
Connell Entertainment

Kristjana McCarthy
JHS Prom Advisor
Contractual Agreement

Connell Entertainment

Event Contract

CONTACT INFORMATION

- Customer Name: Jackson High School Senior Prom
- Address: 555 Post Road, Springfield, MA 01234
- Phone: 617-555-1212
- Contact Person: Kristjana McCarthy
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Contractual Agreement

June 4, 20XX

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This agreement is not binding until signed by both Customer and Connell Entertainment.

INSTRUCTIONS:

Please sign and date below. A signed copy of this contract will be returned to you.

X
Andrew Connell
Connell Entertainment

X
Kristjana McCarthy
JHS Prom Advisor
|   | **Soccer Tournament Flyer**  
*Inserting and Working with Pictures* |
|---|---|
|   | • Inserting a Picture  
• Resizing a Picture  
• Rotating a Picture  
• Using Layout Options |
|   | **Letterhead with Picture**  
*Formatting Picture Styles* |
|   | • Applying a Picture Style  
• Changing a Picture Border |
|   | **Buying a Car**  
*Combining Pictures with Text* |
|   | • Using Text Wrap |
|   | **Yearbook Quotes**  
*Working with Graphic Elements* |
|   | • Using WordArt  
• Using a Text Box  
• Aligning Objects |
|   | **Office Sign**  
*Using Shapes* |
|   | • Using Shapes  
• Using Shape Effects  
• Changing Shape Fill  
• Changing Shape Outline |
|   | **Unit 8 Assessments**  
Performance and Written Assessments are located on the Instructor’s Resource CD.
Lesson 8.1

Unit 8: Working with Graphic and Visual Elements

Soccer Tournament Flyer

Inserting and Working with Pictures

Lesson Overview

Your PE teacher asks you to create a flyer to publicize the soccer tournament. He would like to add appropriate pictures in the flyer in the hopes of improving attendance at the event. He asks you to find some pictures that might work. You must find the pictures, then size and rotate them appropriately.

In this lesson, you will find and edit graphics to add to a flyer you are creating.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

New Skills

- Inserting a Picture
- Resizing a Picture
- Rotating a Picture
- Using Layout Options

Online Pictures:
Use this icon to find and insert pictures from a variety of online sources.

1. Rotating: Use the rotate tool to turn your picture appropriately.
2. Resizing: Use the handles that surround the picture to size appropriately.
3. Layout Options: Use this icon to select how your object interacts with the text around it.
Instructions

2. Save the file as *8.1 Soccer Tournament Flyer* in your *My Word Projects* folder.
3. At the top of the document, key the text as shown in *8.1 Source Doc. A*.
4. Make the following formatting changes:
   a. Center align all text
   b. Change the font size to 16 for all text
5. From the **INSERT** tab, **Illustrations** group, do the following:
   a. Between lines 1 and 2, insert two soccer-themed pictures by keying the text [soccer] in the search box from *Online Pictures* from Office.com Clip Art.
      
      ° *Note: Images may vary. Use your best judgment when selecting an image.*
   b. Select the image and choose the **Through** layout option so that you can freely move your pictures near each other on the same line.
   c. **Resize** the images using the handles in the corner of the image.
      
      ° *Note: Be sure to keep the sizes similar.*
   d. Using the **Rotate** tool, rotate the two pictures so that they are slightly angled as shown in *8.1 Source Doc. B*.
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *8.1 Source Doc. B*.
8. Print a copy if required.
Fall Soccer Festival
September 30, 20XX
Jackson High School Athletic Complex
8:30 am – 3:30 pm
Unit 8: Working with Graphic and Visual Elements

Letterhead with Picture

Formatting Picture Styles

Lesson Overview

Your neighbor has chosen the picture he wants to use for his logo and wants you to insert the picture into the top of the letterhead you created in Lesson 7.1. You must insert this picture into the previously created letterhead and apply a picture style and picture border. This should make your letterhead complete and ready to copy for use.

In this lesson, you will add a picture to an existing document and change the border and style of that picture.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Picture Style:**
Use this icon to add a style to the background of your picture.

**Picture Border:**
Use this icon to pick the color, width, and line style for the outline of your border or shape.
Lesson 8.2

Formatting Picture Styles

Instructions

1. Open your existing document 7.1 Business Letterhead.
2. Save the file as 8.2 Letterhead with Picture in your My Word Projects folder.
3. Insert a BBQ themed Online Picture from Office.com Clip Art in the header.
   ⚠ Note: Images may vary. Use your best judgment when selecting an image.
   ⚠ Note: Choose the Through layout option to move your picture to the left of your text. Resize your picture so that it fits appropriately to the left of the text.
4. From the PICTURE TOOLS, FORMAT tab, Picture Styles group, do the following:
   a. Apply the Reflected Rounded Rectangle
   b. Change the Picture Border to Black, Text 1
   c. Using the drop-down menu in the Picture Border option, change the Picture Border Weight to 2¼
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to 8.2 Source Doc. A.
7. Print a copy if required.
Wicked Kick'n BBQ
"The Only Thing Stick'n is the Chicken"

150 Post Road
Springfield, MA 01234
617-555-1212
Lesson 8.3

Unit 8: Working with Graphic and Visual Elements

Buying A Car

*Combining Pictures with Text*

Lesson Overview

One of the biggest purchases you will make as a young adult is buying a car. There are many areas to research when buying your first car, especially safety and reliability. After doing some car research, you decide to compile the information for your friends as you will all start looking for your first cars soon. In your research, you will also include a table with the top selling cars this year.

*In this lesson, you will research and present in paragraph form, tips for buying a car. You will also insert a graphic and wrap your text around this graphic to make it look more professional.*

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Text Wrap:**

*Use this icon to choose how your text wraps around the selected object.*
Instructions

2. Save the file as 8.3 Buying a Car in your My Word Projects folder.
3. At the top of the document, key the text as shown in 8.3 Source Doc. A.
4. Insert a picture of a car before the first letter in the first paragraph.
5. Resize the picture so that it fits appropriately on the page.
6. From the PICTURE TOOLS, FORMAT tab, Arrange group, do the following:
   a. Apply the Square Wrap Text option
7. Make the following formatting changes:
   a. Bold and center align the title
   b. Change the font size of the title to 18
   c. Justify and change the font size of the body text to 12
   d. Italicize the table column headings
8. Proofread your document for accuracy and format, then resave the file.
9. Print preview. Your document should look similar to 8.3 Source Doc. B.
10. Print a copy if required.
Tips for Buying a Car

Safety and reliability are two major considerations for a teenager purchasing his or her first car, especially since teen drivers generally lack both money and driving experience. Sorry, but unfortunately, sports cars are not the best choice for a number of reasons: they encourage speeding and showing off, have a higher accident rate than other types of cars, are generally more expensive to purchase and insure, and lack the safety of a larger, heavier vehicle.

Shop for the newest, most reliable car you can afford that has the most safety equipment including multistage advanced front air bags, side and head protection air bags, anti-lock brakes, and electronic stability control. Inexperienced drivers often benefit from these safety features in an emergency situation.

The following is a list of the top selling cars this year ranked by category:

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<th>Top Green Cars</th>
<th>Best Resale Value Cars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chevy Suburban</td>
<td>Toyota Prius</td>
<td>Audi A Series</td>
</tr>
<tr>
<td>Honda Odyssey</td>
<td>Honda Insight</td>
<td>BMW M Series</td>
</tr>
<tr>
<td>Chevy Traverse</td>
<td>Ford Fusion Hybrid</td>
<td>Chevrolet Camaro</td>
</tr>
<tr>
<td>Ford Flex</td>
<td>VW Jetta SportWagen TDI</td>
<td>Chevrolet Corvette</td>
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<tr>
<td>Subaru Outback</td>
<td>MINI Cooper</td>
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<td>Ford Fusion Hybrid</td>
<td>Chevrolet Camaro</td>
</tr>
<tr>
<td>Ford Flex</td>
<td>VW Jetta SportWagen TDI</td>
<td>Chevrolet Corvette</td>
</tr>
<tr>
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<td>MINI Cooper</td>
<td>Honda CR-V</td>
</tr>
</tbody>
</table>
Lesson 8.4

Unit 8: Working with Graphic and Visual Elements

Yearbook Quotes

Working with Graphic Elements

Lesson Overview

Each year’s graduating class spends their senior year working on the yearbook. The yearbook contains all the high school memories that can fit in one book. Usually, one page of the yearbook is devoted to popular quotes, either inspirational quotes or quotes from current times. Your task is to design this page for the yearbook.

In this lesson, you will create a page of quotes for the yearbook using WordArt and text boxes.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

New Skills

- Using WordArt
- Using a Text Box
- Aligning Objects

WordArt:
Use this icon to add some artistic flair to your document using a WordArt text box.

Text Box:
Use this icon to put text in a text box.

Align:
Use this icon to align objects relative to one another or to align objects to the edge or margins on a page.
Instructions

2. Save the file as 8.4 Yearbook Quotes in your My Word Projects folder.
3. From the INSERT tab, Text group (as shown below), do the following:
   a. Insert a WordArt using the Fill – Orange, Accent 2, Outline – Accent 2 and key the text [INSPIRATIONAL QUOTES] on line 1.
   b. Click and drag the right-middle handle of the WordArt and resize it so that it extends to the right margin.
      Note: You will see a green Alignment Guide appear once you have reached the margin. If the alignment guides do not appear, from the Page Layout tab, Arrange group, Align drop-down menu, select Use Alignment Guides.
   c. Insert an Austin Quote text box.
4. From the DRAWING TOOLS, FORMAT tab, Size group, resize the text box to 1.15” high by 3” wide.
5. Copy and paste the text box nine times so that you have a total of 10 text boxes.
6. Arrange the text boxes into two columns and five rows. Use the alignment guides so that each text box vertically aligns with the left and right margins. (Use 8.4 Source Doc. B as a visual reference.)
7. Key the quotes (and authors) from 8.4 Source Doc. A into the text boxes.
8. Hit the Enter key so that the ~ and author are on their own line, then right align.
9. From the DRAWING TOOLS, FORMAT tab, Arrange group, do the following:
   a. Select the first two text boxes in row one (use the Shift key) and Align them so they Align Top.
   b. Repeat this process for each row of text boxes.
10. Proofread your document for accuracy and format, then resave the file.
11. Print preview. Your document should look similar to 8.4 Source Doc. B.
12. Print a copy if required.
INSPIRATIONAL QUOTES

“No one can make you feel inferior without your consent.” ~ Eleanor Roosevelt

“Life is what happens to you while you’re busy making other plans.” ~ John Lennon

“You must be the change you wish to see in the world.” ~ Gandhi

“It’s not the years in your life that count. It’s the life in your years.” ~ Abraham Lincoln

“You miss 100 percent of the shots you never take.” ~ Wayne Gretzky

“Your time is limited, so don’t waste it living someone else’s life.” ~ Steve Jobs

“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela

“Winning isn’t everything, but wanting to win is.” ~ Vince Lombardi

“If you cannot do great things, do small things in a great way.” ~ Napoleon Hill

“All of our dreams can come true, if we have the courage to pursue them.” ~ Walt Disney
INSPIRATIONAL QUOTES

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“If you cannot do great things, do small things in a great way.”
~ Napoleon Hill

“All of our dreams can come true, if we have the courage to pursue them.”
~ Walt Disney
Lesson Overview

Many times, visitors enter the school before checking in with the Main Office. Due to safety concerns, all visitors must now stop at the Main Office to sign in. One way to publicize this new rule is to create a sign directing people to the Main Office. The office staff is requesting your assistance with this important project.

In this lesson, you will create a sign directing school visitors to the Main Office. You will use shapes and shape effects to improve the appearance of this sign.

Tools & Terms You’ll Use

Review the following tools and terms that you will practice in this lesson, as you may be required to take a written assessment test after completing this unit.

**Shapes:**
Use this icon to insert ready-made shapes such as circles, squares, and arrows.

**Shape Effects:**
Use this icon to apply a visual effect to the selected shape such as shadow, glow, reflection, or 3-D rotation.

**Shape Fill:**
Use this icon to fill the selected shape with a solid color, gradient, picture, or texture.

**Shape Outline:**
Use this icon to pick the color, width, and line style for the outline of your shape.
Instructions

2. Save the file as 8.5 Office Sign in your My Word Projects folder.
3. From the INSERT tab, Illustrations group (shown below), use the Shapes icon to do the following:
   a. Insert the octagon shape

4. From the DRAWING TOOLS, FORMAT tab, Size group, resize the octagon with a shape height and shape width of 5”.

5. From the DRAWING TOOLS, FORMAT tab, Shape Styles group, do the following:
   a. Change the Shape Fill of the octagon to red
   b. Select the octagon, then click on Shape Effects, Glow, and apply a Blue, 18 pt. glow, Accent color 5 glow

6. Click in the center of the octagon and key the text [STOP].
7. Change the font size of the text [STOP] to 100 and bold.
8. Insert a text box below the octagon and key the text [ALL VISITORS MUST SIGN IN AT THE MAIN OFFICE].
9. Change the Shape Outline of the text box to No Outline.
10. Change the Shape Fill of the text box to No Fill.
11. Change the font size to 36, bold, blue, and center align.
12. Resize the text box to extend to the right and left alignment guides so that all text is visible.
Lesson 8.5

Using Shapes

13. Below the text box, insert a right arrow shape with a shape height of 2.4” and a shape width of 6.5”.

14. Select the arrow, then click on Shape Effects, Bevel, and apply an Angle bevel.

15. Proofread your document for accuracy and format, then resave the file.

16. Print preview. Your document should look similar to 8.5 Source Doc.

17. Print a copy if required.
ALL VISITORS MUST SIGN IN AT THE MAIN OFFICE
9.1 FBLA Certificate
Creating an Award Certificate
- Using a Certificate Template

9.2 Yearbook Newsletter
Creating a Newsletter
- Using a Newsletter Template

Unit 9 Assessments
Performance and Written Assessments are located on the Instructor’s Resource CD.
Lesson 9.1

Unit 9: Using Templates

FBLA Certificate
Creating an Award Certificate

Lesson Overview

Each year, at the end of the year awards assembly, the Future Business Leaders of America teacher presents a certificate to the student who has achieved the highest score in class that year. Because you were the recipient last year, the teacher asks if you will create the award for this year’s winner.

In this lesson, you will use a Word template to create an award certificate for this year’s FBLA winner.

Tools & Terms You’ll Use

Templates:
Use this feature to find documents where the formatting is already complete and you can personalize the text fields.
Creating an Award Certificate

**Lesson 9.1**

**Instructions**

1. From the Word Start Screen, search for a [Certificate of Achievement] in the templates section.

2. Select the Certificate of Achievement and click on the Create icon (as shown below).

3. Save the file as 9.1 FBLA Certificate in your My Word Projects folder.

4. Your document should look like 9.1 Source Doc. A.

5. Make the following text and formatting changes:
   a. Key the text [Aggie B. Hicks] in the Recipient Name section
   b. Key the text [FUTURE BUSINESS LEADERS OF AMERICA CURRICULUM] in the PROGRAM/PROJECT NAME section
   c. Key the text [March 26, 20XX] in the MONTH, DAY, YEAR section
   d. Key the text [Mr. Paul Goulet] in the Signatory Name section
   e. Key the text [FBLA Advisor] in the Signatory Title section
   f. Insert a picture of your high school mascot in the replace with LOGO section

6. Proofread your document for accuracy and format, then resave the file.

7. Print preview. Your document should look similar to 9.1 Source Doc. B.

8. Print a copy if required.
CERTIFICATE of ACHIEVEMENT

THIS ACKNOWLEDGES THAT

[Recipient Name] HAS SUCCESSFULLY COMPLETED THE

[PROGRAM/PROJECT NAME]

signed, [Signatory Name], [Signatory Title]

[MONTH, DAY] [YEAR]
CERTIFICATE of ACHIEVEMENT

Aggie B. Hicks

THIS ACKNOWLEDGES THAT she HAS SUCCESSFULLY COMPLETED THE FUTURE BUSINESS LEADERS OF AMERICA CURRICULUM.

SIGNED, Mr. Paul Goulet, FBLA Advisor

MARCH 26, 20XX
Yearbook Newsletter

Creating a Newsletter

Lesson Overview

Yearbook sales are down this year! The yearbook class brainstorms ideas for how to increase sales, and you decide to create a yearbook newsletter to send to every student in the school. Creating the newsletter will be easy because you know that Word has templates for just this type of document. Your task is to create an eye-catching newsletter to promote this year’s edition of the yearbook.

In this lesson, you will find a Word template to use to create a yearbook newsletter to send to the entire student body.

Tools & Terms You’ll Use

Templates:
Use this feature to find documents where the formatting is already complete and you can personalize the text fields.
Instructions

1. Carefully review 9.2 Source Doc. in its entirety prior to beginning this lesson.
2. From the Word Start Screen, search for a [Newsletter] in the templates section.
3. Select the YOUR COMPANY NEWSLETTER template.
5. Using 9.2 Source Doc. Page 1 and Page 2, key the text as shown.
6. Center align the image captions (Buy Yours Now! and Order by January 31) and increase the font size to 16.
7. Proofread your document for accuracy and format, then resave the file.
9. Print a copy if required.
JHS YEARBOOK... YOU CAN READ US LIKE A BOOK

Volume 1 / Issue 1

ORDERING IS A CLICK AWAY

It couldn’t be any easier to order! You can get a yearbook order form in the main office or from any yearbook staff member. Seniors, an order form will be included in your senior information packet.

The easiest way to order your yearbook is online. Just click on the yearbook link located on the school Web site home page and follow the steps. Online orders must be paid with credit card only. Paper orders must be paid by check. NO cash will be accepted for yearbook orders.

Frequently Asked Questions:

Q: Can I personalize my yearbook?
A: Absolutely! Just follow the instructions on the paper or online order form. The total cost is easy to calculate.

Q: When is the last day to order my yearbook?
A: January 31, 20XX. NO exceptions. But if you order early by December 31, 20XX, you will get $10 off.

“What lies behind us, and what lies before us are small matters compared to what lies within us.” – Ralph Waldo Emerson

GET THE PICTURE

SENIORS: You must select your senior yearbook picture by November 5, or we will select one for you.

UNDERCLASSMEN: If you missed picture day, re-takes are October 26.

CALLING ALL CANDIDS: The yearbook staff is busy attending events and snapping pictures to document the school year. If you have pictures you think would be great for the yearbook, submit them in jpeg format to alopez@students.jhs.ri.us for review. Include the date the picture was taken and the school event or theme that the picture represents.

Buy Yours Now!
YEARBOOK PRICING

- Hard cover yearbook: $75.00 ($65.00 if received by 12/31)
- Soft cover yearbook: $60.00
- Personalization: $5.00 for name (additional options available)
- Additional autograph pages: $5.00
- Clear plastic cover: $7.00

NOT JUST FOR SENIORS

The yearbook is more than just senior photos. It is the story of the school year, featuring the graduating class. The underclassmen are part of the story as well. How nice to have the book for each of your four years in high school.

Follow the story through the sections of the yearbook:

- Seniors
- Superlatives
- Underclassmen
- Faculty and Staff
- Student Life
- Clubs and Organizations
- Awards
- Candids
- Sports
- Baby Pictures
- Inspirational Quotes
- and so much more!

Order by January 31

Contact Us

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JACKSON HIGH SCHOOL
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This textbook uses school and workplace themed lessons to introduce students to the powerful tools and features of Microsoft Word 2013. Each new set of Word 2013 skills are clearly explained using a step-by-step, illustrated format that makes learning come to life for the student.

Learn-by-Doing: Microsoft Word 2013 (Level 1) is designed to be used by students enrolled in a computer applications course that includes word processing in its curriculum. The lessons in this book build upon one another. Skills and features are presented in an order ranging from basic to intermediate.

Features
- Aligned to Common Core Standards
- Designed and formatted for today’s interactive, visual learner
- Teaches students basic to intermediate Microsoft Word 2013 skills
- Lesson content is customized with school and workplace themes
- Includes 35+ easy-to-follow lessons
- Includes a comprehensive Curriculum Guide for mapping skills
- Written and Performance Unit Assessments included on the Instructor’s Resource CD

Learn-by-Doing: Microsoft Office 2013 Series
Other titles included in the series:

PowerPoint 2013  Excel 2013  Access 2013

As the name implies, the Learn-by-Doing Series gets students learning Microsoft Office 2013 by using its applications to do what is needed to communicate and share information in the real-world of work and life.

Each title in the series is segmented into graphical, hands-on lessons that instantly engage today’s interactive, visual learner.

Available Resources
Student Textbook eBook Edition (PDF format)
Instructor’s Resource CD (Required)
- Lesson Source and Solution Files
- Unit Performance Assessments and Solution Files
- Unit Written Assessments and Solutions