



# Lesson Plan

## Supports MOS Certification - In WORD and Living Online for IC<sup>3</sup> Certification

Course: Office Occupations CC/CCTE  
 Unit: Microsoft Office Specialist Certification  
 in WORD 2002  
 AND/OR  
 IC<sup>3</sup> Certification - Living Online  
 Topic: Using WORD and the Internet to  
 Identify Resources for Users With  
 Disabilities  
 Timeframe: 2.5 hours

<p><b>ROP ESLRs</b></p>	<p>X #1 Communicating Effectively          X #2 Accessing and Managing Job          Related Resources          X #3 Setting Career and Life          Goals          X #4 Accepting Personal          Responsibility</p>	<p><b>California Career Technical Education Model Curriculum          Standards: Information Support and Services Pathway          A7.3</b> Know a variety of sources for reference materials (e.g., online          help, vendor websites, online discussion groups, tutorials, and          manuals).</p> <p><b>Academic Standards: English Grades Eleven and Twelve          Reading Comprehension E2.3          Writing Strategies E1.6</b> Develop presentations by using clear          research questions and creative and critical research strategies (e.g.,          field studies, oral histories, interviews, experiments, electronic          sources).</p> <p><b>IC<sup>3</sup> Certification:          Module 3 Living Online – Using the Internet</b>          ■ Be able to search the Internet for information</p> <p><b>All Aspects of the Industry:          Management:</b> Proper and effective communication in all formats          including listening, electronic communications, writing, and          presentations is the cornerstone of business.</p>
-----------------------------	---	--



<p><b>Presentation</b></p>	<p>15 mins</p>	<p><i>INSTRUCTOR</i> Handout to students a sample Resource Table. Point out and explain the difference between columns, rows, and headings.</p> <p><b>NOTE:</b> Desktop screens change from time to time. Instructor should review the desktop screen and do a trial run of the next portion of the presentation <b>PRIOR</b> to class demonstration to verify that all software and computer functions are accessible and in operation.</p> <p>In computer demonstration mode, from the desktop screen open the WORD program. When you are in a new document, from the menu bar click on "Table", then "insert" table, then "OK". This creates a five-column table with two rows.</p> <p>In the first row, first cell, type "NAME", in second cell type "ADDRESS", third cell type "STATE, CITY, ZIP CODE", fourth cell type "PHONE", fifth cell type "SERVICES".</p> <p>Instruct students on how to save a WORD document:</p> <ul style="list-style-type: none"> <li>• Click on the "Save" button on the standard toolbar</li> <li>• Viewing the "Save" window, click in the "Save In" bar and select the "A" or "Floppy disk" drive. When that appears in the "Save In" bar, go to the bottom of the window and type in the file name "Disabilities Resources".</li> <li>• Click on the "Save" button within the "Save" window. Name and save the file. Name the file "Disability Resources".</li> </ul> <p>Show students how to minimize this screen by clicking on the "Minimize" button in the upper right corner of the computer monitor screen.</p> <p><b>NOTE:</b> Web pages and domains undergo changes from time to time. Instructor should log on to the Internet and do a trial run of the next portion of the presentation <b>PRIOR</b> to class demonstration to verify that there are no changes to the web page. (If there are changes, make adjustments to the lesson accordingly.)</p> <p>From the desktop screen, in computer demonstration mode launch your web browser and type in the <a href="http://www.google.com">www.google.com</a> URL address on the address bar. Identify the "Search" bar on the Google home page. Type in "disability services California". When the search is complete and you're viewing the search results page, select a resource by clicking on a disability services link and click to access.</p>	<p>Handout: Resource Table Format Attached</p> <p>TV Monitor</p> <p>Instructor Computer with demonstration mode OR Data projector</p> <p>Internet access</p>
	<p>10 mins</p>	<p>At the selected site, identify the resources available and click to read about accessing these services. <b>NOTE:</b> Instructor should preview <b>PRIOR</b> to instruction sites such as: California Department of Developmental Services <a href="http://www.dds.cahwnet.gov">www.dds.cahwnet.gov</a>, Easter Seals Southern California <a href="http://www.essc.org">www.essc.org</a>, Community Options Inc. <a href="http://www.communityoptions.com">www.communityoptions.com</a>. This last site offers many</p>	

		<p>additional links to sites for a wide variety of disabilities. Another option for students to select a disability to research is to ask them to think of a person, family member, friend or acquaintance with a disability. Do a search on the name of that particular disability and discover what resources are available. This method is preferable as it elevates the student's interest in this lesson and helps them make a personal connection.</p> <p>Instruct students on how to select, copy, cut, paste and edit names, addresses, resources and phone information from the Internet and paste into a WORD document. From the web page:</p> <ul style="list-style-type: none"> <li>• Select all text to be copied.</li> <li>• Click on "Copy" button on toolbar.</li> <li>• Minimize web browser view.</li> <li>• From desktop screen, on the "Status" bar at the bottom of the screen, click on the open WORD document to view it.</li> <li>• In the table click into the appropriate cell i.e., below the "Name" or "Address" boxes, then click on the "Paste" button on the toolbar. The copied text should appear.</li> <li>• Repeat these steps to copy data into the table.</li> <li>• Edit text copied as necessary and add a title to the table "Disability Resources" and name the specific disability.</li> <li>• Demonstrate how to print out the table by clicking once on the "Print" button.</li> <li>• Explain the importance of clicking once on the button and waiting for the document to print (avoid printing multiple copies of documents).</li> </ul>	
--	--	--	--

<p><b>Application/ Activity</b></p>	<p>50 mins</p>	<p><i>STUDENTS</i></p> <p>Instruct students to click on the WORD icon on their desktop screen to open a new document. Once the new document is visible on the screen they should:</p> <ul style="list-style-type: none"> <li>• Click on the menu bar on the "Table" button. Then "insert table", then "OK". This creates a five-column table with two rows.</li> <li>• In the first row, first cell, type "NAME", in second cell type "ADDRESS", third cell type "STATE, CITY, ZIP CODE", fourth cell type "PHONE", fifth cell type "SERVICES". Follow the sample Resource Table.</li> </ul> <p>Instruct students to save this document. Review the steps you demonstrated earlier:</p> <ul style="list-style-type: none"> <li>• Click on the "Save" button on the standard toolbar.</li> <li>• Viewing the "Save" window, click in the "Save In" bar and select the "A" or "Floppy disk" drive. When that appears in the "Save In" bar, go to the bottom of the window and type in the file name "Disabilities Resources".</li> <li>• Click on the "Save" button within the "Save" window. Name the file "Disability Resources" and save the file.</li> </ul> <p>Ask students to minimize this screen by clicking on the "Minimize" button in the upper right corner of the computer monitor screen.</p> <p>From the desktop screen, ask students to launch their web browser and type in the <a href="http://www.google.com">www.google.com</a> URL address on the address bar. Identify the "Search" bar on the Google home page. Type in "disability services California". When the search is complete and they're viewing the search results page, they should select a resource by clicking on a disability services link and click to access. At this point they may also search by specific disabilities. Allow them flexibility to be inquisitive and search several disabilities, especially any of which they have personal knowledge or connection.</p> <p>Other suggestions are that students type into the "Search" bar another organization name which is related to a disability. Example: "Blind Services" if you or a family member is interested in services for eyesight impaired persons. Students should research several organization names to explore multiple resources. Suggestions:</p> <ul style="list-style-type: none"> <li>• Cerebral Palsy</li> <li>• Muscular Dystrophy</li> <li>• Rehabilitation for paralysis</li> <li>• Down's Syndrome</li> <li>• Cancer</li> <li>• Prosthetic devices</li> <li>• Diabetes</li> </ul> <p>Instruct students to select, copy, cut, and paste names, addresses, and phone information from the Internet and paste into a WORD document. Then if necessary edit the data in the table. From the web page:</p>	<p>Student computers and a printer</p> <p>Paper</p>
---	----------------	--	---

	20 mins	<ul style="list-style-type: none"> <li>• Select all text to be copied.</li> <li>• Click on "Copy" button on toolbar.</li> <li>• Minimize web browser view.</li> <li>• From desktop screen, on the "Status" bar at the bottom of the screen, click on the open WORD document to view it.</li> <li>• In the table click into the appropriate cell i.e., below the "Name" or "Address" boxes, then click on the "Paste" button on the toolbar. The copied text should appear.</li> <li>• Repeat these steps to copy data into the table.</li> <li>• Edit text copied as necessary and title the table "Disability Resources" and name the specific disability.</li> <li>• Demonstrate how to print out the table by clicking once on the "Print" button.</li> <li>• Explain the importance of clicking once on the button and waiting for the document to print (avoid printing multiple copies of documents).</li> </ul> <p><i>INSTRUCTOR</i> Assist students as they work, providing suggestions on a one-to-one basis as necessary. Also instruct previously selected computer proficient student helpers to assist their peers with computer function questions.</p> <p>Students should print the documents:</p> <ul style="list-style-type: none"> <li>• Click on the "Print" button on the standard toolbar.</li> <li>• Explain the importance of clicking once on the button and waiting for the document to print (avoid printing multiple copies of documents).</li> </ul> <p><i>INSTRUCTOR</i> The document should be structured as a table, including a title showing the selected disability, one paragraph explaining the challenges people with this disability face, and then the table of information. Table should list:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Address</li> <li>• Telephone number</li> <li>• Services provided</li> </ul> <p>Following the table should be one paragraph as to why the student selected this disability and their thoughts about it.</p> <p>A minimum of five different resources should be itemized. Allow time for students to print their reports, make corrections and do a final peer proof reading before submitting the assignment to the instructor.</p> <p>Students should present the printed document to a peer for review of spelling/grammatical errors and suggestions.</p>	
--	---------	---	--

<b>Closing</b>	15 mins	<p>Peer editors should use the Resource Table handout previously distributed in this lesson as an editing guide.</p> <p>Students should receive their edited correspondence from peer evaluators and make necessary adjustments before submitting their work to the instructor for evaluation.</p>	
<b>Assessment/ Evaluation</b>	25 mins	<p><i>INSTRUCTOR/STUDENTS</i> Review the various disabilities information obtained by students. Have students break into small groups. Within each group, each student individually presents their findings regarding their selected disability. The group then selects one disability table and identifies an end user where they will deliver this information. Some suggestions:</p> <ul style="list-style-type: none"> <li>• School library</li> <li>• Disabilities center or career center</li> <li>• Community center</li> <li>• ARC</li> </ul> <p>Then select a volunteer student from each group to orally present to the class the group's selected printed report, their targeted end user and answer questions.</p> <p><i>INSTRUCTOR</i> Collect all WORD documents and evaluate per rubric (attached).</p>	WORD documents (Created by students)
<b>Homework</b>		<p><i>STUDENTS</i> Share your findings with your parents, a mentor, and peers. Send the written report by U.S. Mail, or by electronic mail to someone who will acknowledge receipt of the information and respond to you. Receive feedback, make notes of self-evaluation, and turn in to instructor the following week.</p>	Note paper Pen

## RUBRIC SCORING GUIDE

<b><u>Business Core</u></b>	<b>Introductory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exceptional</b>
<b>Communications: Using the Internet to Identify Resources for Users with Disabilities</b>	Discovering how to search the Internet for resources and gather research data; learning functions to copy and paste text in WORD documents; identifies elements of a table in WORD; understands purpose for identifying user services for disabled persons.	Demonstrates ability to manipulate text in WORD to produce a table; gathers data from the Internet and organizes it; learning to categorize information according to special needs; shows some skill in communicating tactfully regarding disabilities.	Shows adequate application of knowledge and skills related to copying and pasting from web sites to WORD documents; demonstrates skill in analysis of data and synthesis into report development; shows discernment and diversity in methods of communication used regarding issues of disability.	Demonstrates superior skill in communicating knowledge regarding special needs resources; highly skilled in searching the Internet for specific disability resources; effectively evaluates data, organizes information and assembles into table format accessible to diverse users; produces comprehensive list of resources ready for distribution and use.

Based on your examination of the report and the dimensional scores, please review the overall (holistic) score levels described above, and give the report a final, overall score. Please provide a justification for the overall score.

Overall Score: \_\_\_\_\_

Justification: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Name and/or ID Number: \_\_\_\_\_

School: \_\_\_\_\_ Evaluator: \_\_\_\_\_

## SAMPLE RESOURCE TABLE FORMAT

NAME	ADDRESS	PHONE/CONTACT	SERVICES
Blind Services of America	1459 Alpha Street Los Angeles, CA 90001	310-555-1212 Mrs. Smith Client Services Mgr	Braille books, audio tapes, transportation
Handi-Transport Services	5693 Omega Avenue Orange, CA 90232	714-555-1212 Mr. Kurt, Mgr	Transport handicapped persons within a 50 mile radius
Southside Prosthetics Mfg.			
Ancillary Equipment Warehouse			
American Medical Supplies			