

Certification Edition

ALIGNED 100% TO
Microsoft
Office Specialist
Word 2016

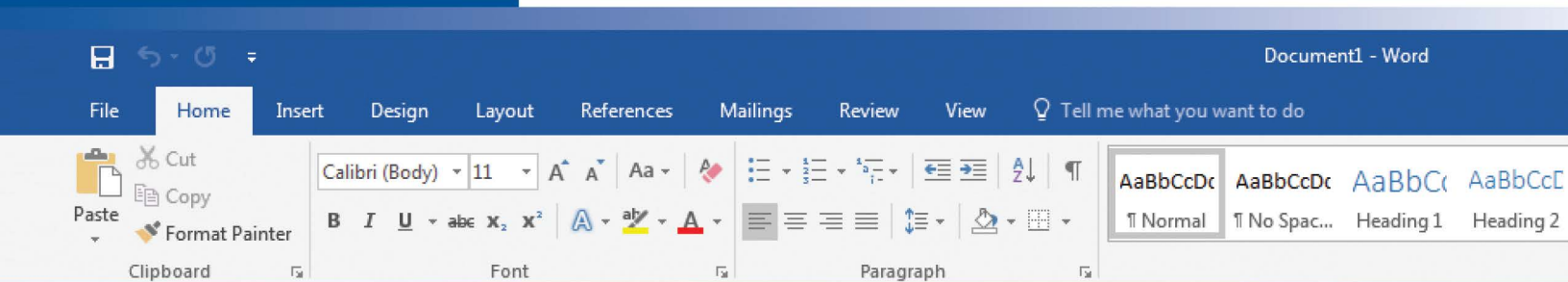
CERTIFICATION EXAM

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Microsoft Office Specialist Word 2016

A Visual, Hands-on Approach to Learning Microsoft Word 2016



B.E. PUBLISHING

The Development Team
at B.E. Publishing and
Joy Tavano

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Table of Contents

Introduction	iii	Part 3: Formatting Paragraphs & Editing Text	59
Curriculum Guide	vi	3.1 Spirit Team Promo	
Part 1: Document Basics	1	Changing Paragraph Line Spacing.....	60
1.1 Oh, the Places You'll Save!		3.2 Homecoming Weekend Invitation	
Exploring Places to Save Work.....	2	Applying Text Alignment.....	64
1.2 Getting Started		3.3 There's an App for That	
Navigating Word.....	4	Using Indents and Paragraph Spacing.....	68
1.3 Start of the Year Goals		3.4 I'm So Bored!	
Creating Your First Document.....	8	Creating Lists.....	72
1.4 How to Get There		3.5 A-Z Guide for School Success	
Saving to OneDrive.....	11	Applying Background Shading and Sorting Text.....	77
1.5 Start of the Year Goals 2		3.6 Letter to an Incoming Freshman	
Retrieving a Document.....	14	Using Find and Replace.....	81
1.6 Believe Me Ideas		3.7 Something Like That	
Emailing a Document.....	17	Proofing Your Document.....	86
1.7 Believe Me Speech		3.8 Kids Who Code Meeting Minutes	
Sharing a Document.....	20	Applying Text Styles.....	90
1.8 How to Get There 2		3.9 Kids Who Code Meeting Minutes 2	
Editing Basics.....	23	Applying Hyperlinks to Text.....	94
1.9 Getting to Know You		3.10 Gluten Free Mac and Cheese	
Working Collaboratively.....	26	Reinforcement Lesson.....	98
1.10 What Kind of Learner Am I?		Part 4: Working with Tables	103
Customizing the Quick Access Toolbar.....	29	4.1 Midterm Exam Schedule	
1.11 You Are So Smart		Using Table Basics.....	104
Getting Help and Information.....	33	4.2 Midterm Exam Schedule 2	
1.12 My Action Plan		Working with Rows, Columns, and Cells.....	108
Working with PDF File Types.....	38	4.3 City Life	
Part 2: Formatting Text	41	Formatting Tables.....	112
2.1 Decades of Slang		4.4 City Life 2	
Formatting Text.....	42	Enhancing Tables with Styles.....	115
2.2 Top 10 Formulas		4.5 MLB All-Time Leaders	
Enhancing and Formatting Text.....	46	Working with Data in a Table.....	118
2.3 Back to School BBQ		4.6 Let's Make a Date	
Formatting Text with Effects.....	50	Using Quick Tables.....	122
2.4 What's Cooking		4.7 Career and Technical Education	
Enhancing Proofreading Skills.....	54	Modifying a Table.....	125
		4.8 Shopping List	
		Performing Calculations in a Table.....	129
		4.9 School Fundraiser	
		Working with Excel in Your Document.....	134
		4.10 Career Exploration	
		Inserting Objects.....	139

Table of Contents

Part 5: Working with Tabs.....	145	7.8 Waiver and Release Form	
5.1 Guidance Counselor Caseloads		Working with Footnotes and Endnotes	231
Using Tab Basics	146	7.9 Needs vs. Wants	
5.2 Hot Jobs		Navigating a Document Efficiently	238
Converting Text to Tables	150	Part 8: Working with Graphics and Visual Elements.....	247
5.3 Kid Millionaires		8.1 High School Musical Auditions Flyer	
Setting Custom Tabs.....	154	Inserting and Working with Pictures	248
5.4 Shopping List 2		8.2 Letterhead with Picture	
Converting Tables to Text	158	Formatting Picture Styles	252
5.5 Honors Night Program		8.3 Start Saving	
Changing Tab Alignment.....	161	Combining Pictures with Text	255
5.6 World's Best Ferris Wheels		8.4 Life Cycle of a Butterfly	
Reinforcement Lesson	165	Using Shapes.....	259
Part 6: Working with Columns and Page Setup.....	169	8.5 Visual Resume	
6.1 ID Theft		Working with Graphic Elements	263
Formatting Text into Columns	170	8.6 YouTube Superstars	
6.2 Password Power		Inserting an Online Video.....	267
Using Column Breaks	174	8.7 Just Google It	
6.3 Top Performers		Inserting a Screenshot.....	270
Enhancing the Appearance of the Page	178	8.8 Slater Farms	
6.4 ID Theft 2		Enhancing Pictures	273
Adding a Cover Page to a Document.....	183	8.9 Slater Farms 2	
6.5 Password Power 2		Working with Accessibility and Compatibility Issues	278
Enhancing Document Columns.....	188	Part 9: Using Templates.....	283
Part 7: Using Headers, Footers & References	191	9.1 Excellence in Photography	
7.1 Student Council Letterhead		Creating an Award Certificate.....	284
Using Headers and Footers.....	192	9.2 Internship Newsletter	
7.2 Classroom Rules		Creating a Newsletter	287
Formatting Headers and Footers.....	197	9.3 What's New in Word 2016	
7.3 ID Theft 3		Creating a Blog Post	291
Advanced Headers and Footers	203	Part 10: Sharing and Working Collaboratively	295
7.4 Job Descriptions		10.1 Step By Step	
Working with Bookmarks	208	Managing Shared Files	296
7.5 Protect Yourself		10.2 Feedback 101	
Working with a Table of Contents	213	Managing Revisions	300
7.6 Protect Yourself 2		10.3 Who Am I	
Working with Citations.....	219	Using Comments While Collaborating	304
7.7 Risks and Rewards of Social Media		10.4 Finding a Career	
Working with a Table of Figures	226	Reinforcement Activity.....	309

Introduction

Learn-by-Doing: Microsoft Office Specialist Word 2016

As the name implies, the **Learn-by-Doing Series** gets students learning Microsoft Office 2016 by using its applications to do what is needed to communicate and share information in the real world of work and life. This book uses step-by-step instructions and illustrative screenshots to introduce and reinforce the skills needed to pass the Microsoft Office Specialist Word 2016 Certification Exam.

Designed for today's interactive, visual learner, this text consists of graphical hands-on lessons that get students instantly engaged in applying Microsoft Word 2016 skills. Students will learn how to format text and paragraphs, work with tables, and design sophisticated multi-page documents as they explore the powerful features and interface of Word 2016.

Microsoft Office Specialist (MOS) Certification

Microsoft Office Specialist (MOS) is an industry-leading certification designed to assess mastery of Microsoft Office applications. Candidates are evaluated on their ability to apply their knowledge of important Microsoft Office features in a project-based environment. Certified Microsoft Office Specialists demonstrate internationally-recognized skills that can be leveraged for future success in both the classroom and the workplace. To support students seeking MOS certification, this text provides detailed instruction in all of the skills assessed on the MOS Word 2016 Certification Exam.

Benefits of Using This Textbook

Learn-by-Doing: Microsoft Office Specialist Word 2016 is designed to be used by students enrolled in a word processing computer applications course, and by learners looking to expand their knowledge of Microsoft Word 2016 for MOS certification. Students should have a basic familiarity with working on a computer. Microsoft Word skills and features are presented in order, ranging from basic to intermediate. The lessons in this book reinforce and build upon knowledge as it is acquired; therefore, lessons should be completed in the order presented.

Throughout these lessons, you will also gain hands-on experience with all the skills assessed on the MOS Word 2016 Certification Exam. MOS certification can help boost confidence in your ability to use the key features of Word 2016 you may encounter in the workplace and beyond. MOS certification can also be a valuable asset when applying for jobs, helping you demonstrate experience and proficiency in essential workplace productivity principles, including communication and collaboration.

Understanding the Format of This Book

This book is divided into ten parts, each containing individual lessons pertaining to the different ribbons in Microsoft Word 2016. Lessons in this book have been organized into an easy-to-read, self-guided, visual format where you encounter and practice new skills and learn by doing. Some lessons require access to source files to complete the instructions. If you do not have access to the eText of this book, lesson resources will be provided by your instructor.

Review the following features and components to become familiar with the structure of the lessons in Learn-by-Doing: Microsoft Office Specialist Word 2016.

Skills

Lists the new skills introduced in the lesson. Skills assessed in the MOS Word 2016 Certification Exam are identified with a red bullet. To provide comprehensive instruction, foundational and supporting skills are also identified.

- Lesson Title** —
- Lesson Overview** — Explains the skills and concepts that will be learned in the lesson and provides context for their use in a particular document.
- Tools & Terms** — Illustrates the icons and menu descriptions used to complete the lesson. To demonstrate knowledge of this section, written assessments are available for each part.

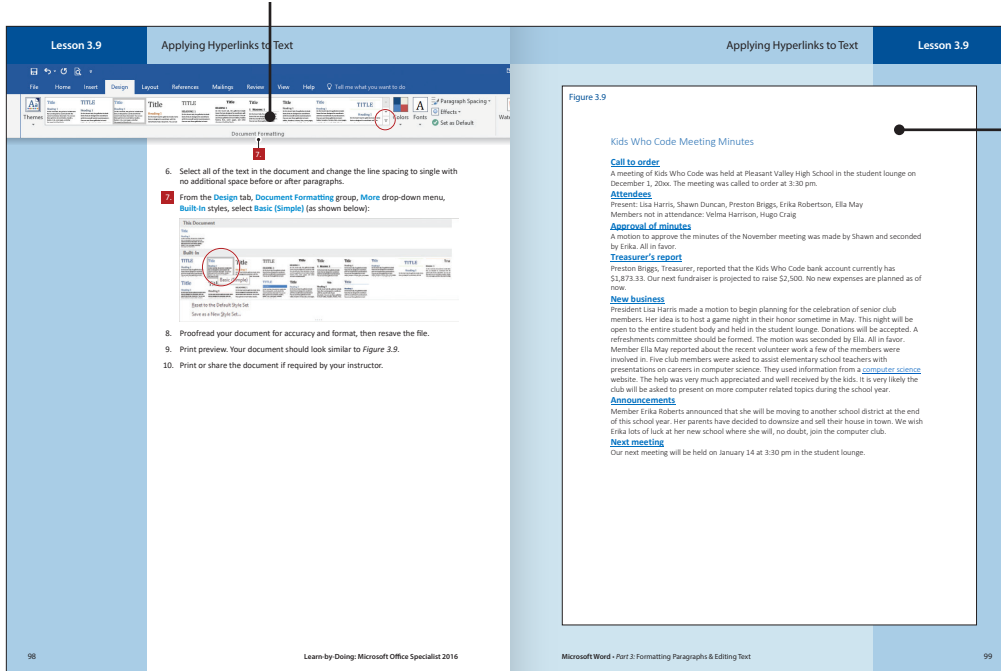
Instructions & Screenshots

Instructions that are illustrated with corresponding drop-down menus and dialog boxes are indicated by a red # icon. Match each instruction with its corresponding screenshot as you complete the step.

- ⌚ Note: Once a new skill has been presented, visual step-by-step instructions for that skill are no longer provided in subsequent lessons.
- ⌚ Note: Office 365 is a suite of web-based applications; updates and changes happen regularly. At the time of going to press with this textbook, every attempt was made to reflect accurate screenshots and include tasks and skills that can be accomplished despite any updates that may occur.

Ribbon

The primary Microsoft Word 2016 ribbon being used in the lesson is displayed at the top of the Instructions page. Red # icons illustrate the group being used to complete a particular skill.



Figure

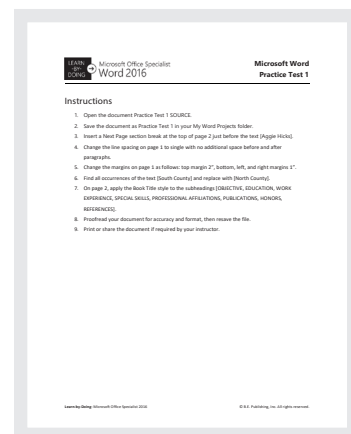
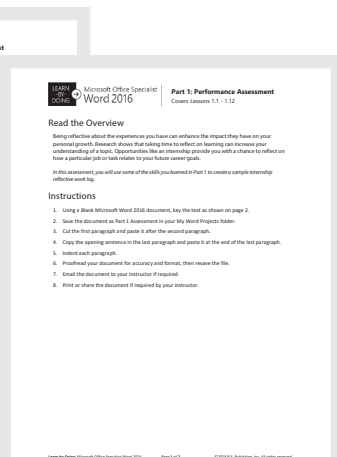
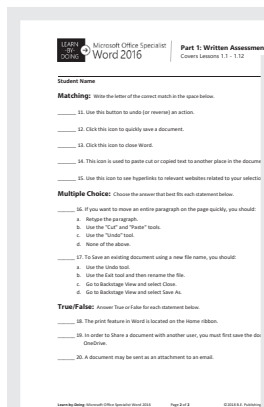
Provides the content to be used in the lesson. Figures can also be used as visual guidance to assist in producing the finished formatted document.

Written & Performance Assessments

Your instructor may require you to complete a Written Assessment, which will measure your comprehension of the tools, terms, and features presented in each part. You may also be required to complete a hands-on Performance Assessment, which will measure your ability to demonstrate the skills in each part.

Microsoft Office Specialist Practice Tests

Upon completion of all the lessons in this text, your instructor may require you to complete a series of Microsoft Office Specialist Word Practice Tests to prepare you to achieve MOS certification in Word 2016. You will be provided with instructions and source documents to demonstrate your ability to use the Word 2016 skills assessed on the MOS certification exam.



Curriculum Guide

Lesson			Skills	Approximate Completion Time (in hours)
Part 1: Document Basics				
1.1	Oh, the Places You'll Save!	<i>Exploring Places to Save Work</i>	■ Use File Manager ■ Create a folder ■ Log in to OneDrive ■ Sync to OneDrive	.5
1.2	Getting Started	<i>Navigating Word</i>	■ Create a blank document ■ Understand Backstage View ■ Identify ribbons, tabs, and groups ■ Change document views ■ Customize views by using zoom settings ■ Close Word	.75
1.3	Start of the Year Goals	<i>Creating Your First Document</i>	■ Create a blank document ■ Customize views by using zoom settings ■ Save a document to a local hard drive or network drive ■ Close a document	.75
1.4	How to Get There	<i>Saving to OneDrive</i>	■ Save a document to OneDrive	.5 - .75
1.5	Start of the Year Goals 2	<i>Retrieving a Document</i>	■ Open an existing document from your hard drive or network drive ■ Revise an existing document ■ Print all or part of a document ■ Modify print settings ■ Use Save As ■ Save documents in alternative file formats	.75
1.6	Believe Me Ideas	<i>Emailing a Document</i>	■ Email from within Word ■ Email a document as an attachment	.75 - 1
1.7	Believe Me Speech	<i>Sharing a Document</i>	■ Share a document via OneDrive ■ Assign collaboration permission	.75
1.8	How to Get There 2	<i>Editing Basics</i>	■ Open an existing document from OneDrive ■ Cut, copy, and paste text	.5
1.9	Getting to Know You	<i>Working Collaboratively</i>	■ Edit a document simultaneously with another user	.75 - 1
1.10	What Kind of Learner Am I?	<i>Customizing the Quick Access Toolbar</i>	■ Use Undo and Redo ■ Customize the Quick Access toolbar ■ Use the Tab key to indent paragraphs	.75 - 1
1.11	You Are So Smart	<i>Getting Help and Information</i>	■ Use Tell Me ■ Insert a cover page ■ Use Smart Lookup ■ Inspect a document for hidden properties or personal information ■ Add document properties	.75
1.12	My Action Plan	<i>Working with PDF File Types</i>	■ Open a PDF in Word for Editing	.5
Part 1 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 2: Formatting Text				
2.1	Decades of Slang	<i>Formatting Text</i>	■ Apply font formatting ■ Clear formatting	.75
2.2	Top 10 Formulas	<i>Enhancing and Formatting Text</i>	■ Create a numbered list ■ Apply font formatting ■ Insert special characters	.75
2.3	Back to School BBQ	<i>Formatting Text with Effects</i>	■ Change text effects ■ Apply a text highlight color to text selections ■ Apply formatting by using Format Painter	.5 - .75
2.4	What's Cooking	<i>Enhancing Proofreading Skills</i>	■ Replace text by using AutoCorrect ■ Remove a word from AutoCorrect	.75
Part 2 Assessments		Performance and Written Assessments are located with the Instructor Resources.		

Lesson		Skills	Approximate Completion Time (in hours)	
Part 3: Formatting Paragraphs & Editing Text				
3.1	Spirit Team Promo	<i>Changing Paragraph Line Spacing</i>	<ul style="list-style-type: none"> ■ Set line and paragraph spacing and indentation ■ Show or hide formatting symbols 	.75
3.2	Homecoming Weekend Invitation	<i>Applying Text Alignment</i>	<ul style="list-style-type: none"> ■ Use a soft return ■ Use a hard return ■ Change text alignment ■ Add borders 	.5 - .75
3.3	There's an App for That	<i>Using Indents and Paragraph Spacing</i>	<ul style="list-style-type: none"> ■ Set line and paragraph spacing and indentation 	.5
3.4	I'm So Bored!	<i>Creating Lists</i>	<ul style="list-style-type: none"> ■ Create a numbered or bulleted list ■ Increase or decrease list levels ■ Set starting number value ■ Restart or continue list numbering ■ Change bullet characters or number formats for a list level ■ Define a custom bullet character or number 	1
3.5	A-Z Guide for School Success	<i>Applying Background Shading and Sorting Text</i>	<ul style="list-style-type: none"> ■ Sort paragraph text ■ Shade background of text 	.75
3.6	Letter to an Incoming Freshman	<i>Using Find and Replace</i>	<ul style="list-style-type: none"> ■ Find and replace text ■ Find and replace text formatting 	.75
3.7	Something Like That	<i>Proofing Your Document</i>	<ul style="list-style-type: none"> ■ Use Spelling & Grammar Check ■ Use the Thesaurus ■ Use Word Count ■ Use Character Count 	.5 - .75
3.8	Kids Who Code Meeting Minutes	<i>Applying Text Styles</i>	<ul style="list-style-type: none"> ■ Apply built-in styles to text ■ Create and save a style 	.75
3.9	Kids Who Code Meeting Minutes 2	<i>Applying Hyperlinks to Text</i>	<ul style="list-style-type: none"> ■ Use the Style Inspector ■ Insert hyperlinks ■ Apply document style sets 	.5
3.10	Gluten Free Mac and Cheese	<i>Reinforcement Lesson</i>	There are no new skills being introduced in this lesson.	.5
Part 3 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 4: Working with Tables				
4.1	Midterm Exam Schedule	<i>Using Table Basics</i>	<ul style="list-style-type: none"> ■ Create a table by specifying rows and columns ■ Change cell alignment ■ Resize rows and columns 	.5
4.2	Midterm Exam Schedule 2	<i>Working with Rows, Columns, and Cells</i>	<ul style="list-style-type: none"> ■ Vertically center a table on a page ■ Insert and delete rows, columns, and cells ■ Merge and split cells 	.5
4.3	City Life	<i>Formatting Tables</i>	<ul style="list-style-type: none"> ■ Shade cells, rows, and columns ■ Apply borders ■ Configure cell margins and spacing ■ Resize tables 	.5
4.4	City Life 2	<i>Enhancing Tables with Styles</i>	<ul style="list-style-type: none"> ■ Apply table styles ■ Modify table styles 	.5

Curriculum Guide

Lesson			Skills	Approximate Completion Time (in hours)
4.5	MLB All-Time Leaders	<i>Working with Data in a Table</i>	■ Sort table data ■ Change text direction in a table	.75
4.6	Let's Make a Date	<i>Using Quick Tables</i>	■ Use Quick Tables ■ Use AutoFit to resize tables	.75
4.7	Career and Technical Education	<i>Modifying a Table</i>	■ Configure a repeating row header ■ Split tables	.75
4.8	Shopping List	<i>Performing Calculations in a Table</i>	■ Calculate the sum of a column or row ■ Find the average of a column or row ■ Determine the product of a row ■ Format the results of a formula ■ Toggle field codes ■ Update a formula	.75
4.9	School Fundraiser	<i>Working with Excel in Your Document</i>	■ Insert a table as an Excel spreadsheet ■ Use SUM, AVERAGE, MIN, and MAX functions ■ Change number format in a spreadsheet ■ Use Fill options	.75
4.10	Career Exploration	<i>Inserting Objects</i>	■ Insert text from a file or external source	.75
Part 4 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 5: Working with Tabs				
5.1	Guidance Counselor Caseloads	<i>Using Tab Basics</i>	■ View the Ruler ■ Use the default tab	.5
5.2	Hot Jobs	<i>Converting Text to Tables</i>	■ Set tabs using the ruler ■ Convert text to tables	.75
5.3	Kid Millionaires	<i>Setting Custom Tabs</i>	■ Set tabs using the dialog box ■ Use dot leaders	.5
5.4	Shopping List 2	<i>Converting Tables to Text</i>	■ Convert tables to text	.5
5.5	Honors Night Program	<i>Changing Tab Alignment</i>	■ Clear tabs	.75
5.6	World's Best Ferris Wheels	<i>Reinforcement Lesson</i>	There are no new skills being introduced in this lesson.	.5
Part 5 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 6: Working with Columns and Page Setup				
6.1	ID Theft	<i>Formatting Text into Columns</i>	■ Format text in multiple columns ■ Modify page setup	.75
6.2	Password Power	<i>Using Column Breaks</i>	■ Modify page setup ■ Insert column breaks	.75
6.3	Top Performers	<i>Enhancing the Appearance of the Page</i>	■ Modify page setup ■ Format page background elements ■ Insert section breaks ■ Change page setup options for a section	.75
6.4	ID Theft 2	<i>Adding a Cover Page to a Document</i>	■ Insert a cover page ■ Format page background elements	.75

Lesson			Skills	Approximate Completion Time (in hours)
6.5	Password Power 2	<i>Enhancing Document Columns</i>	■ Apply hyphenation ■ Adjust column width	.5
Part 6 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 7: Using Headers, Footers & References				
7.1	Student Council Letterhead	<i>Using Headers and Footers</i>	■ Insert headers and footers	.75
7.2	Classroom Rules	<i>Formatting Headers and Footers</i>	■ Insert a date ■ Insert page numbers ■ Insert page breaks ■ Insert a signature line	.75 - 1
7.3	ID Theft 3	<i>Advanced Headers and Footers</i>	■ Insert headers and footers for a section ■ Insert headers and footers for even/odd pages ■ Change page setup options for a section	.5 - .75
7.4	Job Descriptions	<i>Working with Bookmarks</i>	■ Create bookmarks ■ Insert hyperlinks	.75
7.5	Protect Yourself	<i>Working with a Table of Contents</i>	■ Insert a standard Table of Contents ■ Update a Table of Contents	.75 - 1
7.6	Protect Yourself 2	<i>Working with Citations</i>	■ Create bibliography citation sources ■ Modify bibliography citation sources ■ Insert citations for bibliographies	.75 - 1
7.7	Risks and Rewards of Social Media	<i>Working with a Table of Figures</i>	■ Insert figure and table captions ■ Modify caption properties ■ Modify styles ■ Insert and update a Table of Figures	.75
7.8	Waiver and Release Form	<i>Working with Footnotes and Endnotes</i>	■ Insert footnotes and endnotes ■ Modify footnote and endnote properties	.75 - 1
7.9	Needs vs. Wants	<i>Navigating a Document Efficiently</i>	■ Split the window ■ Search for text ■ Move to a specific location or object in a document	.75 - 1
Part 7 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 8: Working with Graphics and Visual Elements				
8.1	High School Musical Auditions Flyer	<i>Inserting and Working with Pictures</i>	■ Insert a picture ■ Wrap text around objects ■ Format objects ■ Position objects	.75
8.2	Letterhead with Picture	<i>Formatting Picture Styles</i>	■ Apply a picture style ■ Format objects	.5
8.3	Start Saving	<i>Combining Pictures with Text</i>	■ Wrap text around objects ■ Position objects	.75
8.4	Life Cycle of a Butterfly	<i>Using Shapes</i>	■ Create a SmartArt graphic ■ Modify SmartArt graphic content ■ Format a SmartArt graphic ■ Insert shapes ■ Format objects ■ Align objects ■ Group objects	1
8.5	Visual Resume	<i>Working with Graphic Elements</i>	■ Use WordArt ■ Insert text boxes ■ Use alignment guides ■ Distribute objects	1
8.6	YouTube Superstars	<i>Inserting an Online Video</i>	■ Insert an online video ■ Crop a picture ■ Format objects	.75

Curriculum Guide

Lesson		Skills	Approximate Completion Time (in hours)	
8.7	Just Google It	<i>Inserting a Screenshot</i>	<ul style="list-style-type: none"> ■ Insert a screenshot or screen clipping 	.75
8.8	Slater Farms	<i>Enhancing Pictures</i>	<ul style="list-style-type: none"> ■ Insert pictures ■ Apply artistic effects ■ Apply picture effects ■ Remove picture backgrounds 	.75
8.9	Slater Farms 2	<i>Working with Accessibility and Compatibility Issues</i>	<ul style="list-style-type: none"> ■ Change text to WordArt ■ Inspect a document for accessibility issues ■ Add alternative text to objects for accessibility ■ Inspect a document for compatibility issues 	.75
Part 8 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Part 9: Using Templates				
9.1	Excellence in Photography	<i>Creating an Award Certificate</i>	<ul style="list-style-type: none"> ■ Create a blank document using a template - Certificate 	.5
9.2	Internship Newsletter	<i>Creating a Newsletter</i>	<ul style="list-style-type: none"> ■ Create a blank document using a template - Newsletter ■ Apply document themes 	.75
9.3	What's New in 2016	<i>Creating a Blog Post</i>	<ul style="list-style-type: none"> ■ Create a blank document using a template - Blog Post 	.75
Part 9 Assessment		Performance Assessment is located with the Instructor Resources.		
Part 10: Sharing and Working Collaboratively				
10.1	Step By Step	<i>Managing Shared Files</i>	<ul style="list-style-type: none"> ■ Share a document ■ Assign collaboration permission ■ Copy and move shared files 	.75
10.2	Feedback 101	<i>Managing Revisions</i>	<ul style="list-style-type: none"> ■ Edit documents with Word Online ■ Review version history 	.5
10.3	Who Am I	<i>Using Comments While Collaborating</i>	<ul style="list-style-type: none"> ■ Collaborate simultaneously ■ Use comments ■ Hide comments 	.75
10.4	Finding a Career	<i>Reinforcement Activity</i>	There are no new skills being introduced in this lesson.	.75
Part 10 Assessments		Performance and Written Assessments are located with the Instructor Resources.		
Total Completion Time: 46 - 49				
MOS Practice Tests		MOS Practice Tests are located with the Instructor Resources.		

Part 1

Document Basics

1.1 Oh, the Places You'll Save!

Exploring Places to Save Work

1.2 Getting Started

Navigating Word

1.3 Start of the Year Goals

Creating Your First Document

1.4 How to Get There

Saving to OneDrive

1.5 Start of the Year Goals 2

Retrieving a Document

1.6 Believe Me Ideas

Emailing a Document

1.7 Believe Me Speech

Sharing a Document

1.8 How to Get There 2

Editing Basics

1.9 Getting to Know You

Working Collaboratively

1.10 What Kind of Learner Am I?

Customizing the Quick Access Toolbar

1.11 You Are So Smart

Getting Help and Information

1.12 My Action Plan

Working with PDF File Types



Part 1 Assessments

Part 1: Document Basics

Start of the Year Goals

Creating Your First Document

Lesson Overview

When creating a document, oftentimes you will want to save a document for future use. It's important that you save your work in a folder so that you can retrieve it easily and make edits as necessary. Changing the zoom setting of your document does not affect the document content, but may make it easier for you to read your text, or evaluate how the text is distributed on the page. At the start of each school year, Ms. Miller asks her students to set goals for the year. Having a goal gives you something to work for and holds you accountable to the efforts required to achieve that goal. Ms. Miller's students are required to set goals that are specific, measurable, attainable, relevant, and time sensitive—also known as SMART goals. Writing a goal this way makes it more structured and quantifiable. Each goal details the actual plan of action the student will take to achieve the goal.

In this lesson, you will create and save a new document detailing the goals a student might make on the first day of school.

Skills

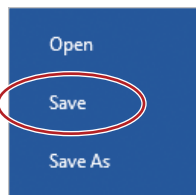
- Create a blank document
- Customize views by using zoom settings
- Save a document to a local hard drive or network drive
- Close a document

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.


Blank Document:

Allows you to begin using a new blank document.


Save:

Use the Backstage View to Save your document the first time.

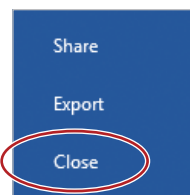
👉 *Note: You will be prompted to give the document a file name the first time you save it.*



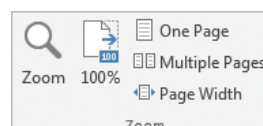
Alternatively, a quick way to Save is to use the Save icon located on the Quick Access Toolbar.


Browse:

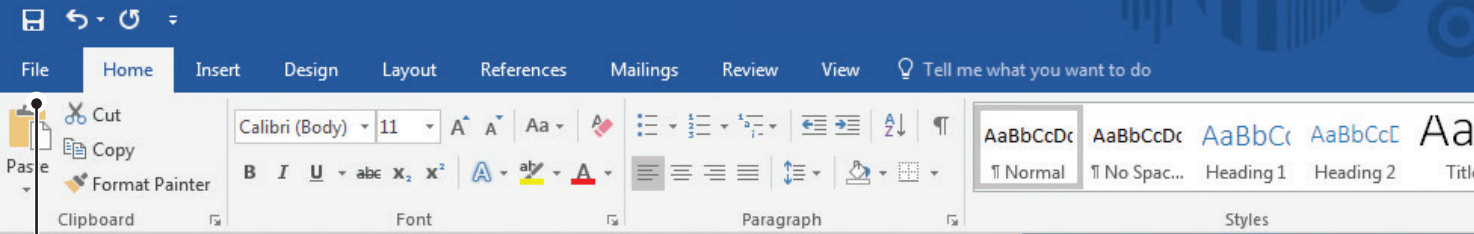
Use the Backstage View to Browse the different places where your document can be saved.


Close:

Use the Backstage View to Close the document you are working in.


Zoom Settings:

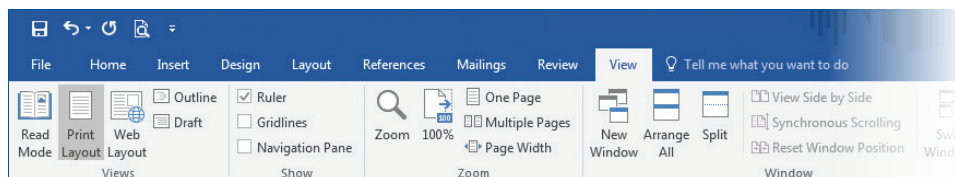
Use Zoom settings to customize the view of your document.



8.

Instructions

1. Before you begin working in Word, if you haven't already done so in Lesson 1.1, be sure you have created a folder on your hard drive or network drive called **My Word Projects**.
2. Launch Word 2016.
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 *Figure 1.3*.
5. To increase and decrease the zoom setting of your page, from the **View** tab, **Zoom** group (shown below), do the following:



- a. Click **Zoom**.



- b. Select one of the settings in the **Zoom** dialog box, and click **OK**.

6. To return to the original zoom setting, from the **View** tab, **Zoom** group, click **100%**.
7. 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.

8. From the **File** tab, click **Save**.
9. Click the **Browse** button and locate the folder named **My Word Projects** on your hard drive or network drive. Name the file **1.3 Start of the Year Goals** and click **Save**.
10. From the **File** tab, click **Close**.
11. Close Word by clicking on the **X** in the top right corner of the screen.

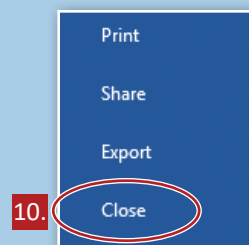
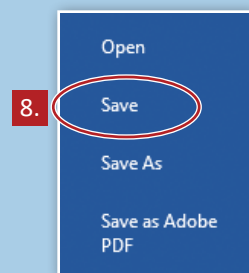
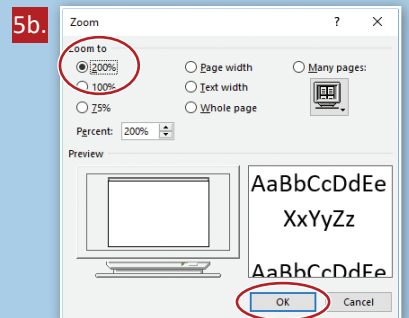
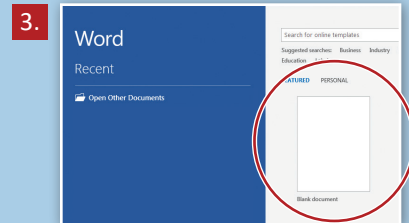


Figure 1.3

Start of the Year SMART Goals

Throughout the school year, I will take notes on new material and review those notes at least three days prior to a test or quiz so that I can ask questions in time to be prepared and score above 85% on the assessment.

For the upcoming year, each day I will complete any homework assigned to me before hanging out with friends, watching TV, or playing video games so that I can earn 100% each day on homework assignments that are due.

For the next month, I will get to bed before 9 pm in order to develop a yearlong habit of getting nine hours of sleep on school days.

During this school year, I will attend some school related sporting events, music performances, or theater productions to show my school spirit and make long-lasting memories with my friends.

Part 1: Document Basics

How to Get There

Saving to OneDrive

New Skills

- Save a document to OneDrive

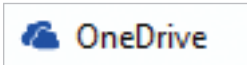
Lesson Overview

Saving documents and files to your cloud storage application gives you mobile access to your work. Your OneDrive account provides space to save and upload documents that you have created in Microsoft Word. Before attempting to create folders and save documents to your cloud storage, you must be logged in to your OneDrive account. Files can then be retrieved from either File Explorer, OneDrive.com, or by opening them from the File tab in Word.

In this lesson, you will create a new document that lists the steps for achieving a goal. You will save this document to your OneDrive account.

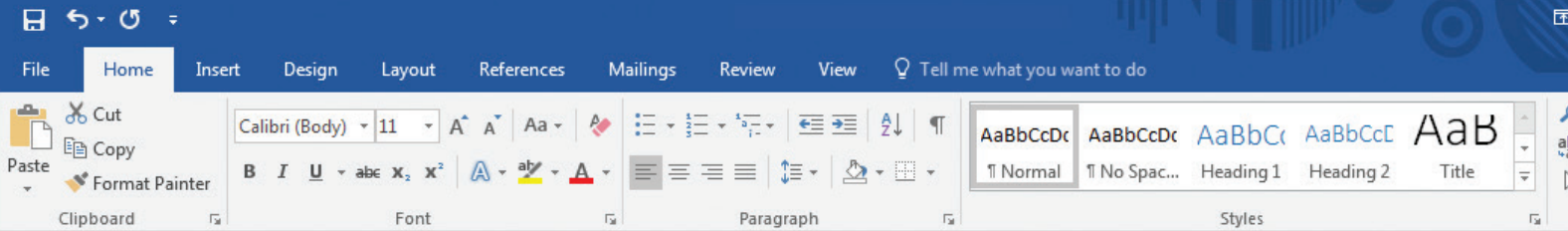
Tools & Terms

Review the following tool that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.



OneDrive:

OneDrive is an Internet-based cloud storage platform that is equipped with word processing, spreadsheet, presentation, and other applications.



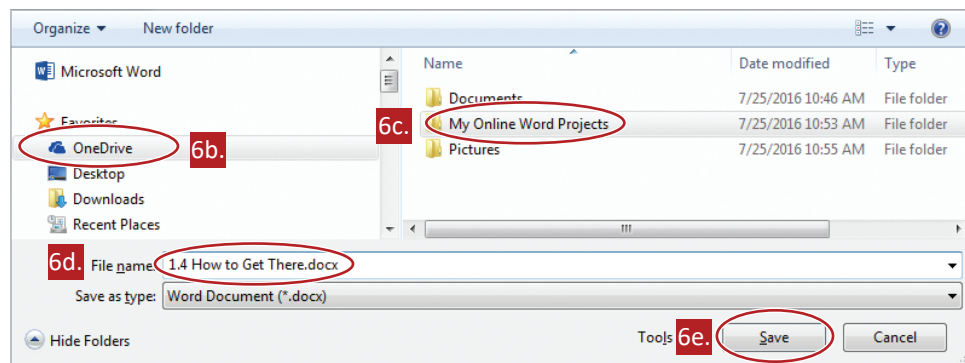
Instructions

- Before you begin working in Word, if you haven't already done so in Lesson 1.1, be sure you have created a folder on your OneDrive called **My Online Word Projects**.

ⓘ *Note: Be sure your teacher or network administrator has configured your computer login to sync with your OneDrive account.*

ⓘ *Note: The name of your OneDrive may differ depending on the version of Microsoft Word you are using. This does not affect your ability to save and recall files to and from your OneDrive.*

- Launch Word 2016.
- From the Start screen, select Blank document.
- At the top of the document where the insertion point (cursor) is flashing, key the text as shown in *Figure 1.4*.
- Proofread your document for accuracy and format.
- To save your document to OneDrive, do the following (as shown below):
 - From the File tab, click Save.
 - Click the **Browse** button then click **OneDrive**.
 - Double click the folder called **My Online Word Projects**.
 - Name the file *1.4 How to Get There*.
 - Click **Save**.



- From the File tab, click Close.
- Close Word by clicking on the **X** in the top right corner of the screen.

Figure 1.4

Steps for Achieving a Goal

Define your goal – Write down your SMART goals.

Divide your goal into smaller parts – Break up the goal into more manageable parts, or sub-goals, especially in the case of a long-term goal. This will help you accomplish your goal.

Identify steps within each sub-goal – Identify the smaller, manageable steps necessary to be successful. A daily “to-do” list is perfect for helping with this.

Plan for the unexpected – Have a “what if” plan in place to address obstacles along the way.

Review your progress along the way – Don’t be afraid to reassess and modify your goal if necessary.

Part 2

Formatting Text

2.1 Decades of Slang

Formatting Text

2.2 Top 10 Formulas

Enhancing and Formatting Text

2.3 Back to School BBQ

Formatting Text with Effects

2.4 What's Cooking

Enhancing Proofreading Skills



Part 2 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 2: Formatting Text

Decades of Slang

Formatting Text

Skills

- Apply font formatting
- Clear formatting

Lesson Overview

Although you may only think of a document as a form of written communication, your document is also a form of visual communication. The way your text appears can help the reader better understand the document's contents. Bolding, underlining, and italicizing text, as well as changing the font style and font size, all add to the appearance of your work. The process is the same for all formatting changes—select the text and apply the format.

In this lesson, you will create a list of popular slang words teens used each decade from the 1920's until the 2000's. You will also be introduced to some of the most common formatting options in Word.

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

Calibri (Body) ▾

Font:

Use the drop-down menu to select a new font for your text.

11 ▾

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.



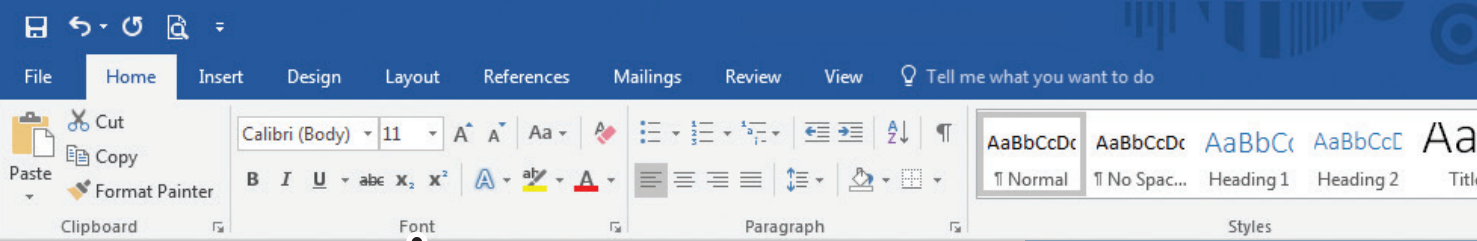
Strikethrough:

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

1. Using Word 2016, create a new Blank document.
2. Save the file as *2.1 Decades of Slang* in your **My Word Projects** folder on your hard drive or network drive.
3. At the top of the document, key the text as shown in *Figure 2.1 A*.
4. From the **Home** tab, **Font** group, select the required text and do the following:
 - a. Change the **font** of the entire document to **Georgia**.
 - b. Change the **font size** of the title [Decades of Slang] to **22**.
 - c. **Bold** the text for each decade. 
 - ⊕ *Hint: Hold down the CTRL key as you double click each year.*
 - d. **Underline** the text for each decade. 
 - e. Bold each slang phrase.
 - ⊕ *Hint: Hold down the CTRL key as you drag your mouse over the phrase.*
 - f. **Italicize** each meaning of the slang phrase. 
 - g. Using the **Clear All Formatting** tool, clear the previously applied formats to the last definition [beyond cool]. 
 - h. Change the **color** of [Sitting in the hot seat – in a highly uncomfortable or embarrassing situation] to **Red**.
 - i. Apply **Strikethrough** to [My bad – my mistake]. 
 - j. Change the font size of the text for each decade to 16.
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to *Figure 2.1 B*.
7. Print or share the document if required by your instructor.

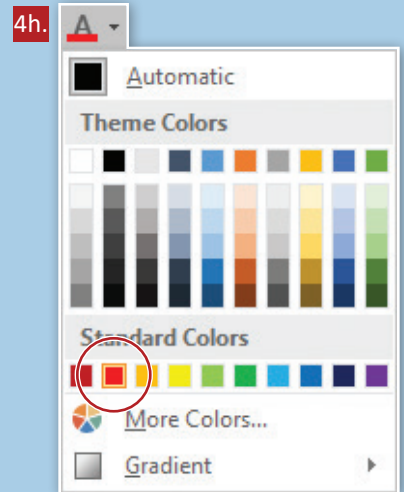
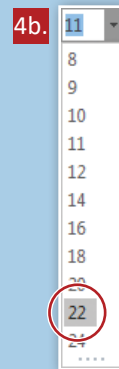
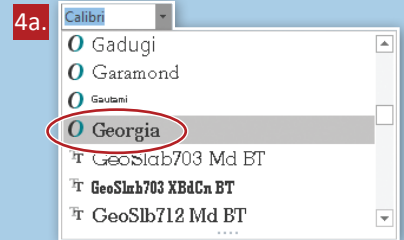


Figure 2.1 A

Decades of Slang

1930's

I'll be a monkey's uncle – sign of disbelief; I don't believe it!

Gig – a job

1940's

Cool – excellent; clever; sophisticated; fashionable; or enjoyable

Sitting in the hot seat – in a highly uncomfortable or embarrassing situation

1950's

Big brother is watching you – someone of authority is monitoring your actions

Hipster – an innovative and trendy person

1960's

Groovy – cool; hip; excellent

The Man – a person of authority; a group in power

1970's

Catch you on the flip side – see you later

Dig it – to like or understand something

1980's

Chillin' – relaxing

Gag me with a spoon – disgusting

1990's

My bad – my mistake

Wassup? – What's up?; How are you?

2000's

Newbie – a newcomer; someone who is inexperienced

Peeps – friends; people

Sweet – beyond cool

Figure 2.1 B

Decades of Slang

1930's

I'll be a monkey's uncle – *sign of disbelief; I don't believe it!*

Gig – *a job*

1940's

Cool – *excellent; clever; sophisticated; fashionable; or enjoyable*

Sitting in the hot seat – *in a highly uncomfortable or embarrassing situation*

1950's

Big brother is watching you – *someone of authority is monitoring your actions*

Hipster – *an innovative and trendy person*

1960's

Groovy – *cool; hip; excellent*

The Man – *a person of authority; a group in power*

1970's

Catch you on the flip side – *see you later*

Dig it – *to like or understand something*

1980's

Chillin' – *relaxing*

Gag me with a spoon – *disgusting*

1990's

My bad – *my mistake*

Wassup? – *What's up?; How are you?*

2000's

Newbie – *a newcomer; someone who is inexperienced*

Peeps – *friends; people*

Sweet – *beyond cool*

Part 2: Formatting Text

Top 10 Formulas

Enhancing and Formatting Text

Skills

- Create a numbered list
- Apply font formatting
- Insert special characters

Lesson Overview

There are many ways to enhance and format the text in a document in addition to bold, underline, and italics. Suppose you typed in lowercase and later decided the text should be all caps, or wanted to quickly number a list of items with Roman numerals? Using the Tell Me feature allows you to quickly get commands to insert the exact symbol or formula you are looking for without having to search for it in a gallery. In addition, text can be formatted as superscript or subscript, and thousands of other symbols and special characters are also available.

In this lesson, you will create a list of the top 10 formulas everyone should know.

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.



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.



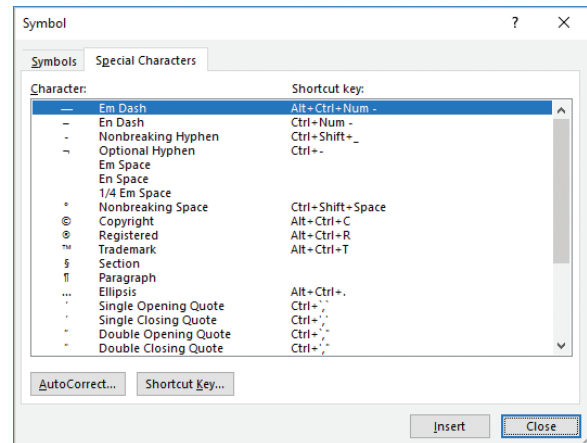
Change Case:

Use this icon to change the selected text to uppercase, lowercase, or other common capitalization styles.



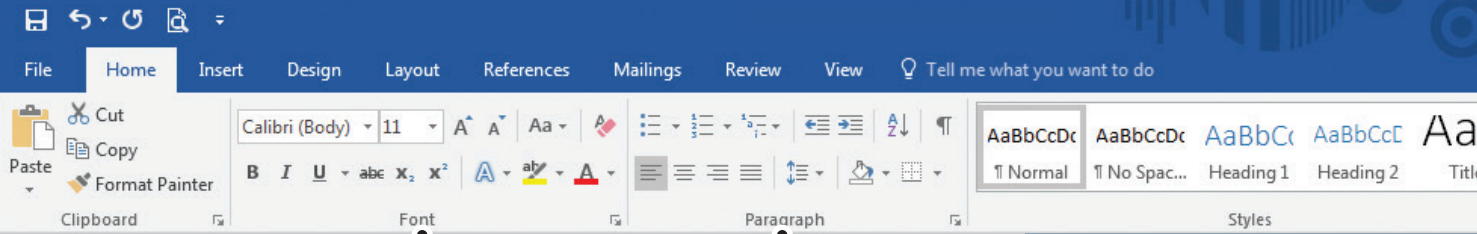
Numbering:

Use this icon to create a numbered list. The drop-down menu provides more numbering formats to choose from.




Special Characters:





Use this dialog box, from the Insert tab, Symbols group, to insert special characters, such as an em dash (—), which are not found on your keyboard.



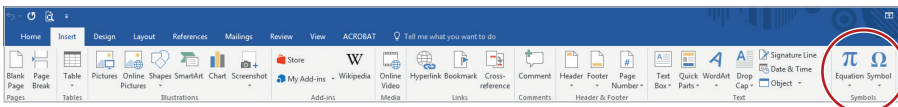
Instructions

- Using Word 2016, create a new Blank document.
- Save the file as *2.2 Top 10 Formulas* in your **My Word Projects** folder on your hard drive or network drive.
- At the top of the document, key the text exactly as shown in *Figure 2.2 A*.
- From the **Home** tab, **Paragraph** group, apply **Numbering** to the list of equations. 

 *Hint: Use Figure 2.2 B as a reference as you complete this lesson.*

- From the **Home** tab, **Font** group, do the following:
 - Increase the font size of [Top 10 Formulas Everyone Should Know] to **20**. 
 - Decrease the font size of [(according to me)] to **9**. 
 - Apply **Superscript** to the number [2] in Formula 5 and Formula 8. 
 - Apply Superscript to the number [3] to the right of [r] in Formula 7.
 - Apply **Subscript** to the numbers [1 and 2] in Formula 10. 
- Change Case of [(according to me)] to **UPPERCASE**.
- Key [equation symbol] in the **Tell me** field to find and insert the **symbol for Pi [π]** before the [r3] in Formula 7.
- Use **Tell Me** to find and insert the **equation for the area of a circle** after the colon in Formula 6.

- Delete the parentheses around the text [ACCORDING TO ME].
- To insert a special character such as an em dash (—), from the **Insert** tab, **Symbols** group (shown below), do the following:



- Position your cursor immediately to the left of the text [ACCORDING].
 - From the **Symbol** drop-down menu, select **More Symbols...**
 - From the **Symbol dialog box**, **Special Characters** tab, select **Em Dash**, click **Insert**, and then **Close**.
- Proofread your document for accuracy and format, then resave the file.
 - Print preview. Your document should look similar to *Figure 2.2 B*.
 - Print or share the document if required by your instructor.

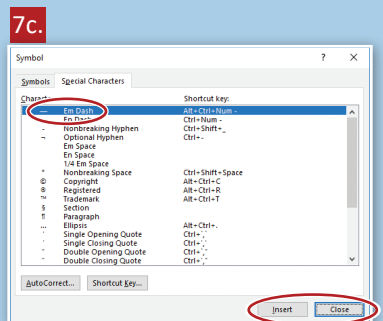
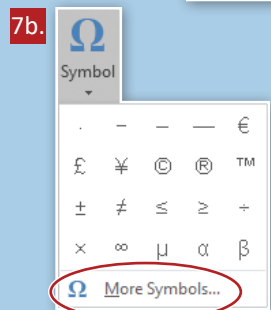
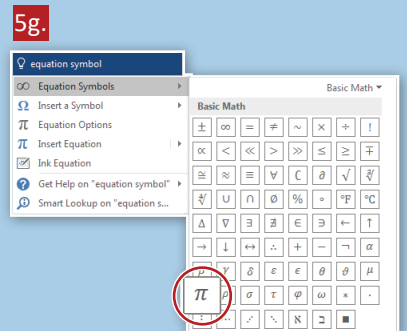
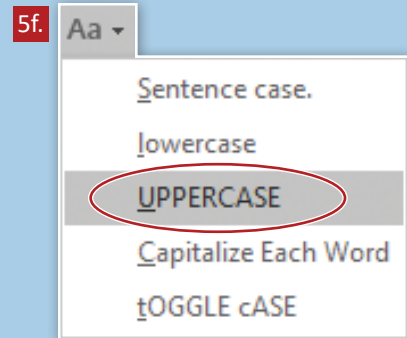


Figure 2.2 A

Top 10 Formulas Everyone Should Know (according to me)

Percent = Part/Whole

Average = Total/Number of Things

Probability = (Desired Possibilities/Total Possibilities)

Distance = Rate x Time

Area of a Square, where a = side: $A = a^2$

Area of a Circle, where r = radius:

Volume of a Sphere, where r = radius: $V = \frac{4}{3} r^3$

Surface Area of a Cube = $6s^2$

Formula for a Standard Line: $y = mx + b$

Slope Equation: $(y_2 - y_1) / (x_2 - x_1)$

Figure 2.2 B

Top 10 Formulas Everyone Should Know —ACCORDING TO ME

1. Percent = Part/Whole
2. Average = Total/Number of Things
3. Probability = (Desired Possibilities/Total Possibilities)
4. Distance = Rate x Time
5. Area of a Square, where a = side: $A = a^2$
6. Area of a Circle, where r = radius: $A = \pi r^2$
7. Volume of a Sphere, where r = radius: $V = 4/3 \pi r^3$
8. Surface Area of a Cube = $6s^2$
9. The Formula for a Standard Line: $y = mx+b$
10. The Slope Equation: $(y_2-y_1)/(x_2-x_1)$

Part 3

Formatting Paragraphs & Editing Text

3.1 Spirit Team Promo

Changing Paragraph Line Spacing

3.2 Homecoming Weekend Invitation

Applying Text Alignment

3.3 There's an App for That

Using Indents and Paragraph Spacing

3.4 I'm So Bored!

Creating Lists

3.5 A-Z Guide for School Success

Applying Background Shading and Sorting Text

3.6 Letter to an Incoming Freshman

Using Find and Replace

3.7 Something Like That

Proofing Your Document

3.8 Kids Who Code Meeting Minutes

Applying Text Styles

3.9 Kids Who Code Meeting Minutes 2

Applying Hyperlinks to Text

3.10 Gluten Free Mac and Cheese

Reinforcement Lesson



Part 3 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 3: Formatting Paragraphs & Editing Text

Spirit Team Promo

Changing Paragraph Line Spacing

Lesson Overview

As a default, Microsoft Word 2016 is set to have multiple line spacing in paragraphs and additional spacing after paragraphs. Leaving space within, before, and after paragraphs may increase the readability of the document. However, there will be times when you wish to change the line spacing for all or part of a document. In fact, some types of documents require specific spacing, such as business style letters or academic reports. Changing line spacing can be done quickly from an icon on the Home tab, but more specific changes, including paragraph indentation, are best done in the Paragraph dialog box. It is also smart to utilize the Show/Hide feature, which when toggled reveals when you have used the space bar, Tab key, or the Enter key throughout your document.

In this lesson, you will type an announcement for the school to promote the formation of a school spirit team.

Skills

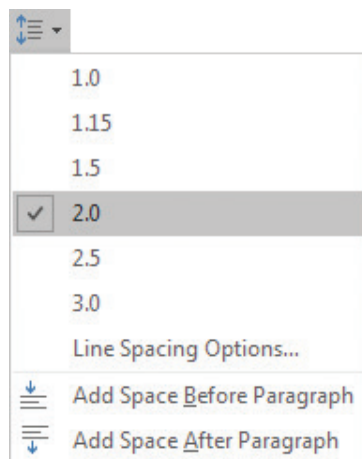
- Set line and paragraph spacing and indentation
- Show or hide formatting symbols

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

Line and Paragraph Spacing:

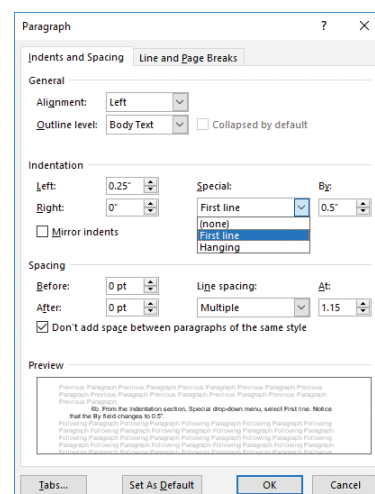
Use this drop-down menu to choose how much space appears between lines of text or between paragraphs.

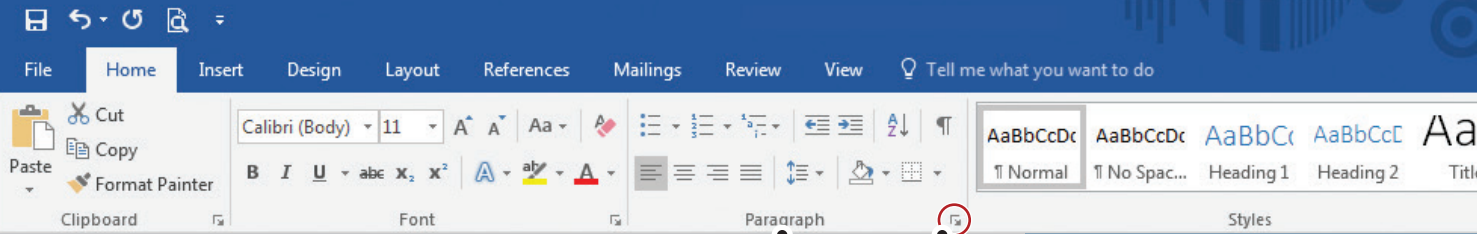
**Show/Hide:**

Use this icon to show/hide paragraph marks and other hidden formatting symbols.

Paragraph Dialog Box:

Use this dialog box to edit the line spacing and paragraph indent options of your document or selected text.






Instructions

- Using Word 2016, create a new Blank document.
- Save the file as *3.1 Spirit Team Promo* in your **My Word Projects** folder on your hard drive or network drive.
- At the top of the document, key the text as shown in *Figure 3.1 A*.

Note: Use the Tab key as necessary to separate the captains' names on the last line.

- Make the following formatting changes to the title [Spirit Team Promo] on the first line:
 - Change the font size to 24.
 - Apply bold.
 - Apply an Orange text effect of your choice.

- From the **Home** tab, **Paragraph** group, do the following:
 - Select all of the body text of the document, excluding the title, and change the **Line Spacing** to **2.0**.
 - Click the **Show/Hide** button to view the hidden formatting symbols. 

- Select all of the body text of the document, excluding the title and the last line, then launch the **Paragraph** dialog box and do the following:

- From the **Indentation** section, **Special** drop-down menu, select **First line**. Notice that the **By** field changes to 0.5".
- Check the **Don't add space between paragraphs of the same style** checkbox.
- Click **OK** to apply the changes.

- Proofread your document for accuracy and format, then resave the file.
- Print preview. Your document should look similar to *Figure 3.1 B*.
- Print or share the document if required by your instructor.

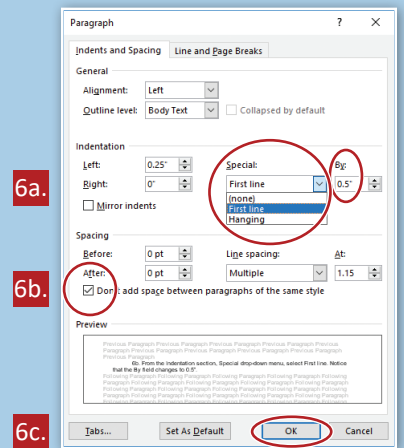
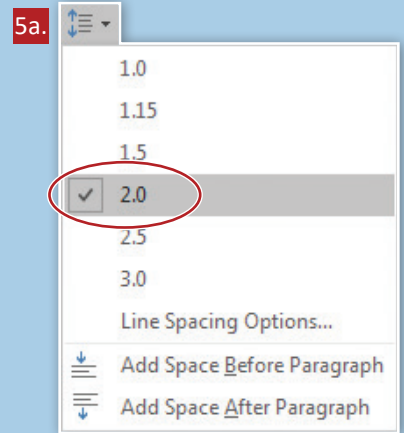


Figure 3.1 A

Spirit Team Promo

Our high school is such an amazing place! We have award winning theater, music, and sports programs. Our students are dedicated to our school and show their school spirit by attending plays, musicals, concerts, and games. Our mascot does a fantastic job at all football, soccer, hockey, and basketball games. Even the students who do not participate in any extracurricular activities show their school spirit when they come out to support their fellow classmates. But this just isn't enough.

In the coming school year, we will form our first spirit team to perform at varsity basketball games. The team will hold auditions in the fall and will practice twice a week to prepare for the winter basketball season. If the team is successful, we will expand to other sports the following year.

Led by a dance teacher/choreographer, practices will include team building, warm-ups, stretching, technique instruction, as well as learning, reviewing, and perfecting performance routines. Performances in the dance style of cheer, jazz, and hip-hop will be done by the team at pep rallies and home basketball games. If interested, contact the following captains in Room 220:

Gabby Townsend, Captain

Jenna Hodgkinson, Co-Captain

Liz Conner, Co-Captain

Figure 3.1 B

Spirit Team Promo

Our high school is such an amazing place! We have award winning theater, music, and sports programs. Our students are dedicated to our school and show their school spirit by attending plays, musicals, concerts, and games. Our mascot does a fantastic job at all football, soccer, hockey, and basketball games. Even the students who do not participate in any extracurricular activities show their school spirit when they come out to support their fellow classmates. But this just isn't enough.

In the coming school year, we will form our first spirit team to perform at varsity basketball games. The team will hold auditions in the fall and will practice twice a week to prepare for the winter basketball season. If the team is successful, we will expand to other sports the following year.

Led by a dance teacher/choreographer, practices will include team building, warm-ups, stretching, technique instruction, as well as learning, reviewing, and perfecting performance routines. Performances in the dance style of cheer, jazz, and hip-hop will be done by the team at pep rallies and home basketball games. If interested, contact the following captains in Room 220:

Gabby Townsend, Captain

Jenna Hodgkinson, Co-Captain

Liz Conner, Co-Captain

Part 3: Formatting Paragraphs & Editing Text

Homecoming Weekend Invitation

Applying Text Alignment

Skills

- Use a soft return
- Use a hard return
- Change text alignment
- Add borders

Lesson Overview

Text can be formatted to be positioned both horizontally and vertically on the page. It can be aligned with the left or right margin, centered between margins, or fully justified on the page as you would see in a newspaper or magazine. Paragraphs end when the Enter key is hit. However, there may be times when you want to force your cursor down to the next available line without creating a new paragraph. Use a soft return, or text wrapping break, to start a new line that is considered to be in the same paragraph as the previous line. This will allow you to format all of the text as if it were an entire paragraph.

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

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.


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. Centering 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 margins. Justified text gives your document clean, crisp edges so it looks more polished.


Borders:

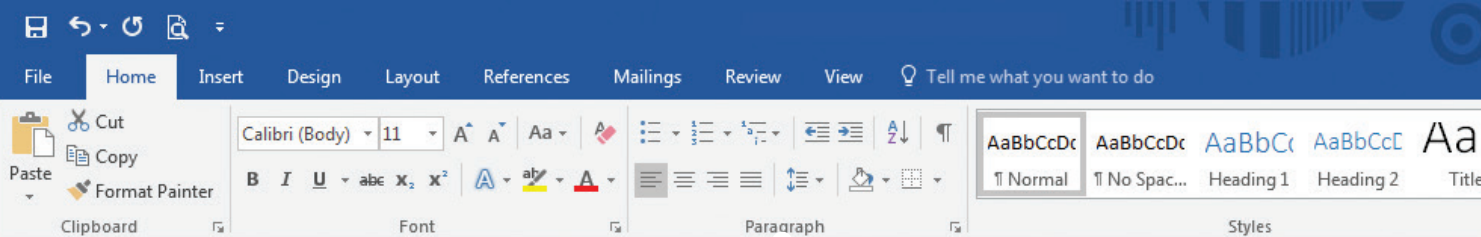
Use the drop-down menu to add or remove borders from your selection.


Soft Return:



Use a soft return to signify the end of a line.


Hard Return:

Use the Enter key when you have reached the end of a paragraph and want to start a new one.



Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *3.2 Homecoming Weekend Invitation* in your **My Word Projects** folder on your hard drive or network drive.
3. Click the Show/Hide icon to view the hidden formatting symbols.
4. At the top of the document, key the text as shown in *Figure 3.2 A*. Use a **Soft Return** (↵) (Shift + Enter) and a **Hard Return** (↵) (Enter) as indicated in *Figure 3.2 A*.
5. Change the font of the entire invitation text to Footlight MT Light and the font size to 14.
6. From the **Home** tab, **Paragraph** group, do the following:
 - a. **Center** the text in the first paragraph. 
 - b. **Right align** the text in the third and fifth paragraphs. 
 - c. From the **Borders** drop-down menu, select **Outside Borders** to add an outside border to only the text in the entire document.
7. Proofread your document for accuracy and format, then resave the file.
8. Print preview. Your document should look similar to *Figure 3.2 B*.
9. Print or share the document if required by your instructor.

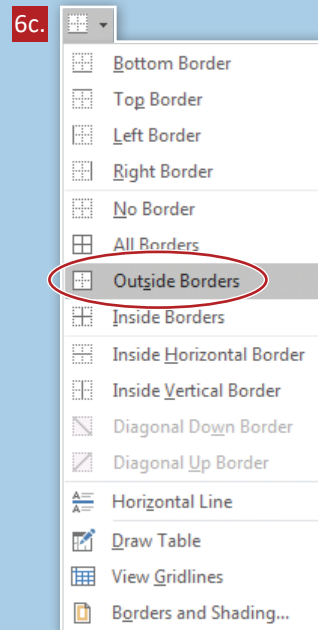


Figure 3.2 A

The Junior Class of ◀
Morton High School ◀
Invites You to ◀
Homecoming Weekend 20xx ¶

¶

Friday, October 21, 20xx ◀
Friday Night Lights Football Game vs. Hilltop High School ◀
At seven o'clock in the evening ¶

¶

Saturday, October 22, 20xx ◀
Morton High School Annual Spirit Parade ◀
Main Street ◀
At ten o'clock in the morning ¶

¶

Saturday, October 22, 20xx ◀
"Rock Around the Clock" Homecoming Dance ◀
At seven thirty in the evening ¶

¶

Sunday, October 23, 20xx ◀
Homecoming Brunch ◀
Morton High School Cafeteria ◀
At eleven o'clock in the morning ¶

¶

RSVP to Mrs. Percy by October 1, 20xx

Figure 3.2 B

The Junior Class of
Morton High School
Invites You to
Homecoming Weekend 20xx

Friday, October 21, 20xx
Friday Night Lights Football Game vs. Hilltop High School
At seven o'clock in the evening

Saturday, October 22, 20xx
Morton High School Annual Spirit Parade
Main Street
At ten o'clock in the morning

Saturday, October 22, 20xx
"Rock Around the Clock" Homecoming Dance
At seven thirty in the evening

Sunday, October 23, 20xx
Homecoming Brunch
Morton High School Cafeteria
At eleven o'clock in the morning

RSVP to Mrs. Percy by October 1, 20xx

Part 4

Working with Tables

4.1 Midterm Exam Schedule

Using Table Basics

4.2 Midterm Exam Schedule 2

Working with Rows, Columns, and Cells

4.3 City Life

Formatting Tables

4.4 City Life 2

Enhancing Tables with Styles

4.5 MLB All-Time Leaders

Working with Data in a Table

4.6 Let's Make a Date

Using Quick Tables

4.7 Career and Technical Education

Modifying a Table

4.8 Shopping List

Performing Calculations in a Table

4.9 School Fundraiser

Working with Excel in Your Document

4.10 Career Exploration

Inserting Objects



Part 4 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 4: Working with Tables

Midterm Exam Schedule

Using Table Basics

Lesson Overview

A table is a graphic element in your document made up of columns and rows. A creative way to remember the difference between columns and rows is to close your eyes and imagine your dream house. It is a very large two-story house with a gorgeous front lawn, beautiful walkway, and grand front entrance. The front door is flanked by two large columns on either side of the door. Open your eyes and now you know that columns are vertical and rows are horizontal. Rows and columns intersect to form cells that can be resized.

In this lesson, you will create and edit a table to be used for this year's midterm exam schedule.

Skills

- Create a table by specifying rows and columns
- Change cell alignment
- Resize rows and columns

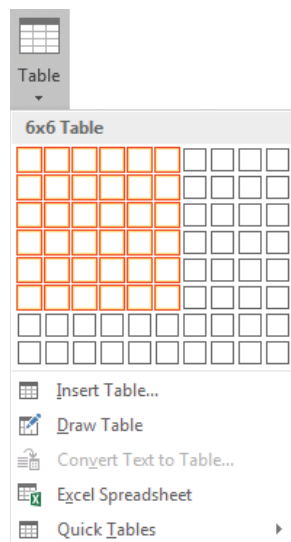
Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.



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

The drop-down menu allows you to select the number of rows and columns for your table.



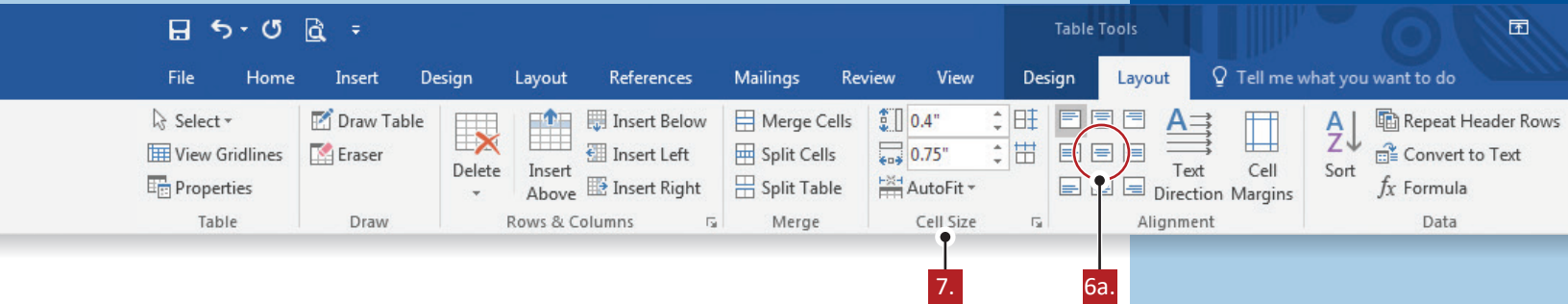
Cell Alignment:
Use this icon to vertically and horizontally align text in cells.



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

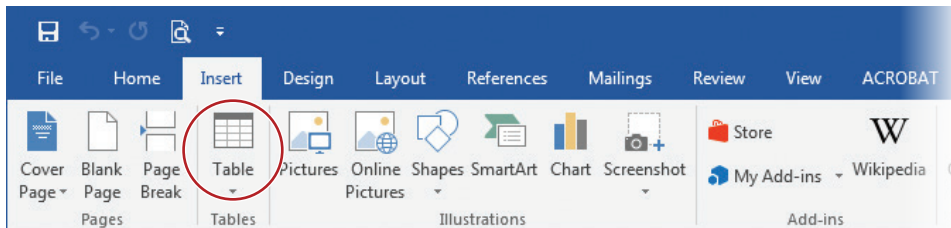



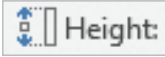
Column Width:
Use this icon to determine the column width of selected cells.



Instructions

- Using Word 2016, create a new Blank document.
- Save the file as *4.1 Midterm Exam Schedule* in your **My Word Projects** folder on your hard drive or network drive.
- At the top of the document, key the text [Midterm Exam Schedule] as shown in *Figure 4.1 A*.
- From the **Insert** tab, **Tables** group, **Table** drop-down menu, do the following (as shown below):



- Insert a Table with **6 columns and 6 rows**.
- Key the text as shown in *Figure 4.1 A*.
 - Select row 1 and do the following:
 - From the **Table Tools, Layout** tab, **Alignment** group, change the cell alignment of the selection to **Align Center**.
 - Click anywhere within the table, and from the **Table Tools, Layout** tab, **Cell Size** group, do the following:
 - Select the entire table and adjust the column **width** of all columns to **.75"**. 
 - Select the entire table and adjust the row **height** of all rows to **.4"**. 
 - Center and bold the title [Midterm Exam Schedule], then change the font to Stencil and the font size to 18.
 - Proofread your document for accuracy and format, then resave the file.
 - Print preview. Your document should look similar to *Figure 4.1 B*.
 - Print or share the document if required by your instructor.

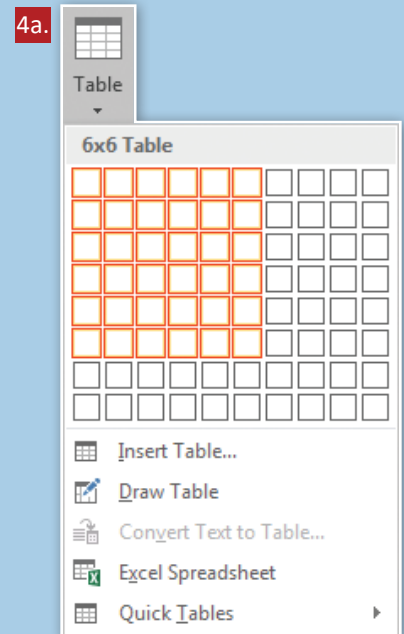


Figure 4.1 A

Midterm Exam Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-9:15	Personal Finance	English	US History	PE	Intro to Marketing
9:20-9:55	Break	Break	Break	Break	Break
10:00-12:00	Statistics	Portuguese	Chemistry	Studio Art	History of Jazz
12:15-1:45	Study Sessions	Study Sessions	Study Sessions	Study Sessions	Study Sessions

Figure 4.1 B

MIDTERM EXAM SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15-9:15	Personal Finance	English	US History	PE	Intro to Marketing
9:20-9:55	Break	Break	Break	Break	Break
10:00-12:00	Statistics	Portuguese	Chemistry	Studio Art	History of Jazz
12:15-1:45	Study Sessions	Study Sessions	Study Sessions	Study Sessions	Study Sessions

Part 4: Working with Tables

Midterm Exam Schedule 2

Working with Rows, Columns, and Cells

Skills

- Vertically center a table on a page
- Insert and delete rows, columns, and cells
- Merge and split cells

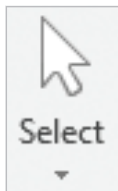
Lesson Overview

Changing the layout of your table can drastically improve the readability of your work. Cells can be merged or split, and columns and rows can be added or deleted at a later time. Customizing your table to look exactly how you want it is done simply in Microsoft Word 2016. Individual cells, entire columns, and entire rows can be selected with the select tool or your mouse.

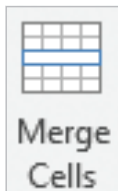
In this lesson, you will use the Table Layout features to edit your previously created table.

Tools & Terms

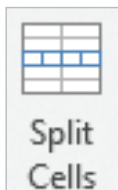
Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.


Select Tool:

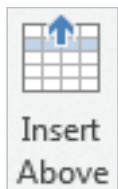
Use the drop-down menu to select the current cell, row, column, or entire table.


Merge Cells:

Use this icon to merge the selected cells into one cell.


Split Cells:

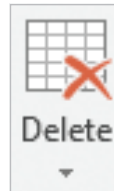
Use this icon to split the current cell into multiple cells.


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:

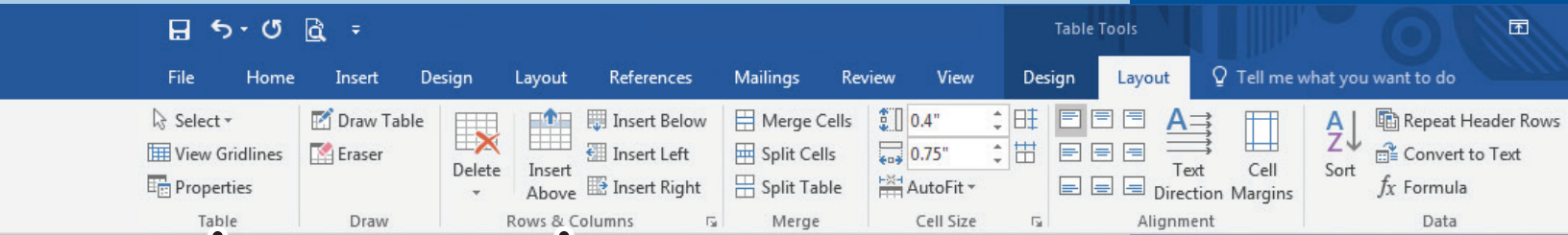
Use this icon to delete a cell, column, row, or table.


Insert Left:

Use this icon to add a new column directly to the left of the current column.


Insert Right:

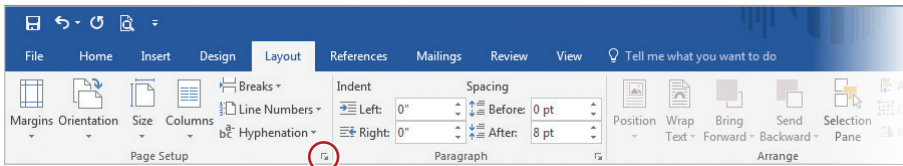
Use this icon to add a new column directly to the right of the current column.



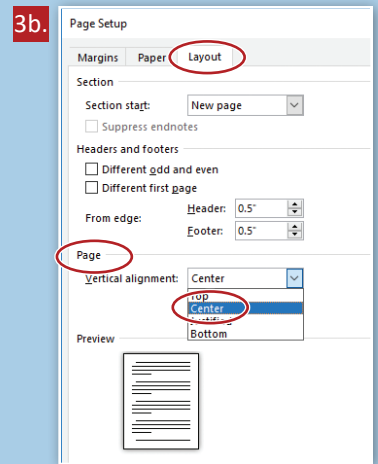
Instructions

1. Launch Word 2016 and open the file named *4.1 Midterm Exam Schedule* from your **My Word Projects** folder on your hard drive or network drive.
2. Save the file as *4.2 Midterm Exam Schedule 2* in your **My Word Projects** folder on your hard drive or network drive.
3. To center the table vertically on the page, from the **Layout** tab, **Page Setup** group, do the following:

- a. Click the **Page Setup dialog box launcher** (as shown below):

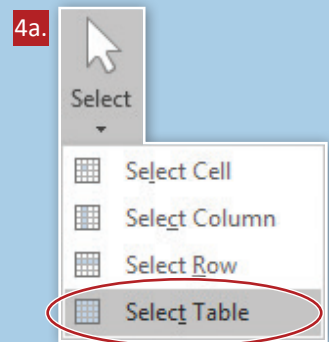


- b. From the **Page Setup** dialog box, **Layout** tab, **Page** section, **Vertical alignment** drop-down menu, select **Center**, then click **OK**.



4. 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. Change the cell alignment of the table to **Align Center**.
- c. From the **Home** tab, **Paragraph** group, horizontally center the table on the page.



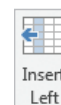
5. From the **Table Tools, Layout** tab, **Rows & Columns** group, do the following:

- a. Place the cursor anywhere in the last row, and click **Insert Below** to add a row at the bottom of the table.



- b. Key the text [1:45-3:00] in the first column and [After School Help] in the second column.

- c. Click anywhere in column 2, and click **Insert Left** to add a column.



- d. Key the text [Friday] in row 1 and [Midterm Review] in row 3.

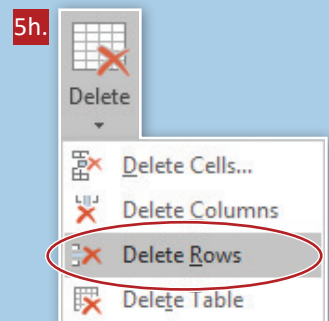
- e. Change the cell alignment of the new column to **Align Center**.

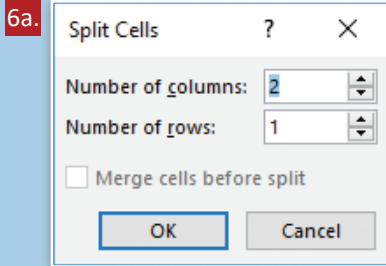
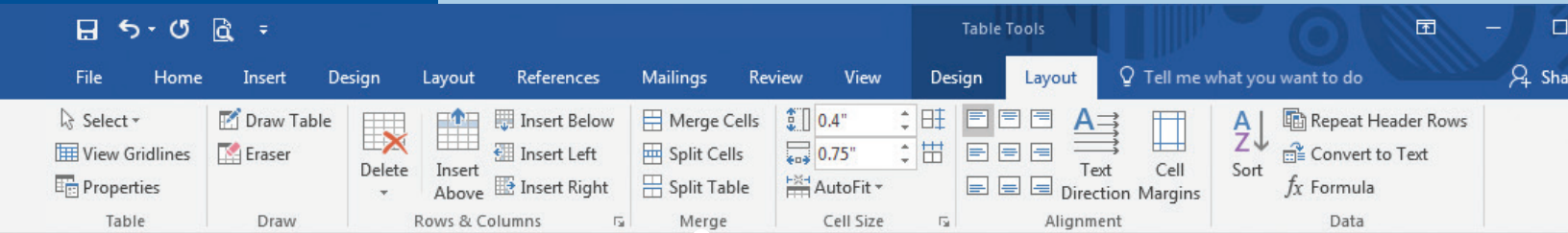
- f. Click anywhere in row 1, and click **Insert Above** to add a row above the days of the week.



- g. Key the text [January 20-25] in the first cell of this new row.

- h. Click anywhere in row 3, which is blank, and **Delete** the row.





6. From the **Table Tools, Layout** tab, **Merge** group, do the following:

- a. Click in each cell that contains the text [Break] and **Split Cells** into 2 columns and 1 row.
 - b. Key the text [Snack] in the newly split cells.
 - c. Select all of row 1 and **Merge Cells**.
 - d. Select the cell containing the text [Midterm Review] along with the four cells below it in the same column and **Merge Cells**.
 - e. Select the cell containing the text [After School Help] along with the four cells to the right of it in the same row and **Merge Cells**.
7. Proofread your document for accuracy and format, then resave the file.
 8. Print preview. Your document should look similar to *Figure 4.2*.
 9. Print or share the document if required by your instructor.

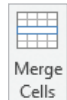
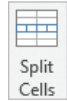


Figure 4.2

MIDTERM EXAM SCHEDULE

January 20-25												
	Friday	Monday		Tuesday		Wednesday		Thursday		Friday		
7:15-9:15	Midterm Review	Personal Finance		English		US History		PE		Intro to Marketing		
9:20-9:55		Break	Snack	Break	Snack	Break	Snack	Break	Snack	Break	Snack	
10:00-12:00		Statistics		Portuguese		Chemistry		Studio Art		History of Jazz		
12:15-1:45		Study Sessions		Study Sessions		Study Sessions		Study Sessions		Study Sessions		
1:45-3:00		After School Help										

Part 5

Working with Tabs

5.1 Guidance Counselor Caseloads

Using Tab Basics

5.2 Hot Jobs

Converting Text to Tables

5.3 Kid Millionaires

Setting Custom Tabs

5.4 Shopping List 2

Converting Tables to Text

5.5 Honors Night Program

Changing Tab Alignment

5.6 World's Best Ferris Wheels

Reinforcement Lesson



Part 5 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 5: Working with Tabs

Guidance Counselor Caseloads

Using Tab Basics

Lesson Overview

Much like tables, inserting tab stops into a document can help make the document neat, organized, and easy to read. As a default, your cursor will move .5 inches each time you hit the Tab key. A ruler bar can be displayed at the top and side of your page so that you can identify the position of text and other elements on your page. If you no longer wish to see the rulers, you can uncheck the Ruler box in the View tab.

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

Skills

- View the Ruler
- Use the default tab

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.



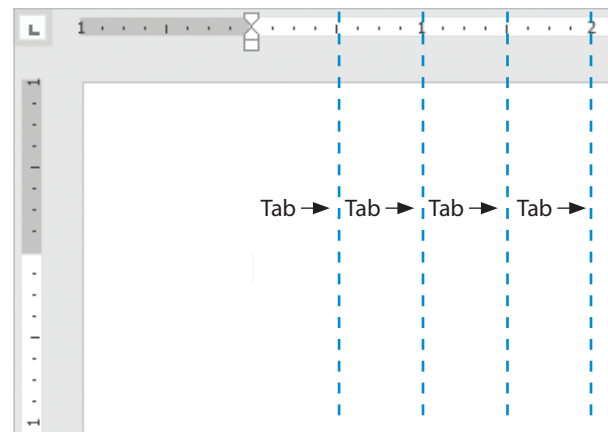
Ruler

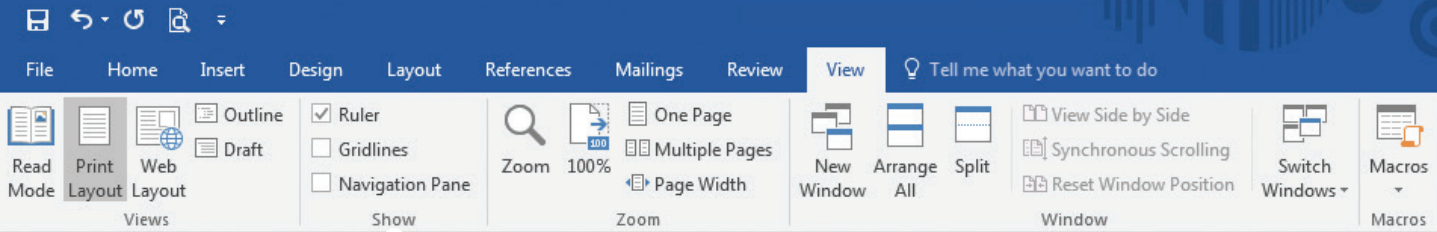
Ruler:

Use this icon to see the ruler above (horizontal) and to the left (vertical) of your document.


Default Tabs:

The automatic tab stops are at every .5 inches on your ruler.





Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *5.1 Guidance Counselor Caseloads* in your **My Word Projects** folder on your hard drive or network drive.
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 *Figure 5.1 A*.

ⓘ *Note: Use the Tab key to separate the text into columns as shown.*
5. Make the following formatting changes:
 - a. Center and bold the title.
 - b. Change the font size of the title to 20.
 - c. Underline **all** of the text in the second row so that the **entire row** is underlined.
 - d. Change the line spacing of the document to 2.0 with no additional space before or after paragraphs.
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *Figure 5.1 B*.
8. Print or share the document if required by your instructor.

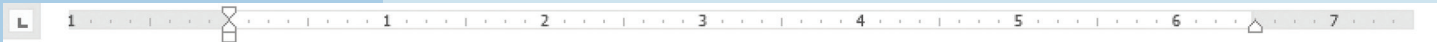


Figure 5.1 A

Guidance Counselor Caseloads

Counselor Name	Student Last Names	Grades
Mrs. Walters	A-M	9
Ms. Hawkins	N-Z	9
Mr. Foster	A-P	10
Mrs. Bell	Q-Z	10
Ms. Phillips	A-N	11
Mr. Carr	O-Z	11
Mrs. Banks	A-L	12
Ms. Swanson	M-Z	12



Figure 5.1 B

Guidance Counselor Caseloads

<u>Counselor Name</u>	<u>Student Last Names</u>	<u>Grades</u>
Mrs. Walters	A-M	9
Ms. Hawkins	N-Z	9
Mr. Foster	A-P	10
Mrs. Bell	Q-Z	10
Ms. Phillips	A-N	11
Mr. Carr	O-Z	11
Mrs. Banks	A-L	12
Ms. Swanson	M-Z	12

Part 5: Working with Tabs

Hot Jobs

Converting Text to Tables

Skills

- Set tabs using the ruler
- Convert text to tables

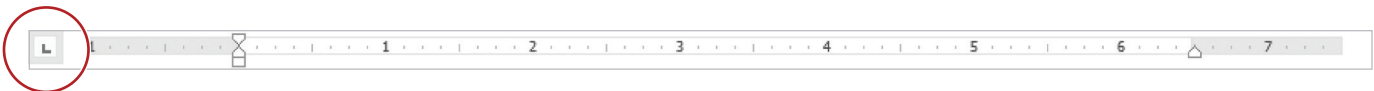
Lesson Overview

You can set tabs in your document so that you can quickly position your cursor at any point in a line. By distributing left tab stops evenly throughout your document, you can easily align text into columns and enhance the appearance of the page. Once set, tab stops continue to work until you clear or change them. It is best to set tabs prior to keying text, but if text already exists, be sure to select your entire paragraph and adjust the tab stops where needed. Once your document has been delimited with tabs, you have the option to convert the text into a table. Doing so will add borders to your already organized document, making it even easier to read.

In this lesson, you will set tabs to create a list of the best jobs projected for the next ten years. Then you will convert the tab-delimited text into a table.

Tools & Terms

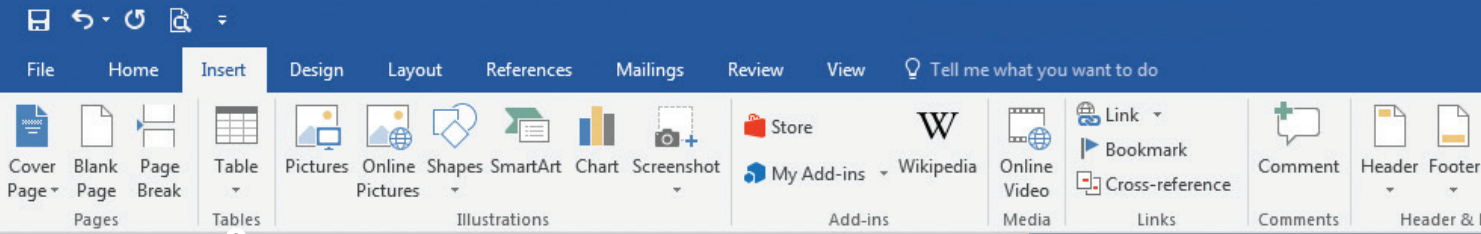
Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

**Left, Center, and Right Tabs:**

Use these icons to position a tab stop at any position along the horizontal ruler. You can click on the tab icon on the ruler to cycle through the different types of tabs to select the tab type you wish to position.

**Convert Text to Table...****Convert Text to Table:**

Use this icon to change text that has been delimited with tabs, commas, or spaces into a table.



Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *5.2 Hot Jobs* in your **My Word Projects** folder on your hard drive or network drive.
3. Set a **Left Tab** stop at **3"** and **5"** on the horizontal ruler (as shown below):



⊕ *Note: Clicking on a position on the ruler places a tab stop at that position.*

4. At the top of the document, key the text as shown in *Figure 5.2 A*.
 - ⊕ *Note: Be sure to hit the Tab key between each column as indicated.*
5. Make the following formatting changes:
 - a. Center and bold the title.
 - b. Change the font size of the title to 18.
 - c. Change the line spacing of the document to single with no additional space before or after paragraphs.

6. Select all of the text, except the title and from the **Insert** tab, **Tables** group, do the following:

- a.** From the **Table** drop-down menu, select **Convert Text to Table**.
- b.** From the **Convert Text to Table** dialog box, be sure the number of columns is **3** and the number of rows is **11**. Keep all other default settings, then click **OK**.

7. Bold and apply Gray, Accent 3 shading to the first row.
8. Proofread your document for accuracy and format, then resave the file.
9. Print preview. Your document should look similar to *Figure 5.2 B*.
10. Print or share the document if required by your instructor.

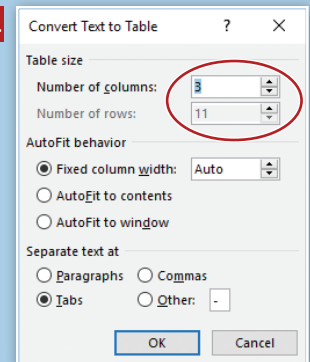
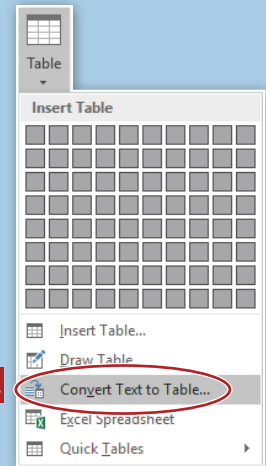




Figure 5.2 A

Hot Jobs for the Next 10 Years		
Job	Projected Growth	Median Annual Salary
App Developer	22.7%	\$96,461
Nurse Practitioner	25.7%	\$97,396
Information Security Analyst	30.9%	\$89,558
Computer Systems Analyst	22.5%	\$82,694
Physical Therapist	25.9%	\$82,275
Market Research Analyst	28.2%	\$62,226
Medical Sonographer	33.6%	\$68,886
Dental Hygienist	21.8%	\$74,169
Operations Research Analyst	23.2%	\$78,070
Health Services Manager	17.5%	\$93,338

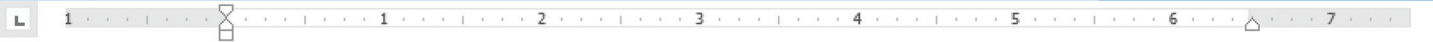


Figure 5.2 B

Hot Jobs for the Next 10 Years

Job	Projected Growth	Median Annual Salary
App Developer	22.7%	\$96,461
Nurse Practitioner	25.7%	\$97,396
Information Security Analyst	30.9%	\$89,558
Computer Systems Analyst	22.5%	\$82,694
Physical Therapist	25.9%	\$82,275
Market Research Analyst	28.2%	\$62,226
Medical Sonographer	33.6%	\$68,886
Dental Hygienist	21.8%	\$74,169
Operations Research Analyst	23.2%	\$78,070
Health Services Manager	17.5%	\$93,338

Part 6

Working with Columns and Page Setup

6.1 ID Theft

Formatting Text into Columns

6.2 Password Power

Using Column Breaks

6.3 Top Performers

Enhancing the Appearance of the Page

6.4 ID Theft 2

Adding a Cover Page to a Document

6.5 Password Power 2

Enhancing Document Columns



Part 6 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 6: Working with Columns and Page Setup

ID Theft

Formatting Text into Columns

Skills

- Format text in multiple columns
- Modify page setup

Lesson Overview

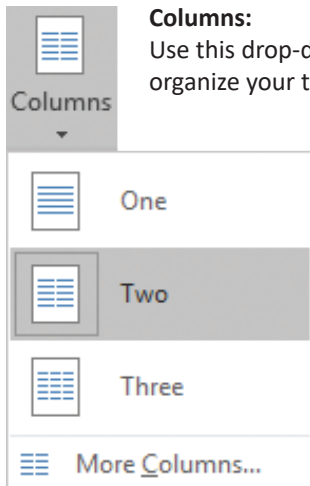
Text can be formatted into columns to give your document a format similar to a newspaper or magazine. Information will flow from the bottom of the first column to the top of the next column and enhance the layout of the page. Text can be fully justified and margins can be changed to take advantage of the available space. Columns are often used to guide the reader and direct the flow of text.

In this lesson, you will key a report about identity theft, format the page into two columns, and adjust the page margins so that your content can fit on one page.

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

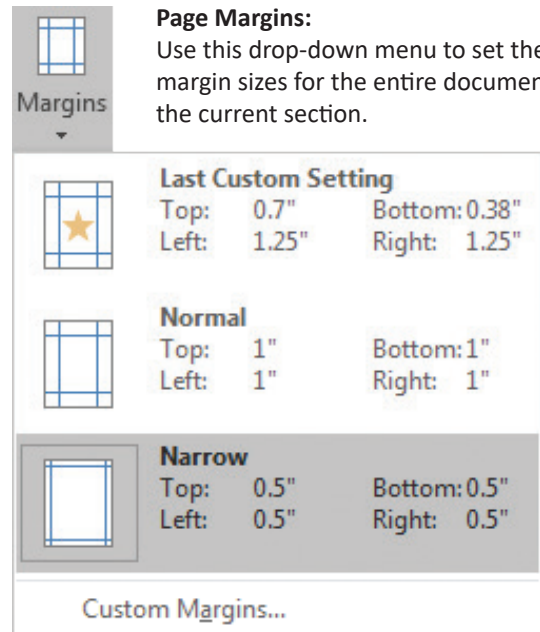
Columns:
Use this drop-down menu to organize your text into columns.



Columns

- One
- Two
- Three
- More Columns...

Page Margins:
Use this drop-down menu to set the margin sizes for the entire document or the current section.



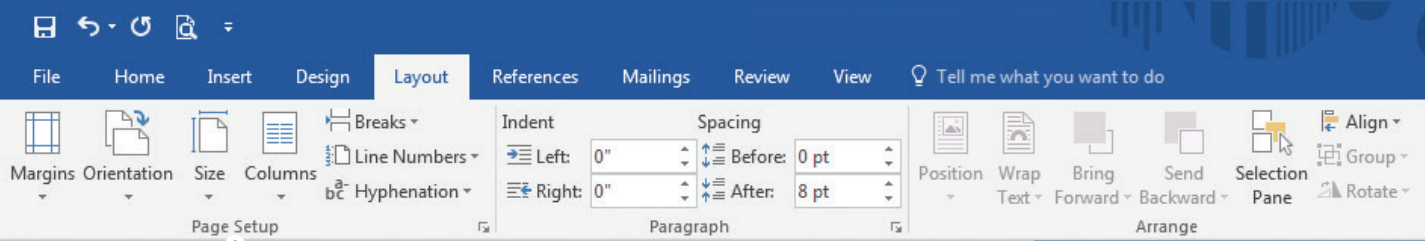
Margins

Last Custom Setting
Top: 0.7" Bottom: 0.38"
Left: 1.25" Right: 1.25"

Normal
Top: 1" Bottom: 1"
Left: 1" Right: 1"

Narrow
Top: 0.5" Bottom: 0.5"
Left: 0.5" Right: 0.5"

Custom Margins...



4.

Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *6.1 ID Theft* in your **My Word Projects** folder on your hard drive or network drive.
3. At the top of the document, key the text as shown in *Figure 6.1 A*.
4. From the **Layout** tab, **Page Setup** group, do the following:
 - a. Select all of the text, except the title, and from the **Columns** drop-down menu, split your text into **Two Columns**.
 - b. Click the **Margins** drop-down menu, and adjust the **Margins** to **Narrow**.
5. Make the following formatting changes:
 - a. Center and bold the title, then change the font size to 20.
 - b. Justify the text of the columns and change the font size to 14.
6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *Figure 6.1 B*.
8. Print or share the document if required by your instructor.

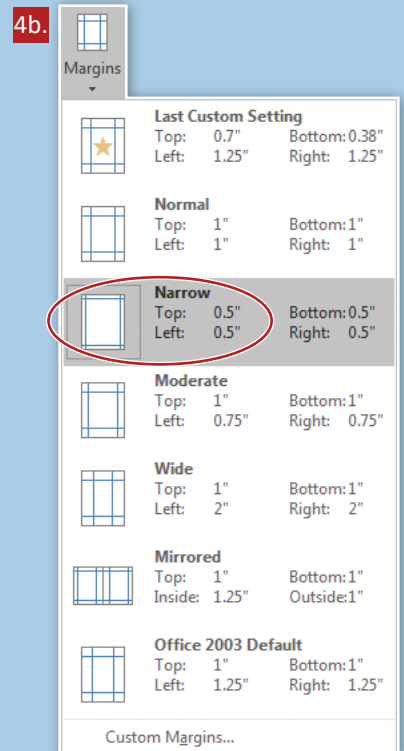
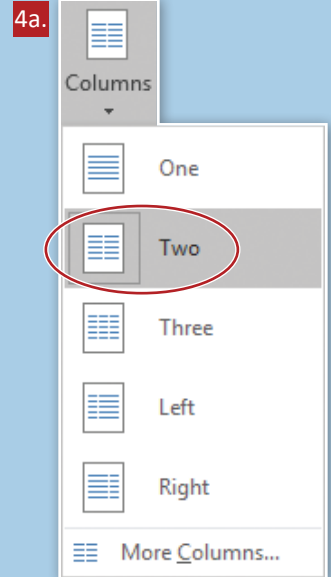


Figure 6.1 A

Identity Theft

Identity theft is when private information, such as your name or Social Security number, is stolen and used without permission, usually to commit financial fraud. Identity thieves often use cyberspace to find and steal identities, because a great deal of information is available on the Web. Identity thieves gather available information from social media accounts and other public sites, and they find ways to trick people into revealing even more information. Identity thieves can be very clever. Three ways thieves use the Internet to steal private information include phone calls, phishing, and public computers.

Thieves may contact us by phone, pretending to work for legitimate companies or institutions that we trust. Since our trust in them has already been established, it does not seem suspicious that they are asking for private information, such as account passwords, Social Security numbers, or home addresses. Identity thieves may also pretend to be a friend or acquaintance in order to obtain private data.

When thieves send out emails that ask for private information, it is known as phishing. The emails may state that you have won a prize and that in order to claim your winnings, you must provide specific private information. Other email phishing scams include thieves posing as a service provider or a credible company. The emails say there is a problem with your account and that in order to resolve it, you must give them some private data or click on a link contained in the body of the email. Once you do, malicious viruses can be downloaded to your computer which can steal information stored on your computer. They may also record keystrokes you make while typing in banking or credit card logins and passwords.

If a person uses a public computer and leaves without signing out of private accounts, anyone using the computer next will have full access to that person's private information. This is why it is important that you always log out of your private accounts when you are finished using them.

There are many tools in place to help consumers deal with identity theft, but the first step is to tell your parents or guardians. If you are worried that private information about yourself may be available publicly, it's important to report it right away so that your identity can be protected. If identity theft goes undetected, thieves can use stolen information for a long time, creating long-lasting problems.

Figure 6.1 B

Identity Theft

Identity theft is when private information, such as your name or Social Security number, is stolen and used without permission, usually to commit financial fraud. Identity thieves often use cyberspace to find and steal identities, because a great deal of information is available on the Web. Identity thieves gather available information from social media accounts and other public sites, and they find ways to trick people into revealing even more information. Identity thieves can be very clever. Three ways thieves use the Internet to steal private information include phone calls, phishing, and public computers.

Thieves may contact us by phone, pretending to work for legitimate companies or institutions that we trust. Since our trust in them has already been established, it does not seem suspicious that they are asking for private information, such as account passwords, Social Security numbers, or home addresses. Identity thieves may also pretend to be a friend or acquaintance in order to obtain private data.

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or a credible company. The emails say there is a problem with your account and that in order to resolve it, you must give them some private data or click on a link contained in the body of the email. Once you do, malicious viruses can be downloaded to your computer which can steal information stored on your computer. They may also record keystrokes you make while typing in banking or credit card logins and passwords.

If a person uses a public computer and leaves without signing out of private accounts, anyone using the computer next will have full access to that person's private information. This is why it is important that you always log out of your private accounts when you are finished using them.

There are many tools in place to help consumers deal with identity theft, but the first step is to tell your parents or guardians. If you are worried that private information about yourself may be available publicly, it's important to report it right away so that your identity can be protected. If identity theft goes undetected, thieves can use stolen information for a long time, creating long-lasting problems.

Part 6: Working with Columns and Page Setup

Password Power

Using Column Breaks

Skills

- Modify page setup
- Insert column breaks

Lesson Overview

Appropriate use of columns and page orientation can greatly enhance the appearance of a document. When text is formatted as columns, words automatically wrap to the next column when the text reaches the end of the current column. However, if a new column is required prior to the text reaching the end of the current column, then a hard column break can be inserted, causing the cursor to move to the top of the next column.

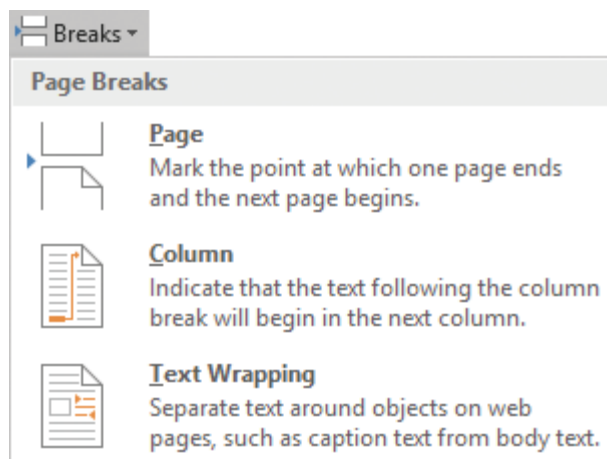
In this lesson, you will add a column break and change your page orientation to improve the appearance of your document.

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

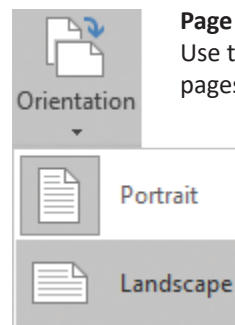
Breaks:

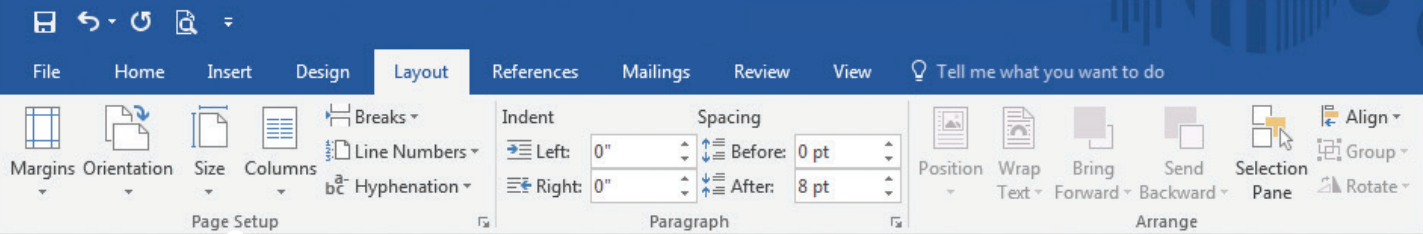
Use this drop-down menu to add a break at your current location and to have your text continue on the next page, section, or column.



Page Orientation:

Use this drop-down menu to give your pages a portrait or landscape layout.



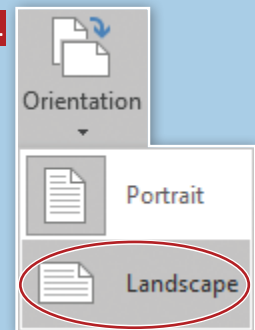


4.

Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *6.2 Password Power* in your **My Word Projects** folder on your hard drive or network drive.
3. At the top of the document, key the text as shown in *Figure 6.2 A*.
4. From the **Layout** tab, **Page Setup** group, do the following:
 - a. From the **Orientation** drop-down menu, select **Landscape**.
 - b. Adjust the margins to Narrow.
 - c. Select all of the text, except the title and subtitle, and split your text into three columns.
 - d. Place the cursor to the left of the text [Eight Tips] and from the **Breaks** drop-down menu, select **Column**.
5. Make the following formatting changes:
 - a. Center and bold the title and subtitle.
 - b. Change the font size of the title to 22.
 - c. Change the font size of the subtitle to 16 and all caps.
 - d. Change the font size of the text of the columns to 14.
 - e. 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 *Figure 6.2 B*.
8. Print or share the document if required by your instructor.

4a.



4d.

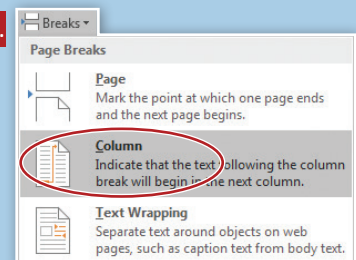


Figure 6.2 A

Password Power

How to create a strong password

Passwords are like locks that keep our private information safe. Email, social networks, and some gaming websites all use passwords to help protect our private data. Without a strong password, private information can be easy for thieves to steal. There are websites to help you generate strong passwords, such as strongpasswordgenerator.com. You should also follow some tips for creating stronger passwords.

Eight Tips

Tip #1 - Do not use any self-identifying facts. Never use your full name, birth date, or address.

Tip #2 - Avoid using obvious facts about yourself. Never use information that would be easy to guess, such as your nickname or your pet's name.

Tip #3 - Make passwords of at least eight characters. However, follow the instructions on a website for password length. Some websites may require passwords longer than eight characters.

Tip #4 - Include a combination of numbers, symbols, and letters. This will make your passwords as unique as possible. Some websites require this combination of characters. Websites may also tell you whether a password is weak or strong. If a website indicates that your password is weak, add characters until it is strong. Be sure to read the recommendations on a website for creating a strong password whenever setting up a new online account.

Tip #5 - Change your password every few months. Put yourself on a schedule for updating and recreating your passwords.

Tip #6 - Create passwords that you will remember. If you think you will have trouble remembering them, write them down and keep them in a safe place.

Tip #7 - Do not enter your passwords into your phone. Someone might steal your phone, or you might lose it.

Tip #8 - Do not type your passwords in a public place. People might look over your shoulder as you type in your passwords. Additionally, if you are in a public place that offers free Internet access, such as a coffee shop, people using the same wireless connection might be able to see your passwords as you type them into a website.

Figure 6.2 B

Password Power

HOW TO CREATE A STRONG PASSWORD

Passwords are like locks that keep our private information safe. Email, social networks, and some gaming websites all use passwords to help protect our private data. Without a strong password, private information can be easy for thieves to steal. There are websites to help you generate strong passwords, such as strongpasswordgenerator.com. You should also follow some tips for creating stronger passwords.

Eight Tips

Tip #1 - Do not use any self-identifying facts. Never use your full name, birth date, or address.

Tip #2 - Avoid using obvious facts about yourself. Never use information that would be easy to guess, such as your nickname or your pet's name.

Tip #3 - Make passwords of at least eight characters. However, follow the instructions on a website for password length. Some websites may require passwords longer than eight characters.

Tip #4 - Include a combination of numbers, symbols, and letters. This will make your passwords as unique as possible. Some websites require this combination of characters. Websites may also tell you whether a password is weak or strong. If a website indicates that your password is weak, add characters until it is strong. Be sure to read the recommendations on

a website for creating a strong password whenever setting up a new online account.

Tip #5 - Change your password every few months. Put yourself on a schedule for updating and recreating your passwords.

Tip #6 - Create passwords that you will remember. If you think you will have trouble remembering them, write them down and keep them in a safe place.

Tip #7 - Do not enter your passwords into your phone. Someone might steal your phone, or you might lose it.

Tip #8 - Do not type your passwords in a public place. People might look over your shoulder as you type in your passwords. Additionally, if you are in a public place that offers free Internet access, such as a coffee shop, people using the same wireless connection might be able to see your passwords as you type them into a website.

Part 7

Using Headers, Footers & References

7.1 Student Council Letterhead

Using Headers and Footers

7.2 Classroom Rules

Formatting Headers and Footers

7.3 ID Theft 3

Advanced Headers and Footers

7.4 Job Descriptions

Working with Bookmarks

7.5 Protect Yourself

Working with a Table of Contents

7.6 Protect Yourself 2

Working with Citations

7.7 Risks and Rewards of Social Media

Working with a Table of Figures

7.8 Waiver and Release Form

Working with Footnotes and Endnotes

7.9 Needs vs. Wants

Reinforcement Lesson



Part 7 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 7: Using Headers, Footers & References

Skills

- Insert headers and footers

Student Council Letterhead

Using Headers and Footers

Lesson Overview

Creating headers and footers allows you to repeat text and graphics on each page without interfering with the body of the document. Headers and footers typically appear above and below the page margins. Text can be formatted the same way that it can be formatted in the body of the document. Predefined tabs are set in the header to align text to the left, center, and right. Most often, headers contain page numbers, dates, or file names. However, a great way to utilize headers and footers is by creating a letterhead. Businesses and organizations use letterhead that often include the establishment's name, address, website, contact information, and logo. The file then acts as a stationery template for all business correspondence.

In this lesson, you will use a header and footer to create a letterhead for a school's student council.

Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

Header:
Use this drop-down menu to repeat content at the top of each page in the document.

Built-in

Blank

[Type here]

Blank (Three Columns)

[Type here] [Type here] [Type here]

More Headers from Office.com

Edit Header

Remove Header

Save Selection to Header Gallery...

Footer:
Use this drop-down menu to repeat content at the bottom of each page in the document.

Built-in

Blank

[Type here]

Blank (Three Columns)

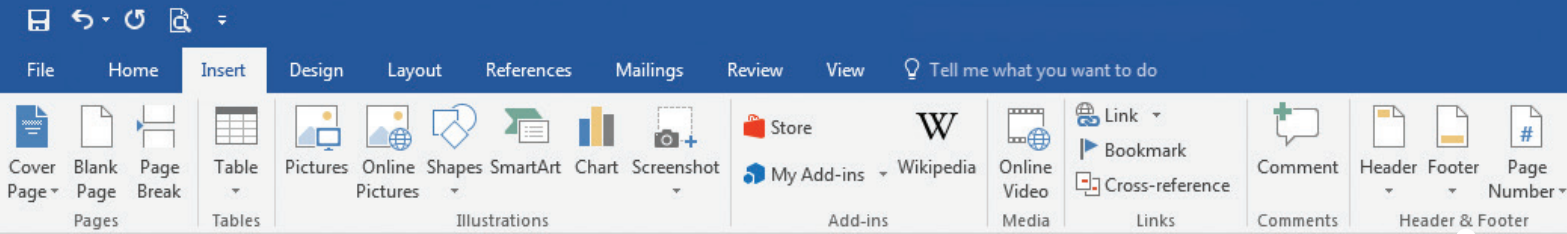
[Type here] [Type here] [Type here]

More Footers from Office.com

Edit Footer

Remove Footer

Save Selection to Footer Gallery...



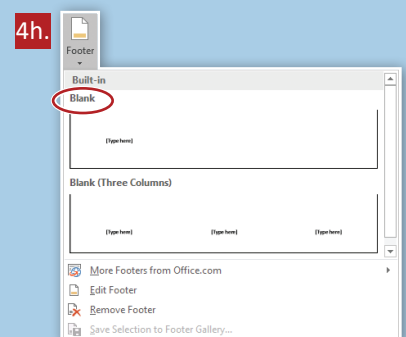
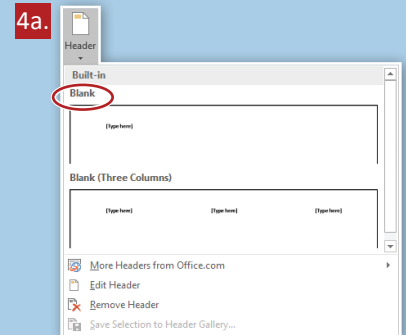
4.

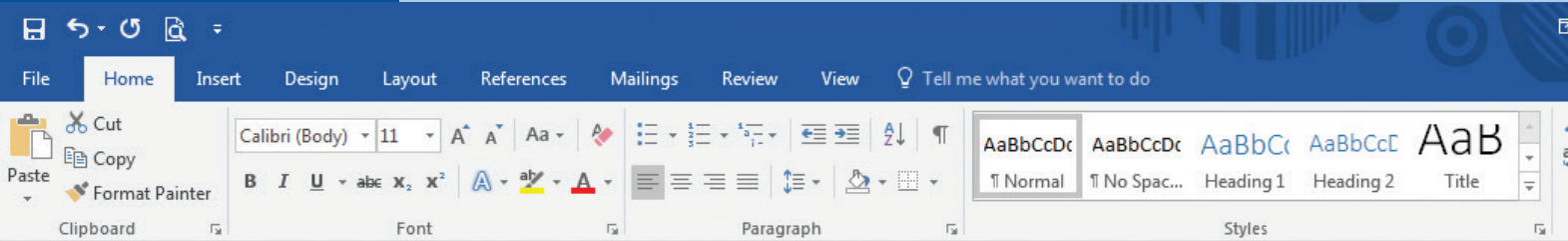
Instructions

1. Using Word 2016, create a new Blank document.
 2. Save the file as *7.1 Student Council Letterhead* in your **My Word Projects** folder on your hard drive or network drive.
- 🕒 *Note: Throughout this lesson, use Figure 7.1 A as a guide.*
3. Change the margins as follows: top margin 2", bottom, left, and right margins 1".

4. From the **Insert** tab, **Header & Footer** group, **Header** drop-down menu, do the following:

- a. Insert a **Header** and select **Blank** in the Built-in section.
- b. Key the text [Canyon View High School Student Council] on line 1 of the Header.
- c. Key the text [Home of the Lions] on line 2 of the Header.
- d. Key the text [President – Sam Henry] on line 3 of the Header.
- e. Hit the Tab key two times and key the text [Vice President – Matt Curry] on line 3 of the Header so that the text is right aligned.
- f. Key the text [Treasurer – Sabrina Harris] on line 4 of the Header.
- g. Hit the Tab key two times and key the text [Secretary – Jeff Lane] on line 4 of the Header so that the text is right aligned.
- h. From the **Footer** drop-down menu, select **Blank** in the Built-in section.
- i. Key the text [1250 Tallwood Avenue] on line 1 of the Footer.
- j. Hit the Tab key one time and key the text [Phoenix, AZ 85021] on line 1 of the Footer so that the text is center aligned.
- k. Hit the Tab key one time and key the text [602-555-1212] on line 1 of the Footer so that the text is right aligned.





5. Make the following formatting changes:
 - a. Center align line 1 of the Header, then change the font to Forte and the font size to 26.
 - b. Center align line 2 of the Header, then change the font to Verdana and the font size to 20.
 - c. Change the font of lines 3 and 4 of the Header to Verdana and the font size to 11.
 - d. Move your cursor to the end of line 4 of the Header and hit the Enter key once, then add a bottom border.
 - e. Change the font of line 1 of the Footer to Verdana.
 - f. Move your cursor to the beginning of line 1 of the Footer and hit the Enter key once.
 - g. Move your cursor up to the newly added blank line and 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 *Figure 7.1 B*.
8. Print or share the document if required by your instructor.

Figure 7.1 A

Canyon View High School Student Council
Home of the Lions
President – Sam Henry
Treasurer – Sabrina Harris

Vice President – Matt Curry
Secretary – Jeff Lane

1250 Tallwood Avenue

Phoenix, AZ 85021

602-555-1212

Figure 7.1 B

Canyon View High School Student Council

Home of the Lions

President – Sam Henry
Treasurer – Sabrina Harris

Vice President – Matt Curry
Secretary – Jeff Lane

1250 Tallwood Avenue

Phoenix, AZ 85021

602-555-1212

Part 7: Using Headers, Footers & References

Classroom Rules

Formatting Headers and Footers

Lesson Overview

A document has much more information connected to it than what you see on your screen. Word processing files have page numbers, file names, word counts, and an author, which can be made visible to your reader. This information can be inserted to appear anywhere on the page, but it is most typically done in the header or footer. Page numbers will update as you edit your document and fields such as the current date and time can easily be added onto the page. You can also insert pre-formatted text features, such as a signature line indicating who needs to sign a document. Page breaks can also be inserted anywhere in your document to mark the place where one page ends and another begins.

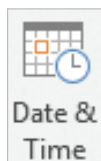
In this lesson, you will create a Classroom Rules Contract for students to sign.

Skills

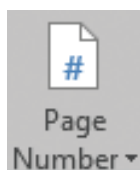
- Insert a date
- Insert page numbers
- Insert page breaks
- Insert a signature line

Tools & Terms

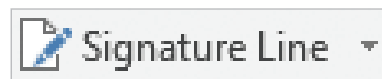
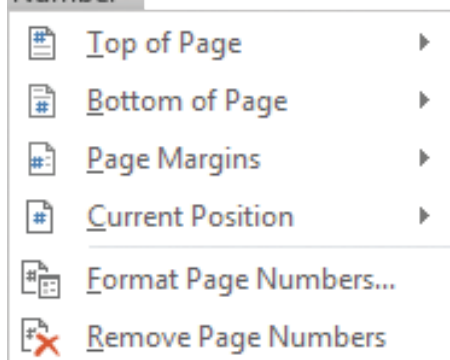
Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.


Date & Time:

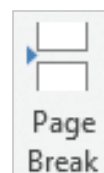
Use this icon to add the current date or time to a document.


Page Number:

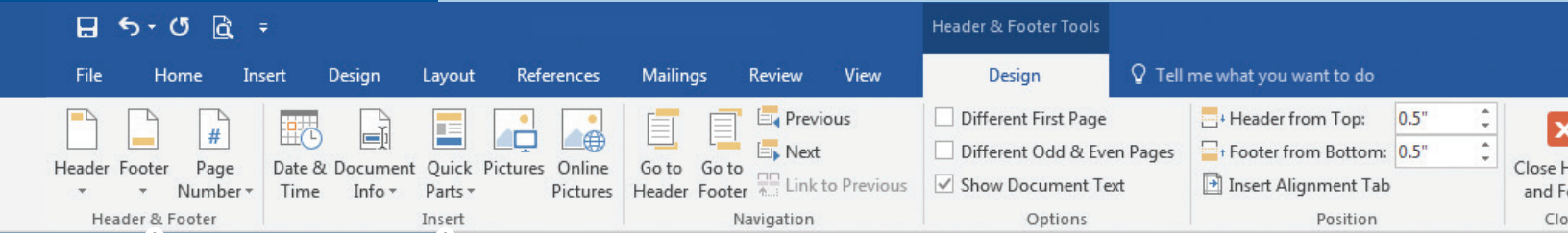
Use this drop-down menu to insert the current page number, or the current page number and the number of pages in your document.


Signature Line:

Use this icon to insert a signature line that specifies the individual who must sign the document.


Page Break:

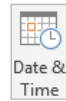
Use this icon to add a page or section break at the current location.



Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *7.2 Classroom Rules* in your **My Word Projects** folder on your hard drive or network drive.
3. From the **Insert** tab, **Header & Footer** group, do the following:
 - a. Insert a Header and select Blank in the Built-in section.
 - b. Key the text [Student Contract] left aligned on line 1 of the Header.

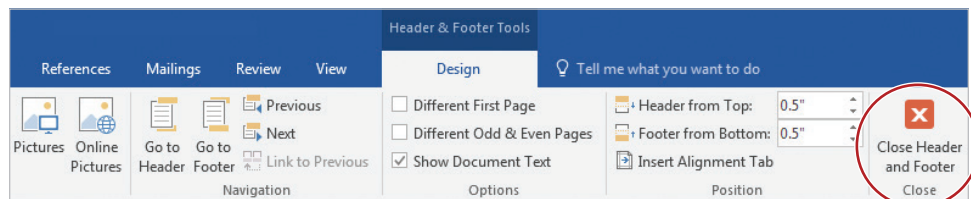
4. From the **Header & Footer Tools, Design** tab, **Insert** group, do the following:
 - a. Place your cursor after the text [Student Contract] in the Header and hit the Tab key two times, then click **Date & Time**.



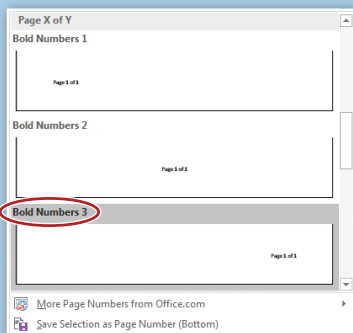
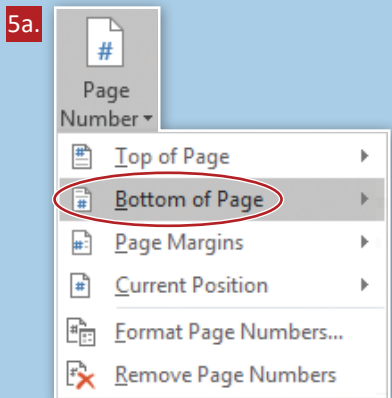
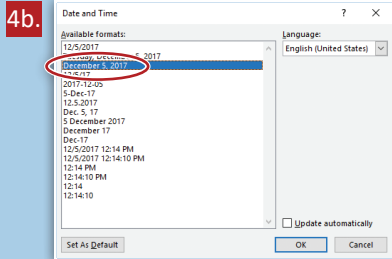
- b. From the **Date & Time** dialog box, insert the **Date** using the third option listed.
 - c. Click OK.

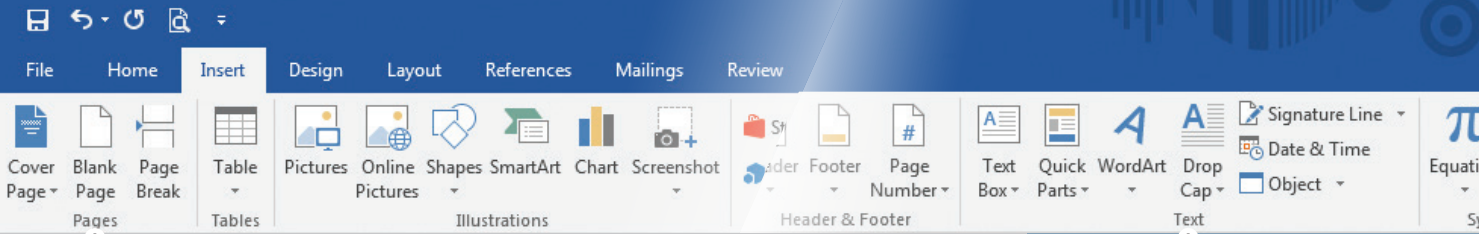
5. From the **Header & Footer Tools, Design** tab, **Header & Footer** group, **Page Number** drop-down menu, do the following:
 - a. Insert a **Page Number, Bottom of Page, Bold Numbers 3** in the Footer.

6. **Close** the Header and Footer (as shown below):



7. Change the line spacing to single with no additional space before or after paragraphs.
8. Key the text as shown in *Figure 7.2 A*.





9.

9. From the **Insert** tab, **Pages** group, do the following:

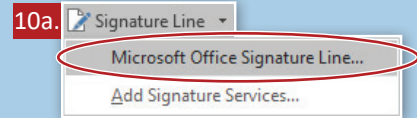
- a. Place your cursor at the beginning of the Confirmation of Class Rules section and insert a **Page Break**.



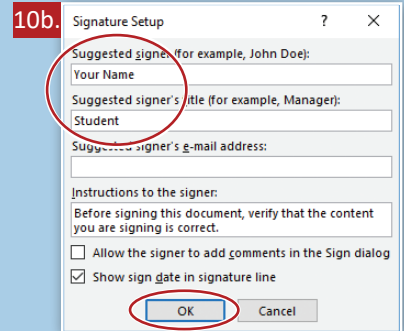
ⓘ *Note: You are now on page two of the document.*

10. From the **Insert** tab, **Text** group, do the following:

- a. Place your cursor between the Confirmation of Class Rules section and the No Cheat Policy section, then from the **Signature Line** drop-down menu, select **Microsoft Office Signature Line....**



- b. From the **Signature Setup** dialog box, key [Your Name] for the **Suggested signer** and [Student] for the **Suggested signer's title**, then click **OK** as shown in *Figure 7.2 B, Page 2*.



- c. Place your cursor at the end of the No Cheat Policy section and hit the Enter key.
- d. Insert a Signature Line below the No Cheat Policy section and key the Signature Line text as shown in *Figure 7.2 B, Page 2*.

11. Make the following formatting changes:

- a. Apply Bullets to the INSTRUCTIONS section.
- b. Center align the text [Class Rules] and change the font size to 24.
- c. Apply Numbering to the Class Rules section.
- d. Italicize the Confirmation of Class Rules section, including the title.
- e. Underline the No Cheat Policy section, including the title.

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

13. Print preview. Your document should look similar to *Figure 7.2 B, Pages 1 and 2*.

14. Print or share the document if required by your instructor.

Figure 7.2 A

INSTRUCTIONS

Please read the classroom rules shown below.

Sign your name on the line confirming your understanding of the rules and your commitment to follow them.

Sign your name on the line confirming your understanding of the No Cheat Policy.

Class Rules

Respect yourself, your peers, your teacher, and the school.

Be on time. Detention will be assigned if you are late for class without an approved excuse.

Food or drinks are not allowed in the classroom.

Use the lavatory before coming to class.

You must have your planner to leave the room.

Work for the entire class period. Your instructor will tell you when to stop. Failure to comply with this rule will negatively impact your participation grade.

Leave your desk in proper order: close and store your laptop, recycle papers, push in your chair. If you leave your desk and it was not cleaned, then next class you will have to stay.

Stay in your seat until the bell rings.

Computer games are not allowed during class. If this rule is broken, you will lose your computer privileges for the day and any assignments for that day will receive a grade of 0.

Use of the Internet, including email, is allowed only for classwork or with permission from your teacher.

No proxies are to be used to circumvent the school's firewall. If this rule is broken, you will lose your computer privileges for the day and any assignments for that day will receive a grade of 0. Also, refer to the student handbook on use of the Internet.

Participate positively in class with the goal of enhancing the learning experience for yourself and your peers.

Confirmation of Class Rules

I understand that I am responsible for my computer and work area. If I don't report any problems/vandalism at the start of class, I will be held responsible. It will be assumed that the problem happened during my class hour. Any act of vandalism results in the loss of computer privileges for the school year.

No Cheat Policy

I understand that if I submit any work that is not my own, I will receive a grade of 0 for that assignment. The person who has allowed the copying will also receive a grade of 0. The second offense will result in my removal from the class and loss of any credit earned.

Figure 7.2 B, Page 1

Student Contract

Current Date

INSTRUCTIONS

- Please read the classroom rules shown below.
- Sign your name on the line confirming your understanding of the rules and your commitment to follow them.
- Sign your name on the line confirming your understanding of the No Cheat Policy.

Class Rules

1. Respect yourself, your peers, your teacher, and the school.
2. Be on time. Detention will be assigned if you are late for class without an approved excuse.
3. Food or drinks are not allowed in the classroom.
4. Use the lavatory before coming to class.
5. You must have your planner to leave the room.
6. Work for the entire class period. Your instructor will tell you when to stop. Failure to comply with this rule will negatively impact your participation grade.
7. Leave your desk in proper order: close and store your laptop, recycle papers, push in your chair. If you leave your desk and it was not cleaned, then next class you will have to stay.
8. Stay in your seat until the bell rings.
9. Computer games are not allowed during class. If this rule is broken, you will lose your computer privileges for the day and any assignments for that day will receive a grade of 0.
10. Use of the Internet, including email, is allowed only for classwork or with permission from your teacher. No proxies are to be used to circumvent the school's firewall. If this rule is broken, you will lose your computer privileges for the day and any assignments for that day will receive a grade of 0. Also, refer to the student handbook on use of the Internet.
11. Participate positively in class with the goal of enhancing the learning experience for yourself and your peers.

Figure 7.2 B, Page 2

Student Contract

Current Date

Confirmation of Class Rules

I understand that I am responsible for my computer and work area. If I don't report any problems/vandalism at the start of class, I will be held responsible. It will be assumed that the problem happened during my class hour. Any act of vandalism results in the loss of computer privileges for the school year.

X

Your Name
Student

No Cheat Policy

I understand that if I submit any work that is not my own, I will receive a grade of 0 for that assignment. The person who has allowed the copying will also receive a grade of 0. The second offense will result in my removal from the class and loss of any credit earned.

X

Your Name
Student

Part 8

Working with Graphics and Visual Elements

8.1 High School Musical Auditions Flyer

Inserting and Working with Pictures

8.2 Letterhead with Picture

Formatting Picture Styles

8.3 Start Saving

Combining Pictures with Text

8.4 Life Cycle of a Butterfly

Using Shapes

8.5 Visual Resume

Working with Graphic Elements

8.6 YouTube Superstars

Inserting an Online Video

8.7 Just Google It

Inserting a Screenshot

8.8 Slater Farms

Enhancing Pictures

8.9 Slater Farms 2

Working with Accessibility and Compatibility Issues



Part 8 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 8: Working with Graphics and Visual Elements

High School Musical Auditions Flyer

Inserting and Working with Pictures

Skills

- Insert pictures
- Wrap text around objects
- Format objects
- Position objects

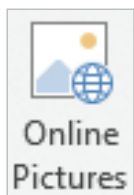
Lesson Overview

Pictures add a visual element to your document that can draw attention to your message. Working with pictures and graphics requires the ability to resize and lay out the object in an attractive manner. Consider your document a piece of visual communication and design the page with that in mind. The placement of the graphic is important, so try using an effective layout technique. For example, placing your graphics on the page in a symmetrical way is aesthetically pleasing to viewers.

In this lesson, you will create a flyer that includes text and graphics.

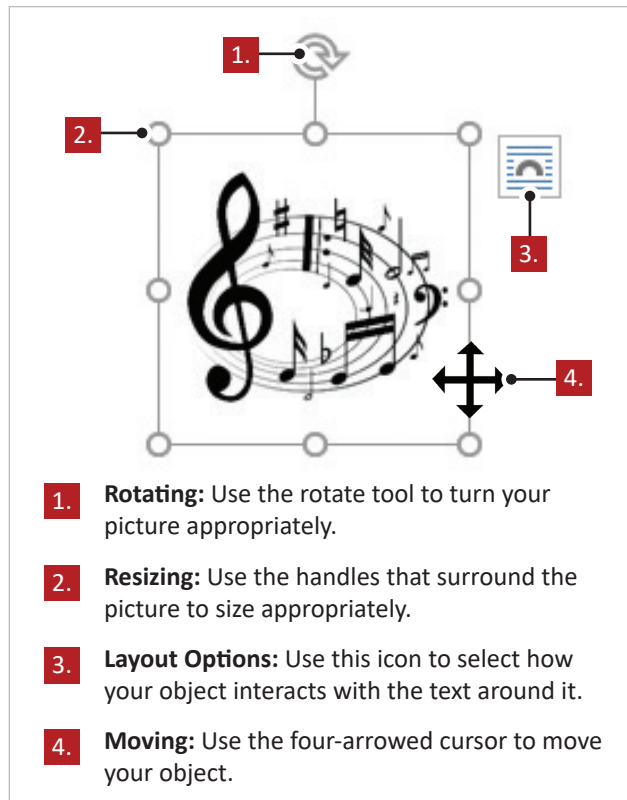
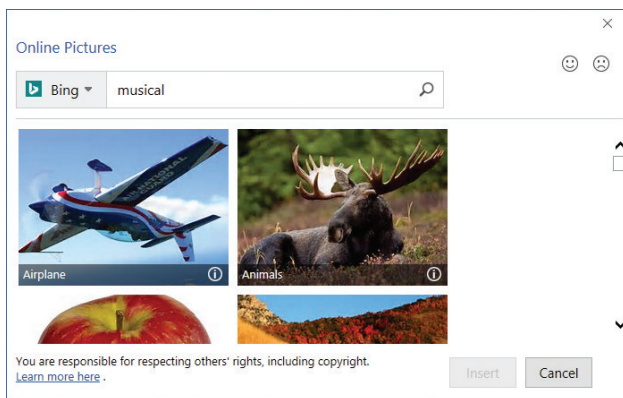
Tools & Terms

Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

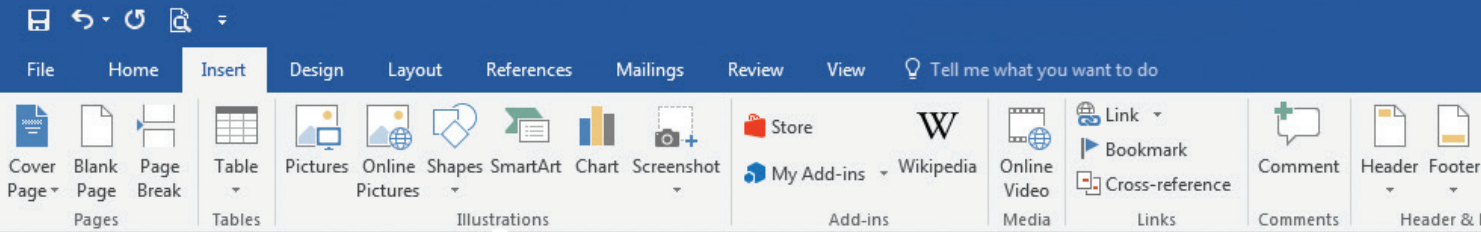


Online Pictures:

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.
- 4. Moving:** Use the four-arrowed cursor to move your object.







Instructions

1. Using Word 2016, create a new Blank document.
2. Save the file as *8.1 High School Musical Auditions Flyer* in your **My Word Projects** folder on your hard drive or network drive.
3. At the top of the document, key the text as shown in *Figure 8.1 A*.
4. Make the following formatting changes:
 - a. Apply a 6 pt, Blue, Box page border.
 - b. Center align all text.
 - c. Insert seven (approximately) blank lines between the first and second lines of text.
 - d. Change the font of the first line to Broadway, the font size to 48, and the font color to Blue.
 - e. Change the font of the last line to Broadway, the font size to 28, and the font color to Blue.
 - f. Bold the remaining lines, then change the font to Garamond and the font size to 24.

5. From the **Insert** tab, **Illustrations** group, do the following:

- a. Click **Online Pictures**. 
- b. Insert two **musical-themed** images by keying the text [musical] in the **Bing Image Search** field.

Note: Images may vary. Use your best judgment when selecting an image.
- c. So that you can freely move your images near each other on the same line, select each image and select the **Through** layout option from the **Layout Options** icon that appears above the images. 
- d. **Resize** the images using the handles in the corner of the image. 

Note: Resize the images similarly to the images shown in Figure 8.1 B.
- e. **Move** the images on the page as shown in *Figure 8.1 B*. 
- f. Using the **Rotate** tool, rotate the two images so that they are slightly angled as shown in *Figure 8.1 B*. 

6. Proofread your document for accuracy and format, then resave the file.
7. Print preview. Your document should look similar to *Figure 8.1 B*.
8. Print or share the document if required by your instructor.

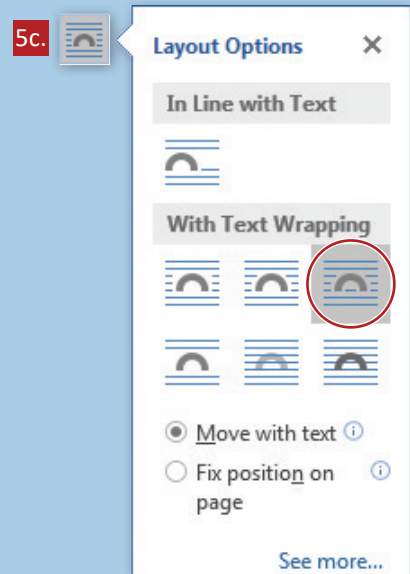
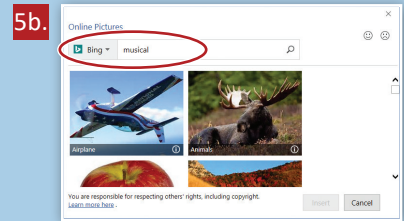


Figure 8.1 A

Broadway Musical Review Auditions

February 25, 20xx

High School Auditorium

4:00 pm – 8:00 pm

Be prepared to dance, sing, and read a monologue

Figure 8.1 B

Broadway Musical Review Auditions



February 25, 20xx

High School Auditorium

4:00 pm – 8:00 pm

**Be prepared to dance, sing,
and read a monologue**

Part 9

Using Templates

9.1 Excellence in Photography

Creating an Award Certificate

9.2 Internship Newsletter

Creating a Newsletter

9.3 What's New in 2016

Creating a Blog Post



Part 9 Assessment

Performance Assessment is located with the Instructor Resources.

Part 9: Using Templates

Excellence in Photography

Creating an Award Certificate

Skills

- Create a blank document using a template - Certificate

Lesson Overview

Designing attractive documents takes creative talent. Page layout, colors, and images all contribute to a page that is easy to read, conveys the right tone, and communicates your message clearly. Whether you are trying to create an award certificate or a flyer, using a template can save you time and assist you in generating the perfect piece of visual communication. Microsoft Word 2016 is equipped with thousands of pre-designed templates that are readily available for your use. They can be customized by personalizing the text fields.

In this lesson, you will use a template to create an award certificate for this year's best photography student.

Tools & Terms

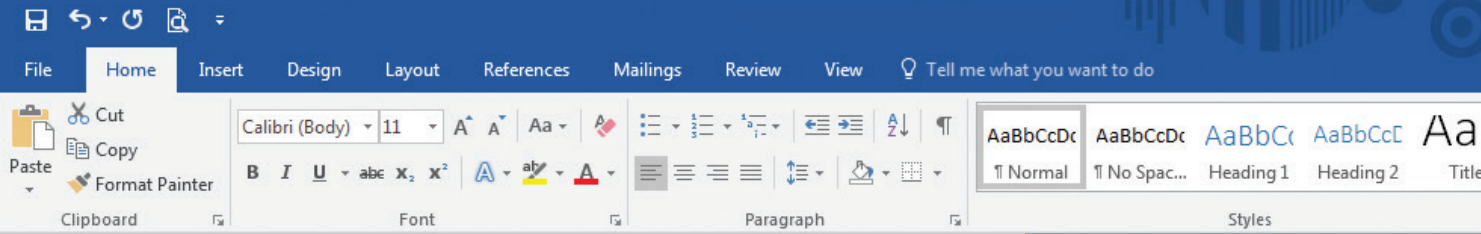
Review the following tool that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

Templates:

Use this feature to find documents where the formatting is already complete and you can populate the text fields.



Suggested searches: [Business](#) [Industry](#) [Personal](#) [Design Sets](#) [Event](#) [Education](#) [Labels](#)



Instructions

1. Using Word 2016, from the Start screen, search for a [World’s Best Award Certificate] in the **Search for online templates** field.
 Ⓡ *Note: If Word is open already, you can access the Search for online templates field by selecting New in the Backstage View.*
2. Select the **World’s Best award certificate** and click the **Create** icon (as shown below):



3. Save the file as *9.1 Excellence in Photography* in your **My Word Projects** folder on your hard drive or network drive.
4. Make the following text and formatting changes:
 - a. Select the whole document and adjust the margins to Normal, and the left and right indent to 0”.
 - b. Key the text [AMATEUR] in place of [WORLD’S BEST].
 - c. Key the text [PHOTO CONTEST] in place of [NAME/TITLE].
 - d. Key the text [Your Name] in the [Recipient name here] section.
 - e. Key the text [Excellence in Black & White Photography] in the [Your text here] section.
5. Proofread your document for accuracy and format, then resave the file.
6. Print preview. Your document should look similar to *Figure 9.1*.
7. Print or share the document if required by your instructor.

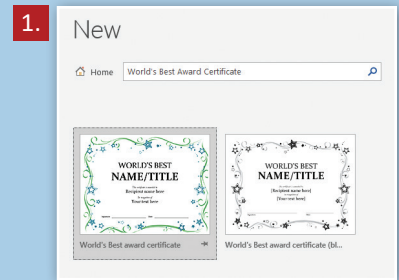
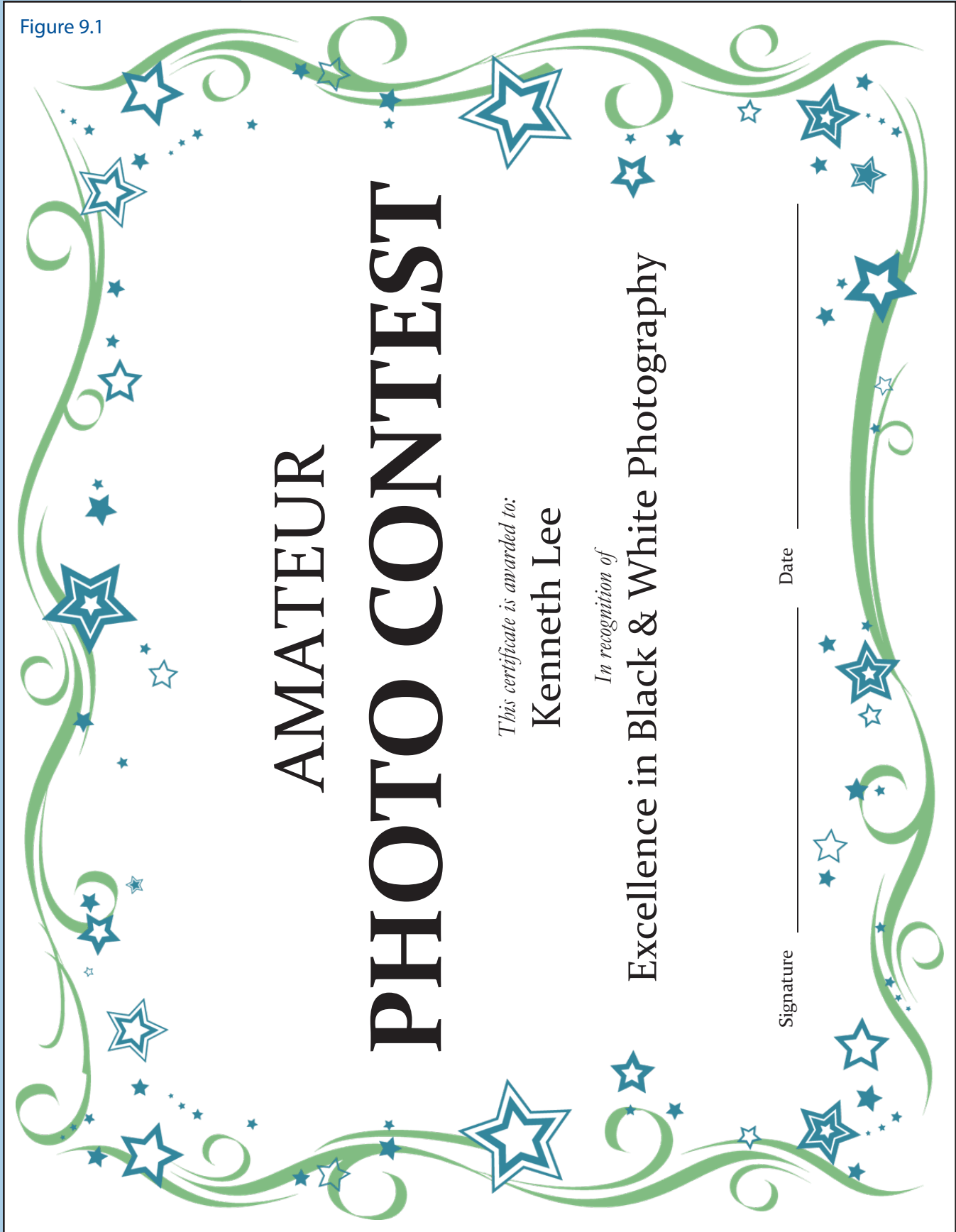


Figure 9.1



Part 10

Sharing and Working Collaboratively

10.1 Step By Step

Managing Shared Files

10.2 Feedback 101

Managing Revisions

10.3 Who Am I

Using Comments While Collaborating

10.4 Finding a Career

Reinforcement Activity



Part 10 Assessments

Performance and Written Assessments are located with the Instructor Resources.

Part 10: Sharing and Working Collaboratively

Step By Step

Managing Shared Files

Lesson Overview

OneDrive.com is a cloud storage service which allows you to store your files and access them from any computer or device with an Internet connection. Microsoft Word 2016 allows you to create, share, and collaborate with others while using the software's features and functions. Shared files must be saved to your OneDrive and can be managed at OneDrive.com once they are shared. Files that you share can be moved to other folders on your OneDrive, making it easy for you to find them later. Files that have been shared with you can only be copied to other folders. If copied, any changes that the owner or other users make will not appear in the copied version.

In this lesson, you will manage shared documents in your OneDrive.

Skills

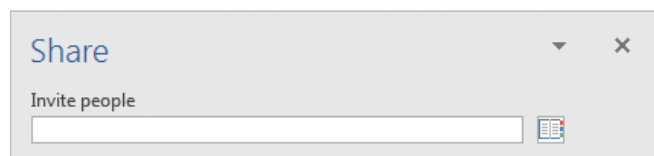
- Share a document
- Assign collaboration permission
- Copy and move shared files

Tools & Terms

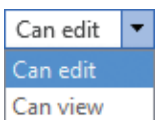
Review the following tools that you will learn and practice using in this lesson, as you may be required to take an assessment after completing this part.

**Share:**

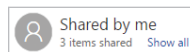
Use this icon to share a document with another user.

**Invite people:**

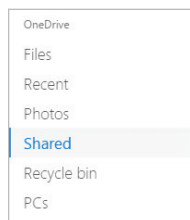
Use this feature to enter the email address of another user that you wish to share your document with. You can also search your address book for contacts.

**Can edit/Can view:**

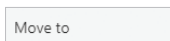
Use this drop-down menu to assign permission for the shared user to edit or view your document.

**Shared by me:**

Use this folder to view, open, and manage the files that you have shared with other users.

**Shared:**

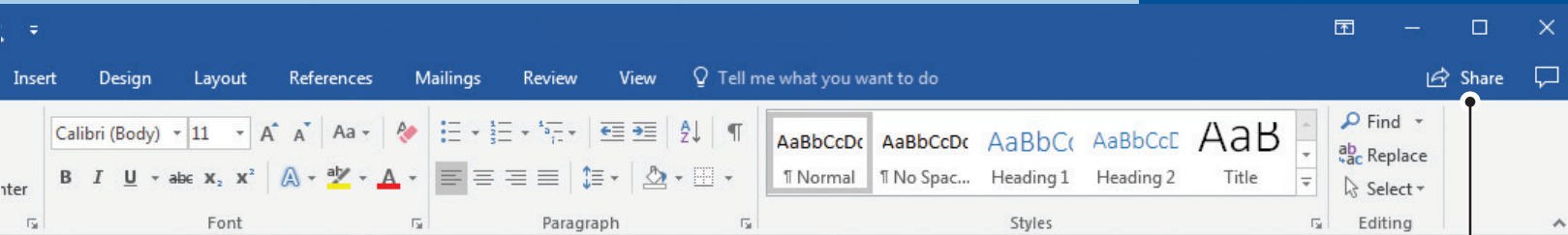
Use this folder to view, open, and manage the files that have been shared with you by other users.

**Move to:**

Use this option to move a file that has been shared by you to another location on your OneDrive.

**Copy to:**

Use this option to copy a file that has been shared with you to another location on your OneDrive. You will no longer see changes made by the owner or other users in your copied file.

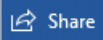


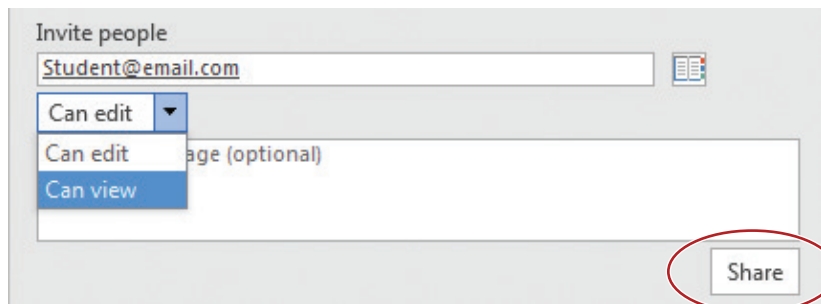
5.

Instructions

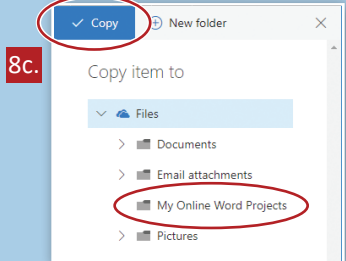
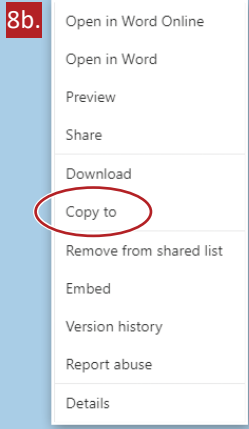
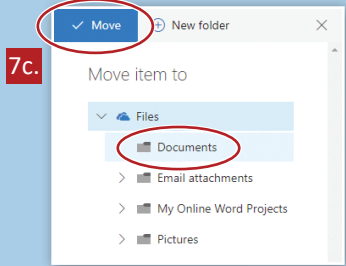
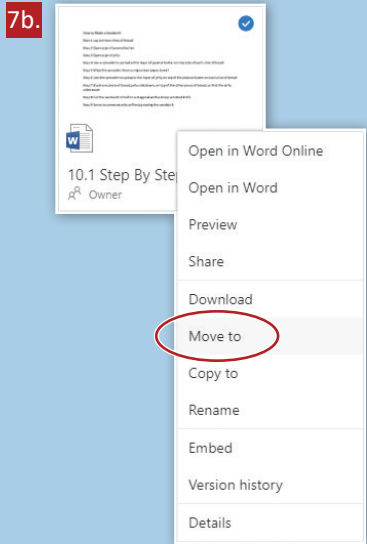
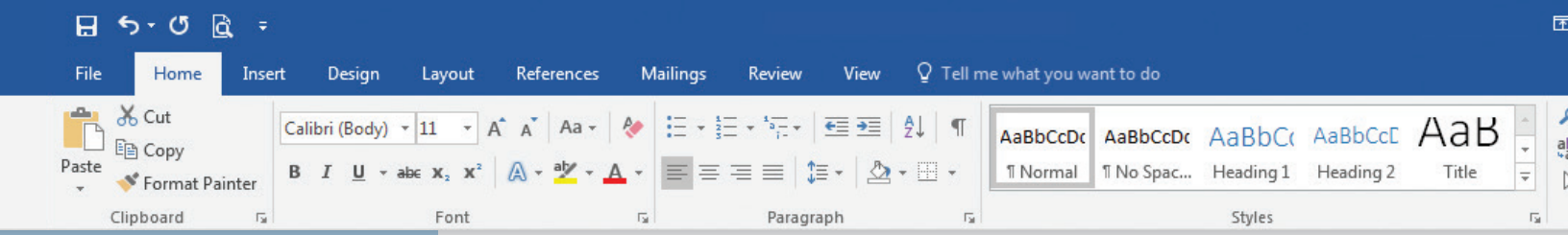
1. To complete this lesson, you must be assigned a partner with whom you will share your document.

ⓘ *Note: Some steps/screenshots may differ from those presented below, depending on the version of Microsoft Word you are using.*

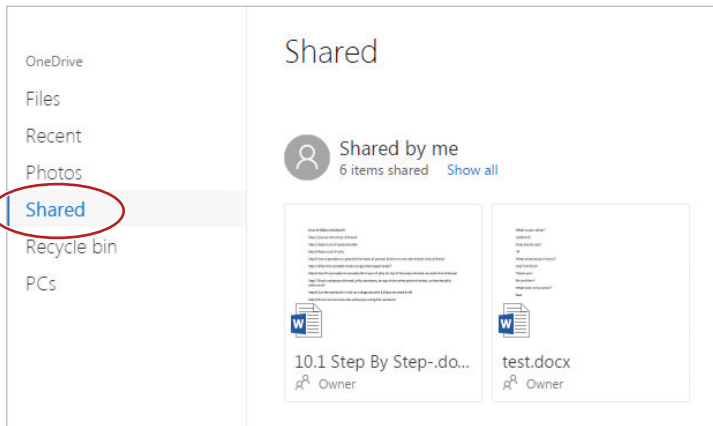
2. Using Word 2016, create a new Blank document.
3. At the top of the document, key the text as shown in *Figure 10.1*.
4. Proofread your document for accuracy and format.
5. To **Share** the document with your partner who will, in turn, share their document with you, do the following:
 - a. Save the file as *10.1 Step By Step-Your Name* in your **My Online Word Projects** folder on your OneDrive.
 - b. Click the **Share** icon. 
 - c. Enter the student's email address in the **Invite people** field and assign **Can view** permission, then click **Share** (as shown below):



6. Go to OneDrive.com and sign into your OneDrive account.



7. Locate the file you shared with your partner by doing the following:
 - a. Select **Shared** to see a list or thumbnail view of all the files that you have shared and that have been shared with you (as shown below):



b. In the **Shared by me** section, right click the file *10.1 Step By Step-Your Name* and select **Move to**.

c. From the **Move** pane, select the **Documents** folder, then click the **Move** button.

8. In the **Shared** section, locate the file shared with you by your partner by doing the following:
 - a. Select **Shared** to see all the files that you have shared and that have been shared with you.
 - b. Right click the *10.1 Step By Step-Your Partner's Name* and select **Copy to**.
 - c. From the **Copy** pane, select the **My Online Word Projects** folder, then click the **Copy** button.

9. Print or share the document if required by your instructor.

Figure 10.1

How to Make a Sandwich

Step 1 Lay out two slices of bread

Step 2 Open a jar of peanut butter

Step 3 Open a jar of jelly

Step 4 Use a spreader to spread a thin layer of peanut butter on one side of each slice of bread

Step 5 Wipe the spreader clean using a clean paper towel

Step 6 Use the spreader to spread a thin layer of jelly on top of the peanut butter on each slice of bread

Step 7 Stack one piece of bread, jelly side down, on top of the other piece of bread, so that the jelly sides touch

Step 8 Cut the sandwich in half on a diagonal with a sharp serrated knife

Step 9 Serve to someone who will enjoy eating the sandwich