

**BUSINESS & COMPUTER SCIENCE/BUSINESS MANAGEMENT**  
**Word Processing**  
**Unit 3: Reports and Tables**

<p align="center"><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Reports and tables are used to convey information.</li> </ul>
<p align="center"><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are report styles?</li> <li>▪ What are parts of a report?</li> <li>▪ What is a table?</li> <li>▪ What are parts of a table?</li> </ul>
<p align="center"><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ Report styles are: MLA, APA, unbound and bound.</li> <li>▪ Parts of a report include: title, body, side headings, cover page, reference/works cited page, outline, table of contents, paragraph headings, enumerations, endnotes, bibliography, and citations.</li> <li>▪ A table is a systematic arrangement of data in rows or columns.</li> <li>▪ Parts of a table are title (heading), secondary heading (sub title), column headings (blocked or centered), body, source line, and total lines.</li> <li>▪ The table can be displayed/printed with gridlines (blocked) or without gridlines (open).</li> <li>▪ Software programs can enhance the output of a table (i.e., shading, borders, colors, font size)</li> </ul>
<p align="center"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ MLA, APA, Left bound, topbound, unbound, bound, spacing, formatting, title, title page, outline, table of contents, headings, headers, footers, enumerations, endnotes, bibliography, footnotes, table, column headings, centering, alignment, rows, columns</li> </ul> </li> </ul>
<p align="center"><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Format a report in the appropriate style.</li> <li>▪ Describe the difference between an endnote and a footnote.</li> <li>▪ Apply correct formatting procedures for a reference, bibliography or work cited page.</li> <li>▪ Create a title page and the outline for a report.</li> <li>▪ Format citations correctly.</li> <li>▪ Format a table.</li> <li>▪ Identify the parts of a table and a report.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>Career and Education Development</u></p> <p>A. Learning About Self and Interpersonal Relationships</p> <p>A2. Beliefs and Behaviors that Lead to Success Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.</p> <ul style="list-style-type: none"><li>a. School-to-school decisions</li><li>b. School-to-work decisions</li></ul> <p>A3. Interpersonal Skills Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"><li>a. Getting along with others</li><li>b. Respecting diversity</li><li>c. Working as a member of a team</li><li>d. Managing conflict</li><li>e. Accepting/giving/using constructive feedback</li><li>f. Accepting responsibility for personal behavior</li><li>g. Demonstrating ethical behavior</li><li>h. Following established rules/etiquette for observing/listening</li><li>i. Demonstrating safe behavior</li><li>j. Dealing with peer pressure</li></ul> <p>A4. Career and Life Roles Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <ul style="list-style-type: none"><li>a. Time management</li><li>b. Goal-setting</li><li>c. Resource management</li></ul>
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<p align="center"><b>Related Maine Learning Results</b></p>	<p>B. Learning About and Exploring Education, Career, and Life Roles          B1.Relationships Among Learning, Work, the Community, and the Global Economy          Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21<sup>st</sup> century global economy.          B2.Skills for Individual/Personal Success in the 21<sup>st</sup> Century          Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.          a. Literacy skills          b. Numeracy          c. Critical thinking skills          d. Information and communication technology (ICT) literacy          e. Interpersonal skills          f. Other academic skills and knowledge          B3.Education and Career Information          Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Produce a 5-column, 15-row boxed table in landscape orientation. Shade the column headings with 25% fill. Insert a double line below the column headings. Align the entries in columns 1, 2, and 5 on the left; align the entries in column 3 on the right; center column 3. Adjust the column widths so that all entries fit on a single line. Print table.</li> <li>▪ Key a report in MLA style which includes a works cited page.</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Classwork</li> <li>▪ Assignments</li> <li>▪ Quiz</li> <li>▪ Tests</li> <li>▪ Projects</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Keyboarding and Information Processing</u> – South-Western Educational Publishing</li> </ul> </li> <li>▪ <u>Other Resources:</u> <ul style="list-style-type: none"> <li>○ Teacher made materials</li> </ul> </li> </ul>