

How to Use the Microsoft Unlimited Potential Community Learning Curriculum

About Unlimited Potential

More than ever before, adults need to reinvent themselves many times over to keep up with the larger changes occurring in the world of the 21st century.

Microsoft® Unlimited Potential (UP) is a global program focused on improving lifelong learning for young people and adults by providing technology skills through community-based technology learning centers (CTLCs). Microsoft believes that by providing technical skills training, we can partner with people in the community to create social and economic opportunities that can help change peoples' lives and transform communities.

Each course in the UP curriculum is designed for motivated young adult and adult learners who are seeking to learn new technologies or build on current technology skills, either for personal or professional reasons. Many of the Unlimited Potential courses are designed to meet the needs of people learning to use Microsoft Office applications or the Microsoft Windows XP operating system in a community learning environment.

By participating in UP courses, students focus on the technical skills they need to use various software applications. The UP curriculum is constructed on the belief that successful classroom learning experiences thrive on the following ingredients:

- Prepared instructors
- Engaged students
- A well-designed curriculum

Sound curriculum design is absolutely critical to learning because the curriculum provides the courses and instructional experiences offered to learners.

All UP courses teach technology skills in a hands-on manner that emphasizes real-world applications of the technology, from basic computer and information literacy to digital photography, Web page design, or desktop productivity software.

UP courses are intended for use within community and technology learning centers, either in the context of classroom instruction or for self-paced learning.

For courses dealing with introductory information and communications technologies—computer and information literacy, Internet, World Wide Web, digital media, and desktop productivity applications—no prior experience with the technology or software is assumed.

Each course uses tasks and projects to develop basic Microsoft Office Specialist (MOS) competencies for the desktop productivity applications. In addition, this curriculum supports certification exam preparation for the European Computer Driving License and the International Computer Driving License by covering basic concepts of information technology. The curriculum also supports Internet and Computing Core Certification (IC3) certification exam preparation through coverage of computing fundamentals; key software applications; and networking, Internet, World Wide Web, and electronic mail (e-mail).

This guide provides you with an overview of the curriculum and course materials. It includes a brief selection from the *Word Processing Fundamentals Instructor Manual* and explains generally how to deliver instruction using the Unlimited Potential curriculum. The guide concludes with a list of system requirements, a detailed checklist for getting started with your preparations for teaching, and steps for installing and printing your courseware materials.

Who This Curriculum Is For

Each course in the Microsoft UP curriculum acknowledges the fact that community learners typically come to learning experiences with a wide range of prior experiences, expectations, and skill sets:

- *Community learners want to spend their time and money wisely.* This curriculum was designed to anticipate, understand, and focus on the need these learners have for efficient, effective instruction.
- *Well-designed instruction takes into consideration the community learner's prior skill sets and provides new knowledge.* This curriculum accommodates a wide variety of backgrounds and pre-existing skills. Each course was built with an awareness of common job tasks and knowledge levels.
- *Community learners come to learning and expect to be treated as independent, unique, capable people.* This curriculum can be used in a classroom setting or as a tool for self-directed, self-paced learning.
- *Action-oriented, community learners expect learning to be directly applicable to their professional responsibilities as well as their personal pursuits.* This curriculum contains many examples of practical, real-world examples and applications designed to appeal to a wide range of learners.

Above all, each UP course is designed to teach technology skills, but always with an eye toward the use of technology to enhance individual opportunities, productivity, job readiness, and quality of life.

Course Offerings and Objectives

The UP curriculum supports Microsoft and international skill standards. As such, the curriculum provides the following introductory computer, software, and digital technology courses:

- **Computer Fundamentals**

This course provides a solid foundation in basic computer concepts and the essentials of hardware, software, operating systems, the Internet, and more.

- **Digital Media Fundamentals**

This course teaches how to get started with digital media, including digital photography, audio, and digital video.

- **Internet and World Wide Web Fundamentals**

This course teaches how to explore the Web, use search engines, work with e-mail, and create Web pages.

- **Web Design Fundamentals**

This course teaches the complete process of Web page design, from the basics of HTML to strategies for designing and building a complete Web site.

- **Word Processing Fundamentals**

This course focuses on how to use a word processor to write and revise a variety of personal and business documents, from simple letters and memos to complex documents containing graphics and tables.

- **Presentation Fundamentals**

This course teaches everything you need to know about putting together persuasive electronic presentations, from creating basic slide shows, to adding graphics, video, and audio for rich multimedia presentations.

- **Database Fundamentals**

This course introduces the basics of using a relational database to create tables, forms, and reports.

- **Spreadsheet Fundamentals**

This course teaches the basics of spreadsheet concepts including creating worksheets, editing data, building charts and graphs, and publishing a spreadsheet to the Web.

Each course uses tasks and projects to develop competencies for basic information technology expertise and desktop productivity applications by covering the following topics:

- Basic concepts of information technology
- Using the computer and managing files
- Word processing
- Spreadsheets
- Database
- Presentations
- Internet, World Wide Web, and e-mail literacy
- Digital media

Key topic areas include the following:

- Computing fundamentals (hardware, software, operating system);
- Major software applications (office productivity applications); and
- Internet, World Wide Web, e-mail, and digital media.

The UP curriculum gives community learners and instructors materials that are flexible, reliable, cost-effective, and geared toward results. In accordance with the copyright agreement, all materials and files may be duplicated and customized by instructors to enhance the learning process.

What Each Course Contains

The elements of each Unlimited Potential course, the use, and the respective file formats are described in the following table:

Course Element	Purpose	File Format
<i>Instructor Manual</i>	Used by the instructor to prepare for and deliver instruction. Includes version of <i>Student Manual</i> with margin notes for instructor.	Word document
<i>Student Manual</i>	Primary textbook for student use in classroom, lab, office, or home.	Word document
<i>Student Practice Files</i>	Sample application files for student use in classroom or lab. Enables students to complete step-by-step procedures and end-of-lesson exercises.	Depending on the course, may include Word, PowerPoint, Excel, Access, FrontPage, NotePad, and various graphics file formats.

<i>PowerPoint Slides</i>	Visual tool for instructors to reinforce learning. Slides include lesson objectives and serve as a quick reference for all major tasks.	PowerPoint
<i>Quick Quiz Answer Key</i>	Students take short quizzes at the end of each lesson to assess what they have learned and how they would apply it. The answer key provides the correct answers to quiz questions.	Word document
<i>Putting It All Together Answer Key</i>	Students complete hands-on exercises at the end of lessons to apply what they have learned to real-world projects. The answer key provides the best solutions for each exercise.	Word document
<i>Lesson Times</i>	Instructors use this information to determine instructional times and customize their courses.	Word document

All of the files are customizable, which means that you can print all or part of any file, such as an individual lesson, or make changes to the lesson materials and practice exercises to better fit your needs as an instructor.

PLEASE NOTE: The *Instructor Manuals* for *Digital Media Fundamentals* and *Web Design Fundamentals* do not include instructor annotations. These courses do include student annotations. Please refer to individual CD tables of contents for a complete listing of materials on each CD.

Instructor Manual

The *Instructor Manual* helps instructors prepare for and deliver classroom instruction using each Microsoft Unlimited Potential course. The *Instructor Manual* provides helpful information on planning, preparing for, setting up, and delivering your Unlimited Potential course with the course materials provided by Microsoft.

The *Instructor Manual* is built around a version of the *Student Manual* that contains margin notes—teaching tips, additional information about each topic, and prompts for when to show certain Microsoft PowerPoint® slides—to support instruction. As you gain experience in teaching with these materials, you can customize the *Instructor Manual* by adding your own notes, variations, and modifications.

Your first step after assembling the necessary course materials is to read carefully the “Introduction” to the *Instructor Manual*, which covers the following topics:

- What instructors need to know to teach the course
- What students need to know to take the course
- How to plan your course
- How to prepare for teaching your course
- How to teach by demonstration
- How to manage class time
- Directing students to additional resources after the class is over
- Conventions used in the textbook

Each course has its own *Instructor Manual*. The *Instructor Manual* for the *Word Processing Fundamentals* course is provided with the Welcome Kit. You may obtain copies of the *Instructor Manual* for the remaining courses by doing the following:

- Printing the entire manual from your CD
- Printing selected sections and lessons from the manual as needed
- Taking the CD to a service center to have the manual printed for you

You also have the option of reviewing the manual on your computer.

How Each Course Is Set Up

Each Microsoft UP course begins with **basic concepts** and builds quickly to intermediate skills and techniques. Practical, hands-on tutorials enable students to build their skills one step at a time. By studying with a task-based approach, they learn more than just the features of the software. They learn how to accomplish real-world tasks so that they can immediately increase their productivity using the technology.

Each lesson begins with bulleted **learning objectives**. Each objective specifies a particular task students will be able to accomplish after completing the lesson.

Step-by-step tutorials are the backbone of each lesson. The lessons are based on tasks that students might encounter in the everyday work world. This approach allows them to quickly see the relevance of the training. The task-

based focus is woven throughout the series, including lesson organization within each unit, lesson titles, and scenarios chosen for practice files. Concepts are presented and illustrated with examples from many real-world scenarios, technology is explained clearly, and hands-on exercises enable students to begin applying what they know immediately. Most lessons end with 4–5 **practice exercises** that may build in difficulty and challenge students to understand and then apply knowledge.

Special Features

- **Learning objectives.** Objectives clearly state the instructional goals for each lesson so that students understand which skills they will master. Learning objectives are covered in a consistent way and they also preview the lesson structure, helping students grasp key information and prepare for learning skills.
- **Step-by-step tutorials.** Numbered steps give detailed, step-by-step instructions to help students learn skills. Each tutorial includes many illustrations to guide students through the learning process. Sample files are supplied with each course.
- **Tips.** Helpful hints and alternate ways to accomplish tasks are located throughout the lesson text give students additional information; point out shortcuts, alternate ways of accomplishing a task, and possible pitfalls; and provide running commentary on what they are learning.
- **Notes.** Additional information that enables students to explore a topic further can be found throughout the lesson text.
- **Important.** Special notes provide cautions or special instructions.
- **Practice files.** Sample documents assist students in completing exercises showcased at the end of lessons in many of the courses. Project-based lessons begin with a list of all the files they will need to complete the project. The course CD-ROM contains the practice files that students will use as they perform the exercises in the *Student Manual*. By using the practice files, students won't waste time creating the samples used in the lessons, and you can concentrate on teaching how to use the applications.
- **Key Points or Lesson Wrap-up.** Summaries of what students have learned in a lesson serve to remind them of key points and provide direction on what they should do next.
- **Quick Quiz.** Short quizzes at the end of each lesson assess what students have learned and how they would apply it. This end-of-lesson assessment goes beyond simple knowledge recall by asking students to explain how to accomplish certain tasks.
- **Putting It All Together.** These exercises at the end of each lesson give students practice in applying what they have learned to

real-world projects. Many of these exercises build on each other to provide an increasing set of challenges that test their knowledge.

- **Appendices.** The Microsoft Office Specialist Exam Objectives for each course is listed in an appendix at the end of the book.

Sample Lesson Pages

The following sample pages from the *Word Processing Fundamentals Instructor Manual* illustrate many of the special features of each course in the Unlimited Potential curriculum. The first three pages represent the beginning of the lesson. The last two pages show the Lesson Wrap-Up, Quick Quiz, and Putting It All Together student practice exercises.

Notes to the instructor in the margins of the *Instructor Manual* specify when to show each PowerPoint slide, making it easy to match the slides to the topic being demonstrated. The instructor notes also contain additional information that you might want to mention during the lesson, as well as troubleshooting hints that might be useful to students. In addition, the margin contains notes directed at students (these same notes appear in the margin in the *Student Manual*). You should point out the information in the student's margin notes during the class. Notes to the instructor appear in white typeface on a black background. Notes to the student appear in black text in boxes.

LESSON 5

5.1

Changing the Layout of a Document

Estimated time for this lesson: 40 minutes.

Show slide 05 Layout 1, the lesson objectives. Briefly discuss the skills to be covered in this lesson.

After completing this lesson, you will be able to:

- *Adjust page margin settings.*
- *Set paragraph indentation and spacing.*
- *Change indents and tab settings.*
- *Insert and clear tabs.*
- *Add page numbers to a document.*
- *Create headers and footers.*
- *Change page orientation.*

Rather than using the default settings that Microsoft Word provides, you can use other settings and tools to change how your letters, lists, proposals, and general correspondence look. One way to quickly customize a document is by changing the way the text appears on the page by altering page margins, resetting paragraph alignments, changing tab settings, and creating headers and footers. When you create a document, you are doing more than just formatting text; you have the capability to change the page layout of the document by altering how text appears on the page.

You start this lesson by changing a **page margin**. A page margin is the amount of space at the top, bottom, or sides surrounding the text on a page. You can also use a **header** or **footer** on a document with multiple pages. A header is the text that appears at the top of a page that usually includes the title of the work, the date, and page numbers. A footer is text printed at the bottom of the page, which might include the date, author's name, and the title of the document.

You'll also set tab stops for a particular paragraph within the document. A **tab stop** or **tab** is used to indent the first line of a paragraph or to align text or numbers in columns. You can also use Tabs to align columns of text within a paragraph. Other settings include **indents** and **spacing**. Indents determine the alignment of the paragraph in relation to the page margin setting, and spacing indicates the area above and below the paragraph as well as the space between the lines.

In this lesson, you will learn how to adjust page margin settings and set paragraph alignment, indentation, and spacing. You'll also learn how to change indents, insert and clear tabs, and add page numbers to a document. In this lesson, you will also create headers and footers, and change the page orientation of a document.

To complete the procedures in this lesson, you will need to use the practice file named Salary Survey 05 in the Lesson05 folder in the Word Processing

Instructor margin notes indicate lesson time and first slide to show.

Lesson objectives clearly state the instructional goals for each lesson so that students understand which skills they will master.

Each topic begins with explanatory information that teaches concepts and techniques.

Students are directed to practice files.

Instructor notes contain additional information for students—hints, tips, alternative procedures, and pitfalls to avoid—that you might want to mention during the lesson.

Margin notes provide additional explanation and commentary for students.

Frequent screen shots support visual learning of task-based software use.

Tell students that another popular page setup option is to add page breaks in particular spots of the document. Page breaks imply that the user wants the text directly after the break to start on a new page, so Word inserts a new page. Inserting page breaks is covered later in this lesson.

In the following exercises, the Standard and Formatting toolbars have been separated.

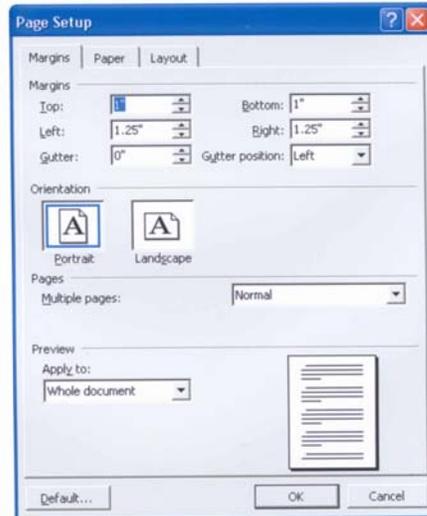
You can click the Apply to down arrow to define whether you want the setup changes to apply to the whole document, the selected text only, or from the position of the insertion point forward.

Practice folder that is located on your hard disk. This document was created to publicize the results of a salary and benefits survey administered to a random sampling of the members of Contoso, Ltd.'s public relations networking group.

Changing Page Margins Using the Page Setup Dialog Box

When you use the Page Setup dialog box, you determine how the document appears on the printed page. The Page Setup dialog box is most commonly used for setting page margins. Page margins affect the entire document because after the page margins are changed, the number of pages in the document might increase or decrease depending on how much text the page margin allows per page. To change the page margins in a document, you can use the ruler at the top of the document or the Page Setup dialog box, which is accessed by clicking Page Setup on the File menu.

By default, Word includes left and right page margins of 1.25 inches and top and bottom page margins of 1 inch. You use the Page Setup dialog box to adjust top, bottom, left, and right page margin settings, determine the placement of headers and footers, and select the amount of text that you want the settings to effect.



Instructor margin notes indicate slide to show.

Show slide 05 Layout 2, Changing Page Margins Using the Page Setup Dialog Box.

Instructor margin notes provide additional explanation and tips for students.

Explain to students that, to give a document a more professional look, in the Page Setup dialog box, select the Mirror margins option in the Multiple pages drop-down list. This option applies the same page margins to the facing page of the document, and all pages following.

Step-by-step tutorial procedures provide immediate, hands-on learning for students.

You can also use the up and down arrows to the right of the settings to select preset sizes. The up arrow increases the page margin size, and the down arrow decreases the page margin size.

There is no visible change to the text in Normal view, which is the currently selected view for the document.

In this exercise, you change the page margin settings using the Page Setup dialog box.

- 1 On the Standard toolbar, click the Open button. The Open dialog box appears.
- 2 Click the Look in down arrow, click the icon for your hard disk, double-click the Word Processing Practice folder, and then double-click the Lesson05 folder. The contents of the Lesson05 folder appear in the Open dialog box.
- 3 Double-click the file Salary Survey 05. The file Salary Survey 05 appears in Word, and the Open dialog box closes.
- 4 On the File menu, click Page Setup. The Page Setup dialog box appears. The current top margin setting (1") is selected.
- 5 In the Top box, type 1.5, and press Tab. In the Preview section at the bottom of the dialog box, the top page margin shifts down to show what the text will look like.
- 6 In the Bottom box, type 1.5, and press Tab. In the Preview section, the bottom page margin shifts up.
- 7 Click OK. The top and bottom page margins are now 1.5 inches instead of 1 inch.
- 8 On the File menu, click Save As. The Save As dialog box is displayed.
- 9 In the File name box, type **Salary Survey 05 Edited**.
- 10 Click Save to save the file in the Lesson05 folder. Word saves the document. Keep this file open for the next exercise.

Changing Page Margins Using the Ruler

You can also change page margins using the ruler. The ruler is a scale shown in the document window that is marked in inches or other units of measurement. A horizontal ruler in Normal view and both horizontal and vertical rulers in Print Layout view are provided in Word.

Key terms are shown in bold and defined the first time they are used.

To turn the rulers on or off in Normal view and Print Layout view, on the View menu, click Ruler.

To use the ruler, you should use Print Layout view, not the default setting of Normal view, so that you can see the page margin settings relative to the page borders. You use Normal view to edit and format the document, but Normal view doesn't show the page margins relative to the page borders. You can also use Print Preview to view your document as it will be printed, and you can make changes to the margins in this view.

Lesson Wrap-Up covers remaining file administration issues to end the lesson.

Quick Quiz short-answer questions quiz students on the lesson concepts.

Lesson 5 **Changing the Layout of a Document** 5.21

Lesson Wrap-Up

In this lesson, you learned how to change page margins, format paragraphs, and set and change tab stops. You also learned how to create headers and footers, insert page numbers, and change the orientation of a document.

If you are continuing to other lessons:

- 1 On the Standard toolbar, click the Save button to save changes made to the file that you edited.
Word saves the changes.
- 2 On the File menu, click Close to close the file.
Word closes the file.

If you are not continuing to other lessons:

- 1 On the Standard toolbar, click the Save button to save changes made to the file that you edited.
Word saves the changes.
- 2 In the upper-right corner of the Word window, click the Close button.
The Word program closes.

Quick Quiz

- 1 Name three ways in which you can change the page margins in Word.
- 2 How is vertical alignment similar and different from horizontal alignment?
- 3 How do you display the measurements of the page margins?
- 4 How do you display the Headers and Footers toolbar?
- 5 What's the difference between the Left Indent marker and the Left Page Margin marker on the ruler?
- 6 How do you clear a tab stop?
- 7 How do you specify that you want to insert a page number in the upper-right corner of the document?
- 8 When the headers and footers boxes are displayed, what two ways can you switch between the header and the footer?
- 9 When you delete a paragraph mark, what formatting characteristics does that paragraph take on?

Important notes state special instructions.

Putting It All Together exercises challenge students to apply what they have learned and require them to apply skills in a new way.

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In the Putting It All Together section that follows, you must complete Exercise 1 to continue to Exercise 2.

Putting It All Together

Exercise 1: If necessary, start Word. Open a new, blank Word document. Adjust the left and right page margins to 2 inches and change the orientation to landscape. Insert tab stops at 2 inches, 4 inches, 6 inches, and 8 inches. The 6-inch tab stop should be a decimal tab and the 8-inch tab stop should be a right tab. Type the following headings in the first line:

Years Experience, Base, Mean, and 90%.

Insert a new line, make heading text bold, and then save the document as Practice 05.

You will use Exercise 1 to complete the following exercise.

Exercise 2: Type the following information on the next two lines, pressing Tab between the entries.

Less than 2 years	37	\$37,940	\$43,250
2-5 years	164	\$41,650	\$55,000

Create a centered heading with the title **Survey Results** and a footer with the current date on the left and **Page X of Y** on the right (where *X* is the current page and *Y* is the number of pages). Save the file in the Lesson05 folder, and close the document.

Exercise 3: In the Header and Footer toolbar there is an Insert AutoText button. Open a new blank document and experiment with the various options available through this feature. Save the file in the Lesson05 folder, and close the document.

Exercise 4: In your open document, set up a list of your favorite musical artists. Set a Left tab at 1" and enter the name of the group or musician. Set another Left tab and enter the name of a CD you own by this artist. If you own multiple CDs, press Enter and press Tab twice to enter each of the CDs you own in a separate line of text. Next to this information, set a Right tab at 5" and rank each CD on a scale of 1 to 10 (least favorite to favorite). Fill in the information for several artists. Save the file in the Lesson05 folder, and close the document.

Exercise 5: In this lesson we adjusted the spacing after a paragraph. What other Spacing options are available for paragraphs and for lines? Explore the Paragraph dialog box or use Word's help files to find out more about paragraph and line spacing.

Delivering Instruction Using the Unlimited Potential Curriculum

There are as many ways to present instruction in a classroom as there are instructors to present it. You can adapt the materials in this Unlimited Potential course to fit your own delivery process and style. What follows is just one possible way to use the materials in this series. Feel free to customize the course to fit the needs of you and your students. In accordance with the copyright agreement, all materials and files may be duplicated and customized by instructors to enhance the learning process.

The lessons are modular: they can be taught in any order. However, for best results, avoid starting a class in the middle of a lesson. Each lesson should be completed sequentially from start to finish.

Using the Student Manual Features

Each lesson in the *Student Manual* has numerous features to assist students in the task of learning. The following list describes one way that these features can be used in the classroom.

- **Practice files.** All files that students need to practice the new skills taught in the lesson are located on the CD. (Instructions for installing the practice files are located in the “Installing the Course Files” section at the end of this document.). Instructors can also use the practice files for demonstrations during the class.
- **Margin notes.** The notes to the instructor in the margins of each *Instructor Manual* include prompts that specify which slide to show, making it easy to match the slides to the topic being demonstrated. The instructor notes also contain additional information that you might want to mention during the lesson and troubleshooting hints that might be useful to students. Also in the margin are notes for students. You should point out the information in the student’s margin notes during the class. Instructor notes appear in a white typeface on a black background. Student notes appear in black text in boxes.
- **Tips.** Pointing out the “tips” during lessons helps to ensure that students see and understand the Tips provided.
- **Important notes.** Notes labeled “important” point out steps or options that are essential to successfully complete the exercise at hand. Make sure that students pay attention to the notes and understand the information provided in them.

Using the Quick Quiz Assessment Questions

At the end of each lesson in the *Student Manual*, a number of Quick Quiz questions are provided to check students’ knowledge. Each question can be answered with one or a few sentences. Although you could have students write

the answers to the questions on paper, some learners may respond better if you ask the questions at the end of each lesson and provide students with the opportunity to respond orally.

An answer key is provided for all of the Quick Quiz assessment questions. This answer key is located on the course materials CD-ROM and can be installed along with the other instructor resources. You might find it useful to print this document and keep the pages handy as you listen to students' responses to the Quick Quiz questions for a given lesson.

Using the Putting It All Together Practice Exercises

The purpose of the Putting It All Together exercises is to reinforce learning by having students apply what they have learned in a new way. These exercises describe the task to be completed, but they do not provide the step-by-step procedures for how to complete the task. Therefore, these exercises provide an excellent way for students to demonstrate their mastery of the new skills taught in the lesson. Options for their use include the following:

- Students can work on these exercises during class time or outside of class.
- You can point out the exercises as a method to practice new skills with different examples. If students will be completing any of these exercises outside of class, you might want to provide the solution files to them so that they can check their work on their own.

Answer files are provided on the course CD-ROM for all of the Putting It All Together exercises, showing detailed steps for completing each exercise. Because there is more than one way to use many of each application's features, you should consider these solutions as suggested steps only. The focus should be on ensuring that students achieve correct results. Students should be commended if they arrive at a correct solution to an exercise but follow different steps.

Using the PowerPoint Slide Presentations

The PowerPoint slide presentation provided for each lesson is a tool to help reinforce learning. You'll have many different types of learners, and the addition of slides helps visual learners so that you can reach more students in the class. You can use the slides in a couple of ways:

- Previewing the lesson by reviewing the lesson objectives on the slide helps students understand what they will be learning and how to fit the tasks that they learn into the context of a lesson.
- Viewing the quick reference steps for a task can enhance retention when students try completing tasks on their own.

For each lesson, Microsoft PowerPoint slides are provided to assist you in explaining and demonstrating concepts. You'll find slides for the lesson objectives and for many of the procedures that students perform. You can print

slides and use them to create transparency masters, or you can display the presentations directly from within PowerPoint by using a projector connected to your computer.

For each presentation, slides are named and numbered in the sequence in which you should present them. Each slide is named to correspond with the lesson name or the lesson concept under discussion. For example, when you open the presentation for Lesson 4, Formatting Text, of the *Word Processing Fundamentals* course, the first slide is 04 Formatting Text 1, and it shows the set of objectives for the lesson. Slide 9, which corresponds to the steps used in the exercise on using drag and drop to edit text, is titled 04 Formatting Text 9, Using Drag and Drop to Edit Text.

Show slide 04 Formatting Text 9, Using Drag and Drop to Edit Text.

In the *Instructor Manual*, you'll find margin notes that indicate when you should display a particular slide (see sample margin note to the left). To display slides in PowerPoint, open the presentation and click View Show on the Slide Show menu. You can navigate sequentially through slides by clicking the mouse button or by clicking the Next button in the bottom-left corner of each slide. You can navigate backward through slides by clicking the Back navigation button in the bottom-left corner of each slide or by right-clicking the current slide and clicking Previous on the shortcut menu that appears.

Before you teach your first class, try going through the course with the PowerPoint slides. This can help you determine how long it takes to present the lesson material using the slides.

All PowerPoint presentations are found on the course materials CD-ROM. You have the option to install these files along with other instructor resources.

System Requirements

Each classroom or community learning center computer system must meet the following minimum guidelines to run Microsoft Office XP and enable students to work with the practice files used in many of the lessons.

- A personal computer running Microsoft Office XP on a Pentium 133-megahertz (MHz) or higher processor
- Windows XP operating system
- A minimum of 128 MB of RAM plus an additional 8 MB of RAM for each Office program running simultaneously
- At least 58 MB of available disk space (after installing Microsoft Office XP)
- A CD-ROM drive
- A monitor with Super VGA (800 x 600) or higher resolution with 256 colors; 15-inch display screen or larger recommended
- A mouse, an IntelliMouse[®], or other compatible pointing device

Installing the Course Files

To install the course files on your computer:

- 1 Insert the CD-ROM in the CD-ROM drive. An End-User License Agreement appears.

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If the License Agreement does not appear, right-click the Start button and click Explore. Windows Explorer displays in folder view. In the left pane, locate the icon for your CD-ROM and click this icon. In the right pane, double-click the file StartCD.exe.

- 2 Select **I accept this agreement** and then click (only once) **Next**. A starting menu will be displayed.
- 3 To view general instructions about the CD-ROM, click (only once) the **View Readme** menu option.
- 4 To install the Student Lessons, click (only once) the **Install Student Lessons** menu option and follow any prompts that appear on your screen.
- 5 To install the Practice Files, click (only once) the **Install Practice Files** menu option and follow any prompts that appear on your screen.
- 6 To install the Instructor Files, click (only once) the **Install Instructor Files** menu option and follow any prompts that appear on your screen. When you select this option, an Instructor Files folder is installed in addition to the following folders and files:
 - Instructor Manual subfolder containing the following:
 - Cover page
 - Copyright page
 - Table of contents page
 - Preface
 - Introduction
 - Annotated course lessons
 - Microsoft Office Specialist Exam Objectives Appendix
 - Back cover
 - "How to Print" text file explaining how to print the Instructor Manual

- Slides subfolder containing all of the slide presentations for the course
 - How to Use the Unlimited Potential Curriculum document
 - Quick Quiz Answer Key document
 - Putting It All Together Answer Key document
 - Lesson Times document
 - Course Completion Certificate
 - Course Feedback Forms
- 7 After the course files have been installed, click **Exit**.
 - 8 Remove the CD-ROM from the CD-ROM drive.

Installing the Practice Files to Student Computers

To prepare for class, you should install the practice files provided on this CD-ROM on each classroom computer. These practice files are used throughout many of the Unlimited Potential courses so that students can perform only the tasks required for each lesson, rather than creating new files for each exercise.

To install the practice files on each classroom computer:

- 1 Insert the CD-ROM in the CD-ROM drive. A starting menu appears.
- 2 Click (only once) **Install Practice Files** and follow the prompts.
- 3 After the practice files have been installed, click **Exit**.
- 4 Remove the CD-ROM from the CD-ROM drive.

Uninstalling the Practice Files

By default, all the course files have been installed to the location c:\Unlimited Potential on the computer's hard disk. The files for each course are installed to the folder named for that course (for example: c:\Unlimited Potential\Computer Fundamentals).

To uninstall the practice files for a course, start Windows Explorer and navigate to the \Unlimited Potential folder. In the left pane, click on the course folder (for example: \Computer Fundamentals). In the right pane, right-click the Practice folder you wish to remove (for example: Computer Fundamentals\Practice) and click **Delete**.

important

Deleting the practice files and then reinstalling them ensures that all files and folders are in their original condition in preparation for the next class.

Adjusting the Paper Size to Print on A4 Paper

To change the paper size from the default setting of “Letter” (8.5 inches by 11 inches) to “A4” (8.27 inches by 11.69 inches) follow these steps:

- 1 If necessary, start Word.
- 2 Navigate to the Student Lessons folder on your hard drive and click the file you want to print.
The lesson file opens in Word.
- 3 From the File menu, choose **Page Setup**. The Page Setup dialog box is displayed, as shown in Figure 1.

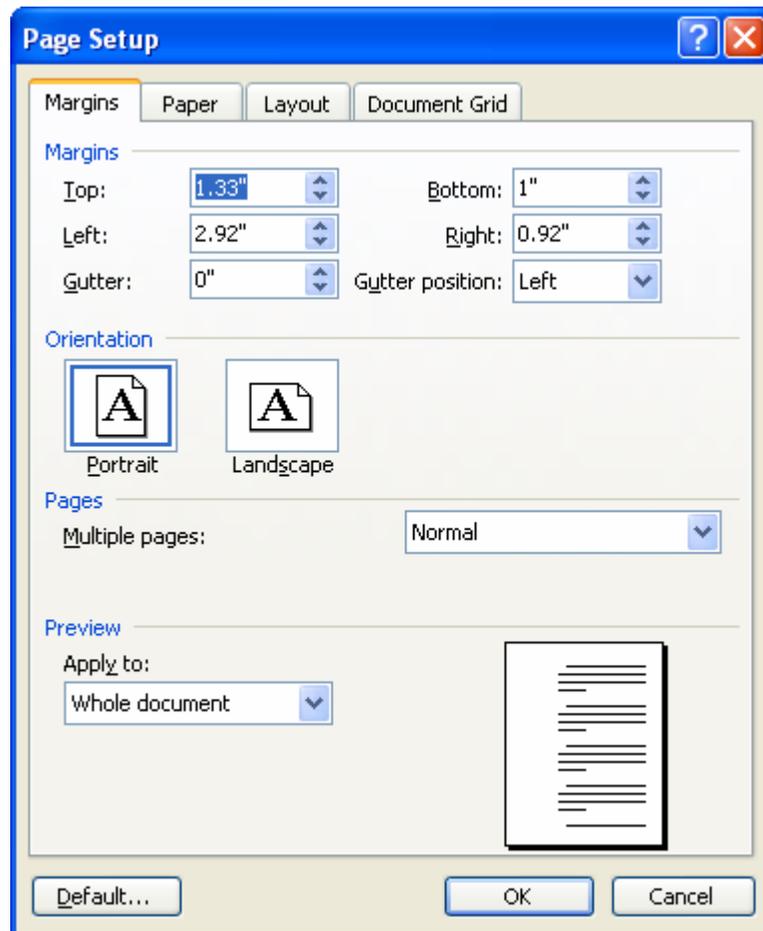


Figure 1: Page Setup dialog box.

- 4 Click the **Paper Tab** of the Page Setup dialog box. The paper tab lets you specify the paper size and source.
- 5 In the Paper Size list, choose **A4** in the drop-down list, as shown in Figure 2. (The contents of this list depend on your current default printer.)

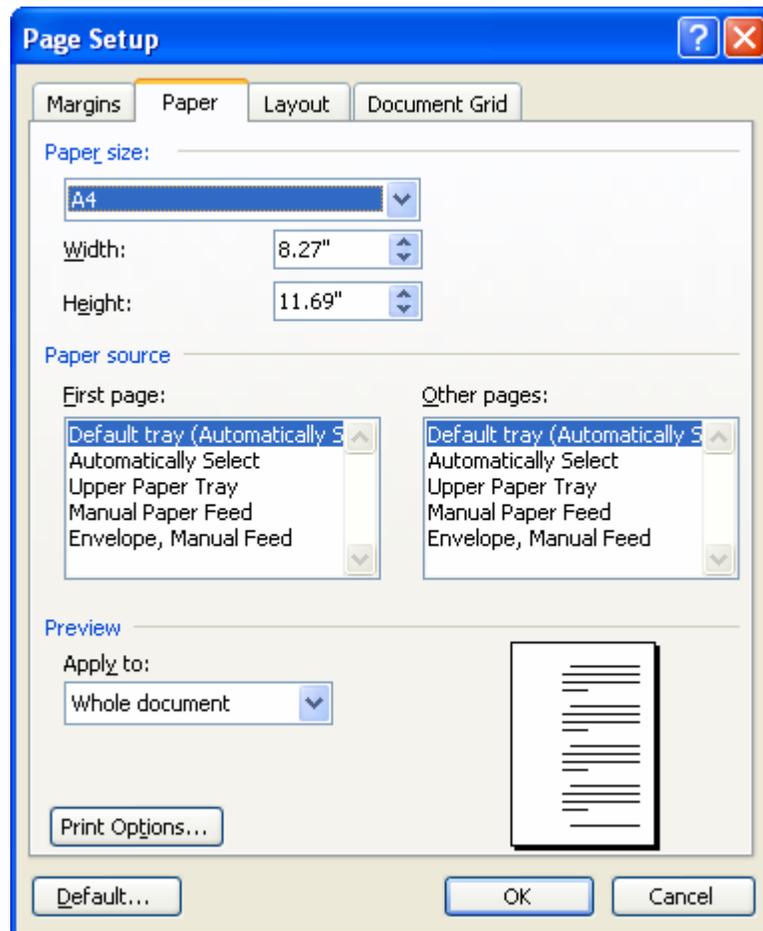


Figure 2: The Paper tab of the Page setup dialog box lets you specify the paper size and source.

- 6 Click **OK**.
- 7 Click the **Save** button.
- 8 Click the **Print** button to print the document on A4 paper.
- 9 Click the **Close** button to close the file and exit Word.

Unlimited Potential Curriculum Support

If you have questions or comments please contact your local Microsoft Community Affairs Representative or email us at UPIInfo@microsoft.com.

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To learn more about Microsoft's programs in the community and about Unlimited Potential, please visit us at www.microsoft.com/unlimitedpotential.

Checklist for Getting Started

- Follow the directions under “Installing the Course Files” for installing all of the course files to your hard drive.
- Print one copy of *How to Use the Unlimited Potential Curriculum*.
- Print one copy of the *Instructor Manual* and follow the instructions in the Introduction for preparing to teach your first class.
- Review the margin notes in the *Instructor Manual* for suggestions on where to show slides and how to teach each of the lessons.
- Review the PowerPoint slides for each lesson.
- Make multiple copies of the *Student Manual* for class. If this is not possible, you can print one lesson at a time.
- Print one copy each of the *Lesson Times*, *Quick Quiz Answer Key*, and *Putting It All Together Answer Key*.
- Use the *Lesson Times* document to plan your course, adjusting the class syllabus accordingly to meet your needs.