NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Keyboarding

September 2015

Approved by the Board of Education
November 2015

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Keyboarding

Keyboarding is a half-year credit (.5) course in which students learn to type with accuracy and speed using the touch method with key covers. Students learn to proofread, detect, and correct errors while typing letters and manuscripts. Tutorial software is used throughout the course. Students will also be introduced to basic Microsoft Office programs like: Word, Excel, and PowerPoint.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Alphabetic Keyboarding / Skill Builder	8-10 Weeks	7-9
	Introduction to Home Row		
	Introduction to the touch method of typing		
	Using Microtype 4		
	Accuracy and Speed Testing		
2	Numeric Keyboard and Keypad	2-3 Weeks	10-12
	Numeric Keyboarding		
	Numeric Keypad		
3	Word Processing	3-4 Weeks	13-15
	Introduction to Microsoft Office		
	Basic functions of Microsoft Word		
	Writing Business Letters and MLA reports		
4	Excel	2-3 Weeks	16-18
	Introduction to Excel		
	Spreadsheet basics		
	Creating a spreadsheet		

Common Core State Standards Key

W	Writing Standards
WHST	Writing: History/S.S., Science, & Technical Subjects
RST	Reading Standards for Literacy, Science, and Technology Subjects
SL	Speaking and Listening Standards
RI	Reading Standards for Informational Text
RH	Reading: History/Social Studies

New Milford Public Schools

Committee Member(s): Kristie O'Neill & Daryl Daniels Unit 1: Alphabetic Keyboard & Skill Builder	Course/Subject: Keyboarding Grade Level: 9-12 # of Weeks: 8-10

Identify Desired Results

Common Core Standards

- RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific or technical context relevant to grades 9-10 and 11-12
- RST9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- State of Connecticut Department of Education, Business and Finance Technology Education Frameworks 2014: Computer Information Systems. Content Standard 1: Impact on Society – Develop a mastery of technology tools required to enhance academic, business and personal performance for success.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Proper technique will improve your ability to use the keyboard and reduce fatigue. - Proper use of a computer keyboard creates more productive time and use of a computer. - Information technology are skills necessary for lifelong learning - Professional business behavior is essential for success in the business world.	- What are proper keyboarding techniques? - How will learning to properly use a keyboard help me? - Why do I need to learn information technology for my future? - How will my professional business behavior affect my career?

Expected Performances
What students should know and be able to do

Students will know the following:
- Proper techniques for using a keyboard to increase productivity
- Responsibilities of each finger when using proper technique
- Proper seating and hand positioning
- Terms related to keyboarding
- The importance of Information technology in today's world
- The importance of professional business behavior

Students will be able to do the following:

- Demonstrate the proper techniques necessary for the operation of the keyboard.
- Recall proper care of keyboarding equipment.
- Demonstrate correct finger placement on home row keys.
- Show evidence of their completion of Microtype 4's Alphabetic Keyboarding lessons
- Use all keys introduced through the Alphabetic Keyboarding lessons properly without looking at the keyboard.
- Behave in class according to workplace standards for an entry-level office position of employment

Character Attributes

- Integrity
- Honesty
  Responsibility
  These attributes will be discussed and analyzed as part of daily instruction and as part of discussions regarding ethical business practices.

Technology Competencies

- Students evaluate the accuracy and quality of their online work.
- Students use technology tools to enhance learning, increase productivity and promote creativity
- Students practice responsible use of technology systems, information and software

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Teacher discusses necessary techniques to be followed when using a keyboard. - Teacher presents software videos and lessons to be viewed and completed by students. - Teacher provides verbal direction of keys - Teacher modeling proper seating and hand positioning - Teacher modeling professional business conduct	- Students will identify techniques associated with best practices for using a keyboard. - Students will implement positive keyboarding techniques. - Students will work cooperatively to evaluate their peers and themselves in regard to use of proper keyboarding techniques.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
	- Observations made of students during their time working with the keyboarding software - Completion of the Alphabetic Keyboard Lessons - Accuracy Assessments - Timed Writings - Business Department Professional Attitude Rubric. - Self-Evaluations - Peer Evaluations

Suggested Resources

- Hoggatt, Jack, and Jon A. Shank. Century 21 Computer Applications and Keyboarding. Mason, OH: Thomson South-Western., 2006. Print.
- "MicroType." MicroType. N.p., n.d. Web. 15 June 2015.
- "NitroType.com - Competitive Typing Races." Nitro Type. N.p., n.d. Web. 15 June 2015.
- "Typing.com - The Web's Most Popular Typing Tutor." Typing.com. N.p., n.d. Web. 15 June 2015.

New Milford Public Schools

Committee Member(s): Kristie O'Neill & Daryl Daniels Unit 2: Numeric Keyboard	Course/Subject: Keyboarding Grade Level: 9-12 # of Weeks: 2-3

Identify Desired Results

Common Core Standards

- RST4: Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific or technical context relevant to grades 9-10 and 11-12
- RST9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- State of Connecticut Department of Education, Business and Finance Technology Education Frameworks 2014: Computer Information Systems. Content Standard 1: Impact on Society – Develop a mastery of technology tools required to enhance academic, business, and personal performance for success.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
• Number and symbol keys play a role in one's ability to work efficiently. • The shift key is used in cooperation with a number key to insert symbols into computer software.	• What is the proper way to effectively the use the numbers on the keyboard? • Will learning to use the shift key with number keys to incorporate the use of symbols help me be more productive?

Expected Performances
What students should know and be able to do

Students will know the following:
- Proper techniques for using a keyboard to increase productivity
- Responsibilities of each finger when inserting numbers and symbols

Students will be able to do the following:
- Show evidence of their completion of Microtype 4's Numeric Keyboarding lessons
- Use all keys introduced through the Numeric Keyboarding lessons properly without looking at the keyboard
- Demonstrate touch method to alphanumeric keys/symbols.
- Key words, phrases, sentences, and paragraphs.

Character Attribute(s)
- Integrity   - Honesty   - Responsibility

Technology Competencies
- Students use technology tools to enhance learning, increase productivity and promote creativity   - Students practice responsible use of technology and software

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Teacher will share software videos and lessons to be viewed and completed by students. - Teacher will provide a verbal direction of keys - Teacher will model the appropriate use of keys - Teacher will arrange students in pairs for peer evaluation and feedback.	- Students identify techniques associated with best practices for inserting numbers and symbols using the alphabetic "Home Row". - Students implement positive keyboarding techniques. - Students evaluated their peers and selves in regard to use of proper keyboarding techniques.

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Effectively compare the products and tools students used to gain keyboarding skills (Microtype, typing web, Nitrotype, etc.) **Role**: Evaluator – member of team **Audience**: Teachers **Situation**: Students will collaborate to analyze and compare keyboarding software and techniques used throughout their time building their keyboarding skills. Recommendation will be made for future use of these tools. **Product or Performance**: Students will create professional appearing word-processed document presenting their conclusions. **Standards for Success**: School wide	- Observations made of students during their time working with the keyboarding software - Completion of the Numeric Keyboard Lessons - Accuracy Assessments - Timed Writings - Business Department Professional Attitude Rubric. - Self-Evaluations - Peer Evaluations

| rubrics. General rubrics for word-processed and spreadsheet files. | |

Suggested Resources

- Hoggatt, Jack, and Jon A. Shank. Century 21 Computer Applications and Keyboarding. Mason, OH: Thomson South-Western., 2006. Print.
- "MicroType." MicroType. N.p., n.d. Web. 15 June 2015.
- "NitroType.com - Competitive Typing Races." Nitro Type. Web. 15 June 2015.
- "Typing.com - The Web's Most Popular Typing Tutor." Typing.com. N.p., n.d. Web. 15 June 2015.

New Milford Public Schools

Committee Member(s): Kristie O'Neill & Daryl Daniels Unit 3: Word Processing	Course/Subject: Keyboarding Grade Level: 9-12 # of Weeks: 3-4

Identify Desired Results

Common Core State Standards

- WHST.9-10.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- RST.9-10.3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in a text.
- State of Connecticut Department of Education, Business and Finance Technology Education Frameworks 2014: Computer Information Systems. Content Standard 5: Use emerging applications appropriate for specific tasks.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Word Processors are used for a multitude of functions. - Technological terms, including those relating to word processing are useful and commonly used. - MLA Format is one of the most common structures for organizing a paper in academic writing. - Block Format is the most commonly used Business Letter format.	- How can the use of a word processor improve one's ability to communicate? - What can be produced through the use of a word processor? - How will word processor knowledge help me in high school, in college and beyond? - Why is it important to know how to write a letter in block format?

Expected Performances
What students should know and be able to do

Students will know the following:
- Word Processing Basics
- Common tasks in word processing
- How to use word processing software to create MLA and Business letter documents.

Students will be able to do the following:
- Open, close, save and create new files within Microsoft Word
- Insert page breaks, format a document's margins, spacing and alignment in

Microsoft Word
- Check for errors using the spelling and grammar tool
- Identify parts of the ribbon/toolbar
- Format and create their own MLA document
- Format and create their own Business Letter in Block format

Character Attribute(s)

- Cooperation
- Respect
- Perseverance

Technology Competencies

- Use various input technologies to enter and manipulate information appropriately
- Use input technology skills to enter and manipulate text and data

Teaching Strategies:
- Teacher provides software videos and lessons to be viewed and completed by students.
- Teacher models introduction of Microsoft Word
- Teacher models step-by-step word processing tasks via digital projection technology and detailed instructions
- Teacher models the creation of Word Documents on smart board
- Teacher puts students in pairs to peer teach and while learning new skills.
- Teacher provides a variety of independent, open ended word processing activities where students will have to use available resources to figure out how to accomplish specific tasks

Learning Activities:
- Students identify common controls within the ribbon/toolbar through teacher demonstrations as well as with guided tutorials in order to produce business related documents.
- Students create unique documents based on a given rubric that are comprised of elements and tasks associated with word processing such as: spell check, modifying page layouts, and working with tabs and hanging indents
- Students complete accuracy and speed keyboarding games and simulations
- Using a real world focus to apply the unit skills, students create documents that will benefit their everyday lives

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
	• Observations made of students during their time working with the word processor. • Completion of several MLA reports in Microsoft Word • Completion of several Business Letters in Microsoft Word • Business Department Professional Attitude Rubric. • Self-Evaluations • Peer Evaluations

Resources

- Hoggatt, Jack, and Jon A. Shank. Century 21 Computer Applications and Keyboarding. Mason, OH: Thomson South-Western., 2006. Print.
- "MicroType." MicroType. N.p., n.d. Web. 15 June 2015.
- "NitroType.com - Competitive Typing Races." Nitro Type. N.p., n.d. Web. 15 June 2015.
- "Typing.com - The Web's Most Popular Typing Tutor." Typing.com. N.p., n.d. Web. 15 June 2015.
- Board of Regents of The University of Wisconsin System. "The Writer's Handbook. Business Letters: Block Form. August 29, 2014. Online https://writing.wisc.edu/Handbook/BusLetter_Block.html
- AcademicTips.org. MLA Format Microsoft Word 2010. Online http://academictips.org/mla-format/mla-format-microsoft-word-2010/
- Goodwill Community Foundation , Inc. 2015. Online tutorials http://www.gcflearnfree.org/word2010

New Milford Public Schools

Committee Member(s): Kristie O'Neill & Daryl Daniels Unit 4: Excel	Course/Subject: Keyboarding Grade Level: 9-12 # of Weeks: 2-3

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<tr><td colspan="2" align="center">Identify Desired Results</td></tr>
<tr><td colspan="2" align="center">Common Core State Standards</td></tr>
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- RST.9-10.4 – Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- RST.9-10.3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in a text.
- RST.9-10.7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- State of Connecticut Department of Education, Business and Finance Technology Education Frameworks 2014: Computer Information Systems. Content Standard 5: Use emerging applications appropriate for specific tasks.

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<tr>
<td align="center">Enduring Understandings
Generalizations of desired understanding
via essential questions
(Students will understand that …)</td>
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Inquiry used to explore generalizations</td>
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- Spreadsheets are used for a variety of functions.
- Technological terms, including those relating to EXCEL and spreadsheets are commonly used and useful.
- Spreadsheets can help us to analyze and understand data in a different way.

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- How can the use of a spreadsheet improve one's ability to communicate?
- What can be produced through the use of a spreadsheet?
- How will spreadsheet knowledge help me in high school, in college and beyond?
- Why is it important to know how to create a spreadsheet?
- How can I use spreadsheets in a future career or in my personal life?

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<tr><td colspan="2" align="center">Expected Performances
What students should know and be able to do</td></tr>
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Students will know the following:

- Spreadsheets can be manipulated to give specific information
- Spreadsheets can be used to search for a given criteria
- Spreadsheets can be used to create basic and complex formulas
- Spreadsheets can be used to create a variety of graphs and charts

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Students will be able to do the following:
- Open, close, save and create new spreadsheets within EXCEL
- Insert data into EXCEL
- Format data in EXCEL so that it is easy to read and visually appealing
- Sort data in a table for various purposes
- Use data to create graphs and charts
- Identify parts of the ribbon/toolbar
- Format and create their own Excel spreadsheet

Character Attribute(s)

- Cooperation
- Respect
- Perseverance

Technology Competencies

- Use various input technologies to enter and manipulate information appropriately
- Use input technology skills to enter and manipulate text and data

Teaching Strategies:
- Teacher provides software videos and lessons to be viewed and completed by students.
- Teacher models introduction of EXCEL
- Teacher models step-by-step spreadsheet tasks via digital projection technology and detailed instructions
- Teacher puts students in pairs to peer teach and while learning new skills.
- Teacher provides a variety of independent, open ended spreadsheet activities where students will have to use available resources to figure out how to accomplish specific tasks

Learning Activities:
- Students identify common controls within the ribbon/toolbar through teacher demonstrations as well as with guided tutorials in order to produce business related spreadsheets.
- Students create unique documents based on a given rubric that are comprised of elements and tasks associated with spreadsheets such as: formatting cells, using borders, effective shading, basic formulas and filtering their data.
- Students complete accuracy and speed keyboarding games and simulations
- Using a real world focus to apply the unit skills, students create documents that will benefit their everyday lives

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Compose, recreate, improve, and successfully present student generated word processed and spreadsheet files **Role**: Student **Audience**: Board of Education **Situation**: Student presents their work as a portfolio using MS Office applications with the goal to be approved by the Board of Education for course credit. **Product or Performance**: Portfolio (PowerPoint slideshow) connecting via hyperlinks the student's activities and assignments that will include business letters, reports, MLA formatted work cited pages, tables, spreadsheets with charts. **Standards for Success**: School wide rubrics. General rubrics for word processed and spreadsheet files.	• Observations made of students during their time working with the EXCEL • Completion of several spreadsheets in EXCEL • Business Department Professional Attitude Rubric. • Self and Peer Evaluations

Resources

- Hoggatt, Jack, and Jon A. Shank. Century 21 Computer Applications and Keyboarding. Mason, OH: Thomson South-Western., 2006. Print.
- "MicroType." MicroType. N.p., n.d. Web. 15 June 2015.
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- Goodwill Community Foundation, Inc. 2015. Online tutorials. http://www.gcflearnfree.org/excel2010