

COURSE TITLE

Elementary Keyboarding
Grade 3

LENGTH

Full Year
30 minutes per week (minimum)

DEPARTMENT

Business Education
Barbara O'Donnell, Supervisor

SCHOOL

Lincoln School
Washington School

DATE

Spring 2017

Elementary Keyboarding

I. Introduction/Overview/Philosophy

The focus of the elementary keyboarding program is to provide instruction in basic keyboarding skill mastery, using the touch system. The ability to operate a keyboard efficiently has never been more important than it is now. The development of good techniques, such as keeping eyes on copy, using correct fingering and proper keystroking is emphasized in the elementary keyboarding program. Students will be able to key dictated letters and words without looking at the keyboard and will gain proficiency in composing at the computer. Throughout the course, students will be introduced to proper formatting techniques (such as story formatting, graphic importing and formatting and the creation of original documents), as well as preparation for online assessments. Topics in digital citizenship will be infused throughout the curriculum.

II. Objectives

Course Outline:

- A. Develop basic computer operations
 - 1. Access servers/online accounts using a name and password
 - 2. Save work
 - 3. Create folders to organize saved documents
 - 4. Retrieve saved work
- B. Master touch typing
 - 1. Use proper keyboarding techniques
 - 2. Key all letters using proper techniques
 - 3. Key punctuation marks using proper technique and proper spacing
 - 4. Key upper case letters using proper techniques
- C. Learn basic formatting techniques
 - 1. Change the font and its color, size, and style
 - 2. Change margins and page orientation
 - 3. Center a title using proper formatting technique
 - 4. Use spell check
 - 5. Improve proofreading skills and edit text
 - 6. Edit text while proofreading
 - 7. Insert and manipulate images appropriately
 - 8. Choose a printer and print document
- D. Develop proficiency taking online assessments
- E. Digital Citizenship
 - 1. Learn that good digital citizens are responsible and respectful in the digital world
 - 2. Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share
 - 3. Generate solutions for dealing with cyberbullying
 - 4. Experiment with different keyword searches and compare their results
 - 5. Understand general online safety guidelines

Student Outcomes:

After completing this course, the student will demonstrate the ability to:

- A. Log into a device with a password and access files.
- B. Retrieve files from a previous day to either edit or print.
- C. Create a new document.
- D. Save a document for use at a later time.
- E. Key entire alphabet and punctuation marks using proper keyboarding technique.
- F. Key paragraphs with capital letters, indentation and correct punctuation, using the proper fingers and eyes on the copy.
- G. Change the page orientation from portrait to landscape as directed.
- H. Change the margins of the document to accommodate special paper or a special look.
- I. Center titles on a document
- J. Choose an appropriate font for a document
- K. Change the color, size, and style of the font chosen.
- L. Insert images and change the size and/or shape of the image
- M. Move an image throughout a document and use word wrap as necessary
- N. Compose and edit at the computer
- O. Choose appropriate printer
- P. Print a document
- Q. Become comfortable taking online assessments
- R. Understand general online safe guidelines and behaviors

New Jersey Student Learning Standards

TECHNOLOGY

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A – Technology Operations and Concepts – Students demonstrate a sound understanding of technology concepts, systems and operations.

- Use an input device to select an item and navigate the screen
- Navigate the basic functions of a browser.
- Use digital devices to create stories with pictures, numbers, letters and words.
- Use basic technology terms in the proper context in conversation with peers and teachers (camera, tablet Internet, mouse, keyboard, printer)
- Demonstrate the ability to access and use resources on a computing device.
- Identify the basic features of a digital device and explain its purpose.
- Create a document using a word processing application.
- Demonstrate developmentally appropriate navigation skills in virtual environments (games)
- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- Create a document (newsletter, report, business letter, flyer) using one or more digital applications to be critiqued by professionals for usability.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

III. Proficiency Levels

This course is for all grade 3 students in the district.

IV. Methods of Assessment

Student Assessment

Students are asked to type several lines/paragraphs. They are instructed to keep their eyes on the text and their fingers on the home row keys. The teacher observes students, gives them feedback and instructions, and evaluates them based on proper keyboarding technique.

The teacher will provide the subject area supervision with suggestion for changes.

V. Grouping

There is no prerequisite for this course

VI. Articulation/Scope & Sequence/Time Frame

All grade 3 students receive a minimum of 30 minutes of instruction each week for the school year.

VII. Resources

- Online typing program (such as EduTyping)
- Teacher-directed dictation
- Classroom Keyboard Chart
- Teacher-created handouts for projects
- Online State assessment practice sites
- Common Sense Media: <https://www.common Sense Media.org/educators/scope-andsequenceat>
<https://www.common Sense Media.org/>

VIII. Methodologies

The following methods of instruction are suggested: teacher instruction, teacher demonstration, students typing with eyes on wall chart, students typing with eyes on text, students typing with eyes closed and teacher dictating.

IX. Suggested Activities

Students engage in dictated word-association drills/games.

Students engage in practice online assessments.

Printed projects come from both the book and teacher-created handouts. Student may also bring in text from home that they may like to type if teacher approved.

Classroom teachers may send a small project in to be keyed, formatted and printed, based on a specific school course.

Students will type selected stories (literature based) from teacher handouts. They will format story attractively, utilizing centering, tab to indent, margins, borders and properly formatted images for enhancement.

Students will type selected poems, based on the time of year that they are having class, i.e., snowman poems, spring poems, etc., encompassing margin manipulation, font, style, etc.

Students will create an original documents which will introduce them to composing at the computer and keying paragraphs solely from their imagination. Once the text is keyed, students will format into columns, add images, etc.

X. Interdisciplinary Connections

This course incorporates real-world writing and spelling skills, as well as computer applications. Upon completion of the course, students are proficient at logging in, saving a file and retrieving a file. They are also prepared to type and format documents.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames

- think-pair-share
- cooperative learning groups

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

Curriculum Map—Elementary Keyboarding

Class	Month 1	Month 2	Month 3	Month 4
Grade 3 Elementary Keyboarding	Log into the device and online website Introduction to touch typing technique <ul style="list-style-type: none"> • Learn where to place your fingers • f, j and space bar • d and k • s and l <i>Digital Citizenship</i>	Continue touch typing technique <ul style="list-style-type: none"> • a and semi-colon • g and h • apostrophe and enter keys <i>Digital Citizenship</i>	Continue touch typing technique <ul style="list-style-type: none"> • u and r • i and e • o and w <i>Digital Citizenship</i>	Continue touch typing technique <ul style="list-style-type: none"> • p and q • y and t <i>Digital Citizenship</i>

Class	Month 5	Month 6	Month 7	Month 8/9
Grade 3 Elementary Keyboarding	Continue touch typing technique <ul style="list-style-type: none"> • m and v • comma and c • period and x <i>Digital Citizenship</i>	Continue touch typing technique <ul style="list-style-type: none"> • z, n and b <i>Digital Citizenship</i>	Continue touch typing technique Typing the ABCs Typing word patterns <i>Digital Citizenship</i>	Continue touch typing technique <ul style="list-style-type: none"> • Right hand capitals • Left hand capitals Sentences with questions <i>Digital Citizenship</i>

Letters may be learned in a different order depending on resources used.

Word processing practice and technique as well as online assessment practice and digital citizenship topics will be incorporated throughout the course.