

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

September 10, 2018

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. Compose at the keyboard
 - 2. Change the font and its color, size, and style
 - 3. Change margins and page orientation
 - 4. Center a title using proper formatting technique
 - 5. Use spell check
 - 6. Improve proofreading skills and edit text
 - 7. Edit text while proofreading
 - 8. Insert and manipulate images appropriately
 - 9. 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
- F. Use Google Drawings within a Google Document

1. Compose a party invitation using Google Drawings and Docs
2. Center align
3. Insert Word Art from Google Drawings
4. Adjust color, font and size of Word Art
5. Insert Word Cloud (callout)
6. Color fill the callout
7. Insert text within the callout
8. Select printer and print final document

Student Outcomes:

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

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

New Jersey Student Learning Standards***CAREER READY PRACTICES******CRP1 Act as a responsible and contributing citizen and employee***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world

applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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.

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.commonsense.org/education/scope-and-sequence>
<https://www.commonsensemedia.org/>

VIII. 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.

IX. 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.

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, Students at Risk, 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.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Model skills / techniques to be mastered
- Use pre-assessments to set individual technique, speed, and accuracy goals for each student/modify assignments.
- Use a technique name card to celebrate individual technique strengths and correct individual technique problems.
- Make a game out of specific mistakes you see students making. For example, one time a line is dictated celebrate students who were able to get all of the commas typed correctly. The next time celebrate students who correctly keyed difficult letter combinations. The next time, celebrate students who were able to get all of the capital letters keyed correctly, etc.
- Place Velcro tabs on home row
- Use software that allows students to progress at their own rate
- Restate, reread, and clarify directions/questions
- Peer mentoring (pairing with another student who is working at an advanced level)
- Individual demonstration and review of methods and concepts
- Voice to text
- Differentiated questioning
- Standardized testing modifications as allowed by testing software
- Use of assisted technology
- Scaffolding

- Use of prompts and visuals
- Teacher modeling

Differentiation for Enrichment

- When dictating keyboarding drills, invite those who need to be challenged to try typing each letter or word twice each time you say it rather than just once like the rest of the class
- Use software that allows students to progress at their own rate
- Use pre-assessments to set individual technique, speed, and accuracy goals for each student/enhanced expectations
- Availability of additional resources online
- Flexible grouping
- Student mentoring/peer assistance
- Self-evaluation
- Scale project objectives
- Topic selection by interest
- Elevated vocabulary

XII. Professional Development

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

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Technology Literacy <ul style="list-style-type: none"> • Parts of a computer • What makes a computer run • Using your Chromebook 	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Scaffolding of materials and assignments • Visual learning • Use of assisted technology • Model skills/techniques <i>For Enhancement:</i> <ul style="list-style-type: none"> • Flexible grouping • Self evaluate • Student mentoring 	<i>Standards:</i> CRP 11	<i>Formative Assessment:</i> Checklist of parts of the computer. Closing activity discussion <i>Summative Assessment:</i> Test: how to login to the chromebook and the parts of the computer
Learn to Type <ul style="list-style-type: none"> • Why Should I Learn to Type? • Where Do My Fingers Go? • How Do I Sit? • Where Should I Look? 	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Differentiated questions • Use of prompts and visual aids • Teacher modeling • Peer mentoring <i>For Enhancement:</i> <ul style="list-style-type: none"> • Enhanced expectations/individualized goals • Peer assistance • Invite students to type each letter twice in time allotted 	<i>Standards:</i> CRP2 CRP11	<i>Formative Assessment:</i> Google Form- checklist <i>Summative Assessment:</i> Application of skills- model correct behaviors for observation

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Letters & Common Symbols</p> <p>Middle Row Keys:</p> <ul style="list-style-type: none"> • F, J, and Space Bar, • D and K Keys • S and L • A and Semicolon Keys • H and G Keys • Apostrophe and Enter Keys <p>Top Row Keys:</p> <ul style="list-style-type: none"> • U and R Keys • I and E Keys • and W Keys • P and Q Keys • Y and T Keys <p>Bottom Row Keys:</p> <ul style="list-style-type: none"> • M and V Keys • Comma (,) and C Keys • Period (.) and X Keys • Z Key • N and B Keys 	22 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modify length of assignment with same letter strokes • Reduce the number of completed screens required • OT/PT- place Velcro tabs on keys of home row for proper finger placement <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Complete Reinforcement Lessons on Edutyping, Jr. as needed for pacing • Use pre-assessments to set individual goals 	<p><i>Standards:</i></p> <p>CRP2 CRP11</p>	<p><i>Formative Assessment:</i></p> <p>Checklists of WPM; speed and accuracy</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Timed Writings Quiz/Test • Post assessment as given for particular units generated by Edutyping, Jr software

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Standardized Testing Preparation <ul style="list-style-type: none"> • Develop proficiency taking online assessments 	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Time allotment • Word magnifier • Text highlighter • Line reader • Time allotment • Flagging questions <i>For Enhancement:</i> <ul style="list-style-type: none"> • Read passages and answer questions using available tools • Elevated vocabulary 	<i>Standards:</i> 8.1.5.A.2	<i>Formative Assessment:</i> Q and A using modifications of tools Dictated word association drills/games <i>Summative Assessment:</i> Checklist of tools required to know Type teacher selected poems and/or stories
Compose and Format a Letter <ul style="list-style-type: none"> • Compose at the keyboard • Change font — color, size, and style • Change margins and page orientation • Center a title using proper formatting technique • Use spell check • Improve proofreading skills and edit text • Edit text while proofreading • Insert and manipulate images appropriately • Choose a printer and print document 	2 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Visual learning aides • Use of assisted technology • Teacher-student edit • Modification of content and student product <i>For Enhancement:</i> <ul style="list-style-type: none"> • Self evaluate • Student mentoring • Enhanced expectation for length and accuracy of final product 	<i>Standards:</i> 8.1.5.A.2 CRP4 CRP6	<i>Formative Assessment:</i> Draft business letter as a class <i>Summative Assessment:</i> Formal business letter, printed and delivered Assess formatting, justification, spacing, spell check

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<p>Introduction to Drawings</p> <ul style="list-style-type: none"> • Compose a party invitation using Google Drawings and Docs • Center align • Insert Word Art • Adjust color, font and size of Word Art • Insert Word Cloud (callout) • Color fill the callout • Insert text within the callout • Select printer and print final document 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Model skills and techniques • Scale project objectives to less challenging outcomes <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Topic selection by interest • Scale project objectives to more challenging outcomes 	<p><i>Standards:</i> 8.1.5.A.2 CRP6</p>	<p><i>Formative Assessment:</i> Complete teacher example of party invitation with accuracy</p> <p><i>Summative Assessment:</i> Final invitation to be completed and assessed for accuracy including all components on rubric</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk of School Failure, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Digital Citizenship</p> <ul style="list-style-type: none"> • Learn that good digital citizens are responsible and respectful in the digital world • Distinguish between personal information, which is safe to share online, and private information, which is unsafe to share • Generate solutions for dealing with cyberbullying • Experiment with different keyword searches and compare their results • Understand general online safety guidelines 	<p>8 weeks</p> <p><i>Note: Digital Citizenship is incorporated throughout the school year.</i></p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Model requirements for each slide • Guided note taking • Step-by-step instructions • Modify length of requirements • Voice to text <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Encourage students to revise and improve each slide • Self evaluate and self edit • Enhance the length of information on each slide 	<p><i>Standards:</i></p> <p>8.1.5.D.3 8.1.5.D.4 CRP1</p>	<p><i>Formative Assessment:</i></p> <p>Q and A for each section including safety, privacy, communication, cyberbullying, digital footprint, information literacy and creative credit</p> <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • student created flip book using Google Slides • celebration of projects (sharing slideshows) • rubric for scoring each slide and components necessary