

Course Title – Keyboarding/Computer Applications	
Implement start year – 2016-2017	
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Unit # 1 – Keyboarding/Word Processing	
Transfer Goal – Students will be able to independently use their learning to demonstrate good keyboarding habits and to create electronic documents.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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 collaboratively and to create and communicate knowledge.</p> <p>Standard 9.1 21st Century Life & Career Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</p> <p>Standard 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency,</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input checked="" type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input type="checkbox"/> Information Literacy</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

	<p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> enhancing keyboarding skills is an essential life skill.</p> <p><i>EU 2</i> successful use of components are necessary to produce electronic documents.</p> <p><i>EU 3</i> effective communication is a result of successfully applying word processing concepts.</p> <p><i>EU 4</i> enhancements improve the appearance of electronic documents.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is keyboarding an essential life skill? • How do proper keyboarding habits improve effectiveness, efficiency, and ergonomic health? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is it necessary to know the various basic components of word processing to produce electronic documents? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How is written communication an essential part of everyday life skills? • What types of written communication are used in daily life? • How would an employer or other recipient respond to receiving written communication with errors? • How does one effectively communicate data using a table? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What are enhancements? • Why are enhancements beneficial for professional looking documents? • How do we use enhancements?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the computer's hardware. • proper technique for touch typing. • when to apply proofreader's marks to typed copy. • techniques for proofreading and correcting errors while typing. • appropriate ergonomic set up for a work area. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the parts of the word processing screen including but not limited to the menus on the ribbon, toolbars or title bars. • shortcut keys of commonly used features in word processing. • the process for using and changing default settings in the word processing document. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • methods to apply correct letter format for written correspondence. • the word processing features to create labels and envelopes. • information can be communicated through reports. • procedures for creating a newsletter. • data can be organized in tables. • the process for attaching a document to an email. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify the parts of the computer. • demonstrate correct keyboarding technique. • accurately key words, sentences, and paragraphs using touch typing. • apply proofreader's marks to typed copy. • proofread and correct errors. • build speed and accuracy through practice exercises. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify and apply the use of menus on the ribbon, toolbars, title bars, etc. on the word processing screen. • create a document using shortcut keys and changing default settings. • define various terms related to the computer, menus, and toolbars. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • explain the purpose of word processing. • create and format a letter. • generate labels and envelopes • set up reports. • design a newsletter. • create and organize data in tables. • compose a letter and incorporate a table into it. • create and attach documents to email.

<p><i>EU 4</i></p> <ul style="list-style-type: none"> • how to utilize special features to enhance the appearance of documents. • how to manipulate graphics. • how to use graphics/clipart/symbols/word art/text boxes when creating and enhancing documents. 	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • create a document using special features, such as bold, italicize, underline, shade, fill, font type, font size, alignment, spacing, and page layout to enhance document appearance. • create a document using the drawing toolbar/title bar to manipulate graphics inserted into a document. • create a letterhead using graphics, clipart, symbols, word art, text boxes and borders.
<p>Stage 2 – Assessment Evidence</p>	
Empty space for assessment evidence	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Graded observations of keyboarding technique • Quiz on using proofreaders marks to edit copy • Completion of keyboarding program such as MicroType • Teacher generated tests on identification of hardware, screen menus, and toolbars • Work samples of the following: <ul style="list-style-type: none"> • Emails • Personal & business letters • Tables • Reports 	

- Newsletters
- Collage

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- MicroType keyboarding program (A)
- Identify parts of the word processing screen (A)
- Define word processing vocabulary (A)
- Create documents (A)
- Proofreading exercises (A, M, T)
- Accuracy in keyboarding exercises (A, M, T)
- Create documents using shortcut keys (A, M, T)
- Explain the purpose of various documents (M)
- Teacher observations on fingering, touch typing, & technique (M, T)
- Create and format email (M, T)
- Create and format personal and business letters (M, T)
- Create a label for an envelope (M, T)
- Create and format a report (M, T)
- Create and format a newsletter with partner (M, T)
- Create and format a table (M, T)
- Create and format a collage (M, T)
- Create a letterhead for a business letter using graphics/clipart/symbols/word art/text boxes. (M, T)

Timeline: Unit 1 will be done throughout the entire year.

