

## Wilson Area High School Planned Course Guide

**Title of Planned Course:** Introduction to Computer Skills

**Subject Area:** Business

**Grade Level:** 9-12

**Course Description:** This course is designed as an overview of basic computing skills (keyboarding) as well as the utilization of applications available to the public by Google. Skills taught will include typing technique and form, keyboard tips and tricks, and a variety of projects using, but not limited to, Google Docs, Google Slides, and Google Sheets. The first marking period will focus on basic computing skills (keyboarding) while the second marking period will be utilizing those previously learned skills.

**Time/Credit for this Course:** Half Year / 0.5 Credit

**Curriculum Writing Committee:** Kari Maskalis

## Curriculum Map

|                                     |                                                                                                                                                                                                                                                                     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>August / January:</u></b>     | Introduction to Proper Keyboarding <ul style="list-style-type: none"><li>● Types of Keyboards and When Used</li><li>● Benefits of Proficient Keyboarding</li><li>● Posture and Ergonomics</li><li>● Introduction to Finger Placement and Key Memorization</li></ul> |
| <b><u>September / February:</u></b> | Keyboarding on a QWERTY Keyboard <ul style="list-style-type: none"><li>● Home Row</li><li>● Top Row</li><li>● Bottom Row</li></ul>                                                                                                                                  |
| <b><u>October / March:</u></b>      | Keyboarding using other Character Keys <ul style="list-style-type: none"><li>● Caps and Shift</li><li>● Numbers and Characters</li><li>● Number Pad</li></ul>                                                                                                       |
| <b><u>November / April:</u></b>     | Google Basics <ul style="list-style-type: none"><li>● Gmail</li><li>● Google Calendar and Groups</li><li>● Google Chrome and Google Search</li></ul>                                                                                                                |
| <b><u>December / May:</u></b>       | Google Suite Collaboration <ul style="list-style-type: none"><li>● Google Docs</li><li>● Google Sheets</li><li>● Google Slides</li><li>● Google Forms</li></ul>                                                                                                     |
| <b><u>January / June:</u></b>       | Google Suite Interactive <ul style="list-style-type: none"><li>● Google Sites</li><li>● Google Maps</li><li>● Google Drawings</li></ul>                                                                                                                             |

## Wilson Area School District Planned Course Materials

**Course Title:** Introduction to Computer Skills

**Teacher Resources:**

- Keyboarding:
  - Typetastic
  - Online Typing Club
  - Internet
  - Various Online Software
  
- Google Applications
  - Google Docs
  - Google Sheets
  - Google Slides
  - Google Drawing
  - The Google Apps Guidebook  
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## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Introduction to Proper Keyboarding

- Types of Keyboards and When Used
- Benefits of Proficient Keyboarding
- Posture and Ergonomics

**Time Frame:** 8 Blocks

**State Standards:** 15.4.2 A,B,D; 15.4.5 A,C,D; 15.4.8 A,C

**Essential Content/Objectives:** Students will

- Identify various types of keyboards
- Identify which keyboard should be used in order to effectively complete a given keyboarding associated task.
- Identify the benefits of learning to type effectively and efficiently
- Describe careers which will benefit from a knowledge and understanding of proper keyboarding
- Understand correct body position when using a keyboard
- Understand the benefits of using proper typing position
- Chart that identifies proper posture while keyboarding
- Understand and analyze professional articles pertaining to ergonomics
- Identify correct hand placement on a keyboard for effective and efficient keyboarding practice
- Complete a blank keyboard layout and correctly identify the placement of keys on a QWERTY keyboard

**Core Activities:** Students will complete/participate in the following:

- Identify various types of keyboards
- Understand the benefits to different types of keyboards
- Complete a matching assignment of picture of keyboard with description
- Research careers that have a strong interdependence with proper keyboarding skills
- Understand why keyboarding properly, effectively, and efficiently can help them in their future
- TypeTastic Unit 9: Motor Skills
- TypeTastic Unit 10: Touch Typing
- TypeTastic Unit 11: Speed Building

**Extensions:**

- Additional matching worksheets
- Persuasive powerpoint addressing a given task, which type of keyboard would be best, and an explanation as to why that would be the best choice

**Instructional Methods:**

- Direct instruction
- Guided and independent reading
- Independent practice
- Projects

**Materials & Resources:**

- Computer
- Online Typing Club
- Supplemental digital worksheets
- Keyboard Covers

**Assessments:**

- **Formative:**
  - Observation
  - Spot check quizzes
  - Typing Rubrics
  - Class assignments
- **Summative:**
  - Quizzes
  - Typed essay describing a career that could benefit from proficient keyboarding
  - Scored rubric for essay
  - Detailed analysis of professional journal articles
  - Rubric guided projects
  - Weekly speed test
  - Rote memorization of keys weekly quiz

## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Keyboarding on a QWERTY Keyboard

- Home Row
- Top Row
- Bottom Row

**Time Frame:** 9 Blocks

**State Standards:** 15.4.2B

**Essential Content/Objectives:** Students will

- Type utilizing the home row of keys without looking at the keys
- Type utilizing the top row of keys without looking at the keyboard
- Utilize the bottom row of keys without looking at the keyboard

**Core Activities:** Students will complete/participate in the following:

- Popcorn typer, home row practice
- Typing Club, Lessons 2-23 (Home Row)
- Weekly speed test based upon home row completion of activities and memorization of keys
- Type utilizing the home row of keys without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency
- Popcorn typer, top row practice
- Typing Club, Lessons 24-51 (Top Row)
- Weekly speed test based upon top row completion of activities and memorization of keys
- Type utilizing the top row of keys without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency
- Popcorn typer, bottom row practice
- Typing Club, Lessons 52-88 (Bottom Row)
- Weekly speed test based upon bottom row completion of activities and memorization of keys
- Type utilizing the bottom row of keys without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency

**Extensions:**

- Typing Club Lessons 89-126 (Home Row)
- Typing Club Lessons 127-137 (Home Row)
- Typing Club Lessons 192-202 (Top Row)
- Typing Club Lessons 203-233 (Top Row)
- Typing Club Lessons 234-244 (Bottom Row)
- Typing Club Lessons 245-285 (Bottom Row)

**Instructional Methods:**

- Independent practice
- Projects

**Materials & Resources:**

- Computer
- Online Typing Club
- Supplemental worksheets
- Keyboard Covers

**Assessments:**

- **Formative:**
  - Observation
  - Spot check quizzes
  - Typing Rubrics
  - Daily assignments / typing levels
- **Summative:**
  - Rubric guided projects
  - Weekly speed test
  - Rote memorization of keys weekly quiz

## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Keyboarding using other Character Keys

- Caps and Shift
- Numbers and Symbols
- Number Pad

**Time Frame:** 6 Blocks

**State Standards:** 15.4.2B

**Essential Content/Objectives:** Students will

- Utilize the caps lock key and the shift keys without looking at the keyboard
- Utilize the number row of keys, including the symbols associated with each number key, without looking at the keyboard
- Utilize the number pad without looking at the keyboard

**Core Activities:** Students will complete/participate in the following:

- Popcorn typer, caps lock button and shift keys practice
- Typing Club, Lessons 138-191 (Caps and Shift keys)
- Weekly speed test based upon home row, top row, bottom row, caps lock and shift keys completion of activities and memorization of keys
- Type utilizing the caps lock and shift keys without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency
- TypeTastic Unit 12: Number Row practice
- Typing Club, Lessons 245-274 (Numbers and Symbols)
- TypeTastic, Unit 13: Symbols
- Typing Club, Lessons 317-346
- Typing Club, Lessons 389-418
- Weekly speed test based upon completion of activities and memorization of keys
- Type utilizing the home row, bottom row, top row, caps lock, shift keys, and the number row of keys without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency
- TypeTastic Unit 14: Number Pad
- Weekly speed test based upon completion of activities and memorization of keys
- Type utilizing number pad without looking at the keyboard and with a darkened screen to focus on accuracy and efficiency

**Extensions:** Typing Club Lessons

**Instructional Methods:**

- Independent practice
- Projects

**Materials & Resources:**

- Computer
- Online Typing Club
- Supplemental worksheets
- Keyboard Covers
- Plug and Play Number Pads

**Assessments:**

- **Formative:**
  - Observation
  - Spot check quizzes
  - Typing Rubrics
  - Daily assignments / typing levels
- **Summative:**
  - Rubric guided projects
  - Weekly speed test
  - Rote memorization of keys weekly quiz

## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Google Basics

- Gmail
- Google Calendar and Groups
- Google Chrome and Google Search

**Time Frame:** 3 Blocks

**State Standards:** 3.7.10 C ; 3.7.12 C,E ; 15.3.12 D,E ; 15.3.8 S,U,W ; 15.4.12 A

**Essential Content/Objectives:** Students will

- understand all aspects of Google mail
- identify proper electronic communication techniques and proper netiquette
- understand the benefits to utilizing Google Calendar
- identify the benefits of Google groups
- effectively navigate through both applications
- understand how to use Google Calendar applications effectively
- utilize Gmail, Google Calendar, Google Chrome, and Google Search for their own personal use
- understand the workflow of completing tasks
- familiarize themselves with the useful features of both, Google Chrome and Google Search

**Core Activities:**

- Send and receive Google mail messages
- Set up Google mail signature
- Share files from Google drive
- Attach files to Google mail
- Creating a new Calendar
- Adding events to a calendar
- Sharing a Google Calendar
- Creating a Google Group
- Posting to a Google Group
- Sharing a Google Group
- Search utilizing Google Chrome
- Use Google Chrome to search for flights
- Utilize Google Chrome's "Maps" section to identify travel time
- Search Google Chrome for images to use in their Travel Project
- Tech Sherpa Travel Agency Project

**Extensions:**

- Google mail netiquette guidelines presentation
- Plan an Event Google Calendar Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

### **Instructional Methods**

- Higher order questioning
- Small and large group instruction
- Direct lecturing/instruction through PowerPoint presentation of notes
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content
- Redirection of focus/task completion

### **Materials & Resources:**

- Library
- Online sources
- Text

### **Assessments:**

- App specific projects
- Activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Google Suite Collaboration

- Google Docs
- Google Sheets
- Google Slides
- Google Forms

**Time Frame:** 8 Blocks

**State Standards:** 3.7.10 C,D,E ; 3.7.12 C,D ; 15.3.12 D,E,W ; 15.3.8 H ; 15.4.8 D,K ; 15.4.12A

**Essential Content/Objectives:** Students will

- understand the features of Google Docs
- effectively and efficiently utilize the features of Google Docs
- navigate Google sheets
- identify and utilize the benefits of Google sheets
- understand the key components of Google Slides
- utilize the key components of Google Slides
- produce an animated project utilizing the animation aspects of Google Slides
- create, manipulate, and manage Google Forms
- understand the connection that exists between Google Forms and Google Sheets as a response tracker

**Core Activities:**

- Insert text as well as format text (ie: bold, italicize, underline, font color, font size)
- Learn keyboard shortcuts for text formatting
- Insert bulleted and numbered lists
- Insert drawings
- Insert and edit pictures within Google Docs
- Create Your Own Avatar Project
- Understand the basic functions of Google Sheets
- Insert formulas
- Understand and utilize conditional formatting
- Separate information onto different “sheets”
- Create charts based upon Spreadsheets information
- Connect Google Sheets to Google Forms to store responses
- All About You! Spreadsheet activity
- Use the connection between Google Forms and Google Sheets
- Utilize the Forms’ toolbar to manipulate settings
- Set and change the theme of the Google Form
- Create a Google Form from Google Sheets
- Identify and use the various types of questions that can be added to a Google Form
- Insert image either by upload, Google Drive, Google Search, or by URL
- About Me Questionnaire Project

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

### **Instructional Methods**

- Higher order questioning
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- Referencing through current events and news
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- Redirection of focus/task completion

### **Materials & Resources:**

- Library
- Online sources
- Text

### **Assessments:**

- App specific projects
- Activities and accompanying rubric(s)

## Curriculum Scope & Sequence

**Planned Course:** Introduction to Computer Skills

**Unit:** Google Suite Interactive

- Google Sites
- Google Maps
- Google Drawings

**Time Frame:** 8 Blocks

**State Standards:** 3.7.10 C,D,E ; 3.7.12 C,D ; 15.4.12 A ; 15.4.8 D,K ; 15.3.12W

**Essential Content/Objectives:** Students will

- use Google Sites to create a digital portfolio
- understand the resources provided by Google Maps
- explore, create, and collaborate with the mapping tools
- understand Google Drawings
- implement the functions of Google Drawings into their academic and personal lives

**Core Activities:**

- Create a new Google site
- Customize a Google Site
- Customize the URL address associated with their Google Site
- Embed forms, docs, slides, sheets, etc onto their Google Site
- Add a contact me section to their Google Site
- Add/embed YouTube videos on their Google Site
- Student Portfolio project
- Explore the Earth using Google Maps
- Understand and use Google Maps' Street View
- Address Hunt Activity
- Insert images
- Add/insert shapes onto an already inserted image
- Modify and manage shapes
- Understand and utilize item grouping and ordering
- Apply hyperlinks to inserted shapes
- Image map activity

**Remediation:**

- Tutoring
- Resubmission of past projects and activities

**Instructional Methods**

- Higher order questioning
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- Project related to content
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**Materials & Resources:**

- Library
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**Assessments:**

- App specific projects
- Activities and accompanying rubric(s)