

Wilson Area School District Planned Course Guide

Title of planned course: Grade 6 Computer Science

Subject Area: Computer Science

Grade Level: 6th

Course Description: This course is designed to expand student knowledge of using computer science and computing systems including devices, hardware and software. Students will continue to develop and practice troubleshooting strategies with consideration of larger interconnected systems. They will also have a more focused experience in coding and debugging while continuing to develop their vocabulary associated with computational thinking and skills using Scratch Blockly Programming with extended lessons in the languages of the Internet and the World Wide Web, specifically HTML5 and CSS. While continuing to think creatively about solutions to real-world computer problems, students will be able to connect their understanding of physical computing systems to other types of machines that use the power of computing, specifically experiencing the Makey Makey microcomputers. They will be challenged to use their knowledge of the Internet and the WWW to develop a future vision of the Fourth Industrial Revolution and The Internet of Things. In addition, students will continue to learn about and practice their digital citizenship skills, including respecting intellectual property and giving attribution, creating and using strong passwords, and discussing real world cyber-security problems including how to protect themselves. Students will be encouraged to think creatively about solutions to real-world computer problems and consider the history and future of computing.

Sixth grade students will continue to practice their keyboarding skills with the goal of perfecting technique and memorizing primary keys. Touch typing is an example of cognitive automaticity, the ability to do things without conscious attention or awareness. It enables students to use higher level thinking for critical academic pursuit. Although speed and accuracy of text will be secondary, there will be a goal range of 20-30 wpm with at least 90 percent accuracy and achievement beyond their previous year's experience.

All students will be exposed to computing practices that include:

- Fostering an inclusive computing culture
- Collaborating around computing
- Recognizing and defining computational thinking
- Developing and using abstractions
- Creating computational artifacts
- Testing and refining computational artifact
- Communicating about computing

Lessons will be presented in either Chromebook or Windows Desktop format depending on which device is most appropriate for the instruction and objectives. Students will access the assignments and showcase their work through Google Classroom and computer applications using worksheets, instructions, and finished projects.

Time/Credit for this Course: 36 days of instruction, practice and/or application of skills. Students have scheduled computer classes for 36 consecutive days during the academic year. The actual number of classes will fluctuate based on changes to the academic calendar.

Curriculum Writing Committee: Susan Austin

Curriculum Map

Students will demonstrate and develop skills and knowledge of computer science and related technologies throughout this 36-day course as part of their Computer Arts instruction.

Week 1: (4 days)

- Keyboarding Unit
- Computing Systems Unit

Week 2: (4 Days)

- Keyboarding Unit
- Problem Solving & Computing Unit

Week 3: (4 Days)

- Keyboarding Unit
- The Internet & the World Wide Web Unit

Week 4-5: (16 Days)

- Keyboarding Unit
- Algorithms and Programming Unit (Computer Languages-Blocky in Scratch, HTML5, and CSS)

Week 7: (4 days)

- Keyboarding Unit
- Data, Computers and Society Unit

Week 8: (4 days)

- Keyboarding Unit
- Impacts of Computing Unit

Planned Course Materials

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Teacher and Student Resources

- In January 2018 the Pennsylvania State Board of Education endorsed the Computer Science Teachers Association (CTSA) K-12 standards <https://www.csteachers.org/Page/standards>
- WAIS Acceptable Use Policy for the current Academic Year
- Various Computer Application and Coding Development program resources
 - Typing Programs-- Typing.com
 - Scratch 3.0--[Scratch Education](#)
 - [Raspberry Pi Experience CS](#) (Replaces the CS First with Google)
 - Common Sense Education---<https://www.commonsense.org/education/>
 - TechnoKids Computer Curriculum---<https://www.technokids.com/>
 - TechnoCode with Scratch 3.0
 - Techno HTML5/CSS lessons
 - [Creative Commons Media](#) to enhance Digital Citizenship lessons
 - Code.org--CS Discoveries
 - Unit 1 (Problem Solving and Computing)
 - Unit 2 (Web Development)
- References from [Computer Hope](#) for student research and vocabulary development.
- Other resources for students needing extension or remediation:
 - Khan Academy (Computer Programming with Khan)
 - CodeHS (<https://codehs.com/>)
 - Code.org Express Course 2025
- Physical Computer Science experiences with microcontroller devices such as the Makey Makey and the micro:bit.
- Teacher created activities, worksheets, assessments
- Google Applications including Google Classroom

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: Keyboarding

Time frame: 5-10 minutes of each class (36 classes)

6th Grade Keyboarding Standards:

- K1 Use correct posture when keyboarding and demonstrate proper keyboarding technique for each letter of the alphabet.
- K2 Keyboard word lists and sentences using correct posture and proper keyboarding technique.
- K3 Use language skills including capitalization, punctuation, spelling, word division, and the use of numbers and symbols as grade-level appropriate.
- K6 Use a variety of software applications to produce, proofread, and correct errors within documents.
- K5 Students will keyboard 20 words per minute with 94% accuracy by the end of the sixth grade.
- K6 Use one space after all punctuation marks.
- K7 Keyboard from copy (documents, textbooks, or other printed sources of information).

Essential content/objectives: Students will continue building a foundation for correct typing technique by accessing all letters and basic punctuation keys, utilizing all ten fingers. (Sixth grade students will be encouraged to reach a speed of 20 wpm with 94% accuracy. Proper keyboarding technique and memorization of key locations will be valued over speed and accuracy.)

Students will be able to use correct keyboarding technique:

- Demonstrate correct use space bar, return, enter, shift, tab, Esc and Control keys.
- Demonstrate correct use of right and left hands
- Practice alphabetic keys by touch
- Demonstrate mastery of the home row keys
- Demonstrate correct fingering of basic punctuation keys
- Demonstrate proper spacing after punctuation
- Demonstrate use of the enter key, and the shift key to capitalize and access additional symbols
- Practice accessing the number keys
- Show correct body and finger positions
- Compose at the keyboard as well as proofread and correct errors within a document

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

- Access specific grade level lessons in Typing.com
- Practice progressive skill based lessons in Typing.com
 - Identify the Home Row and Correct Finger Placement.
 - J, F, & Space Keys
 - U, R, & K Keys
 - D, E, & I Keys
 - C, G, & N Keys
 - Beginner Review 1
 - Personalized Practice customized to review individual problem keys

- T, S, & L Keys
- O, B, & A Keys
- V, H, & M Keys
- Period & Comma
- Beginner Review 2
- Personalized Practice
- W, X, & semicolon Keys
- Q, Y, & P Keys
- Z and Enter Keys
- Beginner Wrap-up
- Personalized Practice
- Shift Key and Capitalization
- Basic & Intermediate Punctuation (Quotation Marks, Colons, Slashes, Question Marks)

Instructional Methods:

- Direct instruction
- Modeling correct keyboarding techniques
- Independent practice
- Individual student assistance (hand-over-hand)

Materials & Resources:

- Computer and other peripherals
- Google applications
- Typing.com Grade 6 sequence
- Keyboard Covers
- Supplemental worksheets

Assessments:

- **Formative:**
 - Daily Assignments
 - Observation
 - Self-monitoring progress the Typing.com interface
- **Summative**
 - Teacher reports for semester progress from Typing.com

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: Computing Systems

Time frame: 4 classes

State Standards:

- Networks & the Internet: CSTA 1A-NI-04, 1B-NI-04, 1B-NI-05, 2-NI-05
- Impacts of Computing: CSTA 1A-IC-16, 1A-IC-17, 1A-IC-18, 1B-IC-18, 2-IC-20, 2-IC-23
- Computing Systems: CSTA 1A-CS-02, 1B-CS-01, 1B-CS-03

Essential content/objectives: At the end of the unit, students will be able to:

- Recall Elementary Computing Systems experiences and concepts.
- Identify appropriate use of computing systems.
- Make decisions about computer hardware and software to accomplish specific tasks or goals given a variety of factors/scenarios.
- Identify the interconnected components of computing systems (hardware, software, connections) that work together for effective systems.
- Begin to consider more complex issues for hardware and software complications and how to troubleshoot solutions.
- Identify essential components of the district AUP, including shared devices, password and security issues and digital citizenship within the context of their school environment and its relationship to other real life situations.

Core Activities:

- Participate in classroom discussions, slide and/or worksheet activities to demonstrate AUP knowledge and model procedures appropriate digital access & behaviors.
- Complete guided video lessons and worksheets on making good decisions online and using digital applications and devices.
- Describe various design standards related to computing devices and applications including accessibility, ergonomics, and learnability.
- Make effective decisions about the most appropriate hardware and software given various computer assisted task using a variety of factors:
 - cost
 - functionality
 - speed
 - accessibility
 - aesthetics
- Complete specific assignments with examples to diagnose and identify possible solutions for hardware/software problems.
- Complete specific assignments requiring understanding of interconnections between components of functional computer systems.
- Practice troubleshooting strategies when using the classroom computer such as volume control, headphones, wired connections, waking the computer up, etc.

Instructional Methods:

- Direct instruction
- Model tasks
- Discussion
- Independent practice
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Google applications
- WAIS Acceptable Use Policy current Academic Year
- Common Sense Media Activities
- EdPuzzle
- Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments
- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: Problem Solving and Computing

Time frame: 4 classes

State Standards:

Algorithms and Programming: 1B-AP-08, 1B-AP-11, 1B-AP-16, 2-AP-10, 2-AP-17

Computing System: 1B-CS-01, 1B-CS-02

Impacts of Computing: 2-IC-20, 2-CS-02

Essential content/objectives: At end of the unit, students will be able to:

- Identify the steps in the problem-solving process.
- Explain the basic functions of a computer (input-output-store-process).
- Give examples of how computers help humans solve problems.
- Explain how they have used the formal structured problem solving process by reflecting on problems that they have encountered, both in the classroom and everyday life.
- Describe a general definition of computers we use today As they work through the unit
- Identify how computers use the functions of input, output, storage, and processing to help humans solve problems in various scenarios.

Core Activities:

- Discuss and recall from previous knowledge why humans create technology.
- Complete brainstorming and unplugged activities to make connections between early technologies and complex technologies.
- Complete unplugged or partner activities to practice the Problem Solving Process (Code.org CS Discoveries Unit1--Chapter 1 Activities from Lessons 1-3. For example Power Tower Activity.)
- Complete reflections that describe the significance of current Computing Devices in the lives of human beings to help solve problems.
- Describe how humans communicate with computers/machines (algorithms and programs) to solve information problems.
- Explore the ways that computers approach problems in online lessons.
- Begin to build a common definition for a computer that focuses on functionality instead of specific hardware.
- Define a Computer and Describe the Function using activities from Code.org CS Discoveries Unit 1 --Chapter 2: Lessons 4-7.
 - What is a Computer? (Google Slide Activity)
 - Analyze & Describe Functions:
 - Input & Output
 - Processing
 - Storage
- Describe various ways that computers use and represent data to solve problems and create more effective ways of visualizing data.

- Give examples of how the same data can be represented in different ways. (Colors can be represented using binary, RGB, or HexCode. Higher level and text based coding might allow for actual words to code color---but the visual display is the same.)

Instructional Methods:

- Direct instruction
- Model tasks
- Discussion
- Independent practice using online applications and related activity sheets
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Google applications
- Scratch 3.0
- WAIS Acceptable Use Policy for the current Academic Year
- Code.org--CS Discoveries (Problem Solving & Computing Unit 1 and Web Development Unit 2.)
- Common Sense Media Activities
- EdPuzzle
- Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments
- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

Curriculum Scope & Sequence

Title of planned course: 6th Grade Computer Science

Unit: The Internet & the World Wide Web

Time frame: 4 classes

State Standards:

Impacts of Computing: 2-IC-20, 2-IC-21, 2-IC-22, 2-IC-23

Network and the Internet: 2-NI-04, 2-NI-05, 2-NI-06

Essential content/objectives: At end of the unit, students will be able to:

- Recall/review the paths that data or information travels inside a computer and between computing devices or systems and the Internet.
- Describe in a basic framework how networks and the Internet work.
- Contrast the Internet to the World Wide Web.
- Define and make connections between HTML and the World Wide Web.
- Describe key events in Internet and WWW /Browser history and make connections to technological progress.
- Identify the basic functions of these networking systems before beginning to experience code for creating web pages (HTML 5 and CSS) in the next unit.

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

- Complete unplugged activities to analyze and describe how information/data travels throughout the computer and between computing devices
- Video and “hand’s-on” activities to analyze and explain how data is broken into smaller pieces, transmitted, and reassembled as packets between devices, over networks, and over the Internet.
- Unplugged activities to describe how Computer Networking needs of humans have evolved and make connections to digital applications and devices over time.
- Analyze how coding was needed to create the WWW and then how the need for information sharing has driven progress in coding web pages using more advanced web design coding languages.
- Define and explain the basic concept of protocols and how they are related to networking.
- Gain some background of why and how networking protocols work to ensure that clients can communicate and share information across computer networks in a secure manner.
- Identify some key networking protocols that are used for most of the communication across the Internet. (for example--HTTP, HTTPS, FTP)
- Analyze and describe how all this is related to the Internet and the WWW.
- Use Internet and WWW terms correctly to distinguish between their relationship.

Instructional Methods:

- Direct instruction
- Model tasks
- Discussion
- Independent practice using online applications and related activity sheets
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Google applications
- Techno HTML5 Internet Introduction
- WAIS Acceptable Use Policy for the current Academic Year
- Code.org--CS Discoveries Unit 2--Web Development
- Common Sense Media Activities
- EdPuzzle
- Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments
- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: HTML5 & CSS Coding Unit

Time frame: 16 classes

State Standards:

Algorithms and Programming: 2-AP-10, 2-AP-13, 2-AP-14, 2-AP-15, 2-AP-16, 2-AP-17, 2-AP-18, 2-AP-19

Essential content/objectives: At end of the unit, students will be able to:

- Create and share content on their own web pages as they begin to explore their creativity with Web Development
- Think about the role of the web and how it can be used as a medium for creative expression
- Develop their pages and begin to see themselves as programmers, they are encouraged to think critically about the impact of sharing information online and how to be more critical consumers of content
- Introduced to problem solving as it relates to programming while they learn valuable skills such as debugging, using resources, and teamwork
- Create a personal website they can publish and share

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

- Create modifications to code portions of existing Web Pages to develop something new or add newly introduced or advanced features.
- To kick off a unit devoted to group problem solving and developing websites for other users, students begin by investigating the design of different websites. Students look at a variety of websites and attempt to match each design with a potential user. Pick one page and analyze it based on design and content.
- Analyze the structure of a web page using sample HTML pages in Web Lab and discuss with their classmates how HTML tags help solve this problem.
- Use a series of activities to begin developing HTML and CSS coding skills. Activities will challenge students to add structure to pages and debug existing pages.
- Participate in a collaborative process for several lesson activities using iteration with feedback (iterative process is the practice of building, refining, and improving a project, product, or initiative).
- Incorporate curated resources into a project with respect to attribution and permissions and viewership.
- Plan their own web page with respect to the importance of viewers needs, design and layout properties, content both text and visual.
- Create the web page using HTML5 and CSS code correctly with a minimum standard of:
 - 1 Primary Heading
 - 3 subheadings
 - 3 Paragraphs
 - 3 Horizontal Rules
 - 3 Line Breaks

- 3 Images with attribution
 - 3 Different Font Families
 - 3 Different Styles of Text using CSS
 - Background Color and Text Color
 - Alignment of both Images and text
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- Use self-evaluation and project presentation or description with completed project/program. (For example: Outline key features of program development and explain their choices made using a storyboard, journaling, or summative presentation.)
 - Peer Evaluation for student Projects

Instructional Methods:

- Direct instruction
- Model tasks
- Discussion
- Independent practice using online applications and related activity sheets
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Google applications
- Code.org--CS Discoveries Unit 2-Web Development
- EdPuzzle
- Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments
- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: Data, Computers and Society

Time frame: 4 classes

State Standards:

Data and Analysis: 2-DA-07

Essential content/objectives: At end of the unit, students will be able to:

- Describe what data is and offer various examples of data.
- Reference through example the importance of using data to solve problems
- Describe how and why computers can help in this process.
- Analyze how different systems are used to represent information in a computer and some benefits and challenges that are faced by using them.
- Explain what representation is and why it is important in problem solving?
- What are the types of data representation? (Text, numeric, audio, video, and graphical data that need to be translated for a computer to use.)
- What features does a representation system need to be useful?

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

- Understand the role of data and data representation in solving information problems.
- Choose the best way to represent some information based on how it will be used.
- Provide examples of how representing data in different ways can affect its ability to solve different problems.
- Create and use a system for representing information
- Describe the necessary features of a system for representing information

Instructional Methods:

- Direct instruction
- Discussion
- Independent practice
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- [Code.org](https://code.org)--CSDiscoveries Unit 5-Data and Society (Chapter 1)
- EdPuzzle assignments--What is Data?
- Other Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments
- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

Curriculum Scope & Sequence

Title of planned course: Grade 6 Computer Science

Unit: Impacting of Computing

Time frame: 4 classes

State Standards:

Algorithms and Programming: 2-AP-17

Impacts of Computing: 2-IC-20, 2-IC-21

Essential content/objectives: At end of the unit, students will be able to:

- Describe Artificial Intelligence in basic terms.
- Describe ways that a machine is trained (machine learning)
- Analyze how they might use the Problem Solving Process to help train a robot/machine to solve problems.
- Compare and contrast human modes of learning to a machine's mental learning model.

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

- Participate in three machine learning activities where a robot - A.I. Bot - is learning how to detect patterns in fish.
- Practice recognizing patterns in a color grouping activity to simulate building a machine learning model without help, then they play a game called "Green Glass Door" as an example of supervised learning, and finally, they will sort several scenarios into "supervised" or "unsupervised" learning.
- Analyze and discuss how computing technologies have impacted the world and influenced cultural and societal practices. (the Internet, AI, GPS, etc.)
- Explore an application of AI called Seeing AI and examine how it is supporting people with visual impairments. Then, students research other examples of how AI is impacting society, focusing on users who are impacted by the examples they find.
- Brainstorm other ways that this type of computing technology could solve problems for diverse groups of people and larger issues facing society.

Instructional Methods:

- Direct instruction
- Discussion
- Independent practice
- Scaffolding and group work
- Review

Materials & Resources:

- Computing Device and attached peripherals
- Common Sense Media materials
- EdPuzzle assignments-What is Artificial Intelligence
- [Code.org](https://code.org)--Computer Science Discoveries Unit 7 (AI and Machine Learning)
- Other Unplugged activities

Assessments:

- **Formative:**
 - Discussions
 - Observation
 - Self Evaluations
 - Peer Evaluations
 - Google Classroom assignments

- **Summative**
 - Completed unplugged worksheets
 - Completed online forms/guided questions
 - Projects

PA Computer Science Standards

Computing Systems

- Devices: 2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- Hardware & Software: 2-CS-02 Design projects that combine hardware and software components to collect and exchange data.
- Troubleshooting: 2-CS-03 Systematically identify and fix problems with computing devices and their components.

Networks and the Internet

- Network Communication & Organization: 2-NI-04 Model the role of protocols in transmitting data across networks and the Internet.
- Cybersecurity: 2-NI-05 Explain how physical and digital security measures protect electronic information.

Data and Analysis

- Storage: 2-DA-07 Represent data using multiple encoding schemes.
- Collection Visualization & Transformation: 2-DA-08 Collect data using computational tools and transform the data to make it more useful and reliable.
- Inference & Models: 2-DA-09 Refine computational models based on the data they have generated.

Algorithms and Programming

- Algorithms: 2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms.
- Variables: 2-AP-11 Create clearly named variables that represent different data types and perform operations on their values.
- Control: 2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
- Modularity:
 - 2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.
 - 2-AP-14 Create procedures with parameters to organize code and make it easier to reuse.
- Program Development:
 - 2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs.
 - 2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution.
 - 2-AP-17 Systematically test and refine programs using a range of test cases.
 - 2-AP-18 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.
 - 2-AP-19 Document programs in order to make them easier to follow, test, and debug.

Impacts of Computing

- Culture:
 - 2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options.
 - 2-IC-21 Discuss issues of bias and accessibility in the design of existing technologies.
- Social Interactions: 2-IC-22 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.
- Safety Law & Ethics: 2-IC-23 Describe tradeoffs between allowing information to be public and keeping information private and secure.

Other Related PA State Standards/Anchors

- 15.3.8.M. Demonstrate proper etiquette when networking either face-to-face or online
- 15.3.8.S. Apply appropriate electronic communication based on message requirements.
- 15.3.8.T. Discuss the rules of digital citizenship.
- 15.3.12.W. Use electronic communication with peers and/or educators to produce a work product.
- 15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.
- 15.4.8.C. Compare and contrast peripheral devices of computing systems for specific needs.
- 15.4.8.D. Create projects using emerging input technologies.
- 15.4.8.G. Create an advanced digital project using appropriate software/application for an authentic task.
- 15.4.8.H. Explain the differences between a scripting language and a coding language.
- 15.4.8.I. Solve a problem with an algorithm.
- 15.4.8.J. Explain the basic differences between encoding and decoding.
- 15.4.8.K. Create a multimedia project using student created digital media.
- 15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.
- 15.4.8.D. Create projects using emerging input technologies.
- 15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.
- 15.4.8.A. Analyze the influence of emerging technologies on daily life.

6th Grade Keyboarding Standards:

- K1 Use correct posture when keyboarding and demonstrate proper keyboarding technique for each letter of the alphabet.
- K2 Keyboard word lists and sentences using correct posture and proper keyboarding technique.
- K3 Use language skills including capitalization, punctuation, spelling, word division, and the use of numbers and symbols as grade-level appropriate.
- K6 Use a variety of software applications to produce, proofread, and correct errors within documents.
- K5 Students will keyboard 20 words per minute with 94% accuracy by the end of the fifth grade.
- K6 Use one space after all punctuation marks.
- K7 Keyboard from copy (documents, textbooks, or other printed sources of information).