BAA Keyboarding 11

District Name:

Coquitlam

District Number: SD #43

Developed by: Doug Binns

Date Developed: March 2004

School Name: Gleneagle Secondary

Principal's Name: Dave Matheson

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature:

Course Name: Keyboarding

Grade Level of Course: 11

Number of Course Credits: 4

Number of Hours of Instruction: 120 hours

Prerequisite(s):
Touch Typing fundamentals or a willingness to invest time early in the course to learn to touch type on their own time.

Special Training, Facilities or Equipment Required: Computer lab

Course Synopsis:
This course has been developed to meet the needs of students interested in working with computers in a business environment where strong keyboarding skills are required. The curriculum is designed to allow students to increase their keyboarding proficiency to any employable level and to provide a basic framework where students can learn the fundamentals of word processing and all of the basic word processing tasks that they may encounter upon entry into the workforce.

Rationale:

Some students are looking ahead to what they would like to do for a living once they leave school. Most people are very aware that their ability to keyboard is extremely important in many occupations. Students may already be looking forward to an occupation that requires strong keyboarding skills. This course has been developed to meet the needs of these students who are interested in a career that requires strong keyboarding skills. This course provides the background knowledge, skills, and attitudes required to enter the work force. Students will receive a wall certificate that is accepted as proof of their degree of keyboarding proficiency at all local post-secondary institutions.

Organizational Structure:

Unit/Topic Title		Time
Unit 1	Windows NT operation system	5 hours
Unit 2	Develop Alphabetic security	25 hours
Unit 3	Basic Word Processing	15 hours
Unit 4	Word Processing Applications: Business Letters	25 hours
Unit 5	Word Processing Applications: Business Reports	25 hours
Unit 6	Word Processing Applications: Office Simulations	15 hours
Unit?	Key Skills Reinforcement and Assessment	15 hours
	Total Hours	**120 hours**

Unit/Topic/Module Descriptions:

Unitl: Windows NT Operating System **5 hours**

Over the course of this unit student will develop competent network/file management skills

Curriculum Organizer - Windows NT Operating System Terminology

It is expected that students will:
- identify all parts of a window, common tool bars and buttons, file properties, and the uses of each Terminology and common Glossary terms used in this course.

Curriculum Organizer - Windows NT Operating System

It is expected that students will:
- create shortcuts, name tblders/files, move folders/files, create directory trees.

Curriculum Organizer - NT Driver's Test Practice

It is expected that students will:
- answer at a 75% competency rate, a set of questions on the NT Workstation.

Unit 2: Develop alphabetic security   **25 hours**

Students will become familiar with the theory of skill acquisition related to keyboarding. They will learn why and how keyboarding proficiency are attained and will be given time to practice these skills

Curriculum Organizer - Alphabetic Security

It is expected that students will:

- identify all alphabetic and common symbol keys using the All the Right Type software. In addition, students will reinforce correct typing body and hand posture, key stroking techniques. Advanced students will begin numeric security work.

Curriculum Organizer - Alphabetic Proficiency

It is expected that students will:

- demonstrate their proficiency to a 40 WAM level through a sequence of diagnostic tests, remedial and enriched practice, and post-tests using the Cortez Peters Championship . Keyboarding Drills. Practice includes concentration, accuracy development and speed development.

Curriculum Organizer - Rhythm Development

It is expected that students will:

- develop their ability to type rhythmically using audio tape drills - shown to increase keyboarding skills dramatically.

Unit 3: Basic Word Processing   **15 Hours**

In this unit students will begin to develop a working understanding of word processing and report creation

Curriculum Organizer - File Management

It is expected that students will:

- create folders, save, rename and move files, including printing and network printing.

Curriculum Organizer - File Setup

It is expected that students will:

- complete basic page setup procedures and page/section breaks.

Curriculum Organizer - Keyboarding

It is expected that students will:

- enter and edit text, spell check, and proofread, including basic language tools included with the word processing program.

Curriculum Organizer - Formatting

It is expected that students will:

- complete all text and paragraph formats.

Curriculum Organizer - Displays

It is expected that students will:

- create word tables and tables using tab settings.

Curriculum Organizer - Creating Reports

It is expected that students will:

- create Title Pages, Table of Contents, page formatting, footnotes and bibliographies.

Unit 4: Word Processing Applications: Business Letters   **25 hours**

Students will develop a basic level of competency in creating single and mail merge business and personal business letters

Curriculum Organizer - Business Language

It is expected that students will:
  • demonstrate the use of correct business language, punctuation, spacing, tense, syntax and capitalization in business letters.

Curriculum Organizer - Business Letter Parks

It is expected that students will:
  • identify and recall all business letter parts, including spacing requirements.

Curriculum Organizer - Personal Business Letters

It is expected that students will:
  • demonstrate the use of keying inside addresses, salutations, body text, complimentary close and return address.

Curriculum Organizer - Block Letters

It is expected that students will:
  • demonstrate the use of adjusting line lengths and margins, inside addresses, salutations, body text and complimentary close and return address.

Curriculum Organizer - Stationary

It is expected that students will:
  • demonstrate the use of templates to create block letters.

Curriculum Organizer - Letter Formats

It is expected that students will:
  • demonstrate the use of differing letter format styles, including block and modified block letters.

Curriculum Organizer - Notations

It is expected that students will:
  • demonstrate the use of subject lines, attention lines, copy notations and enclosures.

Curriculum Organizer - Proof Readers Symbols

It is expected that students will:
  • read, use and correct proof-readers symbols in letters.

Curriculum Organizer - Envelopes

It is expected that students will:
  • create and print envelopes as part of a letter file in correct format.

Curriculum Organizer - Mail Merge

It is expected that students will:
  • create data tables, form letters, field place holders in documents and then merge documents to create mail merge documents.

Unit 5: Word Processing Applications: Business Reports   **25 hours**

In this unit students will develop a basic level of competency in creating business reports in various formats.

Curriculum Organizer - Business Language

It is expected that students will be able to:

- demonstrate the correct versions of similar sounding words.
- correctly use various punctuation, including: comma, colon, semi-colon, dash, and quotation marks.

Curriculum Organizer - Unbound Reports

It is expected that students will be able to:

- set margins and change margins for differing pages by creating sections
- format titles and headings correctly.
- create headers correctly.
- correctly format sources in reports.
- create reference pages.
- format multi-page reports.
- format long quotes.
- format title pages.

Curriculum Organizer - Business Reports

It is expected that students will be able to:

- set correct margins, complete a series of bound reports, starting with one page and ending with multi-page reports.
- demonstrate the use of keying, copying, editing, formating, and moving footnotes.
- demonstrate the use of creating a table of contents both by using a template and manual formatting.
- make necessary adjustments for single space reports.
- make necessary adjustments for top bound reports.

Unit 6: Word Processing Applications: Office Simulations   **10 hours**

Production Projects: This unit will introduce students to the world of work and the types of production projects that they can expect to handle in their vocation.

Curriculum Organizer - Office Simulations
It is expected that students will:

- create a complete production report that will include an interoffice memo, a cover letter, several reports and a letter of transmittal.

Instructional Component:

- Direct instruction/lecture
- Interactive software
- Individual instruction
- Projects

Assessment Components:

- Effective formative assessment via:
    - Clearly articulated and understood learning intentions and success criteria
    - Questions posed by students, peers and teachers to move learning forward
        - Discussions and dialogue
    - Feedback that is timely, clear and involves a plan
    - Students are resources for themselves and others – peer and self-assessment
    - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Software: Cortez Peters Skill Building System, All the Right Type, Microsoft Word.

Judith A., et. Al., <u>Information Processing,</u> Collier McMillan Canada, Inc.,
(Toronto, 1990) ISBN: 0-02-953986-2 (V.l)

Peters, Cortez, <u>Cortez Peters Championship Keyboarding Drills,</u> Glencoe,
McGraw-Hill (Columbus, OH, USA, 3rd edition, 1987) sib 0-02-80119906

Teacher Developed Assignments

Additional Information:

In some cases, students are assigned to Keyboarding 11 without the touch-typing pre-requisite. As all electives do not have course pre-requisites, the course is adapted to the needs of some of the learners who are placed in this class.

Students learn to create letters, reports and manuscripts, data tables and displays. Students develop typing skills to an employable level and learn to key quickly and correctly. Minimum entry level job skill today is 40 words a minute. Students will be able to key at a minimum of 35 words a minute after successful completion of this course. Keyboarding 1 lis a comprehensive keyboarding course. Although the students who take this course can key, very few students have been properly taught to use a keyboard by touch. Students who take this course will be taught correct keyboarding techniques, including hand and body posture, fingering, stroking, rhythm development and good concentration skills. Students can **expect** to gain an employable skill of 50 net words a minute upon completion of this course. (Regularly, students reach speeds of 80 to 100 words a minute). In addition, students will learn many business related documents that will help them gain employment upon leaving high school.

At this point the most reliable, affordable and widely used method of data entry (getting information into a computer) is through the keyboard. KEYBOARDING SKILLS ARE ESSENTIAL in today's society. With ICQ, Hotmail and Internet mail being extremely important in the world of work (and recreation), keyboarding skills have become even more important. Students will enroll in this course for one or more of several reasons. The first and most important reason to learn to key quickly and correctly is for students to be able to use a computer to make their life easier. By being able to complete and easily edit school assignments, students will have more time for learning and developing themselves in other areas.