

# Unit 3 The Keyboard and Keying

Content Area: **Technology**  
Course(s): **Computers 6**  
Time Period: **SeptOct**  
Length: **11 Sessions, Grade 6**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## Computer Applications Grade 6

**Belleville Board of Education**

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**Belleville, NJ 07109**

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## Unit Overview

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Unit 3- The Keyboard and Keying (approximately 11 sessions) This unit prepares students for typed assignments in other classes. Accurate, fast typing skills give students the ability to easily produce high-quality documents. Such skills will develop as students memorize keys and finger strokes to be able to type without looking down to search the keyboard for every key. Students will use software specifically designed to teach correct typing skills. This unit prepares students to produce documents in Word. The students will learn formatting procedures and basic skills taught in Word will include, but are not limited to the following: creating, saving, and opening documents to/from various locations; line spacing;. Students will create short projects that focus on giving the students experience with performing the previous mentioned tasks.

## NJSLS

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TECH.8.1.8	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.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

## Exit Skills

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What are the skills that the students should have obtained by the end of this unit?

- Use correct posture at the computer.
- Use computer terminology appropriately.
- Identify and use the parts of a computer.
- Use the keyboard (Enter/Return, Spacebar, arrow keys, Esc, Tab, and other keys).
- Use the mouse to point and click, double-click, drag and right click.
- Demonstrate proper hand, finger, & body position.
- Use correct finger reaches from home row to top/bottom row keys.
- Use the top row of the keyboard for numeric keying.

## **Enduring Understanding**

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All students can benefit from a basic to moderate understanding of keyboarding skills to allow for their proper and effective use of technology.

It is essential that students be exposed to the proper use of Technology so that they may possess the skills necessary to excel in both their academic and long-term careers.

## **Essential Questions**

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- How can using the proper touch-typing technique increase productivity?
- Why is it important to maintain the home row position when working in Word or any application?
- How can using the home row keys increase typing speed over time?
- What process would you use to create a letter or newsletter in Microsoft Word?

## **Learning Objectives**

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- Students will demonstrate proper use of keyboarding technique using touch-typing method.
- Students will demonstrate proper use of computer software.

By completing the following skills by unit of instructions as described by the objectives above:

Introduction to Keyboard Concepts:

- complete learning the alphabet
- begin learning punctuation marks, symbols, and numbers Skill Building and

Paragraphs:

- build speeds and increase readability
- paragraphs
- complete punctuation marks and symbols
- track skill level (wpm and errors) with 1-minute timings

## Interdisciplinary Connections

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Please list all and any cross-curricular content standards that link to this Unit.

LA.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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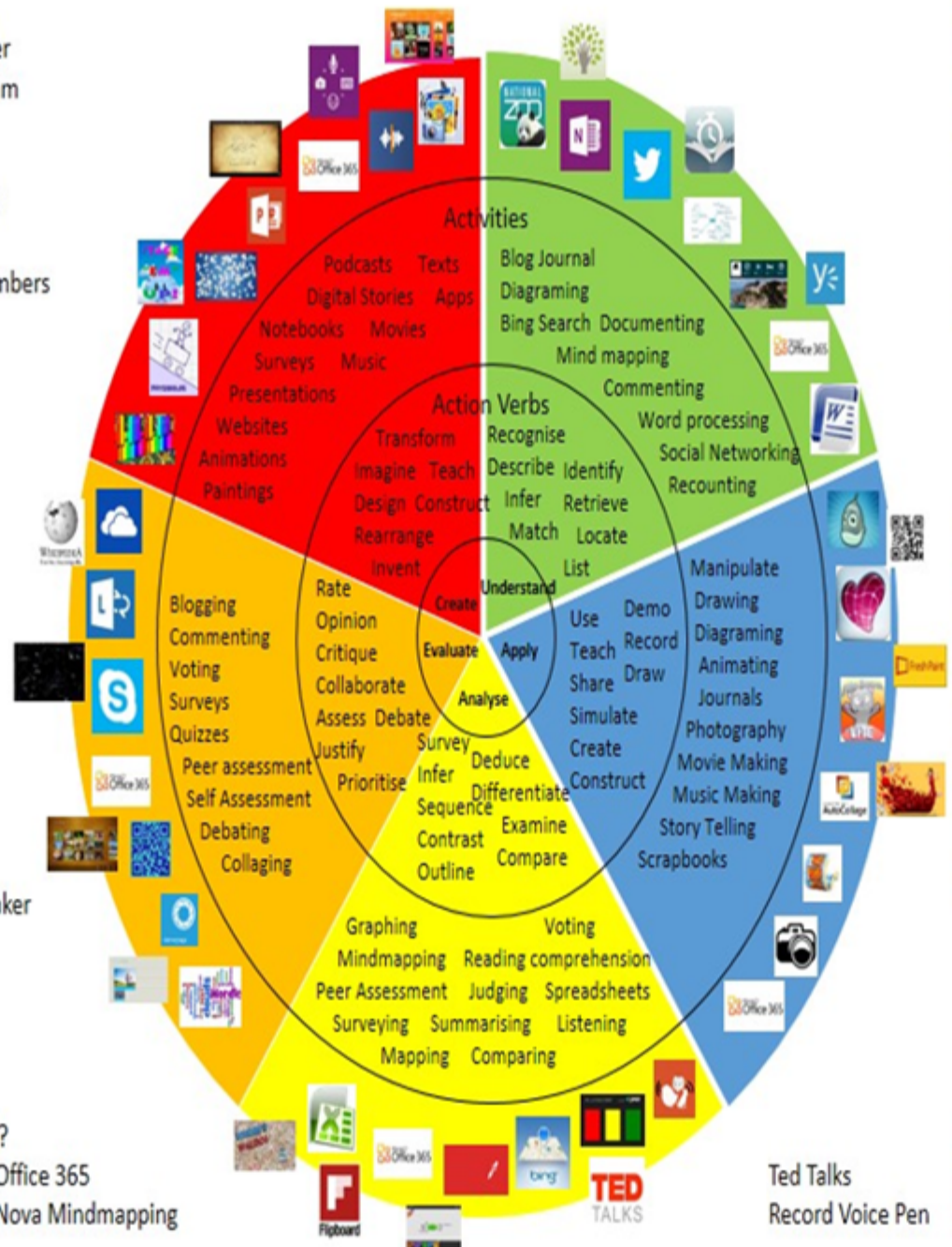
What technology can be used in this unit to enhance learning?

## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping



## Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.



- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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- Microsoft Word
- Teacher-made handouts
- Office 365
- Digttools, textbook
- Code.org <https://code.org/>

## **Worksheets/Online Typing Websites:**

- Dance Mat Typing: <http://bbc.co.uk/schools/typing/>
- Keyboard Puzzle: [http://www.abcya.com/standard\\_keyboard.htm](http://www.abcya.com/standard_keyboard.htm)
- More Typing Lesson: [http://www.typing-lessons.org/lesson\\_1.html](http://www.typing-lessons.org/lesson_1.html)
- Spider Typing Game: <http://resources.kaboose.com/games/super-hyper-spider-typer.html>
- Touch Typing Practice: <http://sense-lang.org/typing/>
- Typing Lessons/Test: <http://typeonline.co.uk/lesson1.html>
- Typing.com: <https://www.typing.com/>
- Typing club: <https://www.typingclub.com/>

Please list all resources available to you that are located either within the district or that can be obtained by district resources.

## **Ancillary Resources**

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Please list ALL other resources available to strengthen your lesson.

## **Sample Lesson**

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: