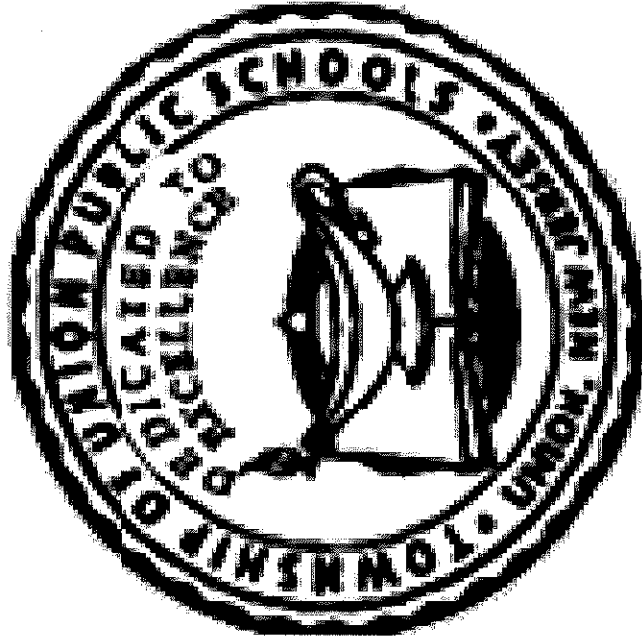
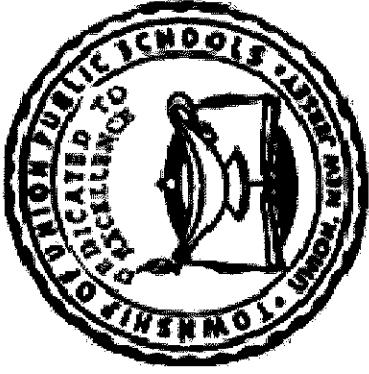


TOWNSHIP OF UNION PUBLIC SCHOOLS



Keyboarding
Curriculum Guide 2015

Curriculum Guide Approved June 2015



Board Members

David Arminio, President

Vito Nufrio, Vice President

Guy Francis

Richard Galante

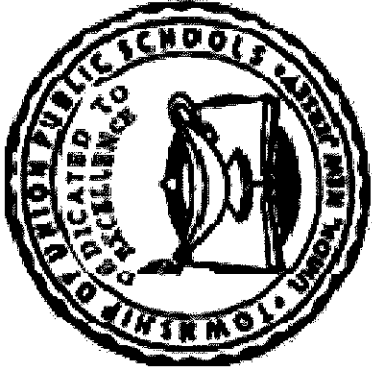
Lois Jackson

Thomas Layden

Ronald McDowell

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Martin Tatum

Assistant SuperintendentDr. Noreen Lishak

Director of Curriculum K-12 Dr. Noreen Lishak

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects)	Ms. Maureen Corbett
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee

Keyboarding

Katie Dimitoulis/Arlene M. Eckert

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The purpose of this course is to key alphabetic, numeric, and punctuation keys and develop keyboarding skill mastery through the "touch-typing" conditioning method. This enables students to keyboard comfortably and accurately so they can focus on what they are trying to communicate instead of searching for keys or making corrections. Computer Keyboarding lays the skill foundation for future computer applications courses and many other courses and tests that require good keyboarding skills for success. The primary software application upon which this course focuses is an integrated office suite. The Internet is used as a research tool.

Keyboarding is learned through a word processing application which enables students to learn the basic computer controls and operations. Students key, proofread, edit, save, and print documents and communications that will directly benefit other other curricular areas and test taking. This computer/technology course of study continues to identify the essential knowledge and skills that students need to be life-long learners in an ever-changing technological workplace/environment. Computer literacy skills as dictated by the Core Curriculum Content Standards are an integral part of this course of study.

Recommended Textbooks

VanHuss, Susie H., Connie M. Forde, and Donna L. Woo. Keyboarding & Word Processing Essentials Microsoft Word 2010. Mason, OH: South-Western Cengage Learning, 2011

MicroType by South-Western Cengage Learning

Course Proficiencies

Students will be able to...

- Write for a variety of purposes.
- Improve ability to proofread, edit, revise and rewrite written work.
- Demonstrate the ability to use Microsoft Word.
- Demonstrate using proper reach-stroke for each of the letter keys, number keys, often-used service and function keys, punctuation keys, and numeric keypad.
- Demonstrate the proper technique of striking letter keys and combining reach-strokes to form words, phrases, sentences, and paragraphs achieving marketable keyboarding skills.
- Demonstrate keyboarding speed/control mastery through specialized technique drills and one- and three-minute timed writings.
- Create and edit a variety of documents including: letters, memos, tables, and flyers.

Curriculum Units

Unit 1: Keyboard mastery and skill building

Unit 2: Document creation

Pacing Guide – Course

<u>Content</u>	Number of Days
Unit 1:	30
Unit 2:	60

Unit 1: Keyboard mastery and skill building

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	The cognitive objective for this course is for each student to comprehend foundational knowledge of word processing skills processed in a school/work environment.	Text book/ Internet Micro Type Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E
2.	The performance objective of this course is for each student to apply foundational knowledge of advanced word processing skills encountered in a classroom/work environment.	Text book/ Internet Micro Type Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E
3.	Demonstrate the basic typing position and practice key stroking, spacing, and returning.	Text book/ Internet Micro Type Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E
4.	Operate the home row keys, letter, number, and symbol keys and the basic service keys by touch to develop effective and efficient keyboarding skills.	Text book/ Internet Micro Type Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E

Unit 2: Document creation

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Demonstrate creating enumerations and documents with Bullets and Numbering feature to students through direct instruction using SmartBoard.	Text book/ Internet Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E
2.	Prepare memos and demonstrate proper formatting.	Text book/ Internet Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E
3.	Prepare a variety of formatted business letters.	Text book/ Internet Microsoft Word 2010	8.1A 8.1C 8.1F 9.1.B 9.1D 9.1E

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
Content and Organization	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Assortment of incomplete and/or incorrect sentences	Excessive monotony/ same structure	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.				
Content/ Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 		<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 		<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy

Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.