

TECHNOLOGY-9

ESSENTIAL UNIT 1 (E01)

(Keyboarding)
(July 2017)

Unit Statement: The student will demonstrate proper keyboarding technique. Proper technique forms the foundation for successful touch keyboarding. The goal at this stage is proper typing technique, not typing speed. Technique should be observed and closely monitored whenever students are operating a keyboard. Given the importance of developing good keyboarding habits the teacher is encouraged to open this unit at the beginning of the year and spend a few minutes each class reinforcing the ideas herein.

Essential Outcomes: (must be assessed for mastery)

1. The Student Will use correct posture while sitting at and using the computer.
2. TSW demonstrate correct keyboarding techniques (see checklist).
3. TSW demonstrate the ability to compose at the keyboard.
4. TSW key the entire alphabetic keyboard by touch using the correct finger of the correct hand.
5. TSW use the correct hand for the following special purpose keys: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, and break key.
6. TSW key the numeric keyboard (numbers located above the alphabetic keys) by touch using the correct finger of the correct hand.
7. TSW identify and explain the purpose of the basic parts of the computer.
8. TSW demonstrate the proper care and handling of equipment and/or software.

Suggested Materials & Software:

Typing.com is a complete online typing training program. It is highly recommended to start here with students. Student accounts can be carried on into the following years, allowing future teachers to immediately see detailed information on student progress and achievements while also giving students a sense of familiarity and continuity.

Destiny Webpath Express (found on QSI schools Library site)

Use this search engine to find age-appropriate websites that align with this unit.

Suggested Activities, Assessment Tools, & Strategies:

(TSW 1) Videotape students so they can evaluate their own posture.

(TSW 1-2) Show a film or a video illustrating proper posture and technique while keyboarding.

(TSW 1-2) Model proper technique and posture while keyboarding. Technique and posture are extremely important in the development of keyboarding skill and must be continuously encouraged and modeled.

(TSW 2-6) With the Typing.com website as a tool, encourage and reinforce the lessons and guidelines it offers. Typing.com has structured lessons as well as built in accolades and awards to help motivate students, which gives the teacher more time for hands on re-teaching, whether that be for posture, technique, or specific help with keying.

(TSW 3-6) Use simple "art typing" designs to add interest and to assist the student with manipulation of the keyboard. Art typing is the creation of a diagram or graphic on the screen using a variety of keys such as x, /, *, etc.

(TSW 7-8) Develop a bulletin board display illustrating proper care and handling of the basic parts of the equipment (hardware) and/or software students will be using.

Assessment Rubric and Additional Checklists found on following pages.....

The use of the following checklist is suggested, but not mandatory. Rather it is a tool to assess students on essential outcomes. Students may receive a "D" (deficient) if they have not made a reasonable effort on one or more outcomes.

ASSESSMENT RUBRIC AND CHECK LISTS FOUND ON FOLLOWING PAGES.....

Assessment Rubric – E01 – Keyboarding

Student Name: _____ Date: _____

To receive a ‘B’ the student must show ‘B’ level mastery on ALL Essential Outcomes. (TSW’s)
 To receive an ‘A’, the student must show ‘A’ level mastery on 5 of 8 available and ‘B’ level mastery on all remaining TSW’s.

| TSW | ‘A’ Level Mastery | ‘B’ Level Mastery | ‘P’ Comments |
|--|---|---|--------------|
| 1. Use correct posture while sitting at and using the computer. | Uses correct posture while sitting at and using the computer all of the time. | Uses correct posture while sitting at and using the computer most of the time. | |
| 2. Demonstrate correct keyboarding techniques (see checklist). | Demonstrates correct keyboarding techniques at all times for the keys learned. | Demonstrates correct keyboarding techniques most of the time for the keys learned. | |
| 3. Demonstrate the ability to compose at the keyboard. | | The student is able to compose at the keyboard. | |
| 4. Key the entire alphabetic keyboard by touch using correct fingers of correct hand. | The student can key the entire alphabetic keyboard by touch using correct fingers of correct hand all of the time. | The student can key the entire alphabetic keyboard by touch using correct fingers of correct hand most of the time. | |
| 5. Use the correct hand for special purpose keys. | The student can use the correct hand for special purpose keys all of the time. | The student can use the correct hand for special purpose keys most of the time. | |
| 6. Key the numeric keyboard by touch using the correct finger. | The student can use the correct hand for numeric keys all of the time. | The student can use the correct hand for numeric keys most of the time. | |
| 7. Identify and understand the purpose of the basic parts of computer. | The student can identify and explain the purpose of the basic parts of the computer, and understand how they all work together. | The student can identify and explain the purpose of the basic parts of the computer. | |
| 8. Demonstrate proper care and handling of equipment. | The student can demonstrate proper care and handling of equipment all of the time. | The student can demonstrate proper care and handling of equipment most of the time. | |

Assessment of Keyboarding Techniques – 9 YOC

Name _____

Date _____

| | Needs Improvement | Some of the time | All the time |
|---|-------------------|------------------|--------------|
| Correct Body Posture | | | |
| <ul style="list-style-type: none"> • Spine is straight, against back of chair, leaning slightly forward from the waist | | | |
| <ul style="list-style-type: none"> • Sitting centered in front of the keyboard (body directly in front of the “J” Key?) | | | |
| <ul style="list-style-type: none"> • Sitting a hand-span from the keyboard? | | | |
| <ul style="list-style-type: none"> • Feet are flat on the floor, slightly apart for body balance? | | | |
| Correct Arm and Hand Position | | | |
| <ul style="list-style-type: none"> • Arms are relaxed with elbows close to their sides? | | | |
| <ul style="list-style-type: none"> • Forearms nearly parallel with slope of keyboard? | | | |
| <ul style="list-style-type: none"> • Fingers curved, tips of fingers resting lightly on keys? | | | |
| <ul style="list-style-type: none"> • Hands close enough together to “lock” thumbs? Fingers upright, not leaning toward little fingers? | | | |
| <ul style="list-style-type: none"> • Hands and wrists “quiet,” almost motionless? | | | |
| Correct Keystroking | | | |
| <ul style="list-style-type: none"> • Beginning and ending all keystrokes at home row position? | | | |
| <ul style="list-style-type: none"> • Keying each key with the correct finger? | | | |
| <ul style="list-style-type: none"> • Keying the space bar with the thumb of the right hand? | | | |
| <ul style="list-style-type: none"> • Shifting with the appropriate “little” finger? | | | |
| <ul style="list-style-type: none"> • Using the “little” finger of the right hand for the enter or return key? | | | |
| <ul style="list-style-type: none"> • Keeping eyes on copy (text, screen, board, etc.) rather than the keyboard, once a key has been learned? | | | |

Student Self-Assessment For Keyboarding Techniques

Name _____

Date _____

Read each skill below and rate yourself by circling the number that best describes your current skill level.

| Keyboarding Skills | S e l d o m | S o m e o f t h e t i m e | M o s t o f t h e t i m e | A l w a y s |
|--|--|--|--|--|
| 1. My eyes glance at the keyboard and back at the monitor. When I am copying work, my eyes form a triangle from the copy to the monitor to the keyboard. | 1 | 2 | 3 | 4 |
| 2. I keep my feet flat on the floor. | 1 | 2 | 3 | 4 |
| 3. My wrists do not touch the table or keyboard. | 1 | 2 | 3 | 4 |
| 4. My body is a hand-span from the keyboard and squarely in front of the "J". | 1 | 2 | 3 | 4 |
| 5. I sit up straight. | 1 | 2 | 3 | 4 |
| 6. I keep my fingers curved and resting on the HOME ROW. | 1 | 2 | 3 | 4 |
| 7. I keep my arms relaxed and my elbows close to my sides. | 1 | 2 | 3 | 4 |

Class:
 Teacher:
 School Year:
 Date:

9 YOC Keyboarding Checklist

| Name | Introduce and use proper touch-typing skills | | | Uses touch-typing in all areas of study, and can compose. | | | Use special function keys | | | Use correct body position | | | Keyboard alphabetic and numeric entry on keyboard | | |
|----------------|---|------------------|--------------|--|------------------|--------------|----------------------------------|------------------|--------------|----------------------------------|------------------|--------------|--|------------------|--------------|
| | Needs Improvement | Some of the time | All the time | Needs Improvement | Some of the time | All the time | Needs Improvement | Some of the time | All the time | Needs Improvement | Some of the time | All the time | Needs Improvement | Some of the time | All the time |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| PERCENT | | | | | | | | | | | | | | | |

Cumulative Keyboarding Progress

Student's Name _____ Date _____

The cumulative keyboarding report below is designed to be used continuously throughout the Elementary Level. When a student has achieved a particular competency, indicate that achievement and record the date. Additional information may include the student's current grade level and the teacher's name.

| Competency | Achieved | Date |
|---|----------|------|
| Identify the basic parts of the computer/typewriter and demonstrate the proper care and handling of equipment and/or software. | | |
| Use both hands on the keyboard. | | |
| Use the correct hand to key the space bar, return (enter) key, cursor (arrow) keys and the escape key. | | |
| Demonstrate proper technique (see checklist). | | |
| Use the correct finger of the correct hand for the space bar; return (enter) key, and shift keys. | | |
| Use the correct hand to key all alphanumeric keys. | | |
| Use the correct hand for the control keys and caps lock. | | |
| Key the following by touch: space bar, return (enter) key, and shift keys. | | |
| Use the correct hand for the following keys: cursor (arrow), backspace, escape, caps lock, control, insert, delete, and break. | | |
| Key the home row keys (a, s, d, f, j, k, l, and semicolon) by touch. | | |
| Key the alphabetic keyboard by touch. | | |
| Demonstrate the ability to compose at the keyboard. | | |
| Key the numeric keys by touch. | | |
| Reinforce and further develop touch-keyboarding skill. | | |
| Use keyboarding skill in other areas of study whenever possible. | | |
| Develop and enhance ability to compose at the keyboard. | | |
| Develop speed and accuracy using half and one-minute timings. | | |
| Develop proofreading and editing skills. | | |
| Key the symbol keys by touch. | | |