

TECHNOLOGY-11

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 importance of demonstrating and continuously encouraging proper technique with the students cannot be over-emphasized.** Technique should be observed and closely monitored whenever the student is operating a keyboard, whether he/she is keying a story or practicing keyboarding drills. It is extremely important to encourage and develop good keyboarding habits right from the start.

Essential Outcomes: (must be assessed for mastery)

1. The Student Will demonstrate the proper care and handling of equipment and/or software.
2. TSW define and explain the purpose of the basic internal parts of the computer such as; motherboard, CPU, RAM, ROM, hard drive, daughter boards, power supply, fan and etc.
3. TSW demonstrate, reinforce and develop proper touch-typing technique.
4. TSW use the correct hand for special purpose keys to include: cursor (arrow) keys, escape key, backspace key, caps lock key, control key, insert key, delete key, and the break key.
5. TSW develop and enhance the ability to compose at the keyboard.
6. TSW develop speed and accuracy on the keyboard reaching a speed on a one-minute timed writing of 15 to 20 gross words per minute.
7. TSW develop proofreading and editing skills.

Introduced and Practiced Outcomes:

1. The Student Will use Dvorak typing as a superior system to QWERTY
2. TSW type accurately with eyes closed.

Suggested Materials/Software:

- Keyboarding Software (for example Mavis Beacon or Typing Tutor) or consider using Typingweb.com as a typing program.

Suggested Websites:

- www.typing.com - Free accounts for students that track the progress (tests, drills, games, certificates)
- http://www.learninggamesforkids.com/keyboarding_games.html
- <http://www.typingtest.com/games.html>
- <http://www.kidztype.com/browse-typing-games.html>
- 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 and Strategies:

- Saskatchewan Education's document [*A Handbook for Educators: Keyboarding*](#) provides a "starter kit" of activities beginning on page 16. The following activities are in addition to those in the above document.
- 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.
- Show a film or a video illustrating proper technique while keyboarding. High school students could model and develop the video. Here is a sample of a video that explores the techniques required to type properly on the keyboard. It also identifies the benefits of proper keyboarding, and proper finger placement.: <https://www.youtube.com/watch?v=BqKm9piu0Ro>
- Demonstrate proper and improper technique while keyboarding. Technique is extremely important in the development of keyboarding skill and must be continuously encouraged. Keyboarding should not be taught sitting down but rather by moving around the room motivating and praising students. Written evaluations of students' techniques are important, but verbal encouragement and reinforcement of good technique on a daily basis will be beneficial to learners.
- Videotape students so they can evaluate their own technique.
- Make use of brightly colored wall charts and/or overheads when teaching touch keyboarding.
- When introducing a new key, have students find it on their keyboards. Encourage them to look down at their hands only during the introductory phase of each new key. Vocalize the strokes while the students key, using rhythm and a suitable pace. For example, call out "J space J" or "J U J" as the students key. For a change of pace, have students be the "callers" as they key. For the purposes of key location, allow your students to look down at their hands during the keying of one or two introductory lines accompanying each new key. Once the new key has been located, extensive drill work is required with "eyes on copy" to promote key security.
- The overhead or the board can be used effectively to ensure students are keeping their eyes on their copy while keyboarding. Putting the alphabet on the board or on flash cards, writing a list of "backwards" words (keyed from right to left, such as "deer" and "reed"), and keying the names of class members keep students interested and challenged.
- 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.
- Have students work in pairs if the number of keyboards is limited. One student could complete a simple checklist of each partner's technique, and then roles could be reversed.
- During the readiness phase of keyboarding (before touch keyboarding is introduced), encourage students to use the index finger of the left hand for keys

on the left side of the keyboard. Alpha-numeric keys to be keyed with the left hand include the following: 1, 2, 3, 4, 5, q, w, e, r, t, a, s, d, f, g, z, x, c, v, and b. Alpha-numeric keys to be keyed with the index finger of the right hand include: 6, 7, 8, 9, 0, y, u, i, o, p, h, j, k, l, semi-colon (;), colon (:), apostrophe ('), quotation marks ("), n, and m. The right hand will also be used for the period, comma, question mark, and diagonal (/) keys.

- Time the students for one minute while they copy a passage in longhand. At the end of the keyboarding program, their keyboarding speed should be at least equal to their handwriting speed. This will emphasize the usefulness of keyboarding to the young learner.
- Use a coloring activity to help your students with key location. Use the keyboarding chart showing both the left and the right hand at the bottom of the keyboard. Each finger has the name of a color on it. Have your students color the fingernail of each of the fingers with the appropriately colored crayon. For example, the fingernail of the baby finger will be red; the ring finger will be blue, and so on.
- Now ask your students to outline the home row keys (a, s, d, f, j, k, l, and ;) in black. The next step is to color the home row key the same color as the finger that is used to strike the key. For example, the "a" key will be red; the "s" key will be blue, and so on. The space bar is struck with the thumb; the suggested color is black. As more keys are added to the list of learned keys, they can be colored the appropriate color as well. The growing number of colored keys will give your students a sense of accomplishment in addition to helping with key security.
- This can be taken a step further by the purchase of colored sticky dots from a stationery store. Allow the students to put a red sticky dot on their baby fingers, a blue one on each ring finger, etc.
- Sample keyboards have been included for your use, and are found on the following pages.

ASSESSMENT RUBRIC ON FOLLOWING PAGE.....

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 4 of 6 available and ‘B’ level mastery on all remaining TSW’s.

TSW	‘A’ Level Mastery	‘B’ Level Mastery	‘P’ Comments
1. The Student Will demonstrate the proper care and handling of equipment and/or software.	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.	
2. TSW define and explain the purpose of the basic internal parts of the 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.	
3. TSW demonstrate, reinforce and develop proper touch-typing technique.	Demonstrates correct keyboarding techniques at all times for the keys learned.	Demonstrates correct keyboarding techniques most of the time for the keys learned.	
4. TSW 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.	
5. TSW develop and enhance the ability to compose at the keyboard.		The student is able to compose at the keyboard.	
6. TSW develop speed and accuracy of 15-20 gross wpm.		The student can type with a speed and accuracy of 15-20 gross WPM.	
7. TSW develop proofreading and editing skills.	The student can identify and correct errors in the work of others.	The student can identify and correct errors in their own work.	

Assessment of Keyboarding Techniques – 11 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	Seldom	Some of the time	Most of the time	Always
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

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
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.		
Develop and enhance ability to compose at the keyboard.		
Develop proofreading and editing skills.		
Key the symbol keys by touch.		