

Strand	Keyboarding	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>A. Demonstrate proper keyboarding technique</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Recognize correct finger placement</li> </ul>	
<p><b>Alignments</b>            CCSS: 9-10.RST.4            Performance: 2.2            Knowledge: (CA) 1            NETS: 6a,b            DOK: 1</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Create a color fingering chart to assist with finger placement on the keyboard</li> <li>• Model proper finger placement on the keyboard</li> <li>• Guided practice</li> <li>• Program drills:               <ul style="list-style-type: none"> <li>• <i>Type to Learn</i> software program</li> <li>• Textbook drills</li> <li>• <i>Type to Learn</i> notebook drills</li> </ul> </li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Timed typing drills</li> <li>• Student worksheets scored</li> </ul>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Show the home row finger placement</li> </ul>		
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• <i>Type to Learn</i> instructional software</li> <li>• Textbook drill</li> <li>• <i>Type to Learn</i> notebook drills</li> </ul>		

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*

**Cross Curricular Connections**

- Vocational Work Skills
- Independent Living

Strand	Keyboarding	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
B. Identify various search engines on the Internet to locate specific information	1. <ul style="list-style-type: none"> <li>• Distinguish search engines to find specific information on a variety of topics</li> </ul>	
<b>Alignments</b> CCSS: 9-10.RST.2; 8.W.1b Performance: 1.4, 1.6, 2.7 Knowledge: (CA) 3 (CA) 6 NETS: 3c; 5a-c DOK: 2		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Use the Yahoo home page to find information on:                             <ul style="list-style-type: none"> <li>• news</li> <li>• weather</li> <li>• sports</li> <li>• movies</li> <li>• maps</li> <li>• directions</li> <li>• travel</li> </ul> </li> <li>• Use a search engine to seek information on topics such as:                             <ul style="list-style-type: none"> <li>• unusual animals</li> <li>• biographies of accomplished individuals</li> <li>• virtual travel</li> </ul> </li> <li>• Guided practice:                             <ul style="list-style-type: none"> <li>• reporting local/foreign news and weather</li> <li>• summarizing movie plots</li> <li>• formulating travel routes and directions</li> </ul> </li> <li>• Interpret data from a search engine to create an organized, logical report to be presented orally to the class</li> <li>• Summarize facts and present to the class</li> </ul>		

**Assessments/Evaluations**

- Demonstrate how to book airline tickets for a virtual trip
- Teacher:
  - created quizzes
  - observation
- Model how to locate one local and one international article on a website

**Sample Assessment Questions**

- List three tourist attractions for a virtual trip

**Instructional Resources/Tools**

- Search engines such as:
  - Yahoo
  - Google
  - Bing

**Literacy Connections**

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

**Cross Curricular Connections**

- Vocational Work Skills
- Independent Living

Strand	Keyboarding	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
C. Demonstrate a basic understanding of word processing	1. <ul style="list-style-type: none"> <li>• Relate how to use the toolbar for editing and creating documents</li> </ul>	
<b>Alignments</b> CCSS: 9-10.RST.4 Performance: 2.1, 2.2 Knowledge: (CA) 1 NETS: 6a,b DOK: 2		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Students will demonstrate how to use:                             <ul style="list-style-type: none"> <li>• fonts</li> <li>• points</li> <li>• spell check</li> <li>• formatting</li> </ul> </li> <li>• Model how to write:                             <ul style="list-style-type: none"> <li>• and send an email</li> <li>• a letter</li> </ul> </li> <li>• Guided practice:                             <ul style="list-style-type: none"> <li>• writing:                                     <ul style="list-style-type: none"> <li>• letters</li> <li>• emails</li> </ul> </li> <li>• sending emails</li> <li>• creating flyers for advertising</li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Students will create a prom flyer using various:
  - fonts
  - points
  - formatting techniques
- Teacher checklist:
  - fonts
  - creativity
  - clarity
- Teacher observation
- Student examples of completed work

**Sample Assessment Questions**

- Show how to use the various toolbar options to edit and create a document

**Instructional Resources/Tools**

- Microsoft Word program

**Literacy Connections**

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*

**Cross Curricular Connections**

- Career Connections
- Vocational Work Skills
- Independent Living

Strand	Keyboarding	
<b><u>Concept</u></b>	<b><u>Learning Targets</u></b>	
D. Demonstrate knowledge of basic spreadsheets	1. <ul style="list-style-type: none"> <li>• Identify addition, subtraction, multiplication, and division formulas to calculate spreadsheet problems</li> </ul>	
<b>Alignments</b> CCSS: 9-10.RST.3; 4.NBT.2; 6.NS.2; 6.NS.7d Performance: 1.8 Knowledge: (MA) 3 NETS: 4b; 6a,b DOK: 2		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Students will practice reading spreadsheet data and use the formulas of:                             <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> </ul> </li> <li>• Guided practice using student grades data to predict their future grade for the course</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Create a monthly budget spreadsheet. Add income sources and subtract expenses. Is enough money left over at the end of the month?</li> <li>• Teacher:                             <ul style="list-style-type: none"> <li>• created quizzes</li> <li>• observation</li> </ul> </li> </ul>		
<b><u>Instructional Resources/Tools</u></b>		
<ul style="list-style-type: none"> <li>• Spreadsheet program</li> </ul>		

**Literacy Connections**

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons
- Fluently divide multi-digit numbers using the standard algorithm
- Distinguish comparisons of absolute value from statements about order

**Cross Curricular Connections**

- Independent Living



Strand	Keyboarding	
<p style="text-align: center;"><b><u>Concept</u></b></p> <p>E. Demonstrate knowledge of basic database</p>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Create a presidential database using database format</li> </ul>	
<p><b>Alignments</b>            CCSS: 9-12.RST.2; 6.SP.5            Performance: 1.8            Knowledge: (MA) 3            NETS: 4b; 6a,b            DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Create a presidential database using information from the Internet</li> <li>• Guided practice creating a class database comparing/contrasting data</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate how to format information correctly</li> <li>• Teacher checklist</li> </ul>		
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Create a presidential database using eight records and eight fields</li> </ul>		
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Spreadsheet program used for database – potus.com on the Internet</li> </ul>		

**Literacy Connections**

- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Summarize numerical data sets in relation to their context, such as by:
  - a. Reporting the number of observations
  - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement
  - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered
  - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered

**Cross Curricular Connections**

- Independent Living