### Personal Computer Skills

<table>
<thead>
<tr>
<th><strong>Strand</strong></th>
<th>Keyboarding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td>A. Demonstrate proper keyboarding technique</td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td>1. Recognize correct finger placement</td>
</tr>
</tbody>
</table>

**Alignments**
- CCSS: 9-10.RST.4
- Performance: 2.2
- Knowledge: (CA) 1
- NETS: 6a,b
- DOK: 1

**Instructional Strategies**
- Create a color fingering chart to assist with finger placement on the keyboard
- Model proper finger placement on the keyboard
- Guided practice
- Program drills:
  - *Type to Learn* software program
  - Textbook drills
  - *Type to Learn* notebook drills

**Assessments/Evaluations**
- Teacher observation
- Timed typing drills
- Student worksheets scored

**Sample Assessment Questions**
- Show the home row finger placement

**Instructional Resources/Tools**
- *Type to Learn* instructional software
- Textbook drill
- *Type to Learn* notebook drills
### Personal Computer Skills

**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
### Personal Computer Skills

**Strand** | **Keyboarding**
---|---
**Concept** | **Learning Targets**

B. Identify various search engines on the Internet to locate specific information

1. Distinguish search engines to find specific information on a variety of topics

### Alignments

- **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

### Instructional Strategies

- Use the Yahoo home page to find information on:
  - news
  - weather
  - sports
  - movies
  - maps
  - directions
  - travel
- Use a search engine to seek information on topics such as:
  - unusual animals
  - biographies of accomplished individuals
  - virtual travel
- Guided practice:
  - reporting local/foreign news and weather
  - summarizing movie plots
  - formulating travel routes and directions
- Interpret data from a search engine to create an organized, logical report to be presented orally to the class
- Summarize facts and present to the class
### Personal Computer Skills

#### 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
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Demonstrate a basic understanding of word processing</td>
<td>1. Relate how to use the toolbar for editing and creating documents</td>
</tr>
</tbody>
</table>

### Alignments

CCSS: 9-10.RST.4  
Performance: 2.1, 2.2  
Knowledge: (CA) 1  
NETS: 6a,b  
DOK: 2

### Instructional Strategies

- Students will demonstrate how to use:
  - fonts
  - points
  - spell check
  - formatting
- Model how to write:
  - and send an email
  - a letter
- Guided practice:
  - writing:
    - letters
    - emails
  - sending emails
  - creating flyers for advertising
## 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
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Demonstrate knowledge of basic spreadsheets</td>
<td>1. Identify addition, subtraction, multiplication, and division formulas to calculate spreadsheet problems</td>
</tr>
</tbody>
</table>

**Alignments**
- 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

**Instructional Strategies**
- Students will practice reading spreadsheet data and use the formulas of:
  - addition
  - subtraction
  - multiplication
  - division
- Guided practice using student grades data to predict their future grade for the course

**Assessments/Evaluations**
- Create a monthly budget spreadsheet. Add income sources and subtract expenses. Is enough money left over at the end of the month?
- Teacher:
  - created quizzes
  - observation

**Instructional Resources/Tools**
- Spreadsheet program
**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
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Demonstrate knowledge of basic database</td>
<td>1. • Create a presidential database using database format</td>
</tr>
</tbody>
</table>

**Alignments**

CCSS: 9-12.RST.2; 6.SP.5  
Performance: 1.8  
Knowledge: (MA) 3  
NETS: 4b; 6a,b  
DOK: 2

**Instructional Strategies**

- Create a presidential database using information from the Internet  
- Guided practice creating a class database comparing/contrasting data

**Assessments/Evaluations**

- Students will demonstrate how to format information correctly  
- Teacher checklist

**Sample Assessment Questions**

- Create a presidential database using eight records and eight fields

**Instructional Resources/Tools**

- Spreadsheet program used for database – potus.com on the Internet
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