

Keyboarding/Computer Literacy

Grades 6, 7, 8

Length of Course:

Daily; 45 minute periods. One-year minimum (Grades 6-8, cumulative).

Model #1:

Grade 6: 9 weeks

Grade 7: 9 weeks

Grade 8: 18 weeks

Model #2:

Grade 6: 9 weeks

Grade 7: 9 weeks

Grade 8: 9 weeks

Prerequisites:

3 - 4 - 5 Keyboarding

Course Description:

All students must acquire touch-keyboarding skills and have a basic knowledge of computer literacy prior to enrollment in high school. The content of Keyboarding/Computer Literacy is arranged around the five Montana State Vocational Technical Education Standards.

These standards include Technical Skills and Content Knowledge, Career and Life Planning, Skills for Life and Work, and Structure of Organizations and Work. After introduction/review of the keyboard, emphasis is placed on skill building and introduction of formatting (reports, letters, tables, memos, etc.) as well as creating, formatting, saving, editing files on a network, and file management. Internet is available for research and career exploration. This is a lab class—all work is completed on computers used during class.

Topics:

- Review touch-typing skills
- Improve speed and accuracy
- Refine technique (hand and wrist placement, posture)
- Format documents
- Strengthen “soft skills” (follow directions, organize tasks, work as a team member, and make decisions)
- Augment computer literacy skills (hardware, software, file management)
Expand knowledge of computer applications (i.e. word processing, data base spreadsheet, desktop publishing)
- Promote Internet safety, enhance search abilities, and practice proper digital citizenship.
- Investigate Career Opportunities using appropriate technology

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Describe and demonstrate the importance of goal setting and career planning.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (*S*)
2. I can formulate tentative career goals. (*R*)
3. I can evaluate approaches for meeting my goals. (*R*)
4. I can identify my personal goals and values. (*K*)
5. I can identify my personal strengths and weaknesses. (*K*)

Benchmark 2:

Explore and investigate career opportunities.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (*K*)
2. I can contact my school career counselor or teacher to pursue career pathways. (*S*)

Benchmark 3:

Describe various lifetime roles (e.g., friend, student, leader, worker, family member).

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (*K*)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (*R*)
3. I can identify child development theories and their implications for educational and childcare practices. (*K,R*)
4. I can analyze cultural and environmental influences when assessing children’s development. (*R*)
5. I can analyze abilities and needs of children and their effects on children’s growth and development. (*R*)
6. I can identify appropriate guidelines for positive interactions with children. (*K*)
7. I can identify changes in family roles and family types. (*K*)
8. I can interpret the family life cycle/roles of parents. (*R*)
9. I can define and identify ways parenting skills can be developed. (*K*)
10. I can evaluate factors to consider in determining personal preparedness for parenthood (i.e., biological, social, emotional, financial, and educational). (*R*)
11. I can evaluate the demands and rewards of parenting. (*R*)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Benchmark 1:

Use basic monetary skills, practice maintaining basic financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (*S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can apply and stay within a fixed budget. (*S*)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (*K*)

Benchmark 2:

Follow detailed instructions and complete assignment (e.g., project/time management).

Learning Targets (Type):

1. I can estimate the required time to complete a project. (*S*)
2. I can prioritize resources, equipment and tasks. (*S*)
3. I can reflect upon completion. (*S*)

Benchmark 3:

Recognize time constraints (e.g., personal time).

Learning Targets (Type):

1. I can implement a time schedule for task completion. (*S*)

Benchmark 4:

Recognize limitations on physical resources.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (*K*)
2. I can maintain the tools of the trade. (*S*)
3. I can maximize the use of my resources. (*S*)
4. I can investigate the costs of birth defects to family and society. (*S*)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Serve as a positive role model by following the rules, regulations, and policies of the school community.

Learning Targets (Type):

1. I can investigate various leadership styles. (*S*)
2. I can apply leadership styles in group activities and projects. (*S*)

Benchmark 2:

Identify personal and work ethics.

Learning Targets (Type):

1. I can arrive on time for class and work. (*S*)
2. I can develop personal and work related goals. (*S*)
3. I can describe ethical behavior in the workplace. (*K*)

Benchmark 3:

Recognize characteristics of good citizenship.

Learning Targets (Type):

1. I can develop professional relationships with community members. (*S*)
2. I can contribute to my community in a positive manner. (*S*)

Benchmark 4:

Identify methods that can increase a person's self-esteem.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Observe and recognize diversity.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Describe several methods of communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Identify appropriate technical skills required for selected occupation.

Learning Targets (Type):

1. I can demonstrate file management skills. (K)
2. I can edit and proofread documents using the tools available (K, S)
3. I can demonstrate correct formatting skills. (K, R)
4. I can proofread and correct errors. (K, S)
5. I can type a minimum of 45 words per minute with 6 or fewer errors on a 3-minute straight-copy timed writing. (S,K)
6. I can identify the importance of how keyboarding/computer literacy skills are used in various career strands and occupations. (K)
7. I can produce documents from straight, script, and rough draft. (K, S)
8. I can use a variety of digital tools to create a product. (S,P)
9. I can compose a correctly formatted and corrected copy at the keyboard. (K, S)
10. I can apply and refine the skills needed to use communication, information and processing technologies. (K, P)
11. I can list and define computer terminology. (K)
12. I can use appropriate terminology when communication about current technology. (R)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I am a responsible digital citizen. (K, R)
2. I can analyze and ethically use data and information from digital resources. (K, R)
3. I can share data and information ethically and appropriately cite sources. (K,R,S)
4. I can use digital collaboration and communication tools in a safe, legal, and responsible manner. (K, R)
5. I can consistently apply proper keyboarding techniques. (K)

6. I can use correct fingers positions when touch typing a document. (K, S)

Benchmark 3:

Identify and use the appropriate tools and equipment for the task.

Learning Targets (Type):

1. I can identify the difference between computer hardware and software. (K)
2. I can identify the difference between databases and spreadsheets. (K)
3. I can obtain data to improve my project. (K)
4. I can use a variety of technology (spread sheets) to investigate aspects of algebraic functions. (K,S,R)
5. I can use technology in a global learning environment. (K S,R)
6. I can integrate computer application skills across the curriculum. (K, S, P)
7. I can integrate keyboarding skills across the curriculum. (K, S, R)

Benchmark 4:

Identify and demonstrate appropriate care of technological tools.

Learning Targets (Type):

1. I can leave all setting on my computer in the default mode.(K)
2. I can return all materials (head phones, microphones, cameras, etc..) in the condition that I received them in. (K)

Benchmark 5:

Follow basic technical instruction.

Learning Targets (Type):

1. I can follow written instructions from a manual. (K)
2. I can follow instructions from a tutorial. (K)
3. I can follow oral instructions. (K)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Apply academic and technical skills to a class project.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (S)

Benchmark 2:

Identify the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (S)
3. I can present my unique project to an authentic audience. (S)

Benchmark 3:

Describe how decisions affect self and others.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (K)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (S)