

Name of Course: Computerized Office Technology 1
Level of Course: Modified
Prerequisites: None
Grade levels offered to: 9 through 12
Course number: 640
Number of credits: 5
Length of Course: Full Year
Recommended Teacher Certificate: Business Education or Computer related
Recommended Class Size: 20
Revised date and Teachers names: Mrs. Janice Hennings, May 2008

Purpose:

This is a full-year course with an emphasis of learning to keyboard using the “touch type” method. Students will be introduced to computer hardware and computer software to increase their computer literacy as well as to maintain a safe environment within the classroom and in the workplace. Through various methodologies, students will acquire the ability to keyboard with speed and accuracy. After the keyboard is mastered, students will apply and reinforce this knowledge by learning the proper formatting of various documents. Some include personal and business letters; reports, including a bibliography; memorandums; tables; and various methods to enhance text; such as, bold, underline, use of bullets, and enumerations. Emphasis is placed on language art skills, proofreading, editing, good typing technique, decision-making skills, and good work habits. Word Perfect Suite is the word processing software program used in this course as well as Micro Type Pro. Students utilize Print Shop Deluxe to recognize certain events and plan a time line for projects. A small class size is maintained to provide as much individualized assistance for those students who need more time to complete a task.

High Point Regional High School’s curriculum and instruction are aligned to the State’s Core Curriculum content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

General Objectives:

Using the textbook as a base reference, students will acquire the following series of skills:

1. Demonstrate understanding of computer routines of turning equipment on and off, storing floppy disks, and general equipment care and safety procedures.
2. Use basic touch keyboarding techniques to input data on the computer.
3. Demonstrate knowledge of workable parts of the computer by acting on commands, such as formatting and printing documents.
4. Use menus on the computer to store, retrieve, and print documents.
5. Center material vertically and horizontally.
6. Demonstrate understanding of enumerations: Hanging-indent Style and Paragraph Style.
7. Produce mailable office memorandums and letters.
8. Prepare a variety of simple reports and tables for personal or school use.
9. Use a dictionary to help with spelling.
10. Use reference materials and students' own notes to help follow instructions in completing a task.
- 11.. Build keyboarding speed under the following minimum expectations:

- a. End 1st marking period - 8 wpm
 - b. End 2nd marking period - 12 wpm
 - c. End 3rd marking period - 16 wpm
 - d. End 4th marking period - 20 wpm
12. To work independently and at their own pace detailed production work and realistic work assignments.
 13. Reinforce language art skills through a review and application of basic capitalization, punctuation, and other applied related language arts rules.
 14. Utilize number pad to calculate mathematical problems.
 15. Use “Microtype Pro” to reinforce and enhance keyboarding skills and proficiency.

Standards Targeted Throughout this Curriculum:

New Jersey Core Curriculum Content Standards:

1. Select appropriate electronic media for research and evaluate the quality of the information received. (3.1 H1)
2. Review and edit work for spelling, usage, clarity, and fluency. (3.2 A4)
3. Use the computer and word-processing software to compose, revise, edit, and publish a piece. (3.2 A5)
4. Use Standard English conventions in all writings (sentence structure, grammar and usage, punctuation, capitalization, and spelling). (3.2 C1)

Technological Literacy Standards

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print. (8.1 A1)
2. Create documents including a resume and a business letter using professional format (8.1 A2)
3. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files. (8.1 A8)
4. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (8.1 B1)
5. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (8.1 B2)
6. Make informed choices among technology systems, resources, and services in a variety of contexts. (8.1 B3)
7. Use appropriate language when communicating with diverse audiences using computer and information literacy. (8.1 B4)
8. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentations. (8.1 B6)
9. Evaluate information sources for accuracy, relevance, and appropriateness. (8.1 B7)

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

1. Describe and apply constructive responses to criticism. (9.2 A2)
2. Apply the use of symbols, pictures, graphs, objects and other visual information to a selected project in academic and/or occupational settings. (9.2 A3)
3. Communicate effectively in a variety of settings and a diverse group of people. (9.2 C2)

4. Engage in an informed discussion about rules and laws designed to promote safety and health. (9.2 F1)
5. Practice the safe use of tools and equipment. (9.2 F4)
6. Implement safety procedures in the classroom and workplace, where appropriate (9.2 F5)

Specific Behavioral Objectives/Proficiencies and Time Lines:

Unit 1 – Introduction

Time: 1-3 Days

Goal: Students will become familiar with their fellow classmates and with the safety rules and procedures of the computer lab as well as be introduced to the hardware.

Objectives:

1. Students will be introduced to the computer lab as well as computer and safety rules.
2. Students will become familiar with computer terminology.

Assignment:

1. Students will complete 3 x 5 information cards with name, address, telephone number, name of parent/guardian, activities.
2. Students will be read safety rules and sign form that they have read and understood these rules.
3. Students will be read procedures for the computer lab.
4. Students will be given a list of the parts of the hardware found in the computer lab as well as the definitions.
5. Students will learn to cold boot the computer, and the proper procedure for shutting down.

Assessment:

1. Teacher Observation
2. Class participation

Standards Targeted: 3.2 A4, A5; 8.1 B1; 9.2 F1, F4, F5

Unit 2 - Home Row Keys

Time = 3/4 days

Objectives:

1. Students will locate the home row keys, and properly place fingers on keys correctly.
2. Students will learn to "touch type" keys on the home row by "tapping" key that is called.
3. Students will learn to press enter key with proper finger.
4. Students will learn to press space bar using proper finger.
5. Students will demonstrate proper posture at computer.

Textbook: Lesson 1, pp 11-16

Assignment: Keyboarding drills from lesson 1.
Utilize proper technique while at computer.

Assessment:

1. Teacher Observation
2. Class participation

Standards Targeted: 3.2 A4, A5

Unit 3 - Introduction of H,E,I, and R keys

Time = 5 days

Objectives:

1. Students will locate the H, and E, keys using home keys as anchors.
2. Students will locate the I and R keys using home keys as anchors.
3. Students will reinforce learning by completing keyboarding drill exercises using these reaches.
4. Students will utilize Menu to save document by using "Save As" and create a filename.

Assignment: Keyboarding Drills from lessons 2 and 3, pages 17-20

Review and Reinforcement

Textbook: Lesson 4, pp 21-23

Assignment: Drill lessons to review previously taught reaches.

Assessment:

1. Teacher Observation
2. Class Participation and Student's printout

Standards Targeted: 3.2 A4, A5

Unit 4 - Introduction of the O, T, N, G, Left Shift, and Period Keys.

Time = 8 days

Objectives:

1. Students will locate the O and T keys using the home keys as anchors.
2. Students will locate the N and G key using home key as anchor.
3. Students will locate the Left Shift using the cue: shift, strike key, release.
4. Students will locate the punctuation mark period (.) using left ring finger.
5. Students will practice spacing rules after a period at end of sentence..

Assignment: Keyboarding Drills - Lessons 5, 6, and 7, pgs 24 - 28.

Review and Reinforcement

Assignment: Lesson 8, pgs 29-30 - Drill lessons to review previously taught reaches.

Assessment:

1. Teacher Observation
2. Student printed lessons

Standards Targeted: 3.2 A4, A5

Unit 5 - Introduction of the U, C, W, Right Shift, B, and Y keys

Time = 7 days

Objectives:

1. Students will locate the U and C Keys using home keys as anchors.
2. Students will locate the W key using home keys as anchors.
3. Students will locate the Right Shift using the cue: shift, strike key, release.

4. Students will locate the B and Y keys using home row keys as anchors.
5. Students will practice taking a 1-minute timed writing for speed.

Assignment: Keyboarding drills from lessons 9, 10, and 11, pgs 31-37
Practice taking one-minute timed writings for speed.

Review and Reinforcement

Textbook: Lesson 12, pgs 37-38

Assignment: Drill lessons to review previously taught reaches.

Assessment:

1. Teacher observation
2. Students printed lesson

Standards Targeted: 3.2 A4, A5

Unit 6 - Introduction of M, X, P, V, Q, and Comma Keys

Time = 5 days

Objectives:

1. Students will locate the M and X keys using the home row keys as anchors.
2. Students will locate the P and V keys using the home row keys as anchors.
3. Students will locate the Q key using home row keys as anchors.
4. Students will learn reach for the punctuation mark Comma (,) using the right middle finger.
5. Students will learn spacing rule of one space after comma.
6. Students will practice taking one-minute timed writings for speed.

Assignment: Keyboarding drills from Lessons 13, 14, and 15, pgs 39-44
One-minute timed writing for speed.

Review and Reinforcement

Assignment: Drill lessons to review previously taught reaches. Lesson 16, pgs 45-46.

Standards Targeted: 3.2 A4, A5

Unit 7 - Introduction of Z, Colon, Caps Lock, Question Mark and Tab Key

Time = 6 days

Objectives:

1. Students will locate the Z key using home keys as anchors.
2. Students will locate the Colon (:) key and learn proper spacing after a colon.
3. Students will locate the Caps Lock Key and the term "Toggle" Key.
4. Students will locate the Question Mark and using Left Shift Key.
5. Students will practice spacing rules for Question Mark.
6. Students will locate tab key.
7. Students will reinforce learning by completing keyboarding drill exercises using these reaches.
8. Students will complete two, one-minute timed-writing exercises, pg 17, lines 12-13, circling errors when completed.

9. Students will change line spacing to double space.

Assignment: Keyboarding drills from Lessons 17, 18 and 19, pgs. 47 - 52.

Taking two-minute timed writings and circling errors for speed and accuracy.

Review and Reinforcement

Textbook: Lesson 20, pgs 53-54

Assignment: Drill lessons to review previously taught reaches.

Assessment:

1. Teacher observation
2. Student printout
3. Timed-writing grading scale

Standards Targeted: 3.2 A4, A5

**Unit 8 - Introduction of Bold Command, Keying From Script,
Language Arts Review.**

Time = 5 days

Objectives:

1. Students will utilize the software program to create text in Bold.
2. Students will key text from script.
3. Students will key language arts rules and demonstrate understanding through the exercises.

Assignment: Keyboarding drills from Lesson 21, 22, 23, and 24, pgs. 56-63.

Assessment:

1. Teacher observation
2. Student printout

Standards Targeted: 3.2 A4, A5

Unit 9 - Figure-Key Operation

Time = 10 days

1. Students will locate the numbers on the top row of the keyboard using the home row keys as their guide.
2. Students will learn rules of number use.
3. Students will utilize proofreader's marks.

Assignment: Keyboarding drills from Lessons 25, 26, 27, 28 and 29, pgs. 64-73

Assessment:

1. Teacher observation
2. Student printout

Standards Targeted: 3.2 A4, A5; 9.2 A3

Unit 10 - Symbol Keys

Time = 5 days

Objectives:

1. Students will learn reach-strokes for symbol keys.
2. Students will use shift keys for proper keying of symbol keys.
3. Students will reinforce spacing rules for symbol keys.

Assignment: Keyboarding drills from Lessons 32, 33, and 34, pgs 81-86

Standards Targeted: 3.2 A4, A5; 9.2 A3

Unit 11 - Basic Formatting Techniques - Horizontal and Vertical Centering and Justification Feature.

Time = 3 days

Objectives:

1. Students will center lines horizontally on a page by using the Shift Key and F6 key.
2. Students will use justification feature of computer.
3. Students will change line spacing.
4. Students taking two- and three-minute timed writings for speed and accuracy.

Supplemental: Handout: Format Menu

Assignment: Keyboarding drills from lessons 41, and 42, pgs. 106-109.
Completion of formatting of centering documents.

Assessment:

1. Teacher Observation
2. Student printout

Standards Targeted: 3.2 A4, A5; 9.2 A3

Unit 12 - Enumerations: Paragraph and Hanging-Indented Style

Time = 10 days

Objectives:

1. Students will identify different styles of enumerated material.
2. Students will follow directions for preparation of enumerations.
3. Students will proofread and spell check material.
4. Students taking three-minute timed writings for speed and accuracy

Assignment: Keyboard from teacher-prepared handouts

Assessment:

1. Teacher observation
2. Student printout
3. Time-writing grading scale

Standards Targeted: 3.2 A4, A5

Unit 13 - Personal Business Letters

Time = 5 days

Objectives:

1. Students will achieve mastery of personal-business letter format
2. Students will develop the skill of processing personal-business letters.
3. Students will prepare documents from pre-arranged and unarranged format.
4. Students continue taking timed writings for speed and accuracy

Assignment: Lessons 50 and 51, pgs 27-30.
Teacher-prepared handouts
Key documents according to format directions

Assessment:

1. Teacher observation
2. Student printout

Standards Targeted: 3.2 A4, A5

Unit 14 - Business Letters

Time = 14 days

Objectives:

1. Students will identify the three styles of business letters: Block, Modified, Modified with Indented Paragraphs.
2. Students will identify the two punctuation styles: Open and Mixed.
3. Students will learn to use software to count words in letter and change margins accordingly.
4. Students will prepare documents that have been proofread and corrections made.
5. Students continue taking timed writings for speed and accuracy.

Assignment: Lesson 51, 52, and 53, pgs 19-134
Teacher-prepared handouts
Prepare documents according to format directions.

Assessment

1. Teacher Observation
2. Student printout

Standards Targeted: 3.2 A4, A5

Unit 15 - Two-Page Business Letters

Time = 5 days

Objectives:

1. Students will format two-page business letters using the letter style directed by the teacher: Block Style, Modified Block Style, and Modified Block Style with Indented Paragraphs.
2. Students will create the proper "header" as directed by the teacher: Horizontal Style or Block Style.
3. Students will format the letter using the proper punctuation style: Open or Mixed.
4. Students will proofread and correct all errors.

- Continued timed writings for speed and accuracy.

Assignment: Lessons 115 and teacher-prepared handouts.

Assessment:

- Teacher observation
- Student Printout

Standards Targeted: 3.2 A4, A5

Unit 16 - Memorandums: Standard Format and Simplified Format

Time = 14 days

Objectives:

- Students will demonstrate different memorandum styles.
- Students will format memorandums according to format directions.
- Students will format memorandums from pre-arranged and unarranged copy.
- Students will proofread and correct all errors.
- Students continue taking timed writings for speed and accuracy

Assignment Lesson 46 and 47, pgs 117-120.
Teacher Prepared Handouts.
Prepare memorandums according to format directions.

Assessment:

- Teacher observation
- Student printout
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Standards Targeted 3.2 A4, A5

Unit 17 - Unbound Report and Cover Page

Time = 14 days

Objectives:

- Students will prepare reports using the format instructed: Proper margins, title, sub-title, line spacing.
- Students will prepare reports with Side headings.
- Students will prepare reports with headers and footers.
- Students will prepare reports with a cover sheet.
- Students will proofread and correct all errors.
- Students will prepare textual citations.
- Students will prepare bibliography.
- Students will prepare reports with references included.
- Students continue taking timed writings for speed and accuracy

Assignment: Lesson 56, 57, and 58, pgs 145 - 151.
Teacher prepared handouts
Prepare reports and cover page according to format directions.

Assessment:

- Teacher observation

2. Student printout

Standards Targeted: 3.2 A4, A5; 8.1 A1.

Unit 18 - Tables

Time = 12 days

Objectives:

1. To learn the placement of basic table parts.
2. To format tables using table feature of WordPerfect Suite 8.
3. To change appearance of tables.
4. To remove lines from table.
5. To create headings and subheadings outside tables.
6. To create headings and subheadings within table.
7. To center tables vertical and horizontal on page.
8. To size table to create a visually appealing document.
9. Students continue taking timed writings for speed and accuracy

Assignment: Lessons 62, 63, 64, 65, 66 and 67, pgs 158-167.
Teacher prepared handouts.
Students will prepare 2-, 3-, 4-column tables according to the format directions.

Assessment:

1. Teacher Observation
2. Student Printout

Standards Targeted: 3.2 A4, A5; 8.1, 9.1

Unit 19 - Simulations

Time = 18 days

Objectives:

1. To apply keying skills in a work setting
2. To work under direction but with few specific directions.
3. To utilize notes, handouts, etc. as resource material to complete assignments
4. Use creativity in preparing documents.
5. Students continue taking timed writings for speed and accuracy

Assignment: Lessons 72-75, pgs 176-179
Prepare documents according to directions given in simulation, which is a “mirror” image of a real-life scenario.
Challenge Simulation: pg. 210, 211, 213, 305, and 340.
Prepare documents with little instruction, utilizing notes and other materials

Assessment:

1. Teacher observation
2. Student Printout

Standards Targeted: 3.1 H1, 3.2 A4, A5; 8.1, 8.1 B1; 9.1, 9.1B3

Materials/Resources:

1. Text: Century 21 Keyboarding & Information Processing, South-Western Ed. Publ.
Software: "Micro-Type Pro", South Western; "WordPerfect Suite 8", Corel.
2. Teacher prepared handouts: Instruction sheets designed to aid this type of student with production assignments. Handouts found in file cabinet, labeled to coincide with lessons from the textbook.
3. Technique Evaluation Form - found in file cabinet
4. Supplemental production projects - labeled appropriately and located in file cabinet.
5. Videos: "How Computers Work" and "Keyboarding".

Assessment

Authentic assessment methods are ways of evaluating student abilities in a process-based classroom; these methods include: design portfolios and journals, student presentations/demonstrations, simulations, oral presentations, teacher observation, student self-assessment. The primary purpose of assessment is to assist the student in the learning process. When identified student's strengths are used to help guide them toward areas in which they will excel. The teacher selects the most appropriate assessment method(s) for each behavioral objective during learning activities.

Measurement of success in meeting the general goals above will be carried out through the following mechanisms:

Observation, Completion of lessons from textbook and supplemental materials, and performance-based tests.

Evaluation Tools

Measures of student progress

<u>M.P. 1</u>		<u>M.P. 2</u>		<u>M. P. 3 & 4</u>	
Technique	(30%)	Technique	(20%)	Class Work	(30%)
Class Work	(30%)	Class Work	(30%)	Tests	(40%)
Tests	(40%)	Tests	(30%)	Timed Writing	(30%)
		Timed Writing	(20%)		

I. Observation

Systematic, wherein the observer gathers data on one or more precisely defined behaviors;

Nonsystematic, in which the observer watches the child at school in the setting of concern and notes the behaviors, characteristics, and personal interactions that seem significant;

II. Authentic Assessment Measures Progress in Applied Skills

Authentic assessment rates students' performance on real world tasks. To perform successfully on these tests, students must know the subject area and be able to use that knowledge to perform problem solving tasks. Activities used in authentic assessments may include:

- Conducting research; Designing a solution to a problem;
- Writing a news article, poem, or short story;
- Revising and discussing papers;
- Performing an oral presentation based on a project or analysis; and collaborating with others

Measure of effectiveness of course:

- Increased enrollment in upper level course.
- Increases in final exam grades.
- Increase in final grades.
- Student end of course evaluation.

When was the last mid term exam written/ or revised? 2008

When was the last final exam written/ or revised? 2008

Special Course Policies:

1. Students must keep up-to-date notes
2. Students use computer equipment according to teacher's directions
3. Students only access computer software program that the teacher indicates
4. Students follow safety rules and classroom rules
5. All work must be done in class or school computer lab and saved on their individual P drive.

Homework, Extra Credit Policy

Since most of the work requires a computer, the student who does not have such access should expect, on occasion, to come to the computer lab in addition to the normal class time in order to complete all assignments. Students who are absent will have an opportunity to make the work and must make arrangements with the teacher to stay after school or work during a study or lunch period. There is no extra credit; however, during some assignments, students are allowed to "re do" lessons for a higher grade with teacher permission only.

Computer Office Technology 1

May 2008

Course Number: 640

Business Technology Teacher: Janice Hennings

Supervisor Business Technology: Mark Wallace

Principal: Gregory Youngman

Director of Curriculum and Instruction: Jan Phillips-Mezier

Superintendent: Dr. John Hannum