

# **Southern Regional High School District Course of Study**

Department Business Course Number-6018

## **Course Title:**

**Keyboarding/ Desktop Design  
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## **Essential Questions of the Course:**

- 1. What is Keyboarding?**
- 2. What is Desktop Design?**
- 3. How will Keyboarding/Desktop Design benefit me?**

## **Assessments:**

- 1. Teacher observation of technique**  
**Eyes on copy**  
**Proper fingering**
- 2. Timed Writings**
- 3. Production “jobs” (daily) and tests**
- 4. Evaluation of document output**

## **Unit of Study**

**Unit Title: Learn Letter-Key Operation**

### **Essential Questions of the Unit:**

- 1. Why is it important to demonstrate a level of technique?**
- 2. How can I attain an acceptable level of speed?**

### **Assessments:**

- 1. Observe/evaluate students' technique.**
- 2. Record speed attained on 1 and 2 minute timings.**
- 3. Completion of lessons in Microtype Pro.**

**Content:**

- 1. Introduction of alphabetic keys on the keyboard.**
- 2. Introduction of the tab key.**
- 3. Self-assessment of student progress in Microtype.**

**Skills:**

- 1. Understanding the proper reaches for all keys.**
- 2. Attaining a degree of accuracy during 1 and 2 minute drills.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to proper alphabetic key stroking technique. After students have learned all the alphabetic letters, they should have attained a proper level of accuracy for 1 and 2 minute timings.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **A. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 6 weeks**

**Instructional Activities:**

- 1. Classroom projects**
- 2. Timed tasks**

**Materials and Resources:**

- 1. Microtype Pro**
- 2. Keyboarding and Information Processing**

## **Unit of Study**

**Unit Title: (2) Master Figure and Symbol Key Operation**

### **Essential Questions of the Unit:**

- 1. Is it easy to operate the number keys?**
- 2. With correct technique can the numbers become easy?**
- 3. What is the numeric keypad?**

### **Assessments:**

- 1. Completion of units in Microtype Pro.**
- 2. Completion of drills in the textbook.**
- 3. Teacher observation of proper technique using the home row to type numbers and the numeric keypad.**

**Content:**

- 1. Correct reach techniques for all numbers and symbols from the home row.**
- 2. Use of the numeric keypad.**

**Skills:**

- 1. Maintain a proper level of speed and accuracy while typing numbers and symbols.**
- 2. Continued improvement in both 1 and 2 minute timings.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to demonstrate the proper operating position for the numeric keypad as well as number and symbol reaches from the home row. Students should also show a level of improved speed and accuracy.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Microtype Pro**

**Materials and Resources:**

- 1. Microtype Pro.**
- 2. Keyboarding and Information Processing.**

## **Unit of Study**

**Unit Title: (3) Understanding Basic Editing Functions**

### **Essential Questions of the Unit:**

- 1. What is a margin?**
- 2. What is line spacing?**
- 3. What is justification?**

### **Assessments:**

- 1. Demonstrate a proficiency in using basic document formatting functions of the word processing software being used, such as setting margins, tabs, line spacing, justification, centering, bold, cut and paste, underline, italic, find/replace, thesaurus etc.**
- 2. Produce and print a document after making editing changes.**

**Content:**

- 1. Knowledge of the formatting toolbar.**
- 2. Various worksheet assignments that will demonstrate the students' ability to use all the editing features properly.**

**Skills:**

- 1. Print out a corrected copy of various assignments that will show the students knowledge of all editing.**
- 2. Keyboarding technique is still emphasized and timing speed is now for 3 minutes.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to editing features and use them to print out their first assignments for evaluation. Continued emphasis is also placed on improving key stroking technique with the use of Microtype.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 5. Produce and edit page layouts in different formats using desktop publishing and graphics software.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 1 week**

## **Instructional Activities:**

**Microtype Pro**

## **Materials and Resources:**

- 1. Microtype Pro**
- 2. Keyboarding and Information Processing.**
- 3. Worksheets on editing.**

## **Unit of Study**

**Unit Title: (4) Personal/Business Letters and Reports**

### **Essential Questions of the Unit:**

- 1. What is the difference between a personal letter and a business letter?**
- 2. How is a letter formatted?**
- 3. How is a report formatted?**

### **Assessments:**

- 1. Completion of jobs formatted according to specified directions.**
- 2. Maintaining a degree of accuracy and speed during 3-minute timings.**

**Content:**

- 1. Through the use of illustrations, samples are provided demonstrating the proper layout of letters and reports for the students to reproduce.**
- 2. Continued use of Microtype for skill building.**

**Skills:**

- 1. Formatting a personal letter**
- 2. Formatting a business letter**
- 3. Formatting one and two page reports**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to proper letter formatting for personal/business letters and reports. After this unit students will know how to format letters and reports properly.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

**1. Use appropriate technology vocabulary.**

**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. (12)**

**2. Use common features of an operating system**

**2. Create documents including a resume and a business letter using professional format. (12)**

**3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**

**4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **B. Application of Productivity Tools**

**1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**

**1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

**2. Apply project planning and management skills in academic and/or occupational**

**Time Frame of Unit: 2 1/2 weeks**

**Instructional Activities:**

- 1. Class projects**
- 2. Microtype Pro**
- 3. Key Champ tasks**

**Materials and Resources:**

- 1. Keyboarding and Information Processing textbook.**
- 2. Microtype Pro and Key Champ**

## **Unit of Study**

**Unit Title: (5) Format Tables, Outlines and Memos**

### **Essential Questions of the Unit:**

- 1. How do I use the insert table feature to create a table?**
- 2. How do I use the outline feature?**
- 3. How do I use the memo templates?**

### **Assessments:**

- 1. Proper formatting and use of templates to show understanding of table, outline and memo format.**
- 2. Completion of daily projects demonstrating proper understanding of formatting procedures.**

**Content:**

- 1. Outline toolbar.**
- 2. Insert table feature.**
- 3. Memo templates.**

**Skills:**

- 1. Formatting of tables with auto-format, grids horizontal/vertical centering.**
- 2. Formatting outlines using the view outline toolbar.**
- 3. Use of memo templates to expedite document typing.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to templates for formatting memos, the outline toolbar and the insert table feature. Student can use these features to produce documents for this class as well as personal documents that require this type of formatting.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 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. (12)**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 ½ weeks**

**Instructional Activities:**

- 1. Class projects**
- 2. Microtype Pro**
- 3. Key Champ tasks**

**Materials and Resources:**

- 1. Various teacher-created worksheets.**
- 2. Microtype or Key Champ**
- 3. Keyboarding and Information Processing.**

## **Unit of Study**

**Unit Title: (6) Formatting Resumes and Mail Merge**

### **Essential Questions of the Unit:**

- 1. What is a mail merge?**
- 2. How can I create a resume?**

### **Assessments:**

- 1. Completion of daily projects using mail merge and resumes.**
- 2. Understanding of how to create a resume using resume templates and wizards (elegant and contemporary styles)**
- 3. Continued speed development through 3 minute timings.**

**Content:**

- 1. Through visual examples students will understand the concepts of a mail merge.**
- 2. Use each template to create a resume.**
- 3. Understand the difference of each type of resume.**

**Skills:**

- 1. Create form documents with variable information using the merge feature of the word processing software.**
- 2. Using the templates and wizards of the word processing software create a variety of resumes formatted correctly.**

**Purpose / Rational of the unit:**

**The purpose of this unit to is show the students the ease at which multiple copies of a letter can be produced by inputting data into a mail merge. Students will also learn how easily they can create a resume.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 2. Create documents including a resume and a business letter using a professional format. (12)**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 9. Merge information from one document to another.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 2 weeks**

## **Instructional Activities:**

**Microtype Pro**

## **Materials and Resources:**

- 1. Keyboarding and Information Processing.**
- 2. Teacher created worksheets.**
- 3. Microtype Pro**

## **Unit of Study**

**Unit Title: (7) Introduction to Draw and Word Art**

### **Essential Questions of the Unit:**

- 1. How do I use the draw toolbar to enhance my documents?**
- 2. What is a watermark?**
- 3. How can you import and size a graphic?**
- 4. How do you apply a page border?**
- 5. How do you rotate and duplicate an item?**
- 6. How can you group objects?**

### **Assessments:**

- 1. Through the completion of daily projects incorporating all items learned with the draw toolbar.**
- 2. Showing their understanding daily by their class performance.**
- 3. Continued speed and accuracy timings for 3 minutes.**

## **Content:**

- 1. Work with clip art**
- 2. Importing graphics.**
- 3. Creating text boxes.**
- 4. Work with line styles and colors**
- 5. Copy, move, and size graphics.**
- 6. Create watermarks.**

**Skills:**

- 1. Work with the draw toolbar of your word processing software.**
- 2. Import and size pictures.**
- 3. Use text boxes correctly.**
- 4. Add color and lines to documents.**
- 5. Enhance documents with watermarks.**
- 6. Produce attractive documents using word art.**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to word art and basis draw principles. Students will work with clip art, text boxes, and the basics of word art to create attractive documents.**

**Students will also develop an understanding of how to rotate, copy, move and size graphics.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 6. Produce and edit page layouts in different formats using desktop publishing and graphics software**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **C. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 2 weeks**

**Instructional Activities:  
Microtype Pro**

**Materials and Resources:**

- 1. Teacher created worksheets.**
- 2. Microtype Pro**

## **Unit of Study**

**Unit Title: (8) Creating Posters, Menus and Flyers  
Desktop Publishing**

### **Essential Questions of the Unit:**

- 1. What is Quark Express?**
- 2. What exactly is Desktop Publishing?**
- 3. What is Design?**
- 4. How can design enhance readership?**

### **Assessments:**

- 1. Ability to apply desktop design principles to create attractive documents.**
- 2. Through daily projects students create.**
- 3. Ability to use the tool palette.**

## **Content:**

- 1. Tool palette**
- 2. Measurement palette**
- 3. Text boxes**
- 4. Picture boxes**
- 5. Sizing a graphic**
- 6. Balancing white space**
- 7. Runaround**
- 8. Baseline shift**

**Skills:**

- 1. Creating a document**
- 2. Designing pages for different purposes**
- 3. Customizing**

**Purpose / Rational of the unit:**

**The purpose of this unit is to introduce students to Quark Express and have them understand the basic principles of desktop design and layout principles.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 11. Choose appropriate electronic graphic organizers to create, construct, or design a document.**
- 12. Produce and edit page layouts in different formats using desktop publishing and graphics software.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **A. Critical Thinking**

- 3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.**

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 6 weeks**

## **Instructional Activities:**

### **Projects**

## **Materials and Resources:**

- 1. Quark Express Software**
- 2. Teacher created projects**

## **Unit of Study**

**Unit Title: (9) Forms and Business Cards**

### **Essential Questions of the Unit:**

- 1. How can I design a business card?**
- 2. What is a template?**
- 3. How can I use the step and repeat process?**

### **Assessments:**

- 1. Students everyday participation**
- 2. Daily projects**

**Content:**

- 1. Purchase order**
- 2. Invoice**
- 3. Gift certificates**
- 4. Business cards**

**Skills:**

- 1. Use of all tools**
- 2. Designing**
- 3. Balancing white space**

**Purpose / Rational of the unit:**

**The purpose of this unit is for students to acquire all the skills necessary to create attractive forms and business cards.**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 5. Create documents with advanced text-formatting and graphics using word processing.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **A. Critical Thinking**

- 3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.**

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Projects**

**Materials and Resources:**

- 1. Quark Express Software**
- 2. Teacher created projects**

## **Unit of Study**

**Unit Title: (10) Newsletters and Brochures**

### **Essential Questions of the Unit:**

- 1. How can I create an attractive newsletter?**
- 2. How can I use all the design principles learned to create an attractive three-fold brochure?**

### **Assessments:**

- 2. Students everyday participation**
- 2. Daily projects**

**Content:**

- 1. Two column newsletters**
- 2. Three column newsletters**
- 3. Two-page newsletter**
- 4. Three-fold brochure**

**Skills:**

- 1. Use of all tools**
- 2. Designing**
- 3. Balancing white space**
- 4. Using grouping**
- 5. Using leading properly**
- 6. Using tracking properly**
- 7. Linking text boxes**

**Purpose / Rational of the unit:**

**The purpose of this unit is to learn to design attractive newsletters and three-fold brochures incorporating all concepts learned**

## **New Jersey Core Curriculum Content Standards:**

### **8. Technological Literacy**

**8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.**

#### **A. Basic Computer Skills and Tools**

- 1. Use appropriate technology vocabulary.**
- 2. Use common features of an operating system**
- 3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.**
- 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.**
- 5. Create documents with advanced text-formatting and graphics using word processing.**
- 6. Produce and edit page layouts in different formats using desktop publishing and graphics software.**
- 11. Choose appropriate electronic organizers to create, construct, or design a document.**

#### **B. Application of Productivity Tools**

- 1. Demonstrate and understanding of how changes in technology impact the workplace and society. (Gr. 8)**
- 1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs. (Gr. 12)**

### **9. Career Education and Consumer, Family, and Life Skills**

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

#### **B. Self-Management**

- 2. Apply project planning and management skills in academic and/or occupational settings.**

**Time Frame of Unit: 3 weeks**

**Instructional Activities:**

**Class projects**

**Materials and Resources:**

**Quark Express**

**Teacher-created projects**