

KEYBOARDING CONNECTIONS

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Curriculum Content Frameworks

KEYBOARDING CONNECTIONS

Grade Levels: 7, 8
Course Code: 399240

Prerequisite: Keyboarding

Course Description: While improving keyboarding skills, students will improve their writing and literacy skills by composing and typing business documents such as letters and memos. Students will compose and type reports and will be introduced to basic word processing skills. This class is designed to help prepare students for the state benchmark test as students will compose their own response to written work and learn to organize their thoughts by using graphic organizers.

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Unit 1: Reviewing Keyboarding Skills While Incorporating Literacy Techniques

Hours: 15

Terminology: Accuracy, Alphanumeric keyboard, Antonym, Context clues, Complete Sentence-Restate Question (CSRQ), Footnotes, Gross Words a Minute (GWAM), Inference, Parallelism, Posture, Proofread, Synonym, Technique, Thesaurus, Topic sentence, Transitions, Word wrap

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology	1.1.1 Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3] Applies/Understands technical words that pertain to basic knowledge of keyboarding [1.3.6]	
1.2 Identify proper keyboarding techniques	1.2.1 Use correct fingers 1.2.2 Maintain correct posture 1.2.3 Manitain correct arm, hand, & finger position 1.2.4 Keep eyes on copy	Foundation	Listening	Comprehends ideas and concepts related to proper keyboarding techniques [1.2.1]	
1.3 Identify methods for improving keystroking, speed, and control	1.3.1 Demonstrate improved keying techniques and speed through timed writings	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Produces neat, legible document from typewriter or computer [1.6.15]	
1.4 Identify topic sentences	1.4.1 Select topic sentences while typing paragraphs	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
1.5 Discuss CSRQ method	1.5.1 Modify comprehension questions into complete sentences using CSRQ method	Foundation	Writing	Organizes information into an appropriate format [1.6.10]	

Unit 2: Open-Response and Writing Mechanics

Hours: 20

Terminology: Box border, Bullets, Cloze paragraph, Complex sentence, Compound sentence, Coordinating conjunction, Dependent clause, Graphic organizer, Highlight, Independent clause, Leaders, Open-response, Prepositions, Proofreaders' marks, Shade, Subject, Subordinating conjunction, Verb

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to open-response & writing mechanics [1.3.6]	
			Writing	Uses words appropriately [1.6.21]	
2.2 Identify advanced open-response answers	2.2.1 Key sample answers	Foundation	Listening	Comprehends ideas and concepts related to open-response answers [1.2.1]	
	2.2.2 Place a box border the best sample open-response answer	Thinking	Knowing How to Learn	Applies new knowledge and skills to open-response answers [4.3.1]	
	2.2.3 Format specific details from story with shading				
	2.2.4 Make the supporting evidence text bold				
2.3 Discuss capitalization rules	2.3.1 Correct capitalization errors while keying sentences	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
2.4 Discuss formatting skills	2.4.1 Format documents using bold, shade, and border capitalization	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
2.5 Identify sentence parts	2.5.1 Place a box border around subjects in clauses	Foundation	Listening	Listens to follow directions [1.2.6]	
	2.5.2 Using the highlight tool, highlight verbs in clauses	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	
	2.5.3 Underline conjunctions (coordinating, subordinating)				
	2.5.4 Change text color of prepositional phrases to eliminate as choice for subject or verb				
2.6 Discuss punctuation rules	2.6.1 Insert commas and end marks as needed in compound and complex sentences	Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.7 Compose compound and complex sentences	2.7.1 Create and key sentences using dependent and independent clauses	Foundation	Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]	
		Thinking	Reasoning	Comprehends ideas and concepts related to compound and complex sentences [4.5.2]	
2.8 Explain comprehension of written text	2.8.1 Complete cloze paragraphs	Foundation	Listening	Comprehends ideas and concepts related to cloze paragraphs [1.2.1]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to cloze paragraphs [4.3.1]	
2.9 Identify errors on a document using proofreaders' marks	2.9.1 Correct errors on a document	Foundation	Listening	Comprehends ideas and concepts related to proofreaders' marks [1.2.1]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to proofreaders' marks [4.3.1]	
2.10 List ideas by a using graphic organizer	2.10.1 Create graphic organizer in response to literature using informal outline format	Foundation	Listening	Comprehends ideas and concepts related to graphic organizers [1.2.1]	
			Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to graphic organizers [4.3.1]	
2.11 Discuss composing written responses	2.11.1 Key responses to literature that demonstrate understanding or interpretation	Foundation	Listening	Comprehends ideas and concepts related to composing written responses [1.2.1]	
			Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to composing written responses [4.3.1]	
2.12 Explain bullets	2.12.1 Create graphic organizer using bullets	Foundation	Listening	Comprehends ideas and concepts related to bullets [1.2.1]	
			Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]	
		Thinking	Knowing How to Learn	Applies new knowledge and skills to bullets [4.3.1]	

Unit 3: Formatting Letters and Envelopes

Hours: 25

Terminology: Attachment notation, Block format, Body, Business letter, Clip art, Complimentary close, Enclosure notation, Letter address, Letterhead, Name of writer, Open punctuation, Personal-business letter, Reference initials, Return address, Salutation, Signature line, Tabs, Two-letter state abbreviations, U.S. Postal Service style, Word art

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology	3.1.1 Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to letter/envelope formatting [1.3.6]	
			Writing	Uses words appropriately [1.6.21]	
3.2 Explain letter formatting skills	3.2.1 Key letters in various styles	Foundation	Listening	Comprehends ideas and concepts related to letter formatting [1.2.1]	
	3.2.2 Key letters with special features, such as enclosure notation, and attachment notation		Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]	
3.3 Explain envelope formatting skills	3.3.1 Prepare envelope for a corresponding letter, using available software	Foundation	Listening	Comprehends ideas and concepts related to envelope formatting [1.2.1]	
	3.3.2 Print envelope for a corresponding letter, using available software		Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Produces neat, legible document from typewriter or computer [1.6.15]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.4 Explain letter composition and preparation with a live event writing	3.4.1 Compose letter, prepare envelope, and mail to recipient	Foundation	Listening Writing	Comprehends ideas and concepts related to letter/envelope formatting [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]	
3.5 Describe how to create a business letter	3.5.1 Create letter responding to a personal-business letter	Foundation	Listening Writing	Comprehends ideas and concepts related to letter/envelope formatting [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]	
3.6 Identify kinds of tabs: left tab, right tab, decimal tab, center	3.6.1 Create a document containing various tab settings	Foundation	Listening Writing	Comprehends ideas and concepts related to tabs [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.7 Identify leader tabs	3.7.1 Create a document containing various tab settings utilizing leaders	Foundation	Listening Writing	Comprehends ideas and concepts related to leader tabs [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]
3.8 Discuss sources for, and uses of, clip art	3.8.1 Insert clip art while creating letterhead 3.8.2 Manipulate clip art (move, size, rotate) 3.8.3 Wrap text around clip art	Foundation	Listening Writing	Comprehends ideas and concepts related to clip art [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]
3.9 Discuss uses of word art	3.9.1 Insert word art while creating a letterhead 3.9.2 Manipulate word art (move, size, rotate) 3.9.3 Wrap text around word art	Foundation	Listening Writing	Comprehends ideas and concepts related to word art [1.2.1] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5] Produces neat, legible document from typewriter or computer [1.6.15]

Unit 4: Formatting Memorandums

Hours: 10

Terminology: Heading, Memorandum, Simplified format, Standard format, Subject line

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Define terminology	4.1.1	Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to memorandums [1.3.6]
				Writing	Uses words appropriately [1.6.21]
4.2 Explain memorandum formatting techniques	4.2.1	Identify the parts of a memorandum	Foundation	Listening	Comprehends ideas and concepts related to memorandums [1.2.1]
	4.2.2	Key a standard memorandum		Writing	Produces neat, legible document from typewriter or computer [1.6.15]
	4.2.3	Key a simplified memorandum			
4.3 Live event writing	4.3.1	Compose memo and give to recipient	Foundation	Writing	Produces neat, legible document from typewriter or computer [1.6.15]

Unit 5: Formatting Reports

Hours: 10

Terminology: Annotated bibliography, Hanging indent, Header, Modern Language Association (MLA) format, Multipage report, Periodical, Reference list, Textual citation, Unbound report, Works cited

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
5.1 Define terminology	5.1.1	Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to memorandums [1.3.6]
				Writing	Uses words appropriately [1.6.21]
5.2 Explain report formatting skills	5.2.1	Key MLA formatted reports	Foundation	Listening	Comprehends ideas and concepts related to formatting reports [1.2.1]
	5.2.2	Key reports with various types of references listed on works cited page		Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling and punctuation [1.6.5]
	5.2.3	Key multipage reports with second-page headings			
	5.2.4	Key an annotated bibliography			

Unit 6: Formatting Tables

Hours: 2

Terminology: Alignment, Cell, Cell alignment, Column, Column heading, Format, Horizontal centering, Landscape orientation, Multicolumn, Portrait orientation, Row, Table, Vertical centering

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terminology	6.1.1 Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to tables [1.3.6]
			Writing	Uses words appropriately [1.6.21]
6.2 Explain table formatting	6.2.1 Key a multicolumn table	Foundation	Listening	Comprehends ideas and concepts related to multicolumn tables [1.2.1]
	6.2.2 Key a multicolumn table with column headings		Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15]

Unit 7: Formatting Announcements

Hours: 3

Terminology: Announcement, Font, Horizontal alignment, Page border, Paper dimension, Vertical alignment

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
7.1 Define terminology	7.1.1	Manipulate vocabulary and concepts individually and in groups	Foundation	Reading	Applies/Understands technical words that pertain to announcements [1.3.6]
				Writing	Uses words appropriately [1.6.21]
7.2 Explain announcements	7.2.1	Key an announcement	Foundation	Listening	Comprehends ideas and concepts related to announcements [1.2.1]
	7.2.2	Design an announcement using various fonts, paper dimensions, paper orientations, clip art, and page borders		Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]
	7.2.3	Key an announcement using various fonts, paper dimensions, and paper orientations			Produces neat, legible document from typewriter or computer [1.6.15]

Glossary

Unit 1: Reviewing Keyboarding Skills While Incorporating Literacy Techniques

1. Accuracy – the ability to be precise and avoid errors
2. Alphanumeric keyboard – a keyboard with buttons or keys that a user presses to enter data characters representing the alphabet, numbers, and characters into a computer
3. Antonym – a word that means the opposite of another word; i.e., "hot" is the antonym of "cold"
4. Context clues – the words, phrases, or passages that come before and after a particular word in literature and help to explain its full meaning
5. Complete Sentence-Restate Question (CSRQ) – when given a writing prompt, the student should use part of the question in the answer
6. Footnotes – a note at the bottom of a page, giving further information about something mentioned in the text above
7. Gross Words a Minute (GWAM) – the number of standard words keyed in one minute
8. Inference – a conclusion drawn from evidence or reasoning; the process of reasoning from a premise to a conclusion
9. Parallelism – the deliberate repetition of words or sentence structures for effect
10. Posture – the position of the body or a body part
11. Proofread – to read samples of the copy and layout of a printed text and mark corrections to be made
12. Synonym – a word that means the same, or almost the same, as another word in the same language, either in all of its uses or in a specific context; i.e., "environment" and "surroundings" and the verbs "tear" and "rip"
13. Technique – proper form or keying style which promotes success in speed and accuracy
14. Thesaurus – a reference source that lists words related to each other in meaning, usually giving synonyms and antonyms
15. Topic sentence – a sentence that states the main idea of a paragraph or larger section of writing, usually placed at or near the beginning
16. Transitions – a word, phrase, or passage that links one subject or idea to another in speech or writing
17. Word wrap – a feature of word-processing programs in which a word that exceeds a preset line length is moved automatically to the next line

Unit 2: Open-Response and Writing Mechanics

1. Box border – a feature used to add a border around a page, paragraph, or column
2. Bullets – a dot, box, check mark, or other small graphic used to set off each item in a list
3. Cloze paragraph – a paragraph in which blanks are filled in based upon student's comprehension of a piece of literature
4. Complex sentence – consists of one independent clause (complete sentence) and at least one dependent clause joined together by a subordinating conjunction
5. Compound sentence – consists of two independent clauses (complete sentences) joined together by a coordinating conjunction and a comma
6. Coordinating conjunction – a word (**and, but, or, nor, for, yet, so**) that joins two words or clauses with the same grammatical function
7. Dependent clause – a clause that cannot stand alone as a separate sentence since its meaning depends on the meaning of the main clause and simply gives additional information
8. Graphic organizer – a pictorial or visual way of organizing information
9. Highlight – a feature to mark text with the highlighting tool in a word processing program
10. Independent clause – a clause that can stand on its own as a sentence
11. Leaders – dots (periods) or dashes that direct (lead) reader's attention from one column of a line of text to another
12. Open-response – responding to a question without sample answers; the ability to answer questions constructed from information provided in a piece of literature
13. Prepositions – a word which shows relationships among other words in a sentence
14. Proofreaders' marks – symbols used to indicate errors to be corrected when re-keying copy
15. Shade – a feature used to customize documents by filling areas with varying shades of color
16. Subject – who or what the sentence is about
17. Subordinating conjunction – a word that introduces a dependent clause
18. Verb – a word to show action or to indicate the existence of a state or condition in a sentence

Unit 3: Formatting Letters and Envelopes

1. Attachment notation – indicates that another document is attached to a letter
2. Block format – all parts of a letter (including paragraphs) begin at the left margin
3. Body – the paragraphs that make up the main message
4. Business letter – formal means of communication outside a business
5. Clip art – ready-to-use illustrations
6. Complimentary close – the ending or the farewell of the letter
7. Enclosure notation – indicates that another document accompanies a letter
8. Letter address – the location to which correspondence is being sent
9. Letterhead – stationery that has information such as the company name, address, and telephone number pre-printed on it
10. Name of writer – the author of the document
11. Open punctuation – no punctuation following the salutation or the complimentary close
12. Personal-business letter – a formal means of communication from an individual not representing a company
13. Reference initials – indicates who keyed the document
14. Return address – the location of the person sending the letter
15. Salutation – the greeting of the letter
16. Signature line – the signature of the originator of the message that is signed between the complimentary close and the writer's name
17. Tabs – settings that allow the user to line up text at a determined point
18. Two-letter state abbreviations – standard state abbreviations that consist of two letters in ALL CAPS
19. U.S. Postal Service (USPS) style – the style preferred by the USPS to be used on envelopes for the return address and mailing address
20. Word art – text created as a graphic image

Unit 4: Formatting Memorandums

1. Heading – information on a memo that includes TO:, FROM:, DATE:, and SUBJECT:
2. Memorandum – a written message used by individuals to communicate with one another; also memo
3. Simplified format – a style of memo written without the standard heading arranged similar to a business letter excluding the addresses, salutation, and closing line
4. Standard format – a style of memo with the standard heading of TO:, FROM:, DATE:, and SUBJECT:
5. Subject line – alerts reader immediately to content of the document

Unit 5: Formatting Reports

1. Annotated bibliography – an alphabetical listing of all books and articles consulted by the author of a document
2. Hanging indent – a paragraph format in which the first full line of text is not indented, but the following lines are indented
3. Header – text such as name of the composer and page numbers printed at the top of the page
4. Modern Language Association (MLA) format – guidelines for formatting reports
5. Multipage report – a report that is more than one page in length
6. Periodical – a publication issued at regular intervals of more than one day
7. Reference list – complete information about material cited in a report that is placed in a separate section at the end of the report
8. Textual citation – documentation to give credit for published material that is quoted or closely paraphrased (slightly changed)
9. Unbound report – a short report prepared without a cover or binder
10. Works cited – complete information about material cited in a document that is placed in a separate section at the end of the report

Unit 6: Formatting Tables

1. Alignment – the horizontal positioning of text (such as left, right, or center)
2. Cell – the intersection of a column and a row in a table
3. Cell alignment – the position in which text is placed within a cell
4. Column – information arranged vertically
5. Column heading – word(s) that describe or identify the data in that column of a table
6. Format – controlling the appearance or layout of text, spacing, margins, indentations, and alignments
7. Horizontal centering – positioning the table or text an equal distance between the left and right margins of a document
8. Landscape orientation – page orientation in which data prints across the wider portion of the page
9. Multicolumn – more than one column
10. Portrait orientation – page orientation in which data prints across the narrower portion of a page
11. Row – information arranged horizontally
12. Table – a grid of rows and columns that intersect to form cells into which information can be typed
13. Vertical centering – positioning the table or text an equal distance between the top and bottom margins of a document

Unit 7: Formatting Announcements

1. Announcement – a document giving information or news about a person or upcoming event
2. Font – the appearance of a character distinguished by typeface and size
3. Horizontal alignment – text that is centered between the left and right margins
4. Page border – decorative lines or graphics around a page
5. Paper dimension – size of paper or height and width of paper
6. Vertical alignment – text that is centered between the top and bottom margins

Supplemental Terminology

1. Dialect – one of a family of related languages (Romance dialects such as French and Italian)
2. Irony – humor based on using words to suggest the opposite of their literal meaning; incongruity between what actually happens and what might be expected to happen, especially when this disparity seems absurd or laughable
3. Personification – the attribution of human qualities to objects or abstract notions
4. Sarcasm – cutting language; remarks that mean the opposite of what they seem to say and are intended to mock or deride