|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Touch Systems Data Entry |
| **Lesson/Unit Title** | Keyboard Layout and Setup |
| **TEKS Student Expectations** | **130.133. (c) Knowledge and Skills**  (2) The student applies the proper keyboarding technique to input data when using the computer  (B) The student is expected to display proper care and operation of equipment used  (C) The student is expected to apply the correct touch-system techniques for operating alphabetic keys |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Students will gain knowledge, understanding, and practice in the layout and setup of the keyboard  **Specific Objectives:**  Student Will Be Able To   * Identify the who, what, when, where, why, and how of the QWERTY keyboard * Understand the difference between the QWERTY keyboard and the Dvorak keyboard and why the universal keyboard is the QWERTY * Recognize and identify changes in typewriter/keyboard designs over the years * Identify the components of a standard keyboard * Identify the placement and purpose of the alpha keys, numeric/symbol keys, numeric keypad, command keys, and function keys * Create their own electronic version of a keyboard, with labeling |
| **Rationale** | In today’s world, knowledge of different keyboards is extremely essential, as they are the base of any computer or phone usage. The technology-driven world we live in, makes this knowledge indispensable. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **QWERTY keyboard**- of, or pertaining to, a keyboard having the keys in traditional typewriterarrangement, with the letters, q, w, e, r, t, and y being the first six of the top row of alphabetic characters, starting from the left side * **Dvorak keyboard**- a typewriter or computer keyboard designed to facilitate speed by having themost frequently used characters on the home row, with all the vowels on the left side * **Layout**- an arrangement or plan * **Setup**- organization; arrangement * **Alpha** (alphabetic)- in the order of the letters of the alphabet * **Numeric**- of or pertaining to numbers * **Symbol**- a letter, figure, or other character or mark or combination of letters or the like used todesignate something * **Labeling**- to designate or describe by or on a label |
| **Materials/Specialized Equipment Needed** | * Textbook or Computer Program Diagrams/Charts * Instructor Computer/Projection Unit * Online Websites * Assignment Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) |  |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls:  Teacher Note: During the 1st week of school, students will have created personal, electronic Word Walls in which they will copy and paste all vocabulary terms and their definitions that are introduced to them.  2. Who, What, When, Where, Why, and How? The development of the QWERTY keyboard.  Teacher Note: Partner/group students and have them do an internet search on the history and differences between the QWERTY keyboard and the Dvorak keyboard…check for consistency/accuracy of findings.  3. Evolution of the Keyboard- Differences in keyboard layouts, designs over the years…what has change and what has remained constant?  Teacher Note: Have students search to find any websites pertaining to the evolution of the keyboard. Discuss findings.  4. Creating electronic version of their keyboard with labeling. Use any computer program you have available: Word, Excel, Paint, Photoshop, Publisher, PowerPoint, etc.  Teacher Note: Students will work on their own to create an electronic version of their keyboard with appropriate labeling.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Guided Practice \*** | You and students search the internet to find different sources that explain the following:   * QWERTY and Dvorak Keyboards * Changes and Constants with keyboard design * How to create your own electronic version of your keyboard   Let them search on their own for information on their own, then help with locating it if students are having trouble finding relevant and accurate facts  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Have students create their own electronic version of their keyboard * They can use any program they would like to use and is available to them…even hand drawn, if necessary   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **Lesson Closure** | * Remind students the reasons for the design of the QWERTY keyboard * Remind students the reasons why the QWERTY keyboard became the universal standard * Remind students the importance of understanding the layout prior to learning/improving keyboarding skills |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**  The following can be used as informal assessments:   * Check Personal Word Wall Documents * Internet Search Participation * Personal Keyboard   **Formal Assessment:**   * Personal Electronic Keyboard   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | **References:**   * [www.dictionary.com](http://www.dictionary.com) * <http://www.swlearning.com/swepstuff/previews/files/communication/0538724528/proof_ch02.pdf> * <http://www.tahlequah.lib.ok.us/Types%20of%20keys%20on%20a%20computer%20keyboard.pdf>   **Teacher Preparation:**   * Review and familiarize yourself with the terminology, website links, and proper keyboarding techniques * Have materials and websites ready to go prior to the start of the lesson |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have students create a commercial advertising the benefits of a QWERTY keyboard over a Dvorak keyboard, or vice versa * Have students create their own keyboard layout…and justify the position of each of the alpha keys, the numeric/symbol keys, the numeric keyboard, the command keys, and the function keys * Have students create a Venn diagram of the QWERTY keyboard and the Dvorak keyboard |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)