


Keyboarding Applications


This course is the second of two courses designed to provide students the opportunity to apply keyboarding skills to complete advanced keyboarding applications while increasing speed and control. Emphasis is placed on skill development in advanced formatting techniques in preparing documents in preparation for entry-level employment and/or advanced post-secondary education. Communication skills are reinforced in this course as students format, compose, and proofread. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.


Prerequisite: Keyboarding


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Keyboarding Applications		Content Guideline																		
Louisiana Business Education Related Content Standards		Keyboarding/Formatting	Application of Language Skills	Keying Skills /Unarranged	App. Keying Skills /Rough	Application of Formatting	Keying Skills to Business	Assess Document Formatting												
		Standard Four: Develop attitudes, procedures, and skills necessary to function effectively in a variety of electronic offices. (Recommended Grades 10-12)																		
a. Select and utilize equipment and technology appropriate for successfully completing various tasks.					●															
b. Compose and produce a variety of business documents using correct grammar, punctuation, and format with current and emerging technology.		●	●	●	●	●	●													
c. Demonstrate ability to use oral and interpersonal communications skills effectively.																				
d. Use appropriate resources as needed for decision-making and problem solving.				●																
e. Demonstrate knowledge of records management and application of various manual and automated data storage and retrieval systems.		●		●	●	●	●	●												
f. Use regular and electronic mail services appropriately and economically.		●		●	●	●		●												
g. Demonstrate appropriate personal qualities and work ethics.		●	●	●	●	●	●	●												
h. Demonstrate ability to use appropriate office procedures.		●	●	●	●	●	●	●												
i. Identify procedures involved in distributing information and products.																				
j. Apply principles of effective human relations.																				
Standard Five: Use Appropriate communication skills to communicate in a business environment. (Recommended Grades 11-12)																				
a. Improve listening, comprehension, vocabulary, reading and analytical skills.			●	●	●		●	●												
b. Apply standard rules of grammar and usage.			●	●	●		●	●												
c. Improve mechanics of writing to include: capitalization, number usage, punctuation, spelling and proofreading.			●	●	●	●	●	●												

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*All benchmarks are not marked for all Business courses.																				
d. Prepare and compose business communications such as: letters, memos, reports and e-mail.		●	●	●	●	●	●	●												
e. Use the principles of communication psychology in oral and written communiqués.			●	●	●	●	●	●												
Standard Six: Demonstrate the ability to use standard equipment found in a variety of modern offices. (Recommended Grades 9-12)																				
a. Demonstrate ability to effectively utilize office equipment such as typewriters, computers, fax machines, postage machines, telephone systems, copying and reproducing machines, calculators and transcription machines.		●																		
b. Select and utilize equipment in decision-making and problem solving.																				
Standard Seven: Demonstrate successful job competencies as senior cooperative education students through classroom instruction and on-the-job training at approved business office sites. (Recommended Grade 12)																				
a. Demonstrate effective interpersonal skills.			●	●	●	●	●													
b. Demonstrate responsible work ethics and business etiquette.		●	●	●	●	●	●													
c. Apply skills and techniques to complete administrative support responsibilities.		●	●	●	●	●	●													
d. Develop an understanding of records management.			●	●	●	●														
e. Improve knowledge and skills in word and information processing.		●	●	●	●	●	●	●												
f. Apply positive attitudes and communication skills.		●	●	●	●	●	●													
g. Demonstrate proficiency in communicating on a professional level.		●	●	●	●	●	●													

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Standard Fourteen: Apply math computational and problem-solving skills in personal, business, and consumer applications. (Recommended Grades 9-12)																				
a. Demonstrate competency in fundamental calculations using whole numbers, fractions, decimals, and percents.			●	●																
b. Apply fundamental knowledge to assorted business and personal financial situations.		●		●																
c. Use manual and electronic methods to perform calculations.		●	●	●																
d. Apply mathematical concepts to business and personal financial situations such as payroll, budget, and income tax.																				
e. Compute problems involving metric measurements.																				
f. Solve problems presented in narrative and unarranged form.						●	●													
Standard Fifteen: Utilize current technology and information processing concepts for personal and business applications. (Recommended Grades 10-12)																				
a. Describe current and emerging computer architecture and its impact on society.																				
b. Identify, select, evaluate, use, install, upgrade, and customize applications software.																				
c. Identify and configure hardware systems.																				
d. Develop a working knowledge of various types of operating systems and working environments.																				

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e. Produce documents using a variety of applications software including current word processing, database, spreadsheet, desktop publishing and presentation graphics program.	●	●	●	●	●	●	●										
f. Select appropriate technology to address business and personal needs.	●	●	●	●	●	●	●										
g. Examine and use communications software including Internet technology for personal and business tasks.																	
h. Identify key ethical and security issues relating to information systems.																	
Standard Sixteen: Produce business and personal presentations using multimedia technology. (Recommended Grades 11-12)																	
a. Analyze the technology available for all types of presentation use.	●	●	●	●	●	●											
b. Explore the types and role of presentations in business and personal settings.																	
c. Demonstrate proficiency in oral and visual communication skills.			●		●												
d. Identify and apply design concepts for presentations.																	
e. Investigate and apply components of effective web site design.																	
f. Integrate presentations with clip art, graphics, pictures, sound and video.	●	●		●	●												
g. Research the impact of emerging technology on future presentations.																	
Standard Eighteen: Apply proper keyboarding techniques to input data and produce personal and business documents. (Recommended Grades 6-12)																	
a. Develop touch keyboarding skills at acceptable speed and accuracy levels.	●	●	●	●	●	●	●										
b. Identify, compare, and explain features of various keyboards.																	

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		c. Develop keyboarding skills to input and manipulate text and numerical data to produce usable documents.				●	●	●	●									
Standard Nineteen: Explore and use telecommunications systems. (Recommended Grades 9-12)																		
a. Investigate ethical and legal standards for networking and telecommunications.																		
b. Assess the development and impact of telecommunications.																		
c. Define and use telecommunications and networking vocabulary.																		
d. Explain the history, structure, and relevance of the Internet.																		
e. Access, navigate, and use on-line services such as e-mail, mailing lists, and newsgroups.																		
f. Conduct research on the Internet.	●		●															
g. Discuss legal issues associated with locating and retrieving information from the Internet.																		
h. Plan a web site and create web pages using hypertext markup language.																		
i. Research the pros and cons of the various network systems used in current computer systems.																		
Standard Twenty: Produce various business documents using word processing concepts and procedures. (Recommended Grades 10-12)																		
a. Use appropriate format to produce mailable documents.	●	●	●	●	●	●	●											
b. Produce documents unique to various career fields.	●	●	●	●	●	●	●											

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*All benchmarks are not marked for all Business courses.																
c. Create, compose, edit, store, retrieve, and print documents.	●	●	●	●	●	●	●									
d. Select appropriate technology for a particular task.	●															
e. Exhibit personal qualities of neatness, promptness, dependability, accuracy, and proper judgment in completing various tasks.	●	●	●	●	●	●	●									
f. Solve problems in document processing.	●	●	●	●	●	●										
g. Examine and use desktop publishing, presentation graphics and multimedia software.	●	●	●	●	●	●										
h. Identify key ethical and security issues relating to information systems.																
i. Identify and configure hardware peripherals.																

Strands

Business Content Standards, Curriculum Framework, Bulletin 1977, identified seven strands. Strands are concepts common to all business courses and should be incorporated as content in all business courses. These strands are

Career Development—Students need to explore multiple career paths and continuously deal with the process of learning new skills. Career development includes self-awareness, career research, workplace expectations, career strategies, school-to-work transitions, and lifelong learning.

1. Assess personal strengths and weaknesses as they relate to career exploration and development.
2. Utilize career resources to develop an information base on content related careers including international occupational opportunities.
3. Relate work ethic, workplace relationships, diversity, and communication skills to career development.
4. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan that develops strategies to make an effective transition from school to work and includes the importance of lifelong learning to career success.
5. Discuss specific qualifications and characteristics necessary for a career in a content-related field.

Communication—Communication in all forms is a foundation skill for all business courses. Communicating clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces using reading, writing, speaking, and listening skills is an essential career and life skill.

1. Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.
2. Apply basic social communication skills in personal and professional situations.
3. Use technology to enhance the effectiveness of communications.
4. Integrate all forms of communication in the successful pursuit of a career.
5. Incorporate appropriate leadership and supervision techniques, customer-service strategies, and standards of personal ethics to communicate effectively with various business constituencies.

Computation—Business education courses offer unique opportunities for students to apply computational and problem-solving skills in everyday business, personal, and consumer problems.

1. Apply mathematical operations using whole numbers, decimals, fractions, percents, ratios, and proportions to solve problems.
2. Use common international standards of measurement in solving problems.

3. Analyze and interpret data using common statistical procedures.
4. Use mathematical procedures to analyze and solve business problems for such areas as taxation, savings and investment, payroll records, cash management, financial statements, credit management, purchases, sales, inventory records, depreciation, cost recovery, and depletion.

International Business —Since business is conducted in a local, state, national, and international marketplace, students must understand how social, cultural, political, legal, and economic factors impact the business environment.

1. Explain the role of international business and analyze its impact on careers and doing business at the local, state, national, and international levels.
2. Apply communication strategies necessary and appropriate for effective and profitable international business relations.
3. Describe the social, cultural, political, legal, and economic factors that shape and impact the international business environment.
4. Describe the environmental factors that define what is considered ethical business behavior.
5. Explain the role, importance, and concepts of international finance and risk management.
6. Discuss special challenges in the operations and management of human resources in international business.
7. Apply marketing concepts to international business.
8. Relate balance of trade concepts to the import/export process.
9. Identify forms of business ownership and entrepreneurial opportunities available in international business.

Interrelationships of Business and Academics —A major component of developing a sound understanding of the modern business environment is identifying the interrelationships of business and academic skills and knowledge.

1. Analyze the interrelationships of a particular course being studied with various business content areas such as accounting, administrative support, business administration and management, economics and finance, information systems, and marketing.
2. Participate in activities that interrelate the course being studied to other business content areas to enhance general business understanding.
3. Apply knowledge and skills gained in academic courses such as English, mathematics, science, and social studies to problem solving in business education courses.
4. Participate in projects integrating academic and business skills and knowledge.

Technology —Technology is advancing at a tremendous rate. It is necessary for students to develop an understanding of the current technology available and use that knowledge in decision- making and problem-solving processes.

1. Choose appropriate procedures and equipment to complete a task or job.
2. Use the appropriate procedures for setup and operation of equipment.
3. Prevent, identify, or solve problems with equipment.
4. Research and analyze factors involved in obtaining appropriate technology.

Work Ethics and Professionalism —A high-performance workplace requires employees who demonstrate proper workplace behavior, personal attributes, and a high level of interpersonal skills.

1. Demonstrate dependability and punctuality.
2. Display initiative, enthusiasm, and a positive attitude.
3. Demonstrate good customer relations skills.
4. Operate within the scope of authority adhering to established company rules, regulations, and policies.
5. Abide by the standard dress code of the workplace.
6. Develop and adhere to appropriate interactive relationships for effective teamwork.
7. Learn to accept praise and criticism in a positive manner.
8. Accept responsibility for one's own decisions and actions.
9. Maintain and enhance skills through participation in inservice or continuing education.

Keyboarding Applications Content Guideline

(The student will be able to. . .)

Unit One

Keyboarding and Formatting Review

1. Review equipment parts and efficient operation of each part.
2. Review and improve keystroking techniques.
3. Enhance speed and accuracy.
4. Review proofreaders' marks.
5. Review basic math skills for calculating words per minute.

Unit Two

Application of Language Skills to Keyed Materials

1. Demonstrate proper rules of word division, capitalization, punctuation, spelling, and number expression.
2. Demonstrate the ability to follow written and oral instructions.
3. Develop critical thinking skills by making good decisions when keying documents.
4. Apply the basic formatting principles when keying documents for personal and/or business use.
5. Proofread, edit, and correct documents using
 - a. Spell check
 - b. Copy on screen
 - c. Printed copy
6. Identify typical keyboarding errors or misstrokes in proofreading, including
 - a. Incorrect capitalization
 - b. Transposed letters, numbers or words
 - c. Words misspelled
 - d. Incorrect numbers
 - e. Omitted words
 - f. Repeated words
 - g. Improper spacing around words or punctuation
7. Produce error-free copy.
8. Use proofreaders' marks to edit documents.

Unit Three

Application of Keying Skills to Unarranged Copy

1. Key letters/memos
 - a. Block

- b. Modified block
- c. Two-page letters
- 2. Prepare Tables
 - a. Two-column tables
 - b. Three-column tables
 - c. Tables with multiple-line column headings
 - d. Tables with multiple -line entries
- 3. Key manuscripts
 - a. Unbound report with references
 - b. Unbound report from rough draft
 - c. Bound report
 - d. Bound report with endnotes
 - e. Bound report with topic outline

Unit Four

Application of Keying Skills to Rough Drafts

- 1. Process letters
- 2. Process tables
- 3. Process manuscripts
 - a. Unbound/left bound
 - b. Report in MLA Format

Unit Five

Application of Formatting Principles

- 1. Apply decision-making skills in business and personal documents.
 - a. Business letters/special parts/envelopes
 - b. Memorandums
 - c. Tables
 - d. Topic outlines
 - e. Manuscripts (unbound and left bound)
 - f. Printed forms and business documents—simulations
 - g. Employment applications/resumes
- 2. Reinforce speed and accuracy.

Unit Six

Application of Keying Skills to Original Business Problems

- 1. Key business documents.
 - a. Process form letters/memos
 - b. Process purchase orders and invoices
 - c. Process agendas and itineraries
- 2. Key personal documents.
 - a. Process data sheets

- b. Process application letters
- c. Process employment application forms
- 3. Apply keyboarding skills to FBLA activities.
 - a. Exhibit effective leadership skills and cooperative attitudes.
 - b. Identify procedures for planning and organizing a business or organization meeting.

Unit Seven

Assess Document Formatting Skills

- 1. Key unarranged copies.
 - a. letters/memos
 - b. manuscripts
 - c. tables
- 2. Retrieve stored documents; edit and utilize word processing techniques to prepare final copies for distribution.
- 3. Store all prepared documents.

Resources

Keyboarding with Computer Application: Lessons 1-80, Publisher: Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Keyboarding with Computer Application: Lessons 1-150, Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Access 2000: A Comprehensive Approach, Publisher: Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Office 2000: A Comprehensive Approach, Publisher: Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Word 2000: A Comprehensive Approach, Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Learning Microsoft Office 2000, New York, New York: DDC Publishing.

Learning Keyboarding and Word Processing with Microsoft Word 2000, New York, New York: DDC Publishing.

Learn Word 2000 & C-D ROM, , New York, New York: DDC Publishing.

Select: Projects for Microsoft Word 2000, Prentice-Hall, Inc.

Select: Projects for Microsoft Office 2000, Prentice-Hall, Inc.

Signature Series WordPerfect 9, EMC/Paradigm Publishing.

Signature Series Microsoft Office 2000, EMC/Paradigm Publishing.

Marquee Series Office 2000, EMC/Paradigm Pub.

Benchmark Series Microsoft Excel 2000: Core and Expert Certification, EMC/Paradigm Publishing.

Century 21 Keyboarding & Information Processing, Complete Course South-Western Educational Publishing.

Century 21 Computer Application and Keyboarding, South Western Educational Publishing.

WordPerfect 9 Complete Tutorial, Course Technology/ITP.

Microsoft Works 2000 BASICS, Course Technology/ITP.

Corel WordPerfect Office 2000 Integrated Course, Course Technology/ITP.

SOFTWARE (Keyboarding Tutorial and Timed Writings)

All the Right Type. Publisher: Didatech Software, 720 Olive Way, Suite 930, Seattle, WA 98101-3874. (800) 665-0667.

Keyboarding Kaleidoscope. Publisher: Micro Media 300 W. Wilson Street, Farmville, NC 27828. (919) 753-2834.

Keystrokes. Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Mavis Beacon Teaches Typing! Version 3.0 Publisher: The Software Toolworks, 60 Leveroni Court, Novato, CA 94949. (415) 883-3000.

Stickybear Typing. Publisher: Optimum Resource, Inc. 5 Hiltech Lane, Hilton Head Island, SC 29926. (800) 327-1473.

Timed Writing Software. Publisher: Glencoe Division, Macmillan/McGraw-Hill, 936 Eastwind Drive, Westerville, OH 43081.

Internet Sites

[Http://www.dese.state.mo.us/divvoked/business](http://www.dese.state.mo.us/divvoked/business)

<http://www.gamequarium.com/keyboarding.htm>

<http://www.k12.hi.us/~msadaoka/curriculumreso>

<http://www.occ.com>

<http://www.swpco.com/resource.html>