**NACA Yearlong UbD for Keyboarding/Technology\_\_ 2015-2016**

**UbD Curriculum Template 2.0
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Date: 5/29/15**

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|  **Stage 1 Desired Results**  |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting. **Students will become adept with standard keyboarding techniques and proficient with accuracy and speed.** **Students will use keyboarding skills as a method to navigate various technologies.**  |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum? |
| CHOSEN BIG IDEAS(S): Familiarity with Standard Keyboard and Technique | ***Transfer*** |
| *I want my students to become empowered with technology through various skills learned in keyboarding that will help them in future endeavours, not only in education, but in the workforce as well.*   |
| ***Meaning*** |
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| ENDURING UNDERSTANDINGS *Students will become empowered in technology through keyboarding with accuracy and speed.*  | ESSENTIAL QUESTIONS Why is keyboarding an essential skill for today's society?How will keyboarding skills help across other classes?Why is proper keyboarding technique important?How can keyboarding skills help with interpersonal communication through technology? |
| ***Acquisition*** |
| *Students will know…* * Unit 1: Correct Keyboarding Technique/Master Home row Keys
* Unit 2: Mastery of Top Row Keys
* Unit 3: Mastery of Bottom Row Keys
* Unit 4: Number Keys & Special Keys
 | *Students will be skilled at…* Combining all key sets to form words and sentences with proper punctuation and keyboarding technique.Sustaining certain accuracy and speed combinations. |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Standards-based A+ Rubric in Student-friendly Language

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| Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision |
| *Scoring 97-100% Accuracy on Performance Tests*  |  |  |
| Sustaining a minimum of 30 Words Per Minute |  |  |
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 | PERFORMANCE TASK(S):   What (cognitive verb + big idea):Accuracy and Speed Unit Skills TestsWhy (copied and pasted EUs from Stage 1):*Students will become empowered in technology through keyboarding with accuracy and speed.*How (GRASPS, written to and for students):**Goal: Master Home, top, bottom rows and special keys.****Role: Student****Audience: Student and Instructor****Situation: Classroom setting with peers****Product, Performance, and Purpose: Proper Physical typing form****Standards and Criteria for Success: Sustaining 97-100% Accuracy and 30+ Words Per Minute** |
| <type here> | OTHER EVIDENCE:  |
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| **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |

2015 -2016 Academic Year Curriculum Map Template

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| Unit Big Idea (Title) | Unit Essential Question(s) | Unit Standard(s) | Activities  | Assessment(s) | Time Frame |
| What big idea anchors this unit? | What EQ will anchor conceptual, critical thinking related to the big idea? | What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ?Student will be able to... | What activities or other resources will promote the lesson?  | What summative assessment will provide you evidence of skills and understanding? | What is the approximate time frame for the teaching and learning in this unit? |
| Unit 1 - Proper Technique  | What is proper technique? Why is proper technique essential?  | * Type 25-30 words per minute
* Increase their accuracy in timed typing
* Use correct posture when typing
* Maintain eyes off of the keyboard while typing
 |  | Students will take the Beginner Assessment on [www.typing.com](http://www.typing.com) to evalaute their words per minute, accuracy and proper technique.  | August 24th - September 18th  |
| Unit 2 - Home Row Proficiency |  | * Identity the home room keys
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| Unit 3 - Top Row Proficiency |  | * Identify top row keys
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| Unit 4 - Bottom Row Proficiency  |  | * Identify bottom row keys
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