# Scope & Sequence

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| Course Name: Touch System Data Entry **PEIMS Code:** 13011300 | | | **Course Credit:** .5  **Course Requirements:** Grade Placement 9-10.  **Prerequisites:** None. |
| **Course Description:** In Touch System Data Entry, students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will need to apply touch system data entry for production of business documents. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.133. (c) Knowledge and skills** | |
| **Unit 1: Business Communication**  Students will begin the course by discussing effective communication, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom activities and workplace vignettes/scenarios that highlight integrity, professionalism, efficiency, collaboration, and teamwork. Students will discuss successful methods of time management in small groups and/or other classroom activities. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods  225 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:  (D) develop human-relation skills for working in a team environment. | |
| **Unit 2: Proper Techniques**  Students will practice, learn, and demonstrate correct keyboarding and touch system techniques, correct posture and positions, and the proper care and operation of equipment. Students will correctly explain these techniques and skills as they participate in classroom discussions and activities. | 13 periods  585 minutes | (2) The student applies the proper keyboarding technique to input data when using the computer. The student is expected to:  (A) demonstrate correct posture and position while conducting data entry;  (B) display proper care and operation of equipment used;  (C) apply the correct touch-system techniques for operating alphabetic keys;  (D) demonstrate the correct touch-system techniques for operating numeric and symbol keys;  (E) use the correct touch-system techniques for operating the ten-key numeric pad; and  (F) correctly use the command and function keys. | |
| **Unit 3: Speed and Accuracy**  Students will examine, discuss, and compose a variety of business documents. Students will be given multiple opportunities in timed and untimed demonstrations to compose business documents that show mastery of basic grammar, punctuation, capitalization, and sentence structure. Students will proofread their documents as individuals and/or in student teams for proper voice, tense, and syntax, as well as Standard English conventions, providing constructive feedback for revisions in a professional and effective manner. Students will experience and demonstrate improvements in speed and accuracy throughout the unit and the course. | 15 periods  675 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace; and  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed.  (3) The student applies correct techniques for the touch-system of operating the keyboard to develop speed and accuracy. The student is expected to:  (A) demonstrate improvement in speed and accuracy;  (B) develop the ability to proofread and edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate;  (C) use the backspace key to correct errors;  (D) compose a variety of business documents under timed situations;  (E) apply speed and accuracy in production of documents; and  (F) demonstrate mastery of basic grammar, including using punctuation marks, capitalization, and sentence structure correctly. | |
| **Unit 4: Composing and Formatting**  Student teams and/or individuals will be given examples of printed, rough draft, statistical, handwritten, and unarranged material to examine and discuss. Students will compose and format outlines and letters, and format envelopes and report pages as assigned. Students will develop and demonstrate their proofreading skills by producing documents that show mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly. Students will continue to develop and demonstrate their professionalism and communication skills by following directions and/or asking appropriate questions during activities and discussions. | 10 periods  450 minutes | (4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:  (A) demonstrate the ability to work from printed, rough-draft, statistical, handwritten, and unarranged material;  (B) demonstrate the ability to compose at the keyboard;  (C) demonstrate the ability to proofread;  (D) identify the parts of a personal and business letter;  (E) format personal and business letters and envelopes;  (F) format all pages of a report, including a title page, reference page, and bibliography;  (G) format an outline; and  (H) demonstrate mastery of basic grammar, including using punctuation marks, numbers and symbols, and capitalization correctly.  (5) The student prepares business documents using effective communication. The student is expected to:  (A) interpret and follow directions to produce documents. | |
| **Unit 5: Project Demonstrations**  Students will demonstrate their abilities to interpret and follow directions in project assignments where they will also demonstrate their knowledge of the appropriate steps in document production, correct use of business English, formatting, and proofreading to eliminate errors. Students will continue to refine their individual work habits and techniques as well as improve their personal speed and accuracy. | 10 periods  450 minutes | (5) The student prepares business documents using effective communication. The student is expected to:  (A) interpret and follow directions to produce documents;  (B) demonstrate proficiency in business English, spelling, and proofreading;  (C) identify and apply correct format for business correspondence and documents; and  (D) demonstrate concepts and processes to employ the appropriate steps in document production.  (6) The student improves level of proficiency in producing complex business documents. The student is expected to:  (A) refine work habits; and  (B) improve techniques, speed, and accuracy in document production. | |
| **Unit 6: Business Correspondence**  Students will discuss and examine various examples of common business correspondence, legal documents, and forms, and analyze proper placement and format. Effective communication and professionalism will be demonstrated in small groups, presentations, and/or other classroom activities as students identify criteria for selection and evaluation of word processing software and prepare and distribute personalized correspondence via email. Students will proofread and edit correspondence before distribution. | 15 periods  720 minutes | (4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:  (B) demonstrate the ability to compose at the keyboard;  (C) demonstrate the ability to proofread; and  (E) format personal and business letters and envelopes.  (7) The student solves problems using document processing skills. The student is expected to:  (A) identify criteria for selection and evaluation of word-processing software;  (B) analyze proper placement, format, and priority of completion;  (C) produce business correspondence such as letters, memos, emails, press releases, announcements, tables, reports, legal documents, and business forms; and  (D) prepare and distribute personalized correspondence using electronic mail. | |
| **Unit 7: Reports and Team Projects**  Students will research, explore, and discuss examples of the social ramifications of computer applications to privacy, values, and ethics. In teams, students will discuss strategies to enhance productivity by the responsible use of computers and technology. Students will then prepare and present correctly formatted brief reports on this topic that use both text and graphics. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills; and  (B) demonstrate collaboration skills through teamwork.  (8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:  (A) create and present a visual and oral report using text and graphics;  (B) relate the social ramifications of computer applications to privacy, values, and ethics;  (C) enhance overall office productivity by responsible use of computer systems; and  (D) develop human-relation skills for working in a team environment. | |
| **Unit 8: Developing Leadership Skills**  Students will research, explore, and discuss examples and benefits of CTSO and/or other extracurricular student leadership activities. Students will then prepare and present correctly formatted reports on a CTSO or other extracurricular organization they are willing to join or are already participating in. Reports will use both text and graphics and show mastery of course knowledge, skills, and objectives. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills; and  (B) demonstrate collaboration skills through teamwork.  (4) The student formats and prints documents such as personal and business letters, short reports, outlines, and compositions. The student is expected to:  (C) demonstrate the ability to proofread.  (8) The student develops the technology and social skills necessary to work in an office environment. The student is expected to:  (A) create and present a visual and oral report using text and graphics;  (D) develop human-relation skills for working in a team environment; and  (E) participate in student leadership activities. | |