Washington Township Public Schools
Office of Curriculum & Instruction
Curriculum Guide Checklist

Course Title: *Keyboarding 6*

Submitted By: Christine Bodine

Date: September 2014

(Elementary Director or /MS/HS Dept Supervisor please check)

Acceptable	Not Acceptable	N/A		Comments
			I. Cover Page (Course Description)	
			II. Demonstrable Proficiencies (MS & HS only)	
			III. Scope & Sequence (Elementary only)	
			IV. List of Major Units of Study	
			V. (For each unit of study include the following A-E)	
			A. Unit Overview	
			B. Unit Graphic Organizer (Web)	
			C. Unit Plan	
			1. Topics/Concepts	
			2. Critical Content (Students Will Know)	
			3. Skill Objectives (Students Will Be Able To)	
			4. Instr./Learning Activities and Interdiscip. Connections	
			5. Instructional Resources with Title and Page Number	
			6. Technology and 21st Century Skills Integration	
			7. NJCCCS with CPI References	
			8. Evaluation/Assessment	
			D. Lesson Plan Detail (Elementary Only)	
			E. Cross-Content Standards Analysis Page	
			F. Curriculum Modification Page Insert	

Approval: Principal: _____ **Curriculum Director:** _____

Asst. Superintendent: _____

Department Supervisor: _____ **Board of Education:** _____

PLEASE NOTE: A completed and signed checklist **MUST** accompany each course of study that is submitted for approval.

Washington Township Public Schools
COURSE OF STUDY – CURRICULUM GUIDE

Course: Keyboarding 6

Written By: Christine Bodine

Under the Direction of: Steve Whalen

Description: Computer Keyboarding 6 is an intensive one marking period exploratory course (approximately 45 days) in which six graders engage in computer keyboarding muscle/memory skill development and application. It focuses on developing their ability to become a touch-typist through proper posture, finger position, and keying techniques. Students learn and master, as time permits, the alphabet, numbers, symbols, operational keys, correction keys and the numeric keypad without looking down at the keyboard by using muscle/memory methods that include repetition to develop neural pathways. This process further promotes and encourages speed and accuracy. Within the lessons, as time permits, students will also improve their language arts skills by reviewing and applying rules for spacing, capitalization, punctuation, and number expression. Documents necessary to meet NJ Twenty-first Century Life and Career Standards, Technology, and the Common Core College and Career Readiness Anchor Standards for ELA writing and reading such as the business letter, cover letter, résumé and memo will also be introduced as time permits.

Jack McGee:	*Acting Assistant Superintendent for Curriculum & Instruction*
Gretchen Gerber:	*Director of Elementary Education*
Jack McGee:	*Director of Secondary Education*

Written: August, 2014

Revised:

BOE Approval: AUGUST, 2014

DEMONSTRABLE PROFICIENCIES

COURSE TITLE: Keyboarding 6

I. CLASSWORK REQUIREMENTS

A. Students must listen attentively, follow directions effectively, demonstrate knowledge of classroom rules, complete assignments using proper keyboarding technique and properly use computer hardware and software.

II. ATTITUDE & BEHAVIOR

A. Students will demonstrate the following: sincere effort, cooperation, following directions, pride in work, self-control, respect for self and others, patience, perseverance, responsibility for care and use of equipment, proper keyboarding posture and technique and file maintenance.

III. COURSE OBJECTIVES/OVERVIEW

A. COURSE CONTENT

Students will demonstrate proper posture and keyboarding technique.
Students will demonstrate knowledge of alphabetic, numeric, symbolic, operational and correction keys and the numeric keypad.
Students will demonstrate muscle memory development of keyboarding skills for accuracy and speed.

B. SKILLS

Students will develop the ability to touch-type alphabetic, numeric, symbolic, operational and correction keys and the numeric keypad using proper posture and key stroking techniques continuously and accurately with good work habits and keyboarding technique.

C. APPRECIATION OF CONCEPTS

Students will appreciate the importance, necessity and benefits of proper keyboarding skills for use in the classroom, post-secondary education, the workplace and their personal life.

IV. ATTENDANCE

Attendance: Refer to Board of Education Policy

V. GRADING PROCEDURES

A. EVALUATION

Grades will be based on class assignments, teacher observations, technique ratings, quiz scores, timed writing accuracy scores, homework completion, and keyboarding software progress reports.

MAJOR UNITS OF STUDY

Course Title: Keyboarding 6

I.   Course Introduction

II.   Introduction to the Computer

III.   Mastery of the Keyboard

IV.   Developing Speed and Accuracy

V.   Document Practice

UNIT OVERVIEW

Course Title: Keyboarding 6

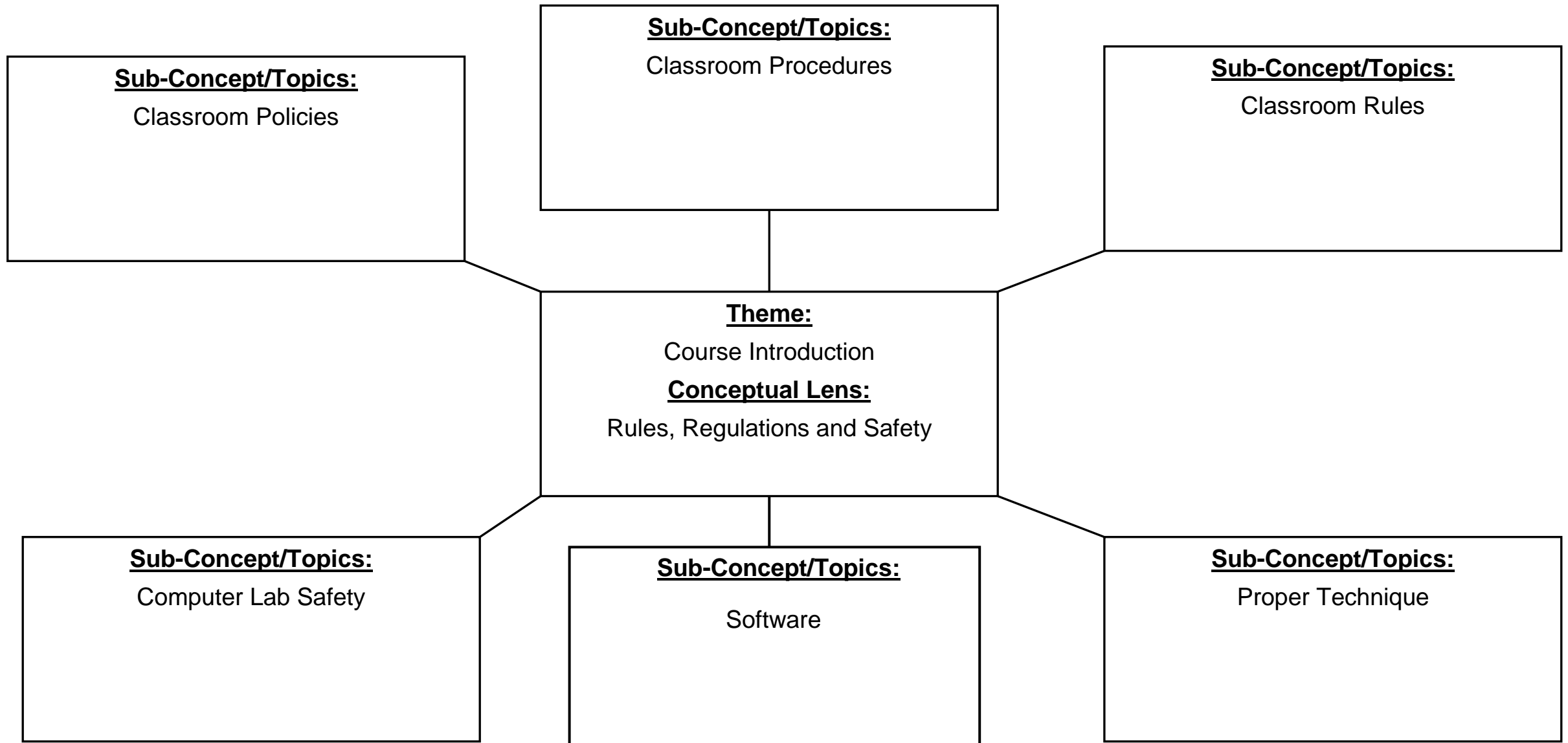**Unit #:** UNIT 1 OVERVIEW   **Unit Title:** Course Introduction

Unit Description and Objectives:
Students will be advised of classroom policies, procedures, proficiencies and lab safety. Classroom rules and procedures must be understood and followed. Students will be introduced to the software programs, learn how to log in to the computer and software and take a skill analysis timed writing for pre-assessment purposes.   In addition, they will learn how to work safely in the lab and how to prevent repetitive stress injuries. Proper touch typing technique will be discussed and demonstrated.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. What are the classroom policies and procedures in the keyboarding lab?	1. The policies and procedures in the computer lab are meant to protect students and equipment.	1.1 What policies are in place? 1.2 What procedures do I follow each day?
2. What are the course proficiencies?	2. The course proficiencies are accuracy and speed requirements which will be achieved through proper technique and repetition.	2.1 What are the speed standards? 2.2 What are the accuracy standards? 2.2 What is the proper technique?
3. How do students work safely in the lab?	3. The safety lesson along with procedures and rules must be recognized and followed.	3.1 What is stated in the safety lesson? 3.2 Who must understand and sign it?
4. How can students prevent repetitive stress injuries?	4. Repetitive stress injury awareness is the key to prevention.	4.1 How is technique related to injury prevention? 4.2 Why is hand/wrist placement important?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Classroom Procedures

Sub-Concept/Topics:

Classroom Policies

Sub-Concept/Topics:

Classroom Rules

Theme:

Course Introduction

Conceptual Lens:

Rules, Regulations and Safety

Sub-Concept/Topics:

Computer Lab Safety

Sub-Concept/Topics:

Software

Sub-Concept/Topics:

Proper Technique

CURRICULUM UNIT PLAN

Course Title/Grade: Keyboarding 6

Unit Number/Title: Unit 1: Course Introduction

Conceptual Lens: Rules, Regulations and Safety

Appropriate Time Allocation (# of Days): 1 day
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Primary Core Content Standards referenced With Cumulative Progress Indicators

NJ Core Content Standards	ISTE/Nets Standards	CCS ELA Literacy	Anchor Standards CCRA.L.1 to 6
8.1 &8.2	1a, 2a,b 3a-d	W.6.6	CCRA.R.1 to R.10
9.1 & 9,2	4a, 5a-d, 6a-d	RST 6-8.1 to 6-8.8	CCRA.SL.1 to 6

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration	Common Core Standards	Evaluation/ Assessment:
Course Introduction Policies and procedures Course Proficiencies Login to program Pre-test Lab Safety Posture and Technique Ergonomics Injury prevention	Classroom policies and procedures Course Proficiencies Log in process Importance of Lab Safety Lesson Repetitive stress injury prevention Proper technique	Follow all classroom rules and procedures Log in to computer station Log on to Keyboarding software Take pre-test Follow all safety rules and regulations	Discuss policies and procedures Distribute Course Proficiencies and discuss Students take a pre-test to assess their present keyboard skill Distribute and complete Safety Lesson handout Class discussion on ways to ensure computer laboratory safety Students read and sign safety contract; take home Parents read and sign safety contract; return to school	Computers, software, worksheets, folders, printers, keyboarding chart, keyboard covers and/or speed skins, teacher demonstration software Suggested software: MicroType Multimedia and/or Edutyping.com Suggested textbook: Keyboarding for Computer Success (South-Western Educational Publishing)	**21ST CENTURY LIFE AND CAREERS SKILLS** 9.1.8.A.1 to 9.1.8.A.4 9.1.8.B.1 to 9.1.8.B.2 9.1.8.C.1 to 9.1.8.C.3 9.1.8.D.1 to 9.1.8.D.5 9.1.8.E.1 to 9.1.8.E.5 9.1.8.F.1 to 9.1.8.F.3 9.2.8.A.1 to 9.2.8.A.4	**N.J. COMMON CORE STANDARDS** 8.1.8.A.1 8.2.8.A.1 **COMMON CORE STANDARDS** CCSS.ELA Writing W.6.6 Science and Technical Subjects RST.6-8.1 - RST.6-8.8 Anchor Standards CCRA.R.1 - R.10 CCRA.SL.1 to 6 CCRA.L.1 to 6	Course pre-assessment Teacher observations Evidence of student daily practice of policies and procedures Evidence of student control of their individual computer, file and/or folder Participation in class discussions Completed and signed Lab Safety Lesson

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Accommodations and modifications for students who are struggling learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes are made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.	*Accommodations and modifications for Gifted and Talented students are designed to encourage students to work at a higher instructional level and a faster pace, with a variety of materials to meet accelerated needs. They will not change the basic performance criteria, but are intended to keep students actively engaged and motivated with enriched learning opportunities.*	*Accommodations and modifications for students who are English language learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes will be made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.*	*Accommodations and modifications* for special education students are adaptations teachers make so students can be successful learners. The changes are to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do. In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.
Accommodations **and Modifications:** Strategies for presenting the lesson - Organizational help - Short simple directions - Student response format, procedures and timing revisions - Environment changes (seating) - Equipment changes (Computer hardware) - Assignment structure changes - Segmented tasks/smaller chunks - Tutoring by peers - Cues for student responses - Model appropriate responses *Presentation of instructional content* *Performance criteria* *Assignment structure* *Scaffold instruction*	*Accommodations* **and Modifications:** - More internet access - More independent assignments - More instructional materials - Ample opportunities for creativity - Enhanced challenges for authentic learning - Peer tutor struggling and/or ESL students - Identify individual interests - Increase complexity - Escalate the objective - Organize enrichment clusters - Enhance activities and projects to require original work and critical thinking skills - Show interest in creative efforts - Independent working environment - Time for reflection	*Accommodations* **and Modifications:** - Directions read to student for clarity - Slow down rate of speech; use shorter sentences - Repetition of concepts - Key words underlined in notes and written on board - Bilingual word lists, as appropriate, provided to student - Oral/written directions interpreted when needed. - Tutoring/translation by peers - Additional use of videos, illustrations, and pictures to explain and clarify concepts - Tutoring by peers/cooperative learning - Provide copies of notes - Provide study guides - Use authentic assessments	*Accommodations* **and Modifications:** - Short, simple directions - Consistent learning activities - Repetition of concepts - Extra time for asking and answering questions - provide alternative materials, techniques and evaluation criteria to address the range of students' needs - parallel the regular curriculum in skill, content sequence and coverage - the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

UNIT OVERVIEW

Course Title: Keyboarding 6

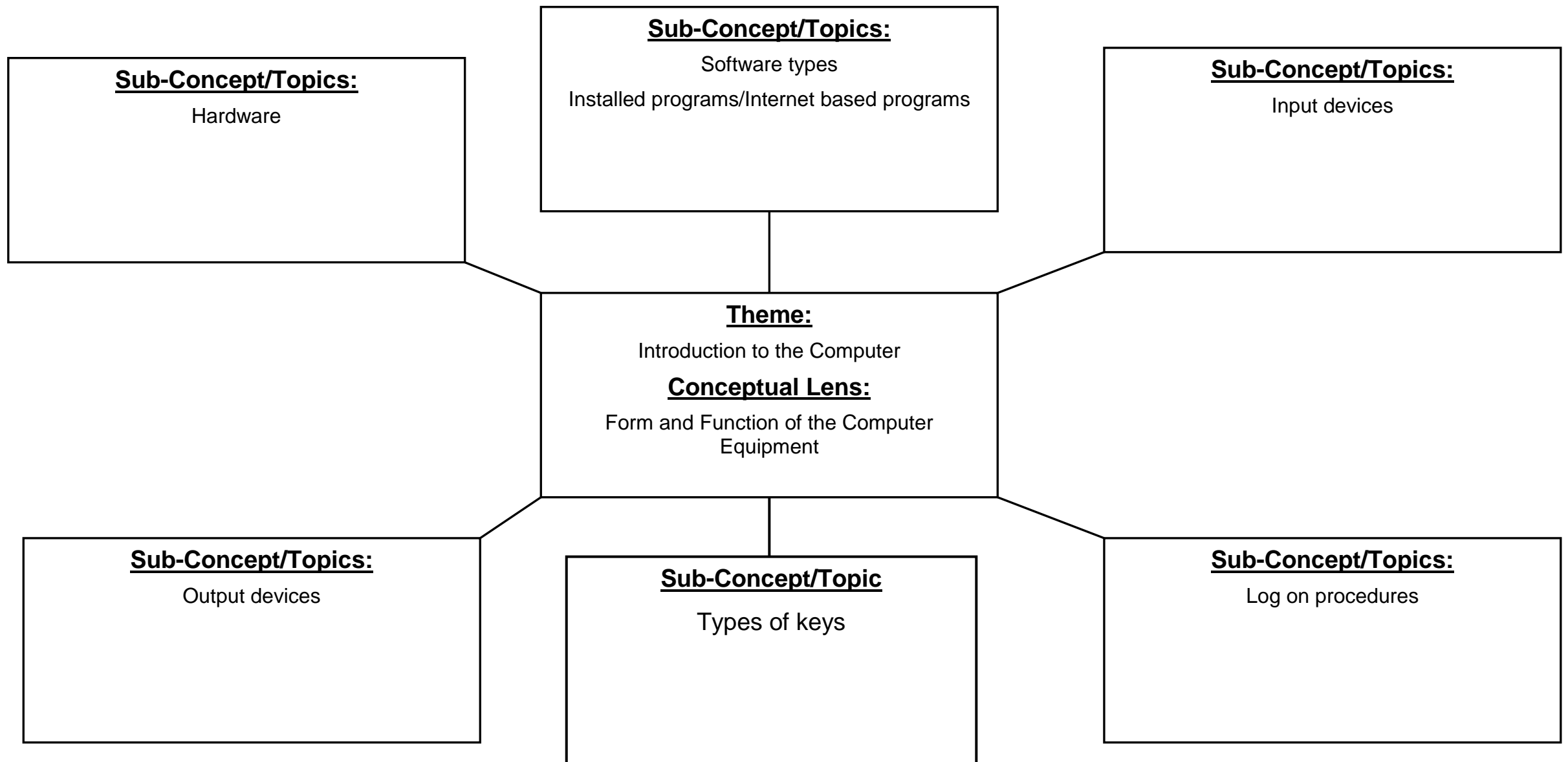**Unit #:** UNIT 2 OVERVIEW   **Unit Title:** Introduction to the Computer

Unit Description and Objectives:

Students will review the computer hardware components and how the keyboard is structured for efficiency. Students will understand how the computer laboratory is organized and be acquainted with the many features of the computer and keyboard.   They will understand how the keyboarding software programs are organized and how they are used.. Students will learn to print lessons and watch classroom demonstrations on the Smart board and computer screen displaying proper keying and technique.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. What are the various hardware components in the computer lab?	1. The computer hardware consists of the monitor, CPU, and input devices (keyboard and mouse). 2. Printers, scanners are output devices	1.1 What type of monitor are we using? 1.2 How do you turn the CPU on and off? 1.3 how do I choose the keyboard or mouse for input? 1.4 When is it appropriate to use the printer?
2. What is the name of the type of keyboard we use in our computer lab?	2. There are several variations and models of keyboards, we use the "Qwerty Keyboard". For placement, the center of the keyboard is the H key.	2.1 What other types of keyboards are there? 2.2 Where are these other keyboards used? 2.3 What are the advantages of the Qwerty keyboard?
3. What are the various types of keys on the keyboard?	3. The types of keys on the keyboard are: Alphanumeric keys, Control keys, Function keys, Navigation keys, and the Numeric keypad.	3.1 How many alphabetical keys are there? 3.2 Where are the numeric keys located? 3.3 What do the navigation keys consist of?
4. What software is used for keyboarding?	4. There are two types of keyboarding software: one is program based and installed on the computer. The other type is Internet based and is dynamic.	4.1 How do I access each type of Keyboarding program? 4.2 Can they be accessed both at school and home?
5. How does the keyboarding software operate?	5. There are different log in procedures for each type of program.	5.1 How do I log on in the classroom? 5.2 How do I log on at home?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Hardware

Sub-Concept/Topics:

Software types

Installed programs/Internet based programs

Sub-Concept/Topics:

Input devices

Theme:

Introduction to the Computer

Conceptual Lens:

Form and Function of the Computer Equipment

Sub-Concept/Topics:

Output devices

Sub-Concept/Topic

Types of keys

Sub-Concept/Topics:

Log on procedures

CURRICULUM UNIT PLAN

Course Title/Grade: Keyboarding 6	**Primary Core Content Standards referenced With Cumulative Progress Indicators**			
	NJ Core Content Standards	**ISTE/Nets Standards**	**CCSS ELA Literacy**	**Anchor Standards** CCRA SL.1-6
Unit Number/Title: Unit 2: Introduction to the Computer	8.1 & 8.2	1a, 2a,b 3a-d	W.6.6	CCRA.R.1 to R.10
Conceptual Lens: Form and Function of Computer Equipment	9.1 &9.2	4a, 5a-d, 6a-d	RST 6-8.1 to 6-8.6	CCRA.L.1 to 6
Appropriate Time Allocation: 1 day				

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
Computer Hardware Components: Keyboard CPU Disk drives Monitor Mouse Printer Scanner Cables & Wires	Name hardware	Students will be able to name computer components.	Review various hardware	**(Specify Title, Chapter, Page Numbers, as Applicable)**	**21ST CENTURY LIFE AND CAREERS SKILLS**	**N.J. COMMON CORE STANDARDS** 8.1.8.A.1 8.2.8.A.1	**Formative Assessments:** Student daily practice of policies and procedures
	Identify input devices Identify output devices	Students will be able to identify type of keyboard used.	Explain and demonstrate how the network system operates	Computers, software, teacher made worksheets, printers, keyboarding chart, keyboard covers and/or speed skins, teacher demonstration software (Net Op Vision and or Smartboard)	9.1.8.A.1 to 9.1.8.A.4 9.1.8.B.1 to 9.1.8.B.2	**COMMON CORE STANDARDS** CCSS.ELA Writing CCSS.W.6.6	Student maintenance of their individual computer, file and/or folder
Keyboard Components: Alphanumeric keys Control keys Function keys Navigation keys Numeric keypad	Know how to turn on and off CPU and monitor Name of keyboard type	Students will be able to name software used in class Students will be able to log on to computer.	Review the various categories of keys and their usage Demonstrate and explain keyboarding software components and how it is organized	Suggested software: MicroType Multimedia and\or Edutyping.com Suggested textbook: Keyboarding for Computer Success (South-Western Educational Publishing)	9.1.8.C.1 to 9.1.8.C.3 9.1.8.D.1 to 9.1.8.D.5 9.1.8.E.1 to 9.1.8.E.5	Science and Technical Subjects RST.6-8.1 - RST.6-8.8 Anchor Standards CCRA.R.1 - R.10	Student demonstration of proper posture and correct techniques Student daily keyboarding practice Teacher observation
Software: Program based Internet based	Software names Software log in procedures	Students will be able to log on to software programs.			9.1.8.F.1 to 9.1.8.F.3 9.2.8.A.1 to 9.2.8.A.4	CCRA .W.6 CCRA.SL.1 to 6 CCRA.L.1 to 6	Teacher/Student checklists Daily teacher feedback Class discussions Quizzes

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Accommodations and modifications for students who are struggling learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes are made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.	*Accommodations and modifications for Gifted and Talented students are designed to encourage students to work at a higher instructional level and a faster pace, with a variety of materials to meet accelerated needs. They will not change the basic performance criteria, but are intended to keep students actively engaged and motivated with enriched learning opportunities.*	*Accommodations and modifications for students who are English language learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes will be made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.*	*Accommodations and modifications* for special education students are adaptations teachers make so students can be successful learners. The changes are to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do. In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.
Accommodations and Modifications: Strategies for presenting the lesson • Organizational help • Short simple directions • Student response format, procedures and timing revisions • Environment changes (seating) • Equipment changes (Computer hardware) • Assignment structure changes • Segmented tasks/smaller chunks • Tutoring by peers • Cues for student responses • Model appropriate responses • *Presentation of instructional content* • *Performance criteria* • *Assignment structure* • *Scaffold instruction*	*Accommodations* and Modifications: • More internet access • More independent assignments • More instructional materials • Ample opportunities for creativity • Enhanced challenges for authentic learning • Peer tutor struggling and/or ESL students • Identify individual interests • Increase complexity • Escalate the objective • Organize enrichment clusters • Enhance activities and projects to require original work and critical thinking skills • Show interest in creative efforts • Independent working environment • Time for reflection	*Accommodations* and Modifications: • Directions read to student for clarity • Slow down rate of speech; use shorter sentences • Repetition of concepts • Key words underlined in notes and written on board • Bilingual word lists, as appropriate, provided to student • Oral/written directions interpreted when needed. • Tutoring/translation by peers • Additional use of videos, illustrations, and pictures to explain and clarify concepts • Tutoring by peers/cooperative learning • Provide copies of notes • Provide study guides • Use authentic assessments	*Accommodations* and Modifications: • Short, simple directions • Consistent learning activities • Repetition of concepts • Extra time for asking and answering questions • provide alternative materials, techniques and evaluation criteria to address the range of students' needs • parallel the regular curriculum in skill, content sequence and coverage • the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

UNIT OVERVIEW

Course Title: Keyboarding 6

Unit #: UNIT 3 OVERVIEW   **Unit Title:** Mastery of Keyboard
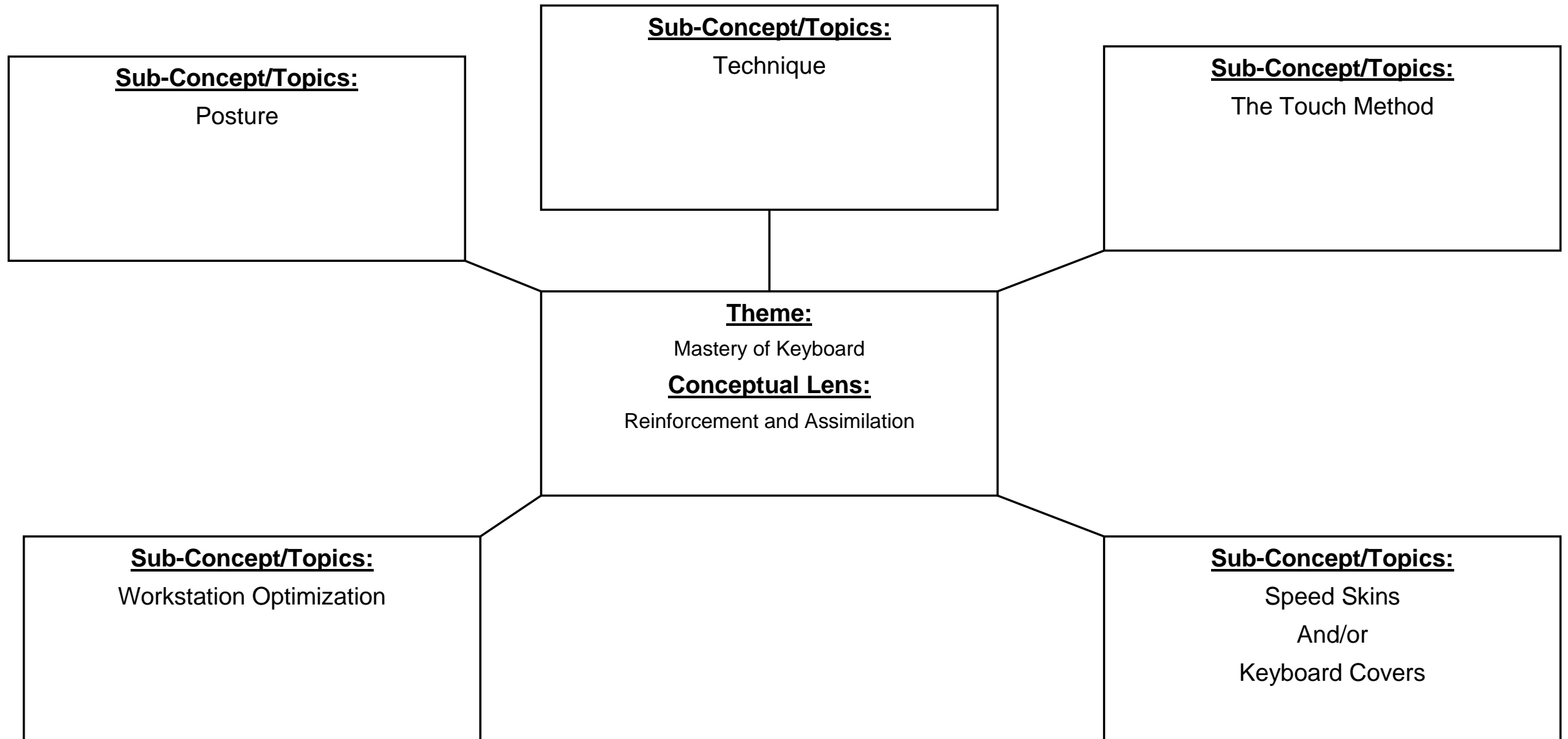
Unit Description and Objectives:
Correct keyboarding posture, techniques and the arrangement of the work station will be introduced. The touch method and its importance to keyboarding success will be taught. Key identification, memorization, proper reach techniques and daily practice area the focus for keyboard mastery. Students will understand that proper posture, correct technique, hand and finger placement, memorization and repetition of the keys with daily practice is necessary. Using the touch method, the successful acquisition of keyboarding skills will develop neural pathways that accelerate keyboarding skill development.

<u>**Essential Questions and Enduring Understandings:**</u>

Essential Questions:	Enduring Understandings/Generalizations Students will understand <u>that</u>:	Guiding Questions
1. What is correct keyboarding posture?	1. The correct keyboarding posture is with shoulders relaxed, feet flat on floor and back straight with hands on home row and fingers slightly curved.	1.1 How do I sit to be comfortable while keying? 1.2 How do I adjust the monitor? 1.3 Why are the F and J Keys important for finger placement?
2. What are correct keyboarding techniques?	2. The monitor should be at eye level, the body should be centered in front of computer, and the hands should be on home row, with the wrists elevated above the counter.	2.1 Where is the center key on the keyboard? 2.2 What are the home row keys? 2.3 Index fingers should be on what keys?
3. What is the touch method for keyboarding?	3. Touch is typing without using the sense of sight to find the keys. Specifically, a touch typist will know their location on the keyboard through muscle memory.	3.1 Where do hands rest while keying? 3.2 What is muscle memory?
4. Where are the alphabetic keys located and what are the proper reaches for them?	4. Each finger on a home row key is assigned to key particular keys on the keyboard.	4.1 Which keys are connected to each finger? 4.2 How should my fingers rest on the keyboard?
5. How should a work station be arranged for effective keyboarding?	5. To key properly, body position, hand placement and workstation organization play a key role in developing accuracy and speed.	5.1 Where should I put my books and belongings? 5.2 When should I adjust my body posture and computer?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Posture

Sub-Concept/Topics:

Technique

Sub-Concept/Topics:

The Touch Method

Theme:

Mastery of Keyboard

Conceptual Lens:

Reinforcement and Assimilation

Sub-Concept/Topics:

Workstation Optimization

Sub-Concept/Topics:

Speed Skins

And/or

Keyboard Covers

CURRICULUM UNIT PLAN

Course Title/Grade:	Keyboarding 6		
Unit Number/Title:	Unit 3: Mastery of the Keyboard		
Conceptual Lens:	Reinforcement and Assimilation		
Appropriate Time Allocation (# of Days):	25 days		

Primary Core Content Standards referenced With Cumulative Progress Indicators

NJ CCCS:	ISTE/NETS STANDARDS	CCSS ELA Literacy	Anchor Standards
			CCRA.R.1-R.10
8.1 & 8.2	1a, 2a,b 3a-d	W.6.6 to W8.6	CCRA .W.6.6
9.1 & 9.2	4a, 5a-d, 6a-d	RST 6-8.1 to 6-8.6	CCRA.L.1-6

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
Keyboarding software demonstrations and grading Correct Keyboarding Posture and Technique keyboard covers and/or speed skins use Finger Identification of keys: Muscle memory - the touch method Correct hand placement, location and reaches for keying Fluent manipulation of letter, figure/symbol and	How to use software Correct Keyboarding Posture and technique How to use keyboard covers and/or speed skins The Touch Method of Typing Home row Correct Fingering according to touch method Importance of practice and repetition	Open, save, use and close keyboarding software Sit and key correctly Understand and use the touch method of typing Use cover and/or speed skin while typing Rest hands lightly over home row while keying Practice using correct technique daily in keyboarding class Practice using correct technique daily in other classes and at	Present features in selected software Show correct keying posture & practice Explain key location and demonstrate proper key reaches Teacher dictation and observation of new-key reaches Print and Color Keyboard Charts for key identification, memorization and proper reach techniques Students will learn, demonstrate and practice the touch method for the alphabet, symbols operational and	Computers, software, worksheets, folders printers, keyboarding chart, keyboard covers and/or speed skins, teacher demonstration software Suggested software: MicroType Multimedia and/or Edutyping.com Suggested textbook: Keyboarding for Computer Success (South-Western Educational Publishing)	**21ST CENTURY LIFE AND CAREERS SKILLS** 9.1.8.A.1 to 9.1.8.A.4 9.1.8.B.1 to 9.1.8.B.2 9.1.8.C.1 to 9.1.8.C.3 9.1.8.D.1 to 9.1.8.D.5 9.1.8.E.1 to 9.1.8.E.5 9.1.8.F.1 to 9.1.8.F.3 9.2.8.A.1 to 9.2.8.A.4	**N.J. COMMON CORE STANDARDS** 8.1.8.A.1 8.2.8.A.1 **COMMON CORE STANDARDS** CCSS.ELA Writing W.6.6-W.8.6 Science and Technical Subjects RST.6-8.1 - RST.6-8.8 Anchor Standards CCRA.R.1 - R.10 CCRA .W.6 CCRA.SL.1 to 6 CCRA.L.1 to 6	Student follows classroom policies and procedures Student maintains their individual computer, files and/or folder Student demonstrates proper posture, correct techniques and work habits Student completes homework assignments Visually observe proper skills practice Successfully completes drill dictations

Revised: 2014

14

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
navigation keys by touch method Individual drill practice using the touch method		home	correction keys **Alphabetic Keyboarding module** Learn new keys, combine keys, improve key stroking, improve continuity and build skill Time Permitting: **Numeric Keypad module** Students learn and demonstrate the touch method for the numeric keypad **Numeric Keyboarding module** Students learn and demonstrate the touch method for the top-row numeric keys and commonly used symbols				Software progress reports and graphs Participation in class discussions **Summative Assessment(s)** Keyboard Diagram Quiz Unit Assessments in Keyboarding software for each group of keys

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Accommodations and modifications for students who are struggling learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes are made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.	*Accommodations and modifications for Gifted and Talented students are designed to encourage students to work at a higher instructional level and a faster pace, with a variety of materials to meet accelerated needs. They will not change the basic performance criteria, but are intended to keep students actively engaged and motivated with enriched learning opportunities.*	*Accommodations and modifications for students who are English language learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes will be made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.*	*Accommodations and modifications* for special education students are adaptations teachers make so students can be successful learners. The changes are to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do. In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.
Accommodations and Modifications: Strategies for presenting the lesson • Organizational help • Short simple directions • Student response format, procedures and timing revisions • Environment changes (seating) • Equipment changes (Computer hardware) • Assignment structure changes • Segmented tasks/smaller chunks • Tutoring by peers • Cues for student responses • Model appropriate responses • *Presentation of instructional content* • *Performance criteria* • *Assignment structure* • *Scaffold instruction*	*Accommodations* and Modifications: • More internet access • More independent assignments • More instructional materials • Ample opportunities for creativity • Enhanced challenges for authentic learning • Peer tutor struggling and/or ESL students • Identify individual interests • Increase complexity • Escalate the objective • Organize enrichment clusters • Enhance activities and projects to require original work and critical thinking skills • Show interest in creative efforts • Independent working environment • Time for reflection	*Accommodations* and Modifications: • Directions read to student for clarity • Slow down rate of speech; use shorter sentences • Repetition of concepts • Key words underlined in notes and written on board • Bilingual word lists, as appropriate, provided to student • Oral/written directions interpreted when needed. • Tutoring/translation by peers • Additional use of videos, illustrations, and pictures to explain and clarify concepts • Tutoring by peers/cooperative learning • Provide copies of notes • Provide study guides • Use authentic assessments	*Accommodations* and Modifications: • Short, simple directions • Consistent learning activities • Repetition of concepts • Extra time for asking and answering questions • provide alternative materials, techniques and evaluation criteria to address the range of students' needs • parallel the regular curriculum in skill, content sequence and coverage • the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

UNIT OVERVIEW

Course Title: Keyboarding 6

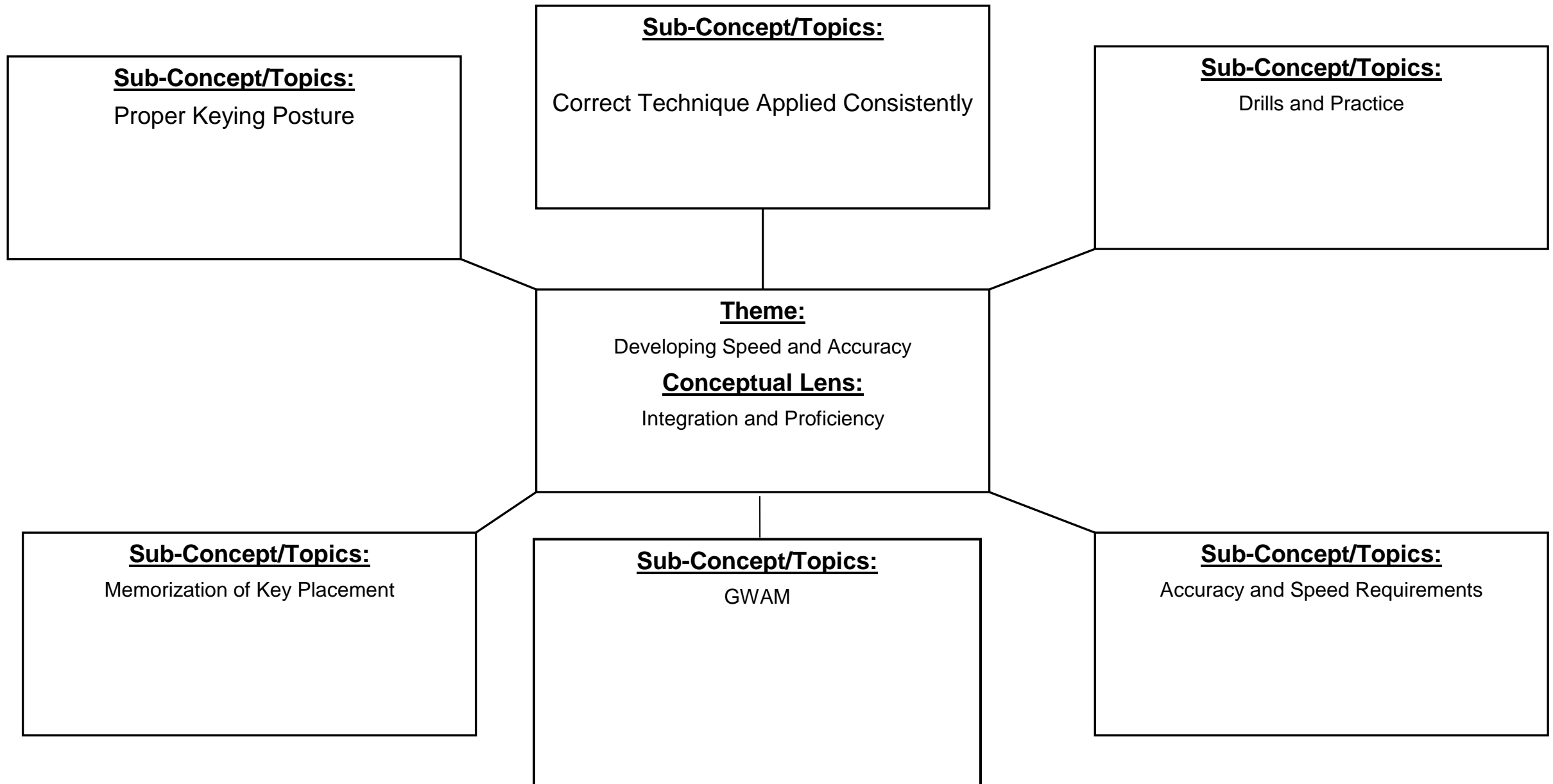**Unit #:** UNIT 4 OVERVIEW   **Unit Title:** Developing Speed and Accuracy

Unit Description and Objectives:
Students will improve keyboarding skills through the continued application of proper posture and by using the correct techniques of the touch typing method. They will improve typing consistency, speed and accuracy through daily practice drills and timed writings to meet or exceed the set standards of speed and accuracy. This module focuses on review and reinforcement of newly learned skills to reinforce mind/muscle memory development. The development of speed and accuracy is acquired through the consistent application of proper posture, correct techniques and daily practice using the touch-typing method.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. What is the importance of proper posture and technique in order to improve speed and accuracy?	1. Correct keyboarding posture lead to improved speed and accuracy.	1.1 What is good keyboarding posture? 1.2 How does it improve speed and accuracy?
2. How are basic skills further developed?	2. Practice and repetition using the touch method will further develop keying speed and accuracy.	2.1 Why are repetitious drills and practice needed? 2.2 How is speed related to accuracy?
3. How is speed and accuracy improved through the practice of timed writings?	3. Timed writing drills force the natural development of faster keying speed by requiring higher GWAM scores for each repetition.	3.1 How are the timed practice drills graded? 3.2 What is the expected speed and accuracy?
4. What is gwam and how is it related to accuracy?	4. GWAM is the acronym for gross words a minute.	4.1 What is subtracted from the gross words a minute (GWAM) score for errors?
5, What are the accuracy levels and how can students improve?	5. Grading charts show the words per minute and accuracy standards along with the corresponding grade at each level.	5.1 What is the accuracy and speed for an A? 5.2 What is the accuracy and speed for a B? 5.3 What is the accuracy and speed for a C?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Correct Technique Applied Consistently

Sub-Concept/Topics:

Proper Keying Posture

Sub-Concept/Topics:

Drills and Practice

Theme:

Developing Speed and Accuracy

Conceptual Lens:

Integration and Proficiency

Sub-Concept/Topics:

Memorization of Key Placement

Sub-Concept/Topics:

GWAM

Sub-Concept/Topics:

Accuracy and Speed Requirements

CURRICULUM UNIT PLAN

Course Title/Grade: Keyboarding 6

Unit Number/Title: Unit 4: Developing Speed and Accuracy

Conceptual Lens: Integration and Proficiency

Appropriate Time Allocation (# of Days)**:**

10 days

Primary Core Content Standards referenced With Cumulative Progress Indicators			
NJ CCCS	**ISTE/NETS STANDARDS**	**CCSS ELA Literacy** WHST.6-8.1 to 6-8.7	**Anchor Standards** CCRA.SL.1 to 6
8.1 & 8.2	1a, 2a,b 3a-d	W.6.6 to W8.6	CCRA.W.1 to 6
9.1 & 9.2	4a, 5a-d, 6a-d	RST 6-8.1 to 6-8.6	CCRA.L.1 to 6
		RI.6.1 to 6.10	CCRA.R.1 to 10

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
Keyboarding Skill Builder module for improving Speed and Accuracy Straight copy practice drills for review Built-in software timers and how they work Timed Writings (sentences and paragraphs) GWAM (gross words a minute) Additional software modules form Internet and/or practice drills from textbook (script	Touch Typing Concept How to place hands and wrists Proper sitting position Correct fingering Eyes on copy or monitor Keys covered All keystrokes memorized Fluid motions and consistency in movements	Touch type Place hands and wrists correctly Sit properly at computer station Use correct fingering motions Keep eyes on copy and/or monitor Type without looking Know placement of all keys Key smoothly and quickly routinely building speed and accuracy	Guided practice with software and/or individualized practice with textbook Drill Software Program: Keyboarding Skill Builder module (develop speed and accuracy) Lesson activities include keyboard mastery, improving technique, sentences, paragraphs and timed writings Timed Writings (guided and individualized within software program and textbook) NOTE: The following textbook cues are boxed and bolded.	Computers, software, teacher made worksheets and booklets, folders printers, keyboarding chart, keyboard covers and/or speed skins, teacher demonstration software Suggested software: MicroType Multimedia and or Edutyping.com Suggested textbook: Keyboarding for Computer Success (South-Western Educational Publishing)	**21ST CENTURY LIFE AND CAREERS SKILLS** 9.1.8.A.1 to 9.1.8.A.4 9.1.8.B.1 to 9.1.8.B.2 9.1.8.C.1 to 9.1.8.C.3 9.1.8.D.1 to 9.1.8.D.5 9.1.8.E.1 to 9.1.8.E.5 9.1.8.F.1 to 9.1.8.F.3 9.2.8.A.1 to 9.2.8.A.4	**N.J. COMMON CORE STANDARDS** 8.1.8.A.1 8.2.8.A.1 **COMMON CORE STANDARDS** CCSS.ELA RI.6.1 to 6.10 W.6.6-W.8.6 SL.6.1 – SL. 6.6 L.6.1 to L.6.6 Science and Technical Subjects RST.6-8.1 -RST.6-8.8 WHST.6-8.1 to 6-8.7 Anchor Standards CCRA.R.1 - R.10 CCRA .W.6 CCRA.SL.1 to 6 CCRA.L.1 to 6	**Formative Assessments:** Student follows classroom policies and procedures Student maintains their individual computer, files and/or folder Student demonstrates proper posture, correct techniques and work habits Student completes homework assignments Teacher visually observes proper skills during practice

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
and rough draft copy, etc.)			Read and review the following: Technique Cues Spacing Cues Return Cues Shifting Cues Practice Cues Language Skills Cues Time Permitting: <u>Numeric Keypad module</u> Students learn and demonstrate the touch method for the numeric keypad <u>Numeric Keyboarding module</u> Students learn and demonstrate the touch method for the top-row numeric keys and commonly used symbols				Successfully completes drill dictations Software progress reports and graphs show success Participation in class discussions Unit Assessments in Keyboarding software for group of keys successfully completed. **Summative Assessment(s)** Post Assessment for Keyboarding Successful timed paragraph writing

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
Accommodations and modifications for students who are struggling learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes are made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.	*Accommodations and modifications for Gifted and Talented students are designed to encourage students to work at a higher instructional level and a faster pace, with a variety of materials to meet accelerated needs. They will not change the basic performance criteria, but are intended to keep students actively engaged and motivated with enriched learning opportunities.*	*Accommodations and modifications for students who are English language learners are adaptations teachers make so students can be successful learners. They will not change the instructional level, content or performance criteria. The changes will be made to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.*	**Accommodations and modifications** for special education students are adaptations teachers make so students can be successful learners. The changes are to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do. In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.
<u>*Accommodations* and Modifications:</u> Strategies for presenting the lesson • Organizational help • Short simple directions • Student response format, procedures and timing revisions • Environment changes (seating) • Equipment changes (Computer hardware) • Assignment structure changes • Segmented tasks/smaller chunks • Tutoring by peers • Cues for student responses • Model appropriate responses • *Presentation of instructional content* • *Performance criteria* • *Assignment structure* • *Scaffold instruction*	<u>*Accommodations* and Modifications:</u> • More internet access • More independent assignments • More instructional materials • Ample opportunities for creativity • Enhanced challenges for authentic learning • Peer tutor struggling and/or ESL students • Identify individual interests • Increase complexity • Escalate the objective • Organize enrichment clusters • Enhance activities and projects to require original work and critical thinking skills • Show interest in creative efforts • Independent working environment • Time for reflection	<u>*Accommodations* and Modifications:</u> • Directions read to student for clarity • Slow down rate of speech; use shorter sentences • Repetition of concepts • Key words underlined in notes and written on board • Bilingual word lists, as appropriate, provided to student • Oral/written directions interpreted when needed. • Tutoring/translation by peers • Additional use of videos, illustrations, and pictures to explain and clarify concepts • Tutoring by peers/cooperative learning • Provide copies of notes • Provide study guides • Use authentic assessments	<u>*Accommodations* and Modifications:</u> • Short, simple directions • Consistent learning activities • Repetition of concepts • Extra time for asking and answering questions • provide alternative materials, techniques and evaluation criteria to address the range of students' needs • parallel the regular curriculum in skill, content sequence and coverage • the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

UNIT OVERVIEW

Course Title: Keyboarding 6

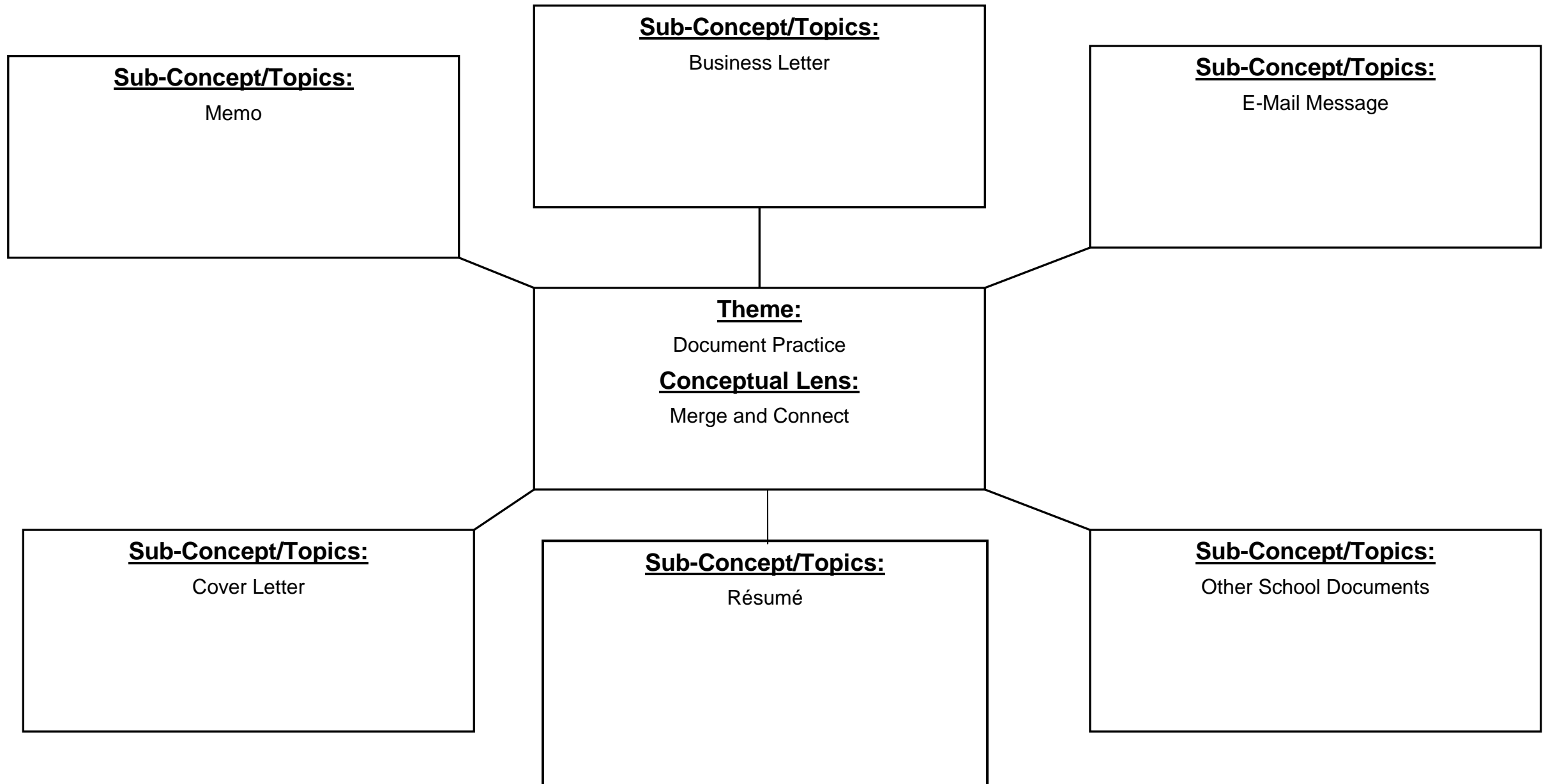**Unit #:**   **UNIT 5 OVERVIEW**   **Unit Title:** Document Practice

Unit Description and Objectives:
As time permits during this marking period, we will end by focusing on reinforcing and incorporating touch typing skills.   Concentrating on business document writing along with daily school assignments and homework tasks the Common Core College and Career Readiness Anchor Standards for ELA will be addressed. By the end of this course, students will be able to use the skill of accurate and rapid typing to easily complete all school work and homework assignments which will in turn continue to strengthen this newly acquired skill.

Essential Questions and Enduring Understandings:

Essential Questions:	Enduring Understandings/Generalizations Students will understand that:	Guiding Questions
1. What is a business document?	1. Learning to compose and type business documents will strengthen proper formatting and grammar skills.	1.1 What are some of the most common documents used in the business world? 1.2 How will hands on practice make me a better writer? 1.3 What does a professionally composed, formatted and typed document convey to the reader about me?
2. How will business document writing improve my writing and communication skills?	2.Composing and typing business documents will help me learn to communicate in a professional and concise manner.	2.1 Why is it essential to learn to write business documents? 2.2How will proper grammar and punctuation improve the readability of my documents? 2.3 How will writing in a professional manner improve the appearance of my work?
3. What other school papers can be completed using keyboarding skills?	3. The formatting skills acquired by writing business documents will transfer to other school work and homework papers.	3.1 What other types of school documents will benefit by being professionally composed and typed?

UNIT GRAPHIC ORGANIZER

Sub-Concept/Topics:

Business Letter

Sub-Concept/Topics:

Memo

Sub-Concept/Topics:

E-Mail Message

Theme:

Document Practice

Conceptual Lens:

Merge and Connect

Sub-Concept/Topics:

Cover Letter

Sub-Concept/Topics:

Résumé

Sub-Concept/Topics:

Other School Documents

CURRICULUM UNIT PLAN

Course Title/Grade: Keyboarding 6

Unit Number/Title: Unit 5: Document Practice

Conceptual Lens: Merge and Connect

Appropriate Time Allocation (# of Days)**:** 8

Primary Core Content Standards referenced With Cumulative Progress Indicators				
		CCSS ELA Literacy	**CCSS ELA Literacy Technical Subjects**	**Anchor Standards**
NJCCCS	**ISTE/NETS**	RI.6.1 to 6.10		CCRA.SL.1 to 6
8.1 & 8.2	1a, 2a,b	W6.1 to W.8.6	RST.6-8.1 to 6-8.6	CCRA.W.1 to W.6
9.1 & 9.2	3a-d 4a,	SL.6.1-SL.6.6	WHST.6-8.1 to 6-8.7	CCRA.L.1 to 6
	5a-d, 6a-d	L.6.1 to L.6.6		CCRA.R.1 to 10

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	Common Core Standards	Evaluation/ Assessment:
Memo E-mail message Business Letter Cover Letter Résumé	The parts of a Memo The parts of an e-mail The use and parts of a Business Letter The use and parts of a Cover letter The use and parts of a Résumé Proper formatting for each document type Change font type / size Setting margins Setting tabs Setting line spacing Use and meaning of ALL CAPS Subject lines Inserting bullets Inserting a line	Differentiate between each type of business document by sight Understand the use of each type of document Understand the formatting for each type of document Change font and size Set margins Set line spacing Set tabs Insert tabs Insert bullets Insert a line Indent a line	Introduce each type of business document Explain the use of each type of document Show specific formatting for each type of document Demonstrate how to: Change font and size Set margins Set line spacing Set tabs Insert tabs Insert bullets Insert a line Indent a line	Computers, software, teacher made worksheets and booklets, folders printers, keyboarding chart, keyboard covers and/or speed skins, teacher demonstration software (Net Op) Smart Board **Suggested textbooks:** Keyboarding for Computer Success (South-Western Educational Publishing) Formatting Business Documents BE Publishing Co.	**21ST CENTURY LIFE AND CAREERS SKILLS** 9.1.8.A.1 to 9.1.8.A.4 9.1.8.B.1 to 9.1.8.B.2 9.1.8.C.1 to 9.1.8.C.3 9.1.8.D.1 to 9.1.8.D.5 9.1.8.E.1 to 9.1.8.E.5 9.1.8.F.1 to 9.1.8.F.3 9.2.8.A.1 to 9.2.8.A.4	**N.J. COMMON CORE STANDARDS** 8.1.8.A.1 8.2.8.A.1 **COMMON CORE STANDARDS** CCSS.ELA RI.6.1 to 6.10 W.6.6-W.8.6 SL.6.1 – SL. 6.6 L.6.1 to L.6.6 Science and Technical Subjects RST.6-8.1 to RST.6-8.8 WHST.6-8.1 to 6-8.7 Anchor Standards CCRA.R.1 - R.10 CCRA .W.1 to W..6 CCRA.SL.1 to 6 CCRA.L.1 to 6	**Formative Assessments:** Completion of each document assigned **Summative Assessment(s)** Keyboarding Post Assessment for speed and accuracy

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
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CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Keyboarding   **Grade:** 6

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	English Language Arts	Mathematics	Science	Social Studies	World Languages	Technology	21st Century Life & Careers
Unit 1			CCRA.R1 to 10 CCRA.SL.1 to 6 CCRA.L1 to 6 CCSS.ELA Literacy SL.6.1 to 6.6 RI.6.1 to 6.10					8.2.8.A.1	9.1.8.D.1 9.1.8.D.2 9.1.8.E.4 9.1.8.F.3
Unit 2			CCRA.R1 to 10 CCRA.SL.1 to 6 CCRA.L1 to 6 CCSS.ELA. Literacy SL.6.1 to 6.6 RI.6.1 to 6.10 W6.1 to W6.6						9.1.8.D.1 9.1.8.D.2
Unit 3			CCRA.R1 to 10 CCRA.SL.1 to 6 CCRA.L1 to 6 CCSS.ELA. Literacy W6.1 to W6.6 SL.6.1 to 6.6 RI.6.1 to 6.10						9.1.8.D.1 9.1.8.D.2
Unit 4			CCRA.R1 to 10 CCRA.SL.1 to 6 CCRA.L1 to 6 CCRA.W.1 to W .6 CCSS.ELA. Literacy						9.1.8.C.1

Unit 4 Continued			W6.1 to W6.6 SL.6.1 to 6.6 RI.6.1 to 6.10 L.6.1 to 6.6 RST.6-8.1 to 6-8.10 WHST.6-8.1 to 6-8.7					
Unit 5			CCRA.R1 to 10 CCRA.SL.1 to 6 CCRA.L1 to L.6 CCRA.W.1 to W.6 CCSS.ELA Literacy W.6.1 to W.6.6 SL.6.1 to SL 6.6 RI.6.1 to 6.10 L.6.1 to 6.6 RST.6-8.1 to 6-8.10 WHST.6-8.1 to 6-8.7				8.1.8.A.1 8.1.8.D.1	9.1.8.A.1 9.1.8.A.2 9.1.8.B.2 9.1.8.C.1 9.1.B.C.2 9.1.8.D.2 9.1.8.D.4 9.1.8.F.1 9.2.8.A.6

*All core content areas may not be applicable in a particular course.

Unit Modifications for Special Population Students:

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;

- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;

- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.