

Ms. Caumartin

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Keyboarding 25S Course Outline

Credit Value: 0.5 Credits**Course Code:** 1270**Prerequisites:** None**Textbook:** None

Wisdoms...

“The keyboard is my journal” – **Pharrell Williams**

“Typing is my Olympic event. I type every day.” – **Otto’s Mottos.**

Course Description

The purpose of the Keyboarding 25S course is to improve your typing accuracy and speed on a computer keyboard, using the **touch-keying technique**- keeping your eyes on the copy and/or screen, **not** the keyboard, while you are typing.

This course consists of the following three modules:

- Module 1: The Alphabetic Keyboard
- Module 2: Numeric Keys on the Alphabetic Keyboard
- Module 3: The Numeric Keypad

Each module consists of lessons that provide you with opportunities to practise and apply your keyboarding skills. It is important that you practise carefully and to the best of your ability. This will help you to keyboard, and create, edit, and format documents efficiently.

Keyboarding 25S, Learning Activities

Units of Study: September 2025– February 2026

SLO 1: Demonstrate proper finger placement and movement for keystroking.

Ergonomics

- Identify ergonomic factors related to using a computer, including an alphanumeric keyboard, numeric keypad, and mouse.
- Practise stretching exercises suitable to a confined workspace or office.

Keying

- Demonstrate ergonomically correct posture, finger placement, and finger movement.
- Demonstrate ergonomically correct body movements while working at a workstation.
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SLO 2: Demonstrate touch keying on a QWERTY keyboard with a minimum straight copy speed of 25 words per minute (based on a three-minute timing with a maximum of one error per minute).

SLO 3: Demonstrate touch keying on a numeric keypad.

SLO 4: Produce documents with no keying errors.

SLO 5: Follow acceptable Canadian standards and conventions for document production

SLO 6: Self-monitor learning goals, reflect on the value of ICT to complete learning tasks, and set personal

goals for using ICT to learn. (R-3.1)

SLO 7: Identify possible health issues associated with using ICT. (E-1.4)

SLO 8: Apply school division's acceptable-use policy for ICT. (E-2.1)

SLO 11: Apply guidelines for ethical and responsible use of ICT. (E-2.4)

SLO 14: Analyze various ICT skills and competencies required in personal career choices. (S-2.2)

Final Unit: Cumulative Project/Final Project

Final Project totals 30% of overall course mark.

Assessment & Evaluation – The curriculum is available at <https://manitobahomeschool.ca/wp-content/uploads/2021/05/a6345-grade-10-keyboarding-25s.pdf>

Course Work/Projects (70%) – Each outcome (or cluster of outcomes) will have a number of formative assessments to help students determine their level of understanding, as well as a final assessment that is weighted according to the amount of time allotted to that section of the course.

Final Project (30%) – There is no written final exam in this course, but a final project will be completed instead.

Academic Dishonesty – any act of cheating, plagiarizing, or copying of work by a student will result in stiff penalties. The first offense will be a choice of zero on the assignment or a redo at my convenience, as well as a letter sent home to your parents. The second offense will be an automatic zero, with a referral to administration for any further discipline.

Late Assignments – There are no assignments in this course. Major projects are due on or before the date set. Other than medical emergencies and prior arrangements, failure to do so will result in a grade of 0.

Missed Assessments & Rewrites – Any missed assessment will be given a grade of 0 unless valid reasons are given (eg. hospitalization). A student who misses an assessment will be required to complete it during the lunch hour (or spare) **on the day they return to school.**

Assessments can be rewritten upon the request of the student, but will only be granted after that student has earned the opportunity. This requires attendance at lunch (or spare) for extra help and practice, as well as multiple formative assessments in order to demonstrate sufficient understanding.