

Service-Learning Curriculum Unit Plan

Unit/Topic: Keyboarding	Grade Level: Fourth Grade
<p>Service Idea: (Provide Description) Students will</p> <ul style="list-style-type: none"> • Discuss the needs of children in the area hospital • Discuss solutions that volunteers might participate in to alleviate challenges • Determine blankets might be a solution for the children in a hospital • Determine how many yards would be needed for each student to create a blanket for patients • Determine a way to create these blankets 	
<p>1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed)</p> <p>3-5 TSE MI1.b. b. Students are proficient in the use of technology. 1. Students know proper keyboarding positions and touch-typing techniques.</p>	
<p>2. Students will understand that.... (What are the enduring understandings?)</p> <ul style="list-style-type: none"> • Keyboarding is a life skill. • The internet is a good source of information. 	<p>3. Essential Questions to Guide Learning & Inquiry: (Turn understandings into essential questions.)</p> <ul style="list-style-type: none"> • How can I use my understanding of keyboarding to positively influence my community? • How can I use the internet as a resource to prompt me to positive solutions in my community?
<p>4a. Students will know.... (What is the content knowledge focus?)</p> <ul style="list-style-type: none"> • what a keyboard is • Where home row is located • How to open a(n) Open Office/Word Processing document • How to insert text • Create word art • How to edit word art 	<p>4b. Students will be able to do.... (What are the skills?)</p> <ul style="list-style-type: none"> • A weekly timed test. • A self-guided rubric (as a class) to assess their progress.
Assessment Evidence	
<p>5a. Performance Task: (What will students do to demonstrate their learning?) Students will create blankets for Pediatric patients in the hospital.</p>	<p>5b. Other Assessment Evidence: (Describe formative/on-going/other summative assessments.) Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.</p>

<p>5a. Performance Criteria: (Provide checklists, rubrics, or criteria.)</p> <p>Rubrics are used for peers to critique themselves (as a class) in an effort to sharpen skills.</p>	<p>5b. Other Assessments Criteria: (Describe criteria for other assessments.)</p> <p>Completion of weekly timed tests (form of formative assessment) Each time a test is passed, students will receive a sticker that will be put on a poster board indicating student success.</p>
<p>Learning Plan: (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)</p>	
<p>A. Steps for Students:</p> <ul style="list-style-type: none"> • Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin investigation & pre-reflection) • Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include planning & preparation, action,& reflection) • Closure (Revisit enduring understanding/essential question. Include reflection & demonstration of results & celebration) 	<p>B. Notes for Teacher: (What do you need to remember to do?)</p> <ul style="list-style-type: none"> • Talk to the area hospital and discuss if there is a need for pediatric blankets • If so, discuss when a good time would be to deliver these blankets
<p>C. Materials Needed: This is what I have figured to create fleece blankets (these specifications were given to me by those who have actually made fleece blankets).</p> <ul style="list-style-type: none"> • Fleece: 60" WIDE • 1 yard is 36" wide • Most is 4.44/yard when we talk about plain colors • To tie off you use 8" (4" per side) • \$2.92 per print yard • \$2.22 per plain yard • \$5.14 per blanket (for blanket of baby) • For geriatric blanket • we figure 1.5 yards • \$7.71 for geriatric blanket • *Wall-Mart would accept tax exempt number on school Leader head 	
<p>D. Approximate Time for Unit:</p> <ul style="list-style-type: none"> • The time for creating the blankets for a 4th grade class with several volunteers, can be as much as 90 minutes. • The time to create funds (writing grants/scholarships) is up to individuals. • This is designed for an on going keyboarding curriculum in a computer lab environment, meeting twice weekly. 	

E. Resources:

- sheers for cutting fabric
- fleece
- measuring templates (cardboard patterns are sufficient)
- computer stations and access to growing.course.com!
- *Growing With Technology* text books (Level 4)

Lesson 1 of 5 Investigation & Pre-Reflection
F.I.L.M. Connection: FREEDOM AND RESPONSIBILITY
Keyboarding Connection: Small Actions Bring Big Results.

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none"> • Why is there a need for babies to have blankets in the hospital? • Using the technical resources we have available, how can we learn more about this need, and what we can do to help them? • Explain the home row keys and the insertion point and the function of the SPACE BAR and ENTER/RETURN key. • What is the <i>insertion point</i>? • What is the space bar <i>USED</i> for? • Which key tells the computer to move down one line? • What keys make up the home row? • Why is good posture important when using the computer? 	<ul style="list-style-type: none"> • There is a need for blankets for babies, as there are many who don't have enough money for purchase of a blanket to take their baby home in. • The World Wide Web is a resource to access information regarding needs of new born babies. • The <i>home row keys</i> are the keys in the middle row of the keyboard where your hands rest when you type. They are A, S, D, F, J, K, L. • The <i>insertion point</i> is the flashing line in a document that lets you know where your letters will appear on the screen. • The <i>SPACE BAR</i> puts spaces between your words when you type. • The <i>ENTER/RETURN key</i> tells the computer to move down one line. • Ask students to name the keys that make up the home row: A, S, D, F, J, K, L. • Posture provides better vision of the monitor and position of the hands for optimal keyboarding. 	<ul style="list-style-type: none"> • Students list and organize the need of new born babies in our area hospital. • Students will be able to better recognize their own inspiration and determination to aide another human being • Students will be able to better use their personal power as a resource to achieve their goals and dreams
	<p>Key Terms: posture, pediatric</p>	<p>Subject Areas: Science, Language Arts, Environmental Education</p>

Background: In the film *Flicka*, the lead character, 16-year-old Katy McLaughlin, grapples with personal issues related to freedom to live as she wants and to do as she believes. She is strong willed and determined, and at the same time fearful of disappointing her family, especially her father. Her father, Rob McLaughlin, grapples with questions about whether his daughter is reckless and not capable of handling responsibility. He is very demanding and strict and seems to want her to simply be obedient and do things his way. Katy and her father are in conflict because they are both sure that they are right and that everything should be done the way they see it. Katy's mother, Nell, reminds Katy's father that "there has to be a better way." In order for Katy to become responsible, he needs to trust Katy and give her a chance to help on the ranch and take on the responsibility of caring for a horse. But, Rob is slow to trust his daughter's judgment and character—mainly because he is afraid that she will hurt or even kill herself through dangerous behavior. In reaction, Katy sets out to prove that she is capable to herself and to her father. She makes many choices, some that are responsible and others that are not.

1. Lesson Opener:

In Growing with Technology, Chapter 2: *Getting Started with Keyboarding Overview* to the students (page 51) reviews the keyboard. Hold up the keyboard for the students to see and ask:

- What part of the computer am I holding up?
- What is it used for?
- Is that a silly question?
- How do you sit at the computer?
- Complete lesson 2.1

2. Transition:

Like Katy and her dad, we may see keyboarding is something that can be done different ways. Really, we all sit a little differently; our hands are different sizes, so we may make key strokes a little differently. We all need to make choices to get our own keyboarding skills sharpened.

3. Activity:

Read to class:

Below is a list of six qualities that youth develop and adults help them to develop, as they become more responsible, trustworthy and independent. By exercising one or more of these qualities in reaction to tough and challenging situations, you may find pathways to greater freedom, choice and responsibility, and may set your dreams free.

- courage
- cooperation
- high self-esteem/belief in oneself
- desire to learn
- owning up to and solving problems
- setting goals and meeting them

The following is an exercise to help you to reflect on whether or not some of Katy's actions demonstrated these qualities, and to tune-in to a situation that may occur in your life when these qualities may be of help.

In an opening scene of *Flicka*, Katy and her horse are confronted by a mountain lion in the woods

near her home, while riding in the early morning. Katy sees the lion, and smacks her horse to send it home, then runs and rolls away through the underbrush. When Katy finally makes it home, she is scratched up and begins to tell her family the story of what happened. Her father does not listen, because he is upset with her about news he just received that Katy has failing grades in school.

- courage
- cooperation
- high self-esteem/belief in oneself
- desire to learn
- owning up to and solving problems
- setting goals and meeting them

4. Lesson Wrap-Up:

Students learned about proper posture, finger positioning, and typing mechanics in this lesson. As a class, brainstorm other activities that have specific rules or procedures. Possible answers:

- Playing sports
- Playing a musical instrument
- Doing chores around the house
- Tying your shoes
- Tying off pediatric blankets

Little actions, like posture, can have a powerful affect on skillful keyboarding.

5. Additional Lesson Notes:

Don't underestimate the effort of students. Hand to eye coordination can be awkward at this stage. Encourage individual achievement. Celebrate the small victories.□

Lesson 2 of 5 Planning & Preparation, Action, & Reflection
F.I.L.M. Connection: THROUGH THE EYES OF OTHERS
Keyboard Connection: Typing Capital Letters

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
<ul style="list-style-type: none"> • Can students look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key? • Can students tell what the SHIFT key and the CAPS LOCK key are used for? • Can students explain how you use a toggle key 	<ul style="list-style-type: none"> • If you press the <i>SHIFT</i> key at the same time that you press a letter, the letter will be a capital. • The <i>CAPS LOCK</i> key allows you to type in all capital letters. • You press a <i>toggle key</i> to turn it on. • A <i>toggle key</i> stays on until you press it again. <p>Key Terms: confiding</p>	<ul style="list-style-type: none"> • Students will be able to look at the keyboard (without the book) and locate the two SHIFT keys and the CAPS LOCK key. • Students will know what the SHIFT key and the CAPS LOCK key are used for. • Students will know if you press the <i>SHIFT</i> key at the same time that you press a letter, the letter will be a capital. • Students will know <i>CAPS LOCK</i> key allows you to type in all capital letters. • Students will be able to explain how you use a toggle key. • Students will know you press a <i>toggle key</i> to turn it on. • Students will know <i>toggle key</i> stays on until you press it again.

1. Lesson Opener:
 Link to the Film
Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.
 In the movie, *Flicka*, viewers come to see that Katy and Howard—teenage sister and brother—support each other and are fiercely loyal to one another. There is a very special bond between siblings, in which they share their deepest thoughts, feelings and confidences. Such bonds, whether between siblings or friends offer wonderful support throughout life. Confiding our deepest heartfelt thoughts, hopes, and feelings and sharing secrets can be healthy and helpful. It can also sometimes cross a line into areas that are unwise or unsafe.

2. Transition:
 As a class, choose some of the following to discuss:
 Be A Confidentiality Coach!

Rate the secrets Katy shares with her brother, Howard:

1. Katy and Howard talk about how difficult it is to communicate with their father.

__safe __unwise __potentially dangerous __not sure

2. Katy tells Howard that she knows their father will be upset about her grades at school.

__safe __unwise __potentially dangerous __not sure

3. Howard tells Katy that he really would like to leave the ranch, but that he does not know how to tell their father—because he fears their father will be disappointed.

__safe __unwise __potentially dangerous __not sure

4. Howard convinces Katy to go swimming when their parents are away, even though Katy is supposed to be staying at home to do schoolwork.

__safe __unwise __potentially dangerous __not sure

5. Katy sneaks out of the house in the middle of the night to try to train Flicka.

__safe __unwise __potentially dangerous __not sure

6. Katy does not tell her mother about the injuries she gets after being thrown off of Flicka, while trying to train the horse.

__safe __unwise __potentially dangerous __not sure

7. Katy convinces Howard to help her to illegally enter the “wild horse race” at a rodeo, because she is under age 18 and cannot sign up on her own.

__safe __unwise __potentially dangerous __not sure

3. Activity:

Using the keyboarding lesson 2.5 (in the **Growing With Technology** text book)

Discuss how “keeping a secret” isn’t like a *toggle* key. It’s something we don’t often turn on and off. We choose when it is safe or potentially dangerous to “keep a secret.”

Using your keyboard: Use the results of our rating checklist (that we just did together) to write a note to Katy and Howard. Be sure to write it as a friend, suggesting ways to be more careful in giving advice to each other and to be safer in their choices about the secrets they keep to themselves. In your note, praise what you think they have done well to support each other. Also, let them know when you think they have or have not been trustworthy and sensible about secrets

4. Lesson Wrap-Up:

□ KEY WORDS AND IDEAS □

Confide (to trust in another, especially by sharing secrets)

Trustworthy (dependable, worthy of trust, reliable)

Responsible (distinguishes right from wrong, one who others can count on, fixes mistakes).

Freedom (able to move, think, act, speak freely; able to exercise freewill)

5. Additional Lesson Notes:

- Be sure to have the class discussions jotted down in a prominent place for easy perusal (and further editing)
- Be sure the rubric is in eye shot for students to assess their keyboarding.

Lesson 3 of Planning & Preparation, Action,& Reflection
F.I.L.M. Connection: THE FACT AND FICTION OF *FLICKA*
Keyboarding Connection: Numeric Keypad

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
<ul style="list-style-type: none"> • Is the Num Lock on? • How is the Num Lock engaged? • What other options are available when working with the Numeric Keyboard? 	<ul style="list-style-type: none"> • The Num Lock is on (as least in this writer's computer lab) when the Num Lock key is pressed, and the Num Lock light is on. • The Num Lock is engaged when the Num Lock button is pressed. • When the Num Lock light is off the Numeric keypad behaves like arrow keys. • When the Num Lock light is on the Numeric Keyboard acts as a Numeric Keypad. 	<ul style="list-style-type: none"> • Youth will compare and contrast experiences of story characters. • Youth will be able to identify different points of view as well as reasons why they may be different. • Youth will type their own scene based on ideas from <i>Flicka</i>.

1. Lesson Opener:

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

Flicka is a story that has been told and re-told, because it has been much-loved over many years. In the book, first published more than 50 years ago—the main character was a boy of 10 years, yet in the new movie, the main character is a girl of 16 years. The following passages from the book and the movie script describe some of the ways these two characters have similar or different experiences and points of view.

2. Transition:

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The heart connections that human beings form with animals are very powerful and can change the way we view the world, our lives and ourselves. Human relationships with animals are comforting, nonthreatening and non-judgmental. This is one of the reasons that Katy, the main character in *Flicka*, cherishes her relationship with her horse. Katy and Flicka become like best friends. Katy talks with Flicka, sings to her, and holds high hopes and dreams for her. She also believes strongly that they are very similar. Katy bravely attempts to tell her father how much she and Flicka are alike.

3. Activity:

Rob, Katy's father speaking to her: "You want something that doesn't exist...an animal wild as the wind but loyal to you. Well, she's neither. It's time you see her for what she is."

Katy: "I know what she is!"

Rob: "How do you know anything about that creature?"

Katy: "Because we're the same."

Adapted from *Flicka*, Yellow Draft, 04-04-05,
Michael Blake et. al., Twentieth Century-Fox
Film Corp.

WRITE YOUR OWN STORY! (*Write these using a Word Processing application on individual work stations. Students may work in small groups to boost creativity.*)

Some of the traits that Katy and Flicka have in common include:

- Strong-willed
- Fearless
- Rebellious
- Feels at home in the mountains
of Wyoming
- Beautiful and young
- Resilient
- Free-spirited
- Not easily told what to do
- Loves to run and ride

Using your computer, Create your own story of a young person who holds a special bond with an animal. Show how they bonded and connected by friendship. Describe the ways in which the animal and the young person are the same and have similar things to learn or similar challenges in life.

4. Lesson Wrap-Up:

Share your story! It may be beneficial, to students willing to participate, if their stories are read aloud, or printed and saved in a class "journal."

5. Additional Lesson Notes:

This activity may lend itself well for students taking inventory of their own skills, attributes, and characteristics that would lend themselves well in a Service Learning project.

Lesson 4 of 5 Planning & Preparation, Action, & Reflection

F.I.L.M. Connection: PROTECTING ANIMALS AND THE ENVIRONMENT

Keyboarding Connection:

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none">• Can I create a question mark?• Can I create the exclamation point?• Can I be expressive?• Can I find an issue to be expressive about and voice my opinion?	<ul style="list-style-type: none">• The shift key and the question mark key create a question mark.• The shift key and the number one create an exclamation point.• Students will be exposed to important issues on which to voice an opinion.	<ul style="list-style-type: none">• Students will learn the key combination necessary to create a question mark.• Students will learn the keys necessary to create an exclamation point.• Students will list and organize issues which they have an opinion, and be exposed to ideas how to voice those views.

1. Lesson Opener:

We see in the keyboard, a great example of teamwork. Each key has its own function, but when working with other keys, each key accomplishes much more, than if they'd been on a keyboard all by themselves.

We see this in *Flicka*. We see a family that eventually works together for a common good. Soon we'll be working together for a common good (the blankets for the pediatric patients at the hospital). Let's practice our keyboarding, and then take a look at an issue we might share our voices.

2. Transition:

1. Refer to *Growing With Technology*, Level 4, Unit 2.7. (Students open a Word Processing Application to complete this task).
2. Ask students to list all of the punctuation marks they are familiar with. These are the four they will be learning about in this lesson: ! ? . ,
3. Call on individual students to read aloud the Lesson 2.7 narrative to the class.
4. Emphasize that punctuation marks help to convey meaning in your writing.
5. Review steps 1 through 10 with the students. Refer the students to the figures and text boxes on pages 85 through 87.
6. Instruct the students to complete the steps independently. Circulate around the room to assist students who need help completing the steps.
7. As students are completing the steps, continue to emphasize that they lightly should press each key once and then return their fingers quickly to their home row positioning.
8. The first time through each lesson, students probably will have difficulty completing each skill. To clear a computer screen of incorrect letters you have several options: You may highlight all of the text to be erased by clicking and dragging the mouse over the text. Once the text is highlighted, press the DELETE key. Another option is to open a new, blank document by clicking File on the menu bar and then clicking New. Students should be allowed to repeat each lesson until they have mastered the skills.

Now, let's close that application, and look at the screen for a quiz we'll do together.

3. Activity:

Take an Environmental Stewardship Quiz

(or give it to someone you care about)

Check off the boxes for those items that you do now to help to protect a diverse habitat for other species:

- I do not litter or throw trash on the ground or into lakes and streams
- I recycle paper products, as well as bottles and cans whenever I can
- I often use mugs and plates rather than paper or plastic cups and plates
- I will use the stairs rather than an elevator when feasible
- I turn off lights and other electrical outlets when they're not needed
- I wash (or my parent/guardian washes) my clothes in cold water
- I have put up birdhouses and bird baths
- I grow native plants that provides food and shelter for birds, squirrels, and rabbits
- When I'm on a hike, I do not pick wildflowers or protected plants
- I do not disturb bird nests when I see them in trees and on ledges

HOW DID YOU SCORE?!

1-3 Well, you have a start, but a long way to go to become a true steward of the environment.

Focus on changes that you can make starting today!

4-7 You are doing good things to protect the natural environment. Keep going! What more could you do in your day-to-day life?

8-10 Congratulations! You are an excellent environmental steward. Yet, you may wish to learn more by going to the 4-H Council's Web site and looking up "environmental stewardship" at <http://fourhcouncil.edu/EnvironmentalProgram.aspx> or looking into more ways to support biodiversity at <http://investigate.conservation.org>

4. Lesson Wrap-Up:

- Just as we've seen keys work together to create the exclamation point and question mark, we need to work together to make our voices heard for just such issues.
- Let's use these keys to potentially create an impassioned letter to the 'powers that be' to share our concerns.

5. Additional Lesson Notes:

- Practice writing letters to 'powers that be' using the Word Processing application, and the skills learned in this lesson.
- View the rubric for focus on where we are and where we need to be as a class.
- Keep a class journal for reflection purposes. This may be the perfect location for lists of concerns to your students.
- [Growing.course.com](http://growing.course.com) is a great resource for practicing keyboarding skills.

Lesson 5 of 5 Demonstration of Results & Celebration
F.I.L.M. Connection: FLICKA POST PROGRAM EVALUATION
Keyboarding Connection: Completion of Task/Goal

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s)
<ul style="list-style-type: none"> • Are my “cuts” all the same length? • Am I following directions? • Are my “ties” uniform? 	<ul style="list-style-type: none"> • Students will cut fleece at a designated length outlined for them by a cardboard template. • Students will follow specifications for creating their pediatric blanket. • Blankets will demonstrate if their creator(s) tied off their blanket in a uniform fashion. 	<ul style="list-style-type: none"> • Students will use scissors to cut fleece in a designated format. • Students will follow directions. • Students will tie blanket in a uniform fashion.

1. Lesson Opener:

Note: Prior to this lesson, facilitator will need to have purchased fleece, and scissors. A 2 ½ x 2 inch card board piece should be laid out for each blanket's creators to measure their ties by. Volunteers are always a great attribute to just such a project. Facilitators should have thank you cards ready for students to sign, and mail to volunteers at a later date.

1. Pair up students (two students per blanket works best).
2. Each pair need only one pair of scissors.
3. Each pair will need a 2 ½ x 2 inch card board template to measure each tie that they cut.

2. Transition:

1. One team mate will cut, the other will tie.
2. Team mates can switch job when they tire of one job.
3. Desks and classroom furniture will need to be moved to allow room for blanket creation.

3. Activity:

1. Each blanket should take about 90 minutes to complete.
2. If time allows, students might include a brief note of greetings to the baby that the blankets goes to (i.e. 'this blanket comes with best wishes from fourth graders: ____ and ____)

4. Lesson Wrap-Up:

1. Collect finished blankets
2. Students need to sign the thank you cards for volunteers, sharing their appreciation of time and work afforded by volunteers.

5. Additional Lesson Notes:

FACILITATORS OF THE FLICKA: SET YOUR DREAMS FREE PROGRAM

Please take a few moments to answer the questions below. It should only take about 5 minutes. One you have submitted the survey you will be entered to win a copy of the DVD, book and an activity guide. Good

Luck!

Organization _____ City/State: _____

Contact Name: _____ Contact Email: _____

Organization Website: _____

Approximately how many youth does your organization serve? _____

How do you classify your organization?

- School Based
- Library or Museum
- Faith Based
- Child Care
- After School
- Community Based
- Out of School
- Unsure
- Parks and Recreation
- Other (please specify) _____

Approximately how many youth completed one or more steps in the *Charlotte's Web* program?

Steps include: See the Movie and Read the Book, Participate in Activities from the Activity Guide, Complete a Service Project

What age range participated in the program? _____

Please give us any additional feedback and/or suggestions you have to help us improve our future F.I.L.M. Programs. _____

May we contact you for additional information? Yes No

If yes, what is the best way to contact you? _____

5 Useful and appropriate for my organization

4

3 Moderately useful

2

1 Not at all useful or appropriate for my organization

Please rate your overall impression of the activity guide.

Comments: _____

Return to F.I.L.M. Evaluation 1319 F Street NW Suite 402, Washington, DC 20004 or fax to (202) 393-4517