

KENTUCKY

GLENCOE

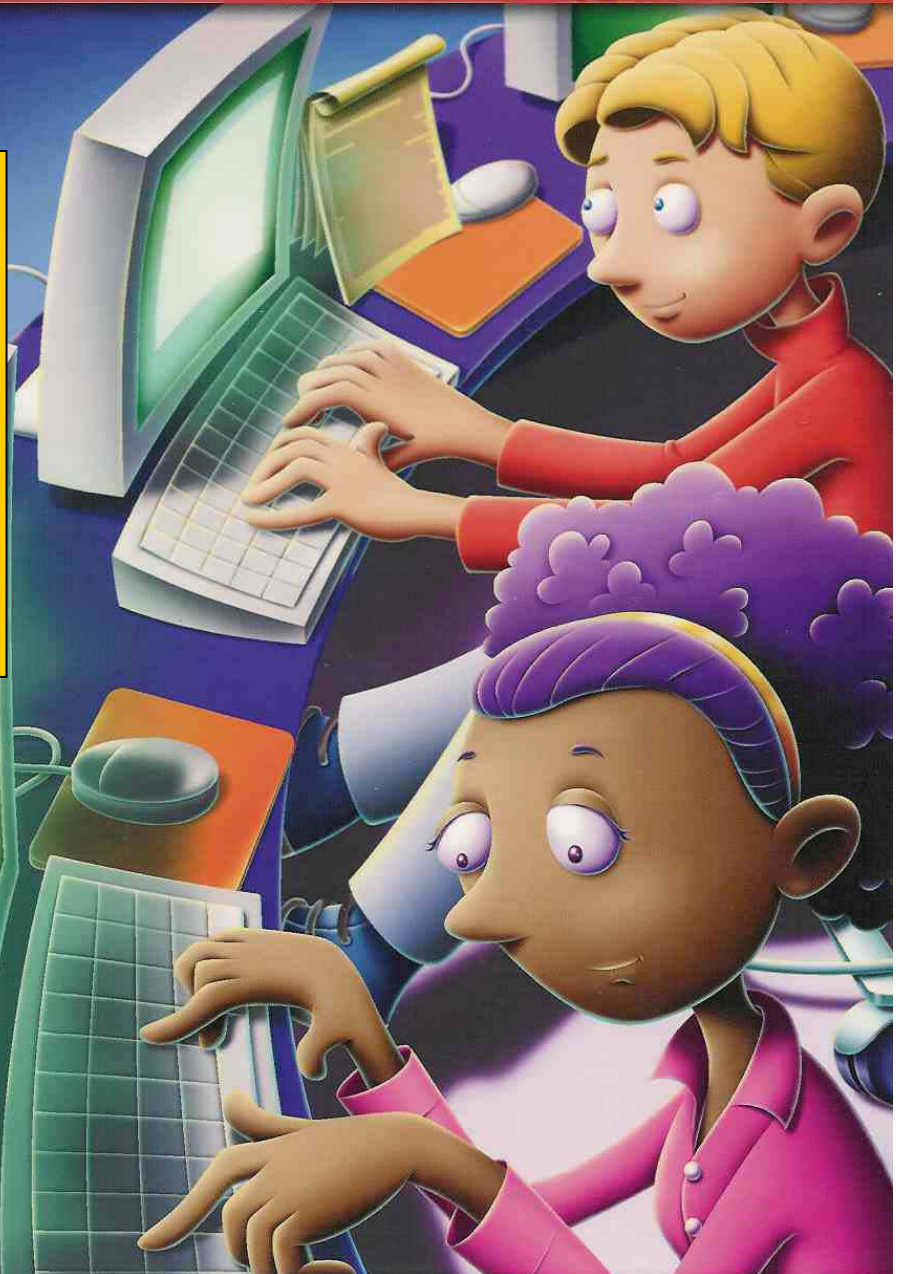
KEYBOARDING CONNECTIONS

Projects and Applications

**Correlation with the
Kentucky
Touch Keyboarding
for 4-6th Grade
Course, Exploratory
Computers course,
SCANS,
and
Responses to Business
Evaluation Tool**

**Glencoe
Teaches
Keyboarding!**

**Adoption Group V
Commonwealth of
Kentucky
2004-2010**



Touch Keyboarding for 4-6th Grade

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p>1.16, 2.34, 2.35</p>	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate keyboard techniques. 	<p>SE: 1-68, 69-127</p> <p>TRG: KS 2 KT 2-3 OT 3-4 EC 82, 84, 120, 156, 165, 211, 213, 222</p>
<p>1.16, 2.7, 2.10</p>	<ul style="list-style-type: none"> • apply formatting to simple documents (letters, reports, and articles). 	<p>SE: 201-202, 203-205, 207-209, 210-212, 213-214, 225-226, 230-231, 237-239, 251-253, 287-291, 433-434, 443-444</p> <p>TRG: PE 13 SS 123 MT 126,134, 218, 227 E 126, 135, 238 EC 93, 118, 162 TS 91, 119, 178, 211, 163, 166, 225, 226, 227, 237 PT 276-277, 278-279, 280-281</p>
<p>1.1, 1.10, 6.1</p>	<ul style="list-style-type: none"> • apply standard rules of spelling, punctuation, grammar, and capitalization. 	<p>SE: R7-R14, 21, 53, 63, 66, 101, 133, 149, 184</p> <p>TRG: CI 12 PE 13, 14, 15, 16, 17 TS 27, 119, 142, 157</p>

**Touch Keyboarding for 4-6th Grade
(continued)**

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none">• organize and maintain workstation.	SE: <i>Care and Operation of Equipment:</i> 16, 22, 107 TRG: EC 76, 114, 157, 203

Exploratory Computers		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.16, 2.34, 2.35	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate keyboard techniques. 	<p>SE: 1-68, 69-127</p> <p>TRG: KS 2 KT 2-3 OT 3-4 EC 82, 84, 120, 156, 165, 211, 213, 222</p>
1.16, 2.7, 2.10	<ul style="list-style-type: none"> apply formatting to block style letters, reports, charts/tables, and spreadsheets. 	<p>SE: 201-202, 204-205, 208-209, 211-212, 213-214, 225-226, 230-231, 237-239, 251-253, 265-266, 267-268, 287-291, 365-366, 371, 433-434, 443-444 <i>Curriculum Portfolio:</i> 198</p> <p>TRG: PE 15, 16 TS 24, 25, 26, 119, 125, 129, 130, 135, 147, 163, 175, 194, 195, 196 MT 25, 134 EC 93, 133</p>
2.36, 2.37, 2.38	<ul style="list-style-type: none"> explore job and career opportunities in computer-related areas and recognize the importance of communication skills. 	<p>SE: <i>Apply:</i> 440</p> <p>TRG: E 104, 146, 193</p>

Exploratory Computers (continued)		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1, 1.10, 6.1	<ul style="list-style-type: none"> apply standard rules of spelling, punctuation, grammar, and capitalization. 	SE: R7-R14, 21, 53, 63, 66, 101, 133, 149, 184 TRG: CI 12 PE 13, 14, 15, 16, 17 TS 27, 119, 142, 157
1.16, 2.37	<ul style="list-style-type: none"> identify and explain telecommunications. 	SE: 216, 217-218, 219-220, 221 <i>Internet Connection:</i> 221 TRG: TS 26, 91, 92 MT 92
2.37	<ul style="list-style-type: none"> identify characteristics of positive work habits and a good work ethic. 	SE: 2, 70, 129, 171, 413 TRG: CI 12 EC 76, 166, 213 TS 75
2.37, 3.0	<ul style="list-style-type: none"> demonstrate organization and care of workstation. 	SE: <i>Care and Operation of Equipment:</i> 16, 22, 107 TRG: EC 76, 114, 157, 203

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 167 <i>Curriculum Portfolio:</i> 168, 169, 273, 274, 411 <i>Internet Connection:</i> 181</p> <p>TRG: MT 169 TS 146</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 182, 399-404, 405, 409 <i>Curriculum Portfolio:</i> 168, 169, 273, 274, 321 <i>Internet Connection:</i> 292 <i>Language Link:</i> 55, 86, 112, 116 <i>Write On!</i> 185, 191, 215, 221, 244, 254</p> <p>TRG: TS 146, 188, 194 MT 131, 177, 184 E 195</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 379, 380, 381, 383-384, 385, 386-387, 388-392, 393-394, 395-396 <i>Curriculum Portfolio:</i> 410, 411</p> <p>TRG: TS 103, 145, 193 MT 145</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>TRG: TS 198 DL 77, 115, 143, 158, 190 MT 101, 189</p>

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and • communicates orally. 	<p>SE: 326, 327-328, 329-330, 331-333, 334-342, 343-347, 348-352, 353-357 <i>Curriculum Portfolio</i> 358, 359</p> <p>TRG: TS 195 DL 104, 143, 190 MT 96, 98</p>

SCANS (continued)	
A Three-Part Foundation (continued)	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons.</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: <i>Internet Connection:</i> 292 <i>Write On!</i> 244</p> <p>TRG: MT 192</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>TRG: CI 12 TS 192 MT 184</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: <i>Write On!</i> 244</p> <p>TRG: MT 182 TS 186</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE: <i>Internet Connection:</i> 165, 254, 286, 347, 352 <i>Reinforce:</i> 164</p> <p>TRG: MT 182, 185 TS 182 DL 181</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: <i>Internet Connection:</i> 165, 176, 181 <i>Write On!</i> 221 <i>Review Project:</i> 272 <i>Curriculum Portfolio:</i> 273</p> <p>TRG: TS 95 MT 184</p>

SCANS (continued)	
A Three-Part Foundation (continued)	
Thinking Skills	PAGE REFERENCES
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: <i>Check Your Understanding:</i> 310 <i>Internet Connection:</i> 196</p> <p>TRG: TS 174, 182</p>

SCANS (continued)	
A Three-Part Foundation (continued)	
Personal Qualities	PAGE REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: <i>Write On!</i> 254, 264 <i>Making the Connection:</i> 255</p> <p>TRG: MT 120, 189</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: <i>Write On!</i> 254, 264 <i>Making the Connection:</i> 255</p> <p>TRG: MT 189</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>TRG: CI 12 TS 198 SS 116</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: <i>Write On!</i> 191</p> <p>TRG: MT 120</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>TRG: E 197 SS 181</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
<p>Identifies, organizes, plans, and allocates resources</p> <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	<p>SE: <i>Write On!</i> 191</p> <p>TRG: MT 120</p>
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	<p>Not covered in <i>Glencoe Keyboarding Connections: Projects and Applications</i>.</p>
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	<p>SE: <i>Care and Operation of Equipment:</i> 16, 22, 107</p> <p>TRG: EC 18, 32, 76, 114, 157 TS 78</p>
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	<p>SE: <i>Write On!</i> 191</p> <p>TRG: MT 120</p>

SCANS (continued)	
Five Workplace Competencies (continued)	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	TRG: MT 106, 178 TS 185
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	TRG: MT 178 SS 194
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	Not covered in <i>Glencoe Keyboarding Connections: Projects and Applications</i> .
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	SE: <i>Write On!</i> 244
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	SE: <i>Write On!</i> 244
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	TRG: SS 116

SCANS (continued)	
Five Workplace Competencies (continued)	
Information	PAGE REFERENCES
<p>Acquires and uses information</p> <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	<p>SE: <i>Internet Connection:</i> 176, 181, 190, 206, 196, 215, 221, 232, 244, 264, 269, 286, 292, 297, 304, 347, 352</p> <p>TRG: E 193 SS 194 MT 191</p>
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	<p>SE: <i>Review Project:</i> 176, 181, 190, 206, 272, 280, 286, 297, 304, 347, 352</p> <p>TRG: MT 196 TS 196</p>
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	<p>SE: <i>Internet Connection:</i> 206, 244, 254, 269</p> <p>TRG: E 193 SS 194</p>
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	<p>SE: <i>Internet Connection:</i> 232, 269 <i>Write On!</i> 232</p>

SCANS (continued)	
Five Workplace Competencies (continued)	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: <i>Care and Operation of Equipment:</i> 74, 76 <i>Internet Connection:</i> 286, 347, 352</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems’ performance and corrects malfunctions 	<p>SE: <i>Care and Operation of Equipment:</i> 22, 53, 68</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>Not covered in <i>Glencoe Keyboarding Connections: Projects and Applications</i>.</p>

SCANS (continued)	
Five Workplace Competencies (continued)	
Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: <i>Care and Operation of Equipment:</i> 68</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: <i>Care and Operation of Equipment:</i> 12, 16, 18, 47, 50, 53, 82, 90, 94 <i>End-of-Class Procedure:</i> 7</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: <i>Care and Operation of Equipment:</i> 12, 16, 22, 53, 68, 94, 107</p>

TRG Codes

CI	Competencies Inventory
E	Extras
DL	Different Learner Types
EC	Eye on the Classroom
KS	Keyboarding Skill Grade
KT	Keyboarding Technique Grade
OT	Observation Technique
MT	Motivational Tips
PE	Project Evaluation
SS	Special-Needs Students
TS	Teaching Strategies

Business Evaluation Tool

Content-Business	Comments
Career Experiences	References to career experiences can be found throughout the Student Edition and Teacher Resource Guide (TRG). Examples of career experiences in the Student Edition can be found in the <i>Curriculum Portfolio</i> on pages 169 and 428, and in the <i>Language Link</i> on page 112. An example of career experiences in the Teacher Resource Guide can be found in <i>Extras</i> on page 104.
Employability Skills	The <i>Care and Operation of Equipment</i> feature found throughout the Student Edition helps students learn to care and operate computer equipment. <i>Glencoe Keyboarding Connections: Projects and Applications</i> emphasizes skills in the <i>Skillbuilding</i> sections of the Student Edition. The <i>Skillbuilding</i> sections contain a variety of different activities including Technique Timings, Diagnostic Practice, and 1- and 2-minute timings.
Team work	Suggestions for group activities can be found throughout the TRG. Examples of team work in the TRG can be found in the <i>Motivational Tips</i> on pages 106 and 178, and in the <i>Teaching Strategies</i> on page 185.
Global Perspective	Suggestions for group activities can be found throughout the TRG. An example of a global perspective activity in the TRG can be found in the <i>Special-Needs Students</i> note on page 116.

Content-Business (continued)	Comments
Mathematical Skills	The <i>Curriculum Portfolio</i> features found throughout the Student Edition help students apply keyboarding concepts to mathematics.
Communication	The <i>Curriculum Portfolio</i> features found throughout the Student Edition help students apply keyboarding concepts to writing, listening, and speaking. In Sections 5.1 and 5.2, students learn to format personal and business letters. In Section 5.3, students learn to format an E-mail message.
Diversity	The <i>Different Learner Types</i> and <i>Special-Needs Students</i> features found throughout the TRG provide appropriate guidelines for the special needs, abilities, and learning styles of your students.

Content-Business (continued)	Comments
Ethical Practices	Suggestions for teaching ethical practices can be found throughout the TRG. Examples can be found in the TRG in <i>Extras</i> on page 197 and in the <i>Special-Needs Students</i> note on page 181.
Academic Integration	The <i>Curriculum Portfolio</i> feature found throughout the Student Edition teaches students to apply keyboarding concepts to various other disciplines.
Real World Application	In the <i>Capstone Projects</i> in Section 12.1, students apply all the skills they have learned throughout the course in projects that simulate realistic tasks.
Content Area Concepts Addressed	The correlation between <i>Glencoe Keyboarding Connections: Projects and Applications</i> and the Touch Keyboarding for 4-6 th Grade and the Exploratory Computer courses is strong.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each unit in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the unit’s topics. Each unit opens with a list of <i>Goals</i> for the unit. Each section opens with a list of <i>Goals</i> for the section. The <i>Making the Connection</i> feature found throughout the Student Edition prepares students for new learning and gets them involved in the section from the very beginning.
Builds on Student Ideals	The <i>Write On!</i> feature found throughout the Student Edition gives students a chance to use the computer to write their thoughts as they are learning. Topics addressed in the <i>Write On!</i> feature include responsibility, self-management, time management, and leadership. Suggestions for teaching ethical practices can be found throughout the TRG. Examples can be found in the TRG in <i>Extras</i> on page 197 and in the <i>Special-Needs Students</i> note on page 181.
Engages Students	Each unit in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the unit’s topics. Each unit opens with a list of <i>Goals</i> for the unit. Each section opens with a list of <i>Goals</i> for the section. The <i>Making the Connection</i> feature found throughout the Student Edition prepares students for new learning and gets them involved in the section from the very beginning.

Instruction and Assessment (continued)	Comments
Develops Business Ideas	The correlation between <i>Glencoe Keyboarding Connections: Projects and Applications</i> and the Touch Keyboarding for 4-6 th Grade and the Exploratory Computer courses is strong.
Promotes Student Thinking	<i>Glencoe Keyboarding Connections: Projects and Applications</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Activities such as <i>Check Your Understanding</i> , <i>Write On!</i> , and <i>Curriculum Portfolio</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills.

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Assesses Student Progress</p>	<p>A large selection of testing and assessment resources is available for <i>Glencoe Keyboarding Connections: Projects and Applications</i> to help you measure the progress of your students. <i>Glencoe Keyboarding Connections: Projects and Applications</i> includes the basic factors for a grading and evaluation plan: keyboarding skill, keyboarding technique, technical knowledge, competencies, and production materials for evaluating students' keyboarding techniques can be found in the TRG on pages 8-11. Students' grades on technical knowledge can be obtained by assessing their performance on the true/false and multiple-choice tests provided for Units 1-3 on TRG pages 261-273. You can use the <i>Competencies Inventory</i> on TRG page 12 to evaluate students' keyboarding skill and technique. Throughout the text students are expected to produce several types of business documents—letters, reports, presentations, spreadsheets, databases, and so on. The <i>Project Evaluation</i> sheets on TRG pages 13-17 can be used to evaluate students' production work for Units 4-8. Other ideas for <i>Grading and Evaluation in a Keyboarding Classroom</i> can be found on TRG pages 2-7.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, keyboarding skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, keyboarding skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided.	Multiple-choice tests are provided for Units 1-3 on TRG pages 261-273.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	A large selection of testing and assessment resources is available for <i>Glencoe Keyboarding Connections: Projects and Applications</i> to help you measure the progress of your students. <i>Glencoe Keyboarding Connections: Projects and Applications</i> includes the basic factors for a grading and evaluation plan: keyboarding skill, keyboarding technique, technical knowledge, competencies, and production materials for evaluating students’ keyboarding techniques can be found in the TRG on pages 8-11. Students’ grades on technical knowledge can be obtained by assessing their performance on the true/false and multiple-choice tests provided for Units 1-3 on TRG pages 261-273. You can use the <i>Competencies Inventory</i> on TRG page 12 to evaluate students’ keyboarding skill and technique. Throughout the text students are expected to produce several types of business documents—letters, reports, presentations, spreadsheets, databases, and so on. The <i>Project Evaluation</i> sheets on TRG pages 13-17 can be used to evaluate students’ production work for Units 4-8. Other ideas for <i>Grading and Evaluation in a Keyboarding Classroom</i> can be found on TRG pages 2-7.

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p>The <i>Internet Connection</i> activities found throughout the Student Edition provide fun search tips, great ideas for surfing the Web, and information about the Internet.</p>
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality accounting education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Keyboarding Connections: Projects and Applications</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, keyboarding skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> is composed of 9 units organized into 4 units. Each unit is divided into several sections. Every section (except the first) begins with a <i>Warmup</i> that students can begin keying as soon as they are settled at their keyboard. <i>Glencoe Keyboarding Connections: Projects and Applications</i> emphasizes <i>Skillbuilding</i> in Units 1 and 2. The <i>Skillbuilding</i> sections contain a variety of activities, including <i>Technique Timings</i>, <i>Diagnostic Practice</i>, <i>Paced Practice</i>, and 1- and 2-minute timings. Many <i>Skillbuilding</i> sections include a <i>Pretest</i>, <i>Practice</i>, <i>Posttest</i> routine. This routine is designed to help students improve either speed or accuracy through step-by-step procedures. In Units 3-8, students use their keyboarding skills to create documents and to format them correctly. In addition, they learn word processing features, Internet features, desktop publishing, presentations, spreadsheets, and databases. In Unit 9, students use all the skills they learned throughout the book in a capstone simulation of projects called “<i>The Pet Sitter</i>.” In <i>The Pet Sitter</i>, students create and format all the documents necessary to begin and successfully run their own business.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each unit and section begins with a list of the <i>Goals</i> that contain vocabulary and key terms presented in the unit or section.</p>

<p style="text-align: center;">Organization and Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the lesson.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>An <i>Appendix</i> can be found on pages A1-A6. The <i>Glossary</i> can be found on pages G1-G6. The <i>Index</i> can be found on pages I1-I6.</p>

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	<i>Glencoe Keyboarding Connections: Projects and Applications</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Glencoe Keyboarding Connections: Projects and Applications</i> and the Touch Keyboarding for 4-6 th Grade and the Exploratory Computer courses is strong.

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	<i>Traditional Lesson Plans</i> and <i>Integrated Lesson Plans</i> can be found in the TRG. The lesson plans for each day clearly state the sections of the Student Edition to be used and provide <i>Teaching Strategies</i> , <i>Motivational Tips</i> , notes for teaching <i>Special-Needs Students</i> and <i>Different Learner Types</i> , and the features <i>Eyes on the Classroom</i> and <i>Extras</i> .

Resource Materials (continued)	Comments
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Glencoe Keyboarding Connections: Projects and Applications</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, keyboarding skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Special-Needs Students</i> and <i>Different Learner Types</i> feature found throughout the TRG provides ideas for working with all of your students – regardless of their learning styles and ability levels.</p>

Resource Materials (continued)	Comments
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each unit in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the unit’s topics. Each unit opens with a list of <i>Goals</i> for the unit. Each section opens with a list of <i>Goals</i> for the section. The <i>Making the Connection</i> feature found throughout the Student Edition prepares students for new learning and gets them involved in the section from the very beginning. Common student errors, hints, and advice for lesson implementation can be found throughout the TRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TRG. A multitude of references are available.
Suggestions are made for integration of themes and/or interdisciplinary instruction.	The <i>Curriculum Portfolios</i> feature found throughout the Student Edition teaches students to apply their keyboarding concepts to various other disciplines.
Integration opportunities suggested and examples given.	The <i>Curriculum Portfolios</i> feature found throughout the Student Edition teaches students to apply their keyboarding concepts to various other disciplines.
Teacher resources are available online.	Teacher resources are available at keyboarding.glencoe.com .
Online resources available – Repeat of information in text.	Teacher resources are available at keyboarding.glencoe.com .

Resource Materials (continued)	Comments
Online resources available – Practice skills only.	Teacher resources are available at keyboarding.glencoe.com .
Online resources available – New application materials.	Teacher resources are available at keyboarding.glencoe.com .



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