Job Title: Typist

Career Pathway: Business Management

Industry Sector: Business and Finance

O*NET-SOC CODE: 43-9061.00

CBEDS Title: Business Communications

CBEDS No.: 4623

71-50-84

Typist: Keyboarding/1

Credits: 5  
Hours: 60

Course Description:
This competency-based course is designed to introduce limited English proficient students to computer keyboarding skills. It contains definitions of common computer terminology. The course emphasizes the development of accuracy and speed, proper operation of a microcomputer, computer applications in an office, and basic exploration of employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires proficiency in oral and written English equivalent to completion of ESL Intermediate High/A; or concurrent enrollment in ESL Intermediate High/A (50-01-54).

NOTE: For Perkins purposes this course has been designated as an introductory course.

This course cannot be repeated once a student receives a Certificate of Completion.
**OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; SCCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**GOALS AND PURPOSES**

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

**PERFORMANCE OBJECTIVES OR COMPETENCIES**

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOCATED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Thanks to JOHN ALVAREZ for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education
CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS
Business and Finance Industry Sector
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.
A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- Human Resources Specialist
- Education Administrator
- Purchasing Agent
- Office Manager
- Chief Financial Officer

A1.0 Explain entrepreneurship and the fundamentals of developing a new business.

A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.

A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.

A4.0 Apply economic concepts as they relate to business.

A5.0 Analyze financial data in order to make short-term and long-term decisions.

A6.0 Explain the importance of risk management and regulatory compliance in business.

A7.0 Utilize information and technology tools to conduct business effectively and efficiently.

A8.0 Construct a Marketing Plan.
**CBE Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**

*for the Typist: Keyboarding/1 Course*

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
<th>STANDARDS</th>
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</table>
| A. INTRODUCTION                  | 1. Explain various common computer terms.  
                                      2. Define keyboarding (typewriting).  
                                      3. Identify skills required for keyboarding and formatting.  
                                      4. Describe the function of a computer.  
                                      5. Describe availability of job opportunities.  
                                      6. Explain procedures for work station management.  
                                      7. Demonstrate control of materials and equipment. | Career Ready Practice:  
                                      CTE Anchor: Career Planning and Management: 6.4, 6.5  
                                      Technical Knowledge and Skills: 10.1  
                                      CTE Pathway: A1.3, A7.1, A7.2 |
|                                  | (2 hours)              |           |
| B. COMPUTER TERMINOLOGY AND OPERATION SAFETY | 1. Define various computer terms.  
                                                2. Operate equipment safely and in a manner which protects the equipment.  
                                                3. Pass a test on computer safety in operation. | Career Ready Practice:  
                                                CTE Anchor: Health and Safety: 6.5, 6.6  
                                                Technical Knowledge and Skills: 10.1  
                                                CTE Pathway: A7.1, A7.2 |
|                                  | (3 hours)              |           |
| C. COMPUTER HARDWARE AND DISKETTES | 1. List and define the parts of a computer.  
                                        2. Power-up and power-down a computer.  
                                        3. Demonstrate proper disk-handling procedures.  
                                        4. Explain proper disk storage. | Career Ready Practice: 1, 4 |
## COMPETENCY AREAS AND STATEMENTS

<table>
<thead>
<tr>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td>Use and properly maintain computer equipment and diskettes.</td>
<td>5. Pass an examination covering parts of a computer, operation, and care of diskettes.</td>
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<td>(3 hours)</td>
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### D. COMPUTER KEYBOARDING

Learn computer keyboarding and increase speed and accuracy.

<p>| 1. Use proper posture when keyboarding. | Career Ready Practice: 1, 6 |
| 2. Use proper finger placement. | CTE Anchor: Health and Safety: 6.4, 6.5, Technical Knowledge and Skills: 10.1 |
| 3. Locate home row, space bar, and return keys. | Demonstration and Application: 11.1 |
| 4. Practice smooth reach to return key. | CTE Pathway: A6.1, A7.1, A7.2 |
| 5. Strike space bar with quick down and in motion. | |
| 7. Operate the backspacer. | |
| 8. Change the margins. | |
| 9. Use word wrap on a computer. | |
| 10. Operate the tabulator key. | |
| 11. Delete and set tabs. | |
| 12. Use proper keyboarding techniques: sit correctly with feet flat on floor, wrists low, fingers curved, use proper fingering, strike quickly, and use the touch system. | |
| 13. Learn keyreach to “e”. | |
| 14. Practice keyreaches to “g” and “w”. | |
| 15. Learn keyreaches to “t” and “i”. | |
| 16. Master keyreaches for “n” and left shift. | |
| 17. Memorize keyreaches to “r” and period. | |
| 18. Learn keyreaches to “c” and right shift. | |
| 19. Master key reaches to “b” and “o”. | |
| 20. Practice keyreaches to “q” and “h”. | |
| 21. Memorize keyreaches to “w” and “p”. | |
| 22. Master keyreaches to “z” and “m”. | |
| 23. Learn keyreaches to “x” and “y”. | |
| 24. Practice keyreaches to “v” and comma (,). | |
| 25. Learn keyreach to question mark (?). | |
| 26. Memorize keyreach to quotation marks (“”). | |
| 27. Master keyreach to colon (:). | |
| 28. Learn keyreach to apostrophe (’). | |
| 29. Store and recall a file. | |
| 30. Develop speed and accuracy in keyboarding. | |
| 31. Show competency operating equipment, knowing keyboard, and using touch system to type. | |</p>
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<td><strong>E. NUMBER KEYS</strong></td>
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<td>Master number keys.</td>
<td>1. Master keyreaches to 1 and 8.</td>
<td>Career Ready Practice: 1</td>
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<td>2. Learn keyreaches to 5 and 0.</td>
<td>CTE Anchor: Technical Knowledge and Skills: 10.1</td>
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<td>3. Memorize keyreaches to 2 and 7.</td>
<td>CTE Pathway: A7.1, A7.2</td>
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<td>4. Learn keyreaches to 4 and 9.</td>
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<td>5. Master keyreaches to 3 and 6.</td>
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<td>6. Develop speed and accuracy working with number keys.</td>
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<td>7. Show competency and speed in use of number keys.</td>
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<td>(10 hours)</td>
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<td><strong>F. SYMBOL KEYS</strong></td>
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<td>Master symbol keys.</td>
<td>1. Learn keyreaches to $ and hyphen (-).</td>
<td>Career Ready Practice: 1</td>
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<td>2. Memorize keyreaches to # and %.</td>
<td>CTE Anchor: Technical Knowledge and Skills: 10.1</td>
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<td>3. Learn keyreaches to asterisk (*) and underscore (__).</td>
<td>CTE Pathway: A7.1</td>
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<td>4. Learn keyreaches to open and close parentheses.</td>
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<td>5. Master keyreaches to percent (%) and exclamation point (!).</td>
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<td>6. Improve stroking rate.</td>
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<td>7. Develop stroking control.</td>
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<td>8. Improve reach techniques.</td>
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<td>9. Show competency and speed in the use of symbol keys.</td>
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<td>(10 hours)</td>
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<td><strong>G. COMPUTER APPLICATIONS IN THE BUSINESS OFFICE</strong></td>
<td>1. Differentiate among mainframe, mini, micro-computers and devices such as calculators, word processors, and electronic games.</td>
<td>Career Ready Practice: 1, 3, 4, 12</td>
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<tr>
<td>Describe the various types of computers and their applications.</td>
<td>2. Analyze how flexibility, speed, and cost are the major factors in the computer industry.</td>
<td>CTE Anchor: Career Planning and Management: 3.3</td>
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<td>3. List uses of computers in various fields such as finance, travel, education, research, business, communication, manufacturing, meteorology, defense, entertainment, and information access.</td>
<td>Responsibility and Flexibility: 7.1, 7.4</td>
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<td>4. Identify computer-related occupations in various fields such as those mentioned in competency No. 3.</td>
<td>Technical Knowledge and Skills: 10.1</td>
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<td>5. Explain experience and educational requirements for computer-related occupations.</td>
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<td>6. Pass an examination covering the use of computers in a business office.</td>
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<td><strong>(10 hours)</strong></td>
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<td>H. EMPLOYABILITY SKILLS</td>
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</table>
| Show understanding of job search and acquisition skills. | 1. Describe the steps used in a job search.  
2. Write a résumé and cover letter; discuss the value of résumés and personal networking in obtaining employment.  
3. Complete a job application legibly.  
4. Describe work habits of punctuality and regular attendance.  
5. Describe job interview preparation: dress, references, résumé, transcripts, work permits, interview, and follow-up. | Career Ready Practice:  
1, 2, 3, 4, 7  
CTE Anchor:  
Communications: 2.4, 2.5  
Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.6, 3.9  
Responsibility and Flexibility: 7.7  
Technical Knowledge and Skills: 10.1  
CTE Pathway: A3.2, A7.2, A7.4 |
| **(1 hour)**                    |                      |           |
| I. FINAL EXAMINATION            |                      |           |
| 1. Produce a timed writing of 25 words with no more than five errors in five minutes.  
2. Pass a practical examination covering the contents of the course with 70% accuracy. | Career Ready Practice: 1  
CTE Anchor:  
Technical Knowledge and Skills: 10.1  
Demonstration and Application: 11.1  
CTE Pathway: A7.1, A7.2 |
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS


RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance


COMPETENCY CHECKLIST
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion
B. Demonstration
C. Students hands-on practice
D. Individualized instruction
E. Critical thinking and listening skills
F. Peer teaching and cooperative learning

EVALUATION

SECTION A – Introduction – Pass a written exam on introduction with a minimum score of 80%.

SECTION B – Computer Terminology and Operation Safety – Pass safety test with 100% accuracy

SECTION C – Computer Hardware and Diskettes – Pass all assignments and exams on computer hardware and diskettes with a minimum score of 80%.

SECTION D – Computer Keyboarding – Pass all assignments and exams on computer keyboarding with a minimum score of 80%.

SECTION E – Number Keys – Pass all assignments and exams on number keys with a minimum score of 80%.

SECTION F – Symbol Keys – Pass all assignments and exams on symbol keys with a minimum score of 80%.

SECTION G – Computer Applications in the Business Office – Pass all assignments and exams on computer applications in the business office with a minimum score of 80%.

SECTION H – Employability Skills – Pass all assignments and exams on employability skills with a minimum score of 80%.

SECTION I – Final Examination – Pass the final examination with a minimum score of 70%.
Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.