

MINISTRY OF EDUCATION



TEACHING SYLLABUS FOR TYPEWRITING (SENIOR HIGH SCHOOL)

Enquiries and comments on this syllabus should be addressed to:

The Director
Curriculum Research and Development Division (CRDD)
P. O. Box 2739
Accra, Ghana.

Tel: 0302-683668
0302-683651

September, 2010

TEACHING SYLLABUS FOR TYPEWRITING

RATIONALE FOR TEACHING TYPEWRITING

Each day the world becomes more and more technologically advanced. As a result, learning new skills for the world of work is even more important. One such skill that can prepare the young person for virtually any job in the world is Typewriting and its modern counterpart, Word Processing. From accountants to zoologists and every occupation in-between, the ability to quickly and accurately type information is an essential skill that can help meet the demands of the modern office, increase one's chances for being hired, or getting one's dream job.

Again, written communication permeates all levels of the personal and business lives of most Ghanaians. In view of this, there is the need to have a clearly composed and well-typed piece of document or correspondence to help save time, project a good image of an organization and also maximize scarce human and material resources in business.

Apart from typing for the world of work, it is also important for every individual in the country to develop the skills in using the typewriter to present and preserve their documents effectively.

GENERAL AIMS

This syllabus is designed to:

1. prepare the learner for both office typing work and setting up their own document processing services for the local community.
2. develop the learner's ability to produce well-displayed "mailable" documents especially under the pressure of time.
3. develop the learner's awareness of the relationship between the typed document and the efficient performance of the firm.
4. inculcate accuracy, neatness, thoroughness, attention to details in presentation of work and in personality.
5. develop in the learner keyboarding and other skills to enable them use information communication technology and other equipment effectively.
6. give the learner an opportunity to acquire a good foundation for higher studies in information communication technology.

SCOPE OF CONTENT

The course is designed to give the learner and the teacher high flexibility and success in acquiring basic knowledge and skills to help them achieve their respective goals which may include acquiring a firm foundation in office work and for further studies. The course is based on the following topics:

1. Typewriter Hardware
2. Basic skills development
3. Paragraphing
4. Headings
5. Manuscripts
6. Care and maintenance of the Typewriter
7. Efficient use of material
8. Display work
9. Memorandum

10. Composing on the typewriter
11. Business letters and Envelopes
12. Enumeration and Quantity display
13. Tabulation and Columnar display
14. Preparation and completion of Business Forms and Documents.
15. Meeting documents
16. Reports
17. Reprography – stencil preparation
18. Financial statements
19. Legal documents
20. Literary matter
21. Technical and Foreign language matter
22. Word processing (ICT)

PRE-REQUISITE SKILLS AND ALLIED SUBJECTS

Learners taking typewriting should have good knowledge in English Language with a very good grade at the BECE, and be competent in Science, Mathematics and Social Studies.

Learners taking this option must also study Business Management and Clerical Office Duties (COD).

The structure and organization of the syllabus is presented on the next pages.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
FIRST TERM	FIRST TERM	FIRST TERM
<p>SECTION 1: THE TYPEWRITER HARDWARE</p> <p>Unit 1 : Parts of the Typewriter hardware Unit 2 : Manipulative parts of the Typewriter</p>	<p>SECTION 1: WORD PROCESSING APPLICATION I</p> <p>Unit 1 : Word Processing Unit 2 : Editing</p>	<p>SECTION 1: LITERARY MATTER</p> <p>Unit 1 : Articles Unit 2 : Poems Unit 3 : Plays/Drama</p>
<p>SECTION 2: BASIC SKILLS DEVELOPMENT</p> <p>Unit 1 : Keyboard Mastery – Alphabet keys Unit 2 : Keyboard Mastery - Numeral keys Unit 3 : Keyboard Mastery – Symbol keys Unit 4: Special and combination characters Unit 5: Line-end word division and margin bell Unit 6: Proof reading</p>	<p>SECTION 2: TABULATION</p> <p>Unit 1 : Tabulation without column headings Unit 2 : Tabulation with column headings Unit 3 : Tabulation with horizontal and vertical rulings Unit 4 : Tabulation with leader dots and footnotes</p>	<p>SECTION 2: LEGAL DOCUMENTS</p> <p>Unit 1 : Agreements Unit 2 : Wills and Testaments Unit 3 : Specifications</p>
<p>SECTION 3: PARAGRAPHS AND HEADINGS</p> <p>Unit 1 : Paragraphs Unit 2 : Headings</p>	<p>SECTION 3: BUSINESS FORMS AND DOCUMENTS</p> <p>Unit 1 : Preparation and completion of Forms and Documents Unit 2 : Preparation and completion of Employment Documents</p>	<p>SECTION 3: TECHNICAL AND FOREIGN LANGUAGE MATTER</p> <p>Unit 1 : Technical Matter – Inferior and Superior Characters Unit 2 : Foreign Language Matter - Accents</p>
<p>SECTION 4: MANUSCRIPTS</p> <p>Unit 1 : Correction signs Unit 2 : Abbreviations Unit 3 : Typing from manuscripts</p>	<p>SECTION 4: BUSINESS LETTER II</p> <p>Unit 1 : Business letter with special marks/instructions Unit 2 : Business letter with continuation sheet Unit 3 : Composing Business Letter on the Typewriter</p>	<p>SECTION 4: REPORTS II</p> <p>Unit 1 : Reports - Review Unit 2 : Academic Reports with displayed Matter</p>

<p style="text-align: center;">SECOND TERM</p> <p>SECTION 5: CARE AND MAINTENANCE OF THE TYPEWRITER</p> <p>Unit 1 : Cleaning, brushing and protecting the Typewriter</p>	<p style="text-align: center;">SECOND TERM</p> <p>SECTION 5: WORD PROCESSING APPLICATION II</p> <p>Unit 1 : Formatting Documents Unit 2 : Inserting tables and symbols in Word Documents</p>	<p style="text-align: center;">SECOND TERM</p> <p>SECTION 5: THE INTERNET</p> <p>Unit1 : Internet Concepts Unit 2 : Using the internet to communicate Unit 3 : Accessing Information from the internet</p>
<p>SECTION 6: EFFICIENT USE OF MATERIAL</p> <p>Unit 1 : Economic use of time and material Unit 2 : Paper sizes and their uses</p>	<p>SECTION 6: MEETING DOCUMENTS</p> <p>Unit 1 : Notice and Agenda of Meetings Unit 2 : Chairman’s Agenda Unit 3 : Minutes of a Meeting Unit 4 : Composing Notice and Agenda on the Typewriter</p>	<p>SECTION 6 : STENCIL PREPARATION</p> <p>Unit 1 : Stencil cutting</p>
<p>SECTION 7: DISPLAY WORK I – VERTICAL AND HORIZONTAL CENTRING</p> <p>Unit 1 : Horizontal centring – blocked style Unit 2 : Vertical centring Unit 3 : Horizontal and Vertical centring - blocked Unit 4 : Centring vertically and each line horizontally</p>	<p>SECTION 7: REPORTS I</p> <p>Unit 1 : One page Business Reports Unit 2 : Multi–page Business Reports Unit 3 : Academic Reports (APA) Style Unit 4 : Reports with footnotes</p>	<p>SECTION 7: VISUAL ART DISPLAY ON THE KEYBOARD</p> <p>Unit 1 : Visual Art Display on the keyboard</p>
<p>SECTION 8: MEMORANDUM I</p> <p>Unit1 : Preparation of Memo Forms Unit 2 : Memorandum – Blocked paragraphs Unit 3 : Memorandum – Indented paragraphs</p>	<p>SECTION 8: DISPLAY WORK II</p> <p>Unit 1 : Folded leaflet work/Flyers Unit 2 : Line end justification</p>	

SENIOR HIGH SCHOOL 1	SENIOR HIGH SCHOOL 2	SENIOR HIGH SCHOOL 3
<p style="text-align: center;">THIRD TERM</p> <p>SECTION 9: COMPOSING ON THE TYPEWRITER</p> <p>Unit 1: Composing on the Typewriter</p>	<p style="text-align: center;">THIRD TERM</p> <p>SECTION 9: WORD PROCESSING APPLICATION III</p> <p>Unit 1 : File Management Unit 2 : Printing Documents</p>	
<p>SECTION 10: MEMORANDUM II</p> <p>Unit 1 : Memorandum - Review Unit 2 : Inset portion in memorandum Unit 3: Multi-page memorandum Unit 4: Composing memorandum on the Typewriter</p>	<p style="text-align: center;">SECTION 10: DISPLAY WORK III</p> <p>Unit 1 : Itinerary and Appointment Unit 2 : Flow charts and Organization charts</p>	
<p>SECTION 11: BUSINESS LETTER I</p> <p>Unit 1: Business Letters Unit 2: Envelopes Unit 3 : Form/Circular letters</p>	<p>SECTION 11: TYPES OF COLUMN HEADING</p> <p>Unit 1 : Multiple column headings Unit 2 : Vertical and Diagonal column headings</p>	
<p>SECTION 12: ENUMERATION AND QUANTITY</p> <p>Unit 1 : Enumeration Unit 2 : Quantity</p>	<p>SECTION 12: FINANCIAL STATEMENTS</p> <p>Unit 1 : Financial Statements</p>	

TIME ALLOCATION

Typewriting is allocated 6 periods of 40 minutes per period per week. These should be of three double periods. Duration of the course is 3 years.

SUGGESTIONS FOR TEACHING THE SYLLABUS

Each year's work has been divided into terms. Each term's work is also divided into sections and units. Each section has general objectives broken down into specific objective(s)

GENERAL OBJECTIVES

General objectives have been listed at the beginning of each section of the syllabus. The general objectives specify the skills and behaviours the student should acquire as a result of learning the units of a section. The general objectives form the basis for the selection and organization of the unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

COLUMNS

To make it user friendly, the syllabus has been structured into five columns as follows:

Column one is the unit topic.

Column two consists of the specific objectives of each unit.

Column three provides the content to be covered.

Column four provides Teaching/Learning Activities for the achievement of the specific objectives, while column five provides some exercises that seek to assess the knowledge and skills gained in the lesson.

COLUMN 1 - UNITS

This column presents the sub topics of the major topic(s) of the section. The unit topics have been arranged sequentially to facilitate skill development. However, if a teacher finds at some point that teaching and learning in their class will be more effective if they skipped to another unit, they could do so and come back later to the units.

COLUMN 2 - SPECIFIC OBJECTIVES

Column two shows the specific objectives for each unit heading. The specific objectives begin with a number, such as 1.1.3 or 2.1.2. These numbers are referred to as 'Syllabus Reference Number' (SRN). The first digit refers to the section of the syllabus; the second digit refers to the unit while the third refers to the rank order of the specific objective. For instance 1.1.3 means: Section 1, Unit 1 (of section 1) and specific objective 3. In other words, 1.1.3 refers to specific objective 3 of Unit 1 of Section 1. Similarly, the syllabus reference number 2.1.2 simply means specific objective number 2 of unit 1 of section 2. Using syllabus reference number provides an easy way for communication among teachers and other educators. They further provide an easy way for selecting objectives for test construction. Let us say, for instance, that Unit 2 of section 2 has five specific objectives 2.2.1 – 2.2.5. A teacher may want to base their test items/questions on objectives 2.2.3 and 2.2.4 and not use the three other objectives. In this way, a teacher would sample the objectives within units and within sections to be able to develop a test that accurately reflects the importance of the various skills taught in class.

You will note that specific objectives have been stated in terms of the learner, that is, what the learner will be able to do after instruction and learning in the unit. Each specific objective, therefore, starts with the following: "The learner will be able to" This, in effect, means the teacher has to address the learning problems of each individual learner. It means individualizing your instructions as much as possible, such that the majority of learners will be able to master the objectives in each unit of the syllabus.

COLUMN 3 - CONTENT

The 'content' column of the syllabus presents a selected body of information, skills and competencies that you will need in teaching the particular unit.

COLUMN 4 - TEACHING AND LEARNING ACTIVITIES (TLA)

Teaching and Learning activities that will ensure maximum learner participation in the lesson is presented in column 4. The teaching of the subject should be activity oriented. You are therefore advised to place more emphasis on practical work. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary, in order to achieve optimum learning.

COLUMN 5 – EVALUATION

Suggestions and exercises for evaluating the lessons of some units are indicated in column 5. Evaluation exercises should be in the form of class exercises, assignments/homework and project work. Try to ask questions and set tasks and assignments that will challenge your learners to apply their knowledge and skills. The suggested evaluation tasks are not exhaustible. You are encouraged to develop other creative evaluation tasks to ensure that students have mastered the skills implied in the specific objective(s) of each unit. Determine the mastery level you want your learners to achieve during evaluation in class. For instance, if you take 80% as the mastery level, ensure that each learner achieves this level of mastery.

PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours or abilities students are expected to acquire as a result of having gone through a period of instruction. Each of the specific objectives in this syllabus contains an action verb that specifies the type of learning or skill that the student should acquire by the end of the instructional period. A specific objective as follows: The student will be able to describe ...etc. contains an action verb "describe" that indicates what the student will be able to do after teaching and learning have taken place. Being able to "describe" something after the instruction has been completed means that the student has acquired "knowledge". Being able to explain, summarise, give examples, etc. means that the student has understood the lesson taught. Similarly, being able to develop, plan, construct, etc. means that the student has learnt to create, innovate or synthesize knowledge. Each of the action verbs in the specific objectives of the syllabus describes the behaviour the student will be able to demonstrate after the instruction. "Knowledge", "Application", etc. are dimensions that should be the prime focus of teaching, learning and assessment in schools.

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. Typewriting is a practical subject and the learning required is best achieved by practical application of skills learnt. The profile dimensions required in this subject and their respective weights are as follows:

Knowledge and Understanding	30%
Application of Knowledge	70%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions in the teaching and learning process will ensure that Typewriting is taught and studied not only at the cognitive level, but will also lead to the acquisition of practical skills in the subject.

Knowledge and Understanding (KU)

Knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is therefore the ability to remember or recall material already learned and constitutes the lowest level of learning.
Understanding	The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

The ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, innovation or creativity, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, demonstrate, discover, etc.
Analysis	The ability to: break down a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.
Innovation/Creativity	The ability to: Put parts together to form a new whole, a novel, coherent whole or make an original product. It involves the ability to synthesize, combine, compile, compose, devise, construct, plan, produce, invent, devise, make, program, film, animate, mix, re-mix, publish, video cast, podcast, direct, broadcast, suggest (an idea, possible ways), revise, design, organize, create, and generate new ideas and solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluating	The ability to: Appraise, compare features of different things and make comments or judgement, contrast, critique, justify, hypothesize, experiment, test, detect, monitor, review, post, moderate, collaborate, network, refractor, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria and standards. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

The action verbs provided under the various profile dimensions and in the specific objectives of the syllabus should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing your test questions.

PRACTICAL SKILLS

Practical skills involve demonstration of manipulative skills using equipment and materials to carry out practical operations for solving problems. The teaching and assessment of practical skills should involve projects and creative practical tasks.

Skills required for effective practical work include:

HANDLING EQUIPMENT/MATERIALS

The learner should be able to handle and use equipment and materials efficiently.

OBSERVATION

The learner should be able to use their senses to make accurate observation of skills and techniques during teacher demonstrations. The learner in this case should be able to imitate the techniques observed for performing other tasks.

PERCEPTION

The learner should be able to coordinate their senses of touch, feel and sight for every project or task they undertake.

COMMUNICATION

The learner should be guided to develop effective oral and written communication skills necessary for production work.

COMMITMENT

The learner should be encouraged to develop an allergy for typographical and other errors, and be committed to the production of mailable documents.

FORM OF ASSESSMENT

The assessment of typewriting should be based on practical work. Select specific objectives in such a way that you will be able to assess cross-section of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the learner. The assessment procedure you use, i.e. class tests, homework, projects, must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The assessment will be based on one paper scored over 100%. This should be a practical test based essentially on knowledge and understanding and practical ability in typewriting. Learners will be expected to produce varied documents using the knowledge and skills acquired in Typewriting.

Distribution of Examination Paper Weights and Marks

Dimension	Exam Paper	Continuous Assessment	Total Marks	% Weight of Dimension
Knowledge and Understanding	30	30	60	30
Application of Knowledge	70	70	140	70
Total marks	100	100	200	--
% Contribution of Paper	70	30	--	100

The explanation of the dimensions and the key action verbs associated with each profile dimension are as follows:

GUIDELINES FOR SCHOOL-BASED ASSESSMENT (SBA)

A new School Based Assessment system (SBA) will be introduced into the school system in 2011. The new SBA system is designed to provide schools with an internal assessment system that will help schools to achieve the following purposes:

- Standardize the practice of internal school-based assessment in all Senior High Schools in the country
- Provide reduced assessment tasks for subjects studied at SHS
- Provide teachers with guidelines for constructing assessment items/questions and other assessment tasks
- Introduce standards of achievement in each subject and in each SHS class
- Provide guidance in marking and grading of test items/questions and other assessment tasks
- Introduce a system of moderation that will ensure accuracy and reliability of teachers' marks
- Provide teachers with advice on how to conduct remedial instruction on difficult areas of the syllabus to improve class performance.

The arrangement for SBA may be grouped in categories as follows: Project, Mid-Term test, Group Exercise and End of Term Examination.

Project: This will consist of a selected topic to be carried out by groups of students for a year. Segments of the project will be carried out each term toward the final project completion at the end of the year, The project may consist of

- i) Investigative study
- ii) Practical work
- iii) Case Study

Mid-Term Test: The mid-term test following a prescribed format will form part of the SBA

Group Exercise: This will consist of written assignments or practical work on a topic(s) considered important or complicated in the term's syllabus

End-of-Term Examination: The end-of-term test is a summative assessment system and should consist of the knowledge and skills students have acquired in the term. The end-of-term test for Term 3 for example, should be composed of items/questions based on the specific objectives studied over the three terms, using a different weighting system such as to reflect the importance of the work done in each term in appropriate proportions. For example, a teacher may build an End-of-Term 3 test in such a way that it would consist of the 20% of the objectives studied in Term 1, 20% of objectives studied in Term 2 and 60% of the objectives studied in Term 3.

GRADING PROCEDURE

To improve assessment and grading and also introduce uniformity in schools, it is recommended that schools adopt the following WASSCE grade structure for assigning grades on students' test results. The WASSCE structure is as follows:

Grade A1:	80 - 100%	-	Excellent
Grade B2:	70 - 79%	-	Very Good
Grade B3:	60 - 69%	-	Good
Grade C4:	55 - 59%	-	Credit
Grade C5:	50 - 54%	-	Credit
Grade C6:	45 - 49%	-	Credit
Grade D7:	40 - 44%	-	Pass
Grade D8:	35 - 39%	-	Pass
Grade F9:	34% and below	-	Fail

In assigning grades to students' test results, you are encouraged to apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries i.e., 60-69%, 50-54% etc., are the grade cut-off scores. For instance, the grade cut-off score for B2 grade is 70-79% in the example. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

Always remember to develop and use a marking scheme for marking your class examination scripts. A marking scheme consists of the points for the best answer you expect for each question, and the marks allocated for each point raised by the student as well as the total marks for the question. For instance, if a question carries 20 marks and you expect 6 points in the best answer, you could allocate 3 marks or part of it (depending upon the quality of the points raised by the student) to each point, hence totaling 18 marks, and then give the remaining 2 marks or part of it for organization of answer. For objective test papers you may develop an answer key to speed up the marking.

In assigning grades to students' test results, you may apply the above grade boundaries and the descriptors which indicate the meaning of each grade. The grade boundaries are also referred to as grade cut-off scores. For instance, the grade cut-off score for a B grade is 70% from grade boundaries. When you adopt a fixed cut-off score grading system as in this example, you are using the criterion-referenced grading system. By this system a student must make a specified score to be awarded the requisite grade. This system of grading challenges students to study harder to earn better grades. It is hence a very useful system for grading achievement tests.

SENIOR HIGH SCHOOL – YEAR 1 TERM 1

SECTION 1

THE TYPEWRITER HARDWARE

General objectives: The student will:

1. acquire knowledge of the parts of the typewriter hardware.
2. be aware of the uses of the manipulative parts of the Typewriter correctly.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 PARTS OF THE TYPEWRITER HARDWARE	The student will be able to: 1.1.1 describe the parts of the typewriter hardware. 1.1.2 state the functions of parts of the typewriter hardware.	<u>Parts of the typewriter hardware</u> The carriage, Mainspring and Escapement, Ribbon mechanism Type-basket Keyboard Functions of the parts of the typewriter hardware.	Discuss the parts of the typewriter hardware with students. Assist students to discuss the functions of the typewriter hardware listed in content of 1.1.1 e.g. the carriage – this part moves from left to right to allow for typing of characters.	Mention and describe the parts of the typewriter hardware and the manipulative parts.
UNIT 2 MANIPULATIVE PARTS OF THE TYPEWRITER	1.2.1 locate the manipulative parts of the typewriter.	<u>Manipulative parts</u> carriage return lever, platen/cylinder, cylinder knobs, paper release lever, paper guide, paper bail, line-space selector, margin sets, printing point.	Using the typewriter, assist students to locate the manipulative parts listed under content.	Draw the typewriter and label the manipulative parts.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 (CONT'D)</p> <p>MANIPULATIVE PARTS OF THE TYPEWRITER</p>	<p>The student will be able to:</p> <p>1.2.2 state the functions of the manipulative parts of the Typewriter.</p> <p>1.2.3 operate the manipulative parts of the typewriter.</p>	<p>Functions of the manipulative parts of the typewriter.</p> <p>e.g.</p> <ul style="list-style-type: none"> • Paper guide – guides the paper to get straight into the machine. It is normally set at '0' (zero) on the paper guide scale. • Line space selector – It is used to determine the line spacing to use. (1, 1½, 2, 3). • Margin sets – used to set the limits of the typing lines. <p>Operating manipulative parts of the typewriter.</p>	<p>Through demonstrations, assist students to discuss the functions of the manipulative parts of the typewriter.</p> <p>Guide students to operate the manipulative parts of the typewriter correctly.</p>	

SENIOR HIGH SCHOOL – YEAR 1 TERM 1

SECTION 2

BASIC SKILLS DEVELOPMENT I

General Objectives: The student will:

1. become aware of the positions of the individual keys on the typewriter keyboard.
2. acquire skills in the operation of the alphabet, symbol and figure keys.
3. acquire the correct techniques and procedures in stroking, and posture.
4. develop skills in proofreading.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 KEYBOARD MASTERY - ALPHABET KEYS	<p>The student will be able to:</p> <p>2.1.1 sit correctly at the typewriter.</p> <p>2.1.2 locate and strike home keys without difficulty.</p> <p>2.1.3 reach other alphabet keys and strike them without difficulty.</p> <p>2.1.4 locate, reach and strike alphabet keys without looking on the keyboard.</p>	<p>Correct sitting position</p> <ul style="list-style-type: none"> - Back supported by chair - Trunk relaxed with slight forward lean - Elbows slightly out from sides - Forearms parallel to keyboard - Feet firm on floor <p>Home keys: a s d f j k l ; correct fingering techniques.</p> <p>Home keys and other alphabet keys. Upper and lower case keys (shift keys).</p> <ul style="list-style-type: none"> - locating keys. - reaching keys away from the home keys. - striking keys without looking on the keyboard. 	<p>Discuss with students and demonstrate the correct sitting posture at the typewriter for students to emulate.</p> <p>Students demonstrate finger positions on the home keys.</p> <p>Students practise reaching alphabet keys from the home keys, strike keys with even pressure, listen to the sound of the stroking as they strike them and also observe the print on the typing sheets after typing.</p> <p>Assist students to locate and reach keys away from the home keys; and strike them without looking on the keyboard.</p>	<p>Practise sitting correctly at the typewriter.</p> <p>Type each line of a given task THREE times in single line spacing.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>SPECIAL AND COMBINATION CHARACTERS</p>	<p>The student will be able to:</p> <p>2.4.1 locate and strike special character keys correctly.</p> <p>2.4.2 type combination characters correctly.</p>	<p><u>Special Characters</u> Dash (-)</p> <p>Decimal point (.) Plus sign (+) Seconds (") Multiplication sign (x) Degree (°) Minutes (')</p> <p><u>Combination characters</u> \$ - dollar ¢ - Cedi ! – exclamation mark</p>	<p>Assist students to:</p> <p>Discuss the uses of the special characters listed under Content.</p> <p>locate special characters on the keyboard and strike them. Demonstrate on the keyboard the reaches of special characters and strike them for students to emulate.</p> <p>Discuss with students the need to combine certain characters to form other characters.</p> <p>identify the characters that can be combined and the result of the combination; e.g.</p> <p>\$ = Dollar = Strike Capital "S" backspace and strike solidus (/)</p> <p>¢ = Cedi = Strike Capital "C" backspace and strike solidus (/)</p> <p>! = Exclamation sign = Strike single quotation, backspace, and strike period.</p>	<p>Practise tasks involving special/combination characters.</p>
<p>UNIT 5</p> <p>LINE-END DIVISION AND MARGIN BELL</p>	<p>2.5.1 respond appropriately to the margin bell.</p>	<p><u>Response to the margin bell</u> Number of strokes that come immediately after the bell to the right margin stop.</p> <p>Division of words at line ends. <u>Divide:</u> (a) After prefix (in - come) (b) Before suffix (go - ing) © According to pronunciation(prop-erty) (d) According to syllables (per-fect, under-stand, pre-eminant)) (e) Between double consonants (excellent, necessary) (f) words already hyphenated at the hyphen (self-taught, self-help)</p>	<p>Discuss with students the use of the margin bell and the need for line-end division of words. Students count the number of spaces left to get to the right margin immediately the bell sounds on their typewriter. Discuss with students the rules of division of words e.g.</p> <p><u>Divide:</u> (a) After prefix (in - come) (b) Before suffix (go - ing) © According to pronunciation(prop-erty)</p>	<p>Type tasks from the manual involving the use of the margin bell and application of the rules on line-end division of words.</p>

SENIOR HIGH SCHOOL – YEAR 1 TERM 1

SECTION 3

PARAGRAPHS AND HEADINGS

General Objectives: The student will:

1. appreciate the correct presentation of paragraphs and headings.
2. acquire the skill in using headings and paragraphs appropriately.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>PARAGRAPHS</p>	<p>The student will be able to:</p> <p>3.1.1 type blocked, indented and hanging paragraphs correctly.</p>	<p><u>Typing Paragraphs</u></p> <ul style="list-style-type: none"> - Blocked - Indented - Hanging 	<p>Assist students to do keyboard mastery drills.</p> <p>Discuss with students and demonstrate on the chalkboard the three paragraph styles.</p> <p>e.g. BLOCKED: Each line starts from the left margin.</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXX.</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXX.</p> <p>INDENTED: First line of each paragraph is indented 5 or 6 spaces from the left margin.</p> <p style="padding-left: 40px;">XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</p> <p style="padding-left: 40px;">XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX</p>	<p>Practise sitting correctly at the typewriter.</p> <p>Type each line of a given task 3 times in single line spacing.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2(CONT'D)</p> <p>HEADINGS</p>	<p>The student will be able to:</p>		<p><u>Sub-heading:</u> could be typed in closed capitals or initial capitals and underscored.</p> <p><u>Paragraph heading</u> Heading is typed at the left margin in capitals or initial capitals and underscored.</p> <p>Passage is typed on the same line with the paragraph heading.</p> <p><u>Shoulder heading</u> Heading is typed at the left margin.</p> <p>Double space from the shoulder heading and type passage. When typed in capitals it may or may not be underscored, but when typed in lower case with initial capitals it must be underscored.</p> <p><u>Side/marginal heading</u> Heading typed at the left margin and passage typed towards the right margin.</p> <p><u>Dropped heading</u> Come down 50 mm or 63 mm line spaces from the top before typing.</p>	


SENIOR HIGH SCHOOL – YEAR 1 TERM 1

SECTION 4

MANUSCRIPT

General Objectives: The student will:

1. acquire the skill of identifying errors in manuscripts.
2. acquire knowledge of interpreting correction signs correctly.
3. be aware of types of abbreviations to be expanded.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>CORRECTION SIGNS/MARKS</p>	<p>The student will be able to:</p> <p>4.1.1 interpret correction signs in text and at margins correctly.</p>	<p><u>Correction of Errors in Manuscripts</u> Correction signs in text and margins, and their interpretations.</p>	<p>Assist students to do keyboard mastery drills.</p> <p>Discuss the correction signs in text and margins with students. e.g. lc - lower case - small letter(s) uc - upper case – capital letter(s) CAPS - capital letters NP - New paragraph # - insert space  - Close- up between letters or words</p>	<p>Type mailable documents from manuscripts, interpreting correctly the correction signs.</p>
<p>UNIT 2</p> <p>ABBREVIATIONS</p>	<p>4.2.1 type abbreviations in manuscripts in full.</p>	<p>Typing Abbreviations: - Long-hand abbreviations, Commercial or standard abbreviations with or without punctuations, abbreviations used with figures only.</p>	<p>Assist students to do keyboard mastery drills.</p> <p>Discuss the use of commercial or standard abbreviations pointing out the punctuation styles. e.g. Co or Co. (company - used in names of companies). Ltd or Ltd. (as part of a company's name).</p>	

SENIOR HIGH SCHOOL – YEAR 1 TERM 2

SECTION FIVE

CARE AND MAINTENANCE OF THE TYPEWRITER

General Objectives: The student will:

1. acquire skills in cleaning the typewriter
2. develop the habit of properly maintaining the typewriter

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 CLEANING, BRUSHING AND PROTECTING THE TYPEWRITER	<p>The student will be able to:</p> <p>5.1.1 clean, brush and dust parts of the typewriter efficiently.</p> <p>5.1.2 protect the typewriter from dust and damage.</p> <p>5.1.3 explain why the typewriter must be cleaned and protected.</p>	<p>Cleaning, brushing and dusting all accessible parts and underneath the typewriter.</p> <p>Protecting The Typewriter:</p> <ul style="list-style-type: none"> - use typewriter cover. - sit the typewriter at the center of the table. - use backing sheet when typing. <p>Reasons for cleaning a typewriter:</p> <ul style="list-style-type: none"> - Unprotected typewriters gather dust. - Dust has harmful effects on the typewriter. - Examples of harmful effects of dust: <ul style="list-style-type: none"> • slows the movement of the carriage. • causes work produced to become dirty etc. 	<p>Assist students to do keyboard mastery drills</p> <p>Protecting The Typewriter: With demonstrations, discuss with students the procedures for cleaning, brushing and dusting the typewriter. e.g.</p> <ul style="list-style-type: none"> - Remove the front cover from the frame and carefully brush all accessible parts. - Raise the front base and dust its underneath parts and the table under it. - Clean the typefaces with a stiff-bristled brush, damped with a drop of methylated spirit. - use backing sheet when typing to protect the cylinder/platen from wearing off. - typewriter covers must always be used when the typewriter is not being used. <p>Students to brainstorm to come out with reasons why the typewriter must be cleaned and protected. Discuss the points raised with students.</p>	<p>Outline the procedure used to protect a typewriter. Clean, brush and dust the typewriter regularly.</p> <p>Cover typewriters completely when not in use.</p>

SENIOR HIGH SCHOOL – YEAR 1 TERM 2

SECTION 6

EFFICIENT USE OF MATERIAL

General Objectives: The student will:

1. acquire the skill in using resources economically
2. acquire the knowledge of using various sizes of paper appropriately

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>ECONOMIC USE OF TIME AND MATERIAL</p>	<p>The student will be able to:</p> <p>6.1.1 use time and material efficiently.</p>	<p>Materials used in typing e.g. ribbon, paper, eraser, card, envelope, carbon sheet, stencil</p>	<p>Assist students to do keyboard mastery drills</p> <p>Discuss with students time management in and out of the typing-pool. e.g.’</p> <p>(a) have enough time to practise on the keyboard or read passages from the manual.</p> <p>(b) take good care of materials and use them economically.</p> <p>(c) use the listed items efficiently</p>	<p>Practise fixing of ribbons.</p>
<p>UNIT 2</p> <p>PAPER SIZES AND THEIR USES</p>	<p>6.2.1 use correct sizes of paper for given tasks.</p>	<p>Paper sizes e.g. A4, A5, A6 Landscape and Portrait.</p> <p>A4 for long letters, memoranda, tables, and reports.</p> <p>A5 for short letters, memoranda, invitations and menu.</p> <p>A6 – invitation (Postcard) C6 – Envelope.</p>	<p>Assist students to do keyboard mastery drills</p> <p>Discuss with students paper used in typing showing the various sizes e.g. A4 – (Landscape and Portrait), A5 - (Landscape and portrait)</p> <p>Using the typewriter, assist students to calculate the number of lines on A5 Landscape and A5 Portrait.</p> <p>Demonstrate to students the use of A6 as Postcard and C6 as small envelope.</p>	<p>Type given tasks on appropriate sizes of paper.</p>

SENIOR HIGH SCHOOL – YEAR 1 TERM 2

SECTION 7

DISPLAY WORK I - VERTICAL AND HORIZONTAL CENTRING

General Objectives: The student will:

1. acquire the skill of centring material horizontally in blocked style.
2. appreciate material that is well centred both vertically and each line horizontally.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>HORIZONTAL CENTRING - BLOCKED STYLE</p>	<p>The student will be able to:</p> <p>7.1.1 centre material horizontally using blocked style.</p>	<p>Horizontal centring</p> <ul style="list-style-type: none"> - menus, - notices, and advertisements. 	<p>Assist students to do keyboard mastery drills.</p> <p>Guide students to review paper sizes and setting of top margin.</p> <p>Lead students through the process of centring horizontally.</p> <p>e.g.</p> <ul style="list-style-type: none"> (i) Look for the longest line in the task. (ii) Set tab at the centre of the paper in the typewriter. Ensure that the left edge of the paper is against the paper guide, preferably on zero. (iii) From the centre, backspace half the total number of characters and spaces in the longest line and set left margin. <p>Or</p> <p>take half of the total number of characters and spaces from the centre point on paper e.g. $40 - 26 = 14$; set left margin on 14.</p> <ul style="list-style-type: none"> (iv) Start every line from the left margin. (v) Move right margin set away from the paper. 	<p>Type tasks involving centring materials horizontally.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 VERTICAL CENTRING	The student will be able to: 7.2.1 centre material vertically on appropriate size of paper.	Vertical centring: - Memoranda, - Notices, and - Advertisements. - Single or double line spacing.	Assist students to do keyboard mastery drills. Lead students to (a) Review paper sizes and total line spaces across each sheet of paper e.g. A4 Portrait - 70 lines. A4 landscape - 50 lines A5 Portrait - 50 lines A5 Landscape - 35 lines (b) Count the number of lines to be typed and line spaces between columns, e.g. total of 16 lines. (c) Determine the total lines on paper e.g. A5 landscape is 35 lines. (d) Take total typing lines for the work from total on paper e.g. $35 - 16 = 19$. (e) Divide the result by 2 e.g. $19 \div 2 = 9/10$. (f) From the top of paper, return the carriage either 9 or 10 times at single-line spacing and start work on the next line.	Type tasks in vertical centring on appropriate sizes of paper.

SENIOR HIGH SCHOOL – YEAR 1 TERM 2

SECTION 8

MEMORANDUM I

General Objectives: The student will:

1. acquire the skill of displaying memoranda appropriately.
2. appreciate the need to present mailable memorandum on the correct memo form.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>PREPARATION OF MEMORANDUM FORM</p>	<p>The student will be able to:</p> <p>8.1.1 prepare memorandum forms with correct features.</p>	<p><u>Memo format</u> Paper sizes: A4 Portrait A5 Landscape A5 Portrait</p>	<p>Assist students to do keyboard mastery drills.</p> <p>Lead students to review paper sizes for memos. e.g. Memo can be typed on :</p> <ul style="list-style-type: none"> • A4 Portrait, • A5 Landscape or • A5 portrait. <p>Demonstrate on the chalkboard and guide students to prepare memo forms. e.g. <u>BLOCKED</u></p> <p>MEMORANDUM FROM: TO: REF: DATE:</p> <p><u>INDENTED</u> <u>MEMORANDUM</u> (centred)</p> <p>FROM: REF: TO: DATE:</p>	<p>Prepare memorandum forms in blocked and indented styles.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 MEMORANDUM - BLOCKED PARAGRAPHS	The student will be able to: 8.2.1 type memorandum correctly using blocked paragraphs.	Typing Memorandum <ul style="list-style-type: none"> - in blocked style using prepared forms. - typed straight (not using forms). 	Assist students to do keyboard mastery drills. (a) Demonstrate the uses of the interliner and variable line spacer e.g., to align information with the printed "headings" - From; To; Date; Ref. (b) Lead students to review blocked paragraphs and line spacing.	Type memo on prepared forms using blocked style.
UNIT 3 MEMORANDUM - INDENTED PARAGRAPHS	8.3.1 type memorandum correctly using indented paragraphs.	Typing memorandum using Indented Paragraphs. <ul style="list-style-type: none"> - memorandum in indented style using prepared forms. - memorandum typed straight (not using forms). 	Assist students to do keyboard mastery drills. (a) Review the use of the Interliner and variable line spacer. (b) Review indented paragraphs and line-spacing.	Type memorandum without forms using indented style.

SENIOR HIGH SCHOOL – YEAR 1 TERM 3

SECTION 9

COMPOSING ON THE TYPEWRITER

General Objectives: The student will:

1. appreciate the need to compose on the typewriter.
2. acquire skills in composing on the typewriter.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>COMPOSING ON THE TYPEWRITER</p>	<p>The student will be able to:</p> <p>9.1.1 type answers to simple questions without any draft or copy.</p>	<p>Typing without a draft or copy.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Guide students to brainstorm and come out with the importance of typing straight on the typewriter.</p> <p>Students type answers to simple questions read to them by the teacher. (insist on answers in complete sentences) e.g.</p> <ul style="list-style-type: none"> • What is your name? • What is the name of your school? • What is the name of your favourite dish? List its ingredients. • Which are your favourite subjects? • Who is your best footballer in the Black Star team? <p>Allow enough time for the typing before reading the next question.</p>	<p>Type answers to the questions under TLA without draft or copy for assessment.</p>

SENIOR HIGH SCHOOL – YEAR 1 TERM 3

SECTION10

MEMORANDUM II

General Objective: The student will:

1. acquire skills in displaying inset material in memorandum.
2. acquire skills in typing multiple page memorandum.
3. improve upon the skill in composing on the typewriter

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEMORANDUM - REVIEW	The student will be able to: 10.1.1 type memo from manuscript. 10.1.2 use memo forms to type memos with blocked and indented paragraphs.	Typing Memos from manuscript. Memos with: - blocked paragraphs. - indented paragraphs.	Guide students to do speed and accuracy exercises and record their progress. Discuss correction signs used in manuscript with students. Guide students to use memo forms to type memos in blocked and indented paragraphs Guide students to do speed and accuracy exercises and record their progress.	Type memorandum with inset portion.
UNIT 2 INSET PORTION IN MEMORANDUM	10.2.1 type inset material in memorandum.	Typing Inset Material In Memos: Uses of - tabulator sets (tab sets) - tabulator bar (tab bar) - tab clear Inset matter	Lead students through the following steps in typing inset matter: - Tap on the space bar 5 or 6 times from the left margin and set a tab. - Type inset material or portion in single line spacing leaving one clear line space between items (blocked style).	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>MULTI-PAGE MEMORANDUM</p>	<p>The student will be able to:</p> <p>10.3.1 type memorandum with two or more pages.</p>	<p>Typing memorandum with two or more pages:</p> <p><u>Items on Continuation Sheets</u></p> <ul style="list-style-type: none"> - pagination - date of memorandum - name of recipient 	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p><u>BLOCKED PARAGRAPH</u></p> <p>Guide students to go through the following steps:</p> <ul style="list-style-type: none"> - Leave 12 mm top margin (3) single line spaces) and type page number on the fourth line at the left margin. <p>Leave one clear line space and type the date of the memo.</p> <p>Leave one clear line space from the date of the memo and type the name of the recipient.</p> <p>Leave 2 clear single line spaces and continue and finish typing the memorandum.</p> <p><u>INDENTED PARAGRAPHS</u></p> <p>Centre the page number on the fourth single line from the top edge of paper.</p> <p>Leave one clear line space and type the name of the recipient at the left margin.</p> <p>Type the date on the same line with the name of the recipient close to the right margin.</p> <p>The name of the recipient, the page number and the date could all be displayed on the same line when the name of the recipient is short.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 4</p> <p>COMPOSING MEMORANDUM ON THE TYPEWRITER</p>	<p>The student will be able to:</p> <p>10.4.1 type a memo straight on the typewriter.</p>	<p>Typing memo without a draft or copy.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students composition of a memorandum on the typewriter through the following stages:</p> <p>Present a scenario/story pertaining to a memorandum from one office to another in a business organization.</p> <p>Discuss with students the information needed by the office sending the memo.</p> <p>Students act as secretaries in the receiving office and compose the reply to the memo on the typewriter.</p> <p>NOTE: No draft of the reply should be prepared.</p>	<p>Compose memos on the typewriter from given information for assessment.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) BUSINESS LETTER	The student will be able to: 11.1.3 type a business letter using indented paragraphs. 11.1.4 type a letter with open and close punctuation. 11.1.5 produce carbon copies of letters.	Business letter with indented paragraphs. <u>Open punctuation</u> – apart from the body of a letter no other part is punctuated. <u>Closed/Full punctuation</u> - all parts of a letter are fully punctuated. Making carbon pack with correct arrangement using paper and carbon sheet.	Students to arrange listed features in a letter form, using indented paragraphs. Assist students to practise typing letters with open and closed punctuation. Guide students to develop carbon pack and use them in producing copies of letters.	Type a letter with all the features as arranged on the chalkboard using indented paragraphs Type a letter and take a carbon copy.
UNIT 2 ENVELOPES	11.2.1 type address correctly on envelopes.	<u>Types of envelopes</u> DL envelopes – Foolscap C5 envelopes - Quarto C6 envelopes - Small	Guide students to do speed and accuracy exercises and record their progress. Guide students to locate the centre of an envelope. From the centre, backspace five times and type the address; Backspace seven or more times and type addresses with longer lines.	Type addresses on foolscap envelope (DL) C5 envelope C6 envelope
UNIT 3 FORM/CIRCULAR LETTER	11.3.1 prepare form letter with spaces to be filled. 11.3.2 complete form letter with given information.	Preparation of form letter to be completed with spaces for: - reference - date - inside address - salutation Completing Form letter use of: - variable line spacer - alignment scale	Guide students to do speed and accuracy exercises and record their progress. Assist students to prepare form letters leaving spaces for some vital information as indicated under content. Guide students to complete form letters with the needed information using the procedure below: Align paper with lines on which information should be typed. using variable line spacer and the alignment scale.	Type form letter from the manual.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>FORM/CIRCULAR LETTER</p>	<p>The student will be able to:</p> <p>11.3.3 type circular letter with correct features.</p>	<p>Preparation of circular letters to be completed:</p> <ul style="list-style-type: none"> - 3 dotted lines in double line spacing for the addressee's address or 7 blank single line spaces. 	<p>Guide students to type circular letters with the correct features.</p> <p>Date in circular letters could be rendered in three ways:</p> <p>Specific date – 10 April 2008.</p> <p>Month and year only - April, 2008.</p> <p>Typing the words – “Date as post mark” at the date position.</p> <p>Note: Words inserted in form letters and circular letters should not touch the dotted lines provided.</p>	<p>Type a circular letter from Manual.</p> <p>Assess students work.</p>

SENIOR HIGH SCHOOL – YEAR 1 TERM 3

SECTION 12

ENUMERATION AND QUANTITY

General Objective: The student will:

1. acquire knowledge of how to number items in typewriting
2. be aware of how to present figures as quantity in typewriting

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION						
<p>UNIT 1</p> <p>ENUMERATION</p>	<p>The student will be able to:</p> <p>12.1.1 type numbered items or lists correctly.</p>	<p>Typing Numbered Items: Arabic numerals Roman numerals Letters of the Alphabet.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the system of arranging numerals in typing numbered items.</p> <p>Figures should be arranged for units to fall under units; tens under tens and hundreds under hundreds when in columns e.g.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">8</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">1</td> <td style="width: 20px; height: 20px; text-align: center;">8</td> <td style="width: 20px; height: 20px; text-align: center;">1</td> </tr> </table> <p>Whether the figure is followed by a period or not, leave two character spaces before typing what follows:</p> <p>e.g. 1 Forty bags of cola 2 Twenty bales of cloth</p> <ol style="list-style-type: none"> 1. Seven bags of cement 2. Ten packets of erasers 3. A basket of oranges <ol style="list-style-type: none"> a. A box of blankets b. A basket full of maize 		1	8	1	8	1	<p>Type a task and change Arabic numbers to Roman numbers or the alphabet.</p>
	1	8								
1	8	1								

SENIOR HIGH SCHOOL – YEAR 2 TERM 1

SECTION 1

WORD PROCESSING APPLICATION I

General Objectives: The student will:

1. develop basic skills in the creation of documents.
2. acquire knowledge in the uses of editing tools.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 WORD PROCESSING	The student will be able to: 1.1.1 state the importance of Word Processing. 1.1.2 create documents using Word Processor. 1.1.3 save a document in Word.	Importance of Word Processing. Creating documents using Word Processor. Saving documents using the “Save As” command.	Assist students to discuss and come out with the importance of Word Processing. Guide students to type a passage using the Word Processor. Guide students to save the typed documents using the “Save As” command.	Type a given document, give it a name and save it.
UNIT 2 EDITING	1.2.1 retrieve and edit document in Word using editing tools.	Retrieval and editing of documents. Editing tools.	Guide students to retrieve a saved document and edit it using editing tools.	Retrieve and edit a saved document.

SENIOR HIGH SCHOOL – YEAR 2 TERM 1

SECTION 2

TABULATION

General Objective: The student will:

1. appreciate correct arrangement of data in columns.
2. acquire the skill in ruling horizontal and vertical lines on the typewriter.
3. appreciate correct arrangement of figures.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>TABULATION WITHOUT COLUMN HEADINGS</p>	<p>The student will be able to:</p> <p>2.1.1 type simple tasks involving columns of data.</p>	<p>Typing simple tasks involving columns of data: Importance of tabulation work.</p> <p>Work is tabulated when it is arranged and displayed in columns for easy reference.</p> <p>Tables without column headings:</p> <ul style="list-style-type: none"> - tab sets - backspacing - Counting character spaces across columns. 	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Guide students to determine the longest line in each column of a given task – the line that has the most number of character spaces. Decide on the number of character spaces to leave between columns – this should normally be an odd figure – 3, 5, or 7 depending upon the size of the work.</p> <p>METHOD Insert A4 paper into the typewriter and set 25 mm top and left margins; Clear any tab set(s) in the typewriter; From the left margin, tap on the space bar the number of character spaces needed to type the longest line in the column plus the number of spaces to be left between columns and set a tab stop. Do same for the rest of the columns except the last one.</p>	<p>Type tables without column headings.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) TABULATION WITHOUT COLUMN HEADINGS	The student will be able to:		<p>Note: Do not set right margin in tabulation work; Set line space selector at double line spacing; type material/task line by line horizontally. After typing a line in a column, depress the tabulator bar for the printing point to stop at the start of the next column; Continue this way till task is completed.</p> <p>ALTERNATIVE METHOD Determine the longest line in each column; - decide on the space to be left between columns; - add all longest lines and total spaces between columns together; - divide total number of spaces by 2. - - determine centre of page (paper in Typewriter). - from centre of the page, backspace half the total number of spaces needed for the entire work; - set left margin at where backspacing ends; - set tab stops for columns; - type task line by line.</p>	
UNIT 2 TABULATION WITH COLUMN HEADINGS	2.2.1 type tables with single-line column headings.	Tables with Single-line column headings.	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss the following with students: Set tabs according to the longest line in each column including the column headings ; type column headings and the main work.</p>	Type tables with single-line column headings.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>TABULATION WITH VERTICAL AND HORIZONTAL RULINGS</p>	<p>The student will be able to:</p> <p>2.3.1 type tables with vertical and horizontal rulings.</p>	<p>Review of tabulation work</p> <p>Vertical and Horizontal rulings</p> <p>- boxed</p>	<p>Guide student to do speed and accuracy exercises and record their progress.</p> <p>Assist students to review column headings with the tabulation procedure.</p> <p>Students calculate and set tabs for columns in a given task. After ruling the first horizontal line type the column headings;</p> <p>turn up one single line space and rule the second horizontal line;</p> <p>Note: After each line, turn up one single line and rule the next horizontal line;</p> <p>Remove paper and re-insert it the other way round. Rule vertical lines to pass through the middle of each space between columns. Horizontal lines could be blocked when box will not be closed; however, if the box will be closed all horizontal lines should be extended by two character spaces to allow for the extreme vertical lines to be ruled.</p>	<p>Type tables and rule vertically and horizontally.</p>
<p>UNIT 4</p> <p>TABULATION WITH LEADER DOTS AND FOOTNOTES</p>	<p>2.4.1 type tables with leader dots correctly.</p>	<p>Tabulation with leader dots.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Guide students, to review procedures in typing tables.</p> <p>a) Use leader dots to link column 1 and column 2, e.g.</p> <p>Fields 311</p> <p>Tennis Courts 29</p> <p>Others 5</p> <p><u>Note</u> Leave one or two character space(s) before and after the dots.</p>	<p>Type tables with leader dots.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 (CONT'D) TABULATION WITH LEADER DOTS AND FOOTNOTES	The student will be able to: 2.4.2 type footnotes correctly in tabulation.	Typing footnotes: Tabulation with footnotes.	Discuss the following with students: a) The following signs may be used in Footnote. E.g.: I ; †, * (dagger, double dagger, and asterisk) b) After the last horizontal line, return carriage 2 single spaces. c) Type footnote sign, e.g. (*), space one character and type the footnotes d) Type the footnote in single-line spacing.	Type tables with footnotes.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) PREPARATION AND COMPLETION OF BUSINESS FORMS/ DOCUMENTS	The student will be able to:		<p>Rule lines on the chalkboard and discuss with students how words should be typed on dotted lines with the long characters (letters with tails) like 'g' 'y' not touching the line. The space above the characters should be greater than the space from the long characters to the line on which they are typed.</p> <p>Student should complete prepared forms on the typewriter with information on the chalkboard. The completed forms become documents.</p>	
UNIT 2 PREPARATION AND COMPLETION OF EMPLOYMENT FORMS/ DOCUMENTS	<p>3.2.1 describe employment forms/documents.</p> <p>3.2.2 prepare employment forms/documents.</p> <p>3.2.3 complete employment forms/documents</p>	<p>Description of Employment Forms: Curriculum Vitae/personal data sheet/resumé. Is a comprehensive piece of information (document) about a person which is usually added to letters of application for employment.</p> <p>Preparation of Employment Forms/Documents: - Curriculum vitae/resumé - Personal data sheet - Application form/letter.</p> <p>Completion of Employment forms.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the content and format of the listed employment documents.</p> <p>Guide students to prepare and type curriculum vitae or resumé using accepted format.</p> <p>Guide students to complete the prepared forms on the typewriter.</p>	<p>Prepare employment documents and complete them e.g. curriculum vitae/personal data sheet for assessment.</p>

SENIOR HIGH SCHOOL – YEAR 2 TERM 1

SECTION 4

BUSINESS LETTER II

General Objectives: The student will:

1. acquire skills in typing special instructions in letters.
2. be aware of continuation sheet .

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>BUSINESS LETTER WITH SPECIAL MARKS/ INSTRUCTIONS</p>	<p>The student will be able to:</p> <p>4.1.1 type special marks/instructions at the appropriate position in letters.</p>	<p>Typing Special Marks: Special marks on business letter : attention line, urgent, confidential.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Demonstrate how special marks/notation or instructions are typed in business letters and on envelopes.</p> <p>In the letter, these special marks or notations are typed above the inside address leaving one clear line space between the special mark and the inside address.</p> <p>When typed in all capitals they should not be underscored; but when typed in lower case with initial capitals, they should be underscored.</p> <p>It should be done in the same way on the envelope.</p>	<p>Type letters and envelopes with special marks/instructions.</p>
<p>UNIT 2</p> <p>BUSINESS LETTER - CONTINUATION SHEET</p>	<p>4.2.1 type letters with continuation pages correctly.</p>	<p>pagination date name of addressee/recipient</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the features of a continuation sheet and demonstrate on the chalkboard how the features are typed.</p> <p>The second and subsequent pages of a business letter are not typed on headed paper.</p>	<p>Type letters with multiple pages.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) BUSINESS LETTER - CONTINUATION SHEET	The student will be able to:		<p><u>Blocked style</u> Type the page number in figures at the left margin on the fourth single line space from the top of the page i.e. leaving about 13 mm on the top. It could also be typed on the seventh single line space from the top leaving 25 mm top margin when the portion of the letter to be typed on the page is quite small.</p> <p>Leave one blank line after the page number and type the date as on the first page.</p> <p>Leave another blank line and type the name of the recipient or addressee.</p> <p>Leave two clear line spaces after the name of the addressee and continue with the letter.</p> <p>All these details are typed at the left margin.</p> <p><u>Indented paragraphs</u> Centre page number on the fourth single line; leave one blank line and type the name of the addressee at the left margin and the date on the same line close to the right margin.</p> <p>Where the name of the addressee is short, the page number, the name of the addressee and the date could all be typed on the fourth single line or on the sixth single line where the portion of the letter to be typed on the continuation sheet is short.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3</p> <p>COMPOSING BUSINESS LETTER ON THE TYPEWRITER</p>	<p>The student will be able to:</p> <p>4.3.1 type a business letter straight on the typewriter.</p>	<p>Composition of a letter on the typewriter.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students how to compose business letter on the typewriter using the following steps:</p> <p>Present a scenario/story pertaining to a business letter from one organization to another.</p> <p>Discuss with students the information needed by the firm sending the letter.</p> <p>Students act as secretaries in the receiving firm and compose a reply to the letter on the typewriter.</p> <p>NOTE: No draft of the reply should be prepared.</p>	<p>Type a reply to a business letter with given information.</p>

SENIOR HIGH SCHOOL – YEAR 2 TERM 2

SECTION 5

WORD PROCESSING APPLICATION II

General Objective: The student will:

1. acquire skills in creating document in Word.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FORMATTING DOCUMENTS	The student will be able to: 5.1.1 format word document using formatting tools.	Formatting and saving word documents using the formatting tools: <ul style="list-style-type: none"> • Change font (style, colour, etc) • Text alignment • Numbers and bullets • Bold • Underline • Italics • Line spacing • Change of case 	Guide students to open an existing document, format and save using the listed formatting tools.	Format a given word document and save it.
UNIT 2 INSERTING TABLES AND SYMBOLS IN WORD DOCUMENT	5.2.1 insert a table in word document. 5.2.2 insert symbols and pictures in word documents	Inserting tables in Word Document. Inserting symbols and pictures in word document.	Guide students to practise working with tables in word document. Guide students to insert symbols and pictures into word documents.	Practise inserting tables in word documents. Practise inserting symbols and pictures in word documents.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>CHAIRMAN'S AGENDA</p>	<p>The student will be able to:</p> <p>6.2.1 explain Chairman's agenda.</p> <p>6.2.2 type chairman's Agenda with correct format.</p>	<p><u>Meaning of Chairman's Agenda</u> The normal agenda with wide right margins to enable the chairman jot down points to remind him of the issues he would like to raise at a meeting.</p> <p>Chairman's Agenda.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the meaning of Chairman's agenda.</p> <p>Demonstrate on the chalkboard the format of a chairman's agenda.</p> <p>Agenda and notes could be typed in spaced capitals or closed capitals.</p> <p>Items should be typed in single line spacing with a blank line between them.</p>	<p>Type a chairman's Agenda</p>
<p>UNIT 3</p> <p>MINUTES OF A MEETING</p>	<p>6.3.1 explain 'Minutes' of a meeting.</p>	<p><u>Minutes:</u> Minutes is the true recordings of what took place at a meeting.</p> <p>Type of minutes format.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss meaning of minutes of meeting and types of minutes format.</p>	

	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 (CONT'D) MINUTES OF A MEETING	The student will be able to: 6.3.2 type minutes of a meeting.	<u>Format of minutes</u> Opening Members present Apologies for absence Correspondence Reading of previous minutes Matters Arising Business of the Day (main business) Any Other Business (A.O.B.) Closing/Adjournment	Demonstrate on the chalkboard how minutes are typed. Minutes could be typed in single, one-and-a-half or double line spacing. Shoulder or side/marginal headings are used in typing minutes. When minutes are typed on many sheets care should be taken to leave more space at the top or left margin. This will help to bind at either top or left. Minutes could be numbered using Arabic numerals or decimals e.g. 1.0 2.0 2.1.1 2.1.2	Type minutes of a meeting using the appropriate formats.
UNIT 4 COMPOSING NOTICE AND AGENDA ON THE TYPEWRITER	6.4.1 type notice and agenda straight on the typewriter.	Typing Notice and Agenda Composing Notice and Agenda	Guide students to do speed and accuracy exercises and record their progress. Assist students to name the features that go into the typing of notice of a meeting. Discuss a short Agenda of an imaginary club or organization with students. Student act as secretaries and compose notice and agenda for the club or the organization.	Type notice and agenda from given information.

SENIOR HIGH SCHOOL – YEAR 2 TERM 2

SECTION 7

REPORT I

General Objective: the student will:

1. acquire the skill in presenting reports using correct format.
2. appreciate well arranged and error free reports.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ONE-PAGE BUSINESS REPORT	The student will be able to: 7.1.1 explain the format of a report. 7.1.2 type one-page reports accurately using correct format.	<u>Format of a Report</u> <ul style="list-style-type: none"> • Introduction – (T.O.R) Terms of Reference • Methodology • Findings • Recommendations • Conclusions Typing one page reports	Guide students to do speed and accuracy exercises and record their progress. Discuss with students the format of a report. Demonstrate on the chalkboard the procedure for typing reports. Type quotations in reports in single line spacing or as inset matter.	Type a simple report, provided by the teacher.
UNIT 2 MULTI-PAGE REPORT	7.2.1 type multi-page report correctly.	<u>Typing multi-page business reports</u> Leave 38 mm top margin if report is to be top bound. Leave 38 mm left margin if report is to be left bound. Pagination which begins from the second page could be at the top or bottom. Shoulder headings. Continuation Sheet.	Guide students to do speed and accuracy exercises and record their progress. Discuss with students the need to leave the various margins.	Type two-page report from manuscript from the manual.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 3 (CONT'D)</p> <p>ACADEMIC REPORT (APA) STYLE</p>	<p>The student will be able to:</p> <p>7.3.3 Type 'references' in academic reports using the APA style.</p>	<p>Typing references in Academic Reports Academic reports (APA) style Double line spacing Arrangement of book entries Arrangement of newspaper entries.</p>	<p>Discuss with students and demonstrate on the chalkboard the procedure for typing references in Academic reports using the (APA) style e.g.,</p> <ul style="list-style-type: none"> • Use same margins as in main report • Double space all reference items. Centre the word 'references' at top of page. • Arrange book entries in this order: author(s) (last name first); publication date in parenthesis; chapter title with only the first word capitalized (no quotation marks or underscore); book title (underscored or italicized) publishers' city and publisher's name. E.g. Mackay E, (1982), Accounts and financial statements, <u>Universal Typing Advanced</u>, London, Pitman publishing Ltd. • Arrange periodicals in this order: author (last name first) ; publication date in parenthesis; article title with only the first word capitalized (no quotation marks or underline or italics); periodical title and volume number underline or italicized; and page numbers. e.g. Djangmah J.S (May 20, 2008), Who has access to basic education in Ghana, <u>Daily Graphic</u>, 150361; 9 	<p>Type some given books and periodicals references in the APA style.</p>

SENIOR HIGH SCHOOL – YEAR 2 TERM 2

SECTION 8

DISPLAY WORK II

General Objective: the student will:

1. appreciate well-displayed material on various sizes of paper
2. acquire more skills in producing well-displayed work on the typewriter

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>FOLDED LEAFLET WORK/FLYERS</p>	<p>The student will be able to:</p> <p>8.1.1 type on folded leaflet/flyers correctly.</p>	<p>Typing Folded Leaflet/Flyers Display work - review</p> <p>A4 paper folded into 4 pages.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the procedure for typing 4-page programmes. e.g.</p> <p>fold A4 paper into 2 equal halves, portrait-wise to give 4 pages.</p> <p>Type material on each page as indicated in text.</p>	<p>Type 4-page programme from the manual</p>
<p>UNIT 2</p> <p>LINE-END JUSTIFICATION</p>	<p>8.2.1 type work with correct right-hand justification.</p>	<p>Typing Line-end-justification.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Assist students to demonstrate the technique of line-end justification e.g.</p> <p>Set tab stop or margin at a point on the right where the last character in each line should end:</p> <p>From the tab stop at the right margin backspace ONCE for each character and space between words in the line to be typed.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) LINE-END JUSTIFICATION			<p>type the particular line from where the backspacing ends;</p> <p>follow the procedure for all the other lines.</p> <p>The entire work will be justified at the right margin.</p>	

SENIOR HIGH SCHOOL – YEAR 2 TERM 3

SECTION 9

WORD PROCESSING APPLICATION - III

1. acquire the basic skills in creating document and filing in Word Processing

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FILE MANAGEMENT	The student will be able to: 9.1.1 save a document onto an appropriate medium. 9.1.2 retrieve a stored document.	Saving a document Steps: - go to file - click save as - type file name - click save Retrieve by a document.	Guide students to save a document onto an appropriate medium. Guide students to retrieve stored documents. Students to practise retrieving stored documents.	Practise saving documents onto an appropriate medium.
UNIT 2 PRINTING DOCUMENTS	9.2.1 print documents using various print options.	Printing word documents with various print options.	Guide students to: - Preview documents - Insert paper into the printer and make it ready. - Produce printed copies of a document with various options e.g. page range, number of copies, collate. - Student to practise printing documents.	

SENIOR HIGH SCHOOL – YEAR 2 TERM 3

SECTION 10

DISPLAY WORK III

General Objectives: The student will:

1. acquire the skill in displaying itinerary on different sizes of paper
2. appreciate the need to reproduce correctly, flow chart and organization chart.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ITINERARY AND APPOINTMENT	The student will be able to: 10.1.1 explain the terms “Itinerary” and ‘Appointment’. 10.1.2 type itinerary on different sizes of paper. 10.1.3 change time from 12-hour clock to 24-hour clock and vice versa.	<u>Itinerary:</u> Proposed route of a journey including visits and stops to be made. <u>Appointment</u> An arrangement for a meeting or other engagements. Typing Itinerary on different sizes of paper Sizes of paper, e.g. A4 A5, A6 Time mode: Conversion of time e.g. 1.30 pm is 1330 hrs and 1530 hrs is 3.30 pm.	Guide students to do speed and accuracy exercises and record their progress. Assist students to brainstorm for the meaning of itinerary and appointment Discuss with students the procedure involved in typing itinerary. e.g. Set 25 mm top and left margins for A4 paper and 12/13 mm for A5/A6 . Type the word itinerary either in spaced or closed capitals. Calculate or determine the exact spaces needed for the short columns and leave enough space for the longer column. Leave sufficient spaces between columns, preferably 3 or 5 spaces. Set tab stops at the beginning of each column. Take note of alignment of figures and time, if any. Discuss the time mode with students e.g. 1530 hrs will be equivalent to 3.30 pm.	Type itinerary on appropriate paper sizes. Type an exercise involving changing 12-hour time to 24-hour time

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 FLOWCHARTS AND ORGANISATION CHARTS	<p>The student will be able to:</p> <p>10.2.1 explain the terms “Flowchart and “Organization Chart”.</p> <p>10.2.2 type “Flowchart” and “Organization Chart”.</p>	<p>Flowchart: A flow chart indicates the “flow” or ‘sequence’ of various stages in an operation or procedure.</p> <p>Organization Chart: An organization chart shows the relationship between the various areas of an organization and the comparative levels of responsibility.</p> <p>Typing flowchart and organization chart - calculation and centring of chart vertically and horizontally.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students and demonstrate on the chalkboard the display techniques for typing flow chart and organization chart.</p> <p>Assist students to go through the following procedure:</p> <p>Typing slow chart and organization chart - Calculate the number of character spaces in the words to be typed in each box;</p> <p>Add four character spaces to the total number obtained for each word;</p> <p>Use the underscore key to rule the horizontal lines – each strike of the underscore key represents a character in the word to be typed in the box; use matching ink to rule the vertical lines;</p> <p>Type the words in the boxes.</p>	<p>Type flowchart and organization chart.</p>

SENIOR HIGH SCHOOL – YEAR 2 TERM 3

SECTION 11

TYPES OF COLUMN HEADINGS

General Objectives: The student will:

1. acquire skills in displaying various types of columnar headings.
2. appreciate correct display of columnar headings

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MULTIPLE-COLUMN HEADING	The student will be able to: 11.1.1 type multiple-column headings correctly.	Tabulation with multiple-column headings in centered and blocked styles.	Guide students to do speed and accuracy exercises and record their progress. Discuss the following steps in typing multiple-column headings in blocked style with students: <ol style="list-style-type: none"> (a) Set tab stops for each column. (b) Rule first horizontal line; return carriage 2-single line spaces. (c) Type the column headings from the tab stops set for the columns. (d) Type multiple-column headings in single line spacing. (e) After the multiple-column headings, return the carriage one single-line space and rule second horizontal line (f) Return carriage 2-single line spaces and type the main table. 	Type tables with multiple-column headings.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 VERTICAL COLUMN HEADINGS	The student will be able to: 11.2.1 calculate the space for vertical column headings. 11.2.2 type vertical column headings correctly.	Calculation of vertical column headings upward and downward directions of column headings. Typing vertical column headings.	Guide students to do speed and accuracy exercises and record their progress. Discuss vertical column headings with students: (a) Downward. The space for the column heading on the typing sheet is turned towards the left margin. (b) Upward. The column heading space on the typing sheet is turned towards the right margin. Students to calculate the space for typing vertical column headings using the following methods: <u>Method 1</u> i. count the strokes in the longest line of the column heading and add 2 strokes e.g. Paper and Pen = 11+2=13 ii. Pica – 10 characters = 25 mm (6 Vertical lines) To convert characters to vertical Lines $\frac{13}{10} \times 6 = \frac{78}{10} = 8 \text{ lines}$ Elite – 12 characters = 25 mm (6 vertical lines) To convert characters to vertical Lines $\frac{13}{12} \times 6 = \frac{78}{12} = 7 \text{ lines}$	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 (CONT'D) VERTICAL COLUMN HEADINGS	The student will be able to:		<p>The above calculations for pica and elite typewriters indicate the number of times to return carriage in single line spacing after the first horizontal line to get the position to rule the second horizontal line.</p> <p><u>Method 2</u></p> <p>To find the number of line spaces to be kept between the first and second horizontal lines to allow for the vertical headings, count the number of character spaces in the longest line of the heading and add 3 extra character spaces. Divide this number by 2 to find how many spaces to leave for the headings e.g. $11 + 3 = 14 \div 2 = 7$</p> <p>Type the first horizontal line, turn up 7 single line spaces and rule the second horizontal line. Return carriage 2-single-line spaces and type the main table. Remove work from the typewriter and re-insert paper sideways to rule vertical lines. Type vertical headings either downward or upward.</p>	Type assignment involving vertical column headings.

SENIOR HIGH SCHOOL – YEAR 2 TERM 3

SECTION 12

FINANCIAL STATEMENTS

General Objectives: The student will:

1. acquire skills in presenting financial statements in acceptable forms.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FINANCIAL STATEMENTS	<p>The student will be able to:</p> <p>12.1.1 explain financial statements.</p> <p>12.1.2 type "Receipts and Payments Accounts using the correct format.</p>	<p><u>Financial statements</u></p> <ul style="list-style-type: none"> - Receipts and Payments Accounts, - Balance Sheet - Statement of Accounts <p><u>Receipts and Payments accounts</u> is statement of cash received and payments made by a non-profit making organisation over a given period of time.</p> <p><u>Balance sheet</u> is a statement that shows the financial position of a business at a given point in time.</p> <p><u>Statement of Accounts</u> is a summary of dealings or transactions between entities over a given period of time.</p> <p>Typing Receipts and Payments Accounts.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Assist students to review the procedure for tabulation work with vertical ruling.</p> <p>Discuss with students and demonstrate on the chalkboard the vertical presentation of Financial Statements:</p> <ul style="list-style-type: none"> (a) all items are listed one under the other. (b) the expenditure items and assets come first followed by the liabilities. (c) type items at the left margin and figures at the right margin. (d) alignment of figures is essential <p>Discuss with students with demonstration on the chalkboard horizontal presentation of Financial Statements, e.g. Receipts and Payments Accounts (Income and Expenditure Accounts) Balance Sheet.</p>	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) FINANCIAL STATEMENTS	The student will be able to: 12.1.3 type balance sheet using the correct format. 12.1.4 type statement of accounts correctly.	Typing Balance Sheet. Typing Statement of Accounts.	(a) Headings of the two parts of the statement must be on the same horizontal line. Final totals must also be on the same line. (a) Leave sufficient space between the 2 parts (3-5 character spaces). (b) Vertical line may be ruled to divide the 2 columns.	Type Receipts and payments Accounts' Balance Sheet and Bank Statements from printed and manuscript materials.

SENIOR HIGH SCHOOL – YEAR 3 TERM 1

SECTION 1

LITERARY MATTER

General Objectives: The student will:

1. acquire the skills in presenting literary documents on different sizes of paper
2. acquire the skills in using correct format for presenting literary matter.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 ARTICLES	The student will be able to: 1.1.1 explain literary matter. 1.1.2 explain the term “Articles”. 1.1.3 type Articles using the correct format.	Literary matter is a written material on a definite subject, topic or theme. An article is a piece of writing expressing the writer’s opinion/view on an issue which could be for publication. Typing Details: Line-spacing Footnotes Quotation in passage; Dropped heading, Margins, numbering of pages; title page; table of contents; Bibliography/Reference	Guide students to do speed and accuracy exercises and record their progress. Discuss the meaning and procedure for typing articles, novels, poems, plays/drama with students. e.g. - use appropriate paper size. - use either single or double line spacing. - use 38 mm left margin so that all sheets could be fastened/bound together to make reading easier. - use 25 mm right margin. - use dropped heading, 63 mm from top edge of paper for page one. - centre title page both vertically and horizontally. - centre heading for table of content.	Type Articles, Poems and Plays in printed or manuscript form from the manual.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 POEMS	The student will be able to: 1.2.1 explain the term 'poem'. 1.2.2. type poems correctly.	A poem is any literary work set in verse form expressing deep feelings, thought, and humour. Typing Process Line-spacing indentation for rhyming lines.	Guide students to do speed and accuracy exercises and record their progress. For poetry indent lines that rhyme. Poems may be centered horizontally using the blocked style.	Type a short play from the manual.
UNIT 3 PLAYS/DRAMA	1.3.1 explain drama/play.	Drama/Play A piece of writing to be acted in the theatre, on television or radio.	Guide students to do speed and accuracy exercises and record their progress.	
	1.3.2 type drama/play correctly.	Typing Drama/Play Line-spacing Title page' Introduction page' side/marginal headings; use of red ink to underscore.	Use side/marginal headings for the names of actors/actresses. Guide students to type plays/drama.	

SENIOR HIGH SCHOOL – YEAR 3 TERM 1

SECTION 2

LEGAL DOCUMENTS

General Objectives: The student will:

1. appreciate well displayed legal documents
2. acquire the skill in typing legal documents using the correct format.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 AGREEMENTS	The student will be able to: 2.1.1 explain the term “Agreement”. 2.1.2 type agreement using correct format.	Legal Documents: <u>Agreement</u> is a decision or arrangement in writing between two or more parties. Typing Agreement: Line-spacing; Margins; Stages in the development of a legal document: (a) Draft/rough copy (b) Fair/first copy (c) Final/engrossment copy (d) Endorsement (e) Folding of the document	Discuss with students the stages in developing legal documents. e.g. (a) Draft/rough copy is typed using treble-line spacing with wide margins. (b) Fair copy – corrected draft typed in double-line spacing. (c) Engrossment – final copy for signature is typed in double line spacing. (d) Endorsement is typed on the outside back sheet of a legal document so that it can be seen at a glance what the document is and who are the parties involved.	
UNIT 2 WILLS AND TESTAMENTS	2.2.1 explain the term “Will”. 2.2.2 type a Will using the correct format.	<u>Will</u> is a legal document indicating what a person has decided should be done to their estate after their death. Typing a Will:	Assist students to discuss the importance of accuracy in typing legal documents. Guide students to practise typing legal documents and check speed and accuracy.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 SPECIFICATIONS	The student will be able to: 2.3.1 explain the term “Specifications”. 2.3.2 type specifications using the correct format.	Specification is a requirement which is clearly stated about the necessary features in the design of something. Typing specifications:	(e) The Final copy is without punctuations; “key” words and phrases should be typed in closed or spaced capitals. (f) Hyphens are used to complete short lines to avoid fraudulent additions.	Type Agreement, Will, Specifications from the Manual.

SENIOR HIGH SCHOOL – YEAR 3 TERM 1

SECTION 3

TECHNICAL AND FOREIGN LANGUAGE MATTER

General Objectives: The student will:

1. appreciate the use of appropriate keys to type technical matter.
2. acquire skills in typing material in foreign language.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>TECHNICAL MATTER – SUPERIOR AND INFERIOR CHARACTERS</p>	<p>The student will be able to:</p> <p>3.1.1. use correct inferior and superior characters in typing technical matter.</p>	<p>Use of Inferior and Superior characters.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students superior and inferior characters in typing.</p> <p>Guide students to demonstrate the typing of superior and inferior characters, e.g. H₂O and 4⁵ using the following procedure:</p> <ol style="list-style-type: none"> a) Type the 'H' on the normal typing line. Bring the typing line up by half a line space using the cylinder knob and type the figure '2'. Return the carriage to the normal typing line using the cylinder knob and strike the character 'O'. b) With the figure 4 to the fifth power, type the figure 4 on the normal typing line. Bring down the carriage by half a typing line and strike the character 5 return the carriage to the normal typing line. 	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION																					
UNIT 2 FOREIGN LANGUAGE MATTER - ACCENTS	3.2.1 type foreign language matter using accents correctly.	Use of accents e.g. <table border="1" data-bbox="779 418 1228 626"> <thead> <tr> <th>Accent</th> <th>Sign</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Acute</td> <td>'</td> <td>café</td> </tr> <tr> <td>Grave</td> <td>`</td> <td>crème</td> </tr> <tr> <td>circumflex</td> <td>^</td> <td>gateâu</td> </tr> <tr> <td>Dieresis/umlaut</td> <td>¨</td> <td>Edelgewächs</td> </tr> <tr> <td>Cedilla</td> <td>¸</td> <td>garçon</td> </tr> <tr> <td>Tilde</td> <td>~</td> <td>Ñada</td> </tr> </tbody> </table>	Accent	Sign	Example	Acute	'	café	Grave	`	crème	circumflex	^	gateâu	Dieresis/umlaut	¨	Edelgewächs	Cedilla	¸	garçon	Tilde	~	Ñada	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss with students the uses and the correct pronunciations of the accents listed under Content.</p> <p>These are used in foreign language material especially in the areas of menu and drinks.</p> <p>For each of the accents, you strike the letter on which the accent should be, backspace and strike the accent key.</p>	Type an assignment involving the use of accents.
Accent	Sign	Example																							
Acute	'	café																							
Grave	`	crème																							
circumflex	^	gateâu																							
Dieresis/umlaut	¨	Edelgewächs																							
Cedilla	¸	garçon																							
Tilde	~	Ñada																							

SENIOR HIGH SCHOOL – YEAR 3 TERM 1

SECTION 4

REPORTS II

General Objectives: The student will:

1. acquire more skills in presenting reports using correct material
2. be aware of the techniques used in displaying matter in report.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>REPORTS - REVIEW</p>	<p>The student will be able to:</p> <p>4.1.1 type reports more accurately using correct techniques.</p>	<p>Typing of reports: Review Report format –</p> <p>(a) A4 sheet</p> <p>(b) Single or double line spacing</p> <p>(c) Margins – Left - 25 mm Right - 12/13 mm</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Assist students to review procedures and techniques for typing reports.</p> <p>Leave a left margin of 38 mm for report to be left-bound,</p>	<p>Type reports without display.</p>
<p>UNIT 2</p> <p>ACADEMIC REPORTS WITH DISPLAYED MATTER</p>	<p>4.2.1 type reports with displayed matter.</p>	<p>Typing Reports with Displayed Matter: Pagination - numbering from page two may be at the top or bottom and at right margin or centred (consistency is important).</p> <p>- Use of heading style (consistency is essential).</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>Discuss the following with students:</p> <p>Type quotations inside reports;</p> <ul style="list-style-type: none"> • in single line spacing. • in blocked paragraphs, or • as inset matter. 	<p>Type reports with display from printed and manuscript tasks in the manual.</p>

SENIOR HIGH SCHOOL – YEAR 3 TERM 2

SECTION 5

THE INTERNET

General Objectives: The student will:

1. acquire skills in the use of the internet
2. appreciate the importance of the internet in searching for information.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 THE INTERNET CONCEPTS	<p>The student will be able to:</p> <p>5.1.1 explain basic concepts, requirements and terminologies of the internet.</p> <p>5.1.2 browse the internet with the help of some features of the browser.</p> <p>5.1.3 apply the rules and regulations in the use of the internet.</p>	<p>Concept, requirements and terminologies of internet:</p> <p>(a) www(world wide web) (b) html (hypertext) Markup Language (c) URL (Uniform Resource Locator) (d) IP (Internet Protocol) (e) E-mail (f) Search engines (g) Blogs</p> <p>Browsing the internet with the help of some features of browser window e.g., (a) address, standard and formatting bars, URLS.</p> <p>(b) rules and regulations in the use of internet (Netiquette) – spam - unsolicited mails, people’s privacy, pornography; Intellectual property rights, etc.</p>	<p>Discuss World Wide Web (www) and other internet protocols including:</p> <p>(a) definitions of related terms (b) how the internet functions (c) requirement for internet connectivity e.g. internet service provider (ISP), Browser</p> <p>Student to have practical demonstration on the functions of the Internet.</p> <p>Assist students to browse the internet with the help of the features of the Browser.</p> <p>In groups, students brainstorm to come out with rules and regulations for responsible use of the internet for class discussion.</p> <p>NOTE: Emphasize on the need for students to desist from visiting pornographic sites and intruding on other people’s privacy.</p>	<p>Work in groups to come out with rules and regulations for responsible browsing of the internet.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2</p> <p>USING THE INTERNET TO COMMUNICATE</p>	<p>The student will be able to:</p> <p>5.2.1 send and access e-mail messages with attachments.</p> <p>5.2.2 use internet to chat.</p>	<p>Sending, accessing (e-mail) messages with attachments.</p> <p>Using internet to chat.</p>	<p>Discuss with students how to create an e-mail account, how to compose, and edit an e-mail message with emphasis on spell check.</p> <p>Guide students to send and receive e-mail messages with attachment.</p> <p>Guide students to chat in the classroom using the internet.</p>	<p>Student to access and print e-mail messages.</p>
<p>UNIT 3</p> <p>ACCESSING INFORMATION FROM THE INTERNET</p>	<p>5.3.1 use Uniform Resource Locators (URLs) and search engines to access information.</p> <p>5.3.2 download information from internet.</p> <p>5.3.3 access, copy and paste information from internet to a different Application e.g. Word Processing.</p>	<p>Using Uniform Resources Locators (URLs) and search engines to access information.</p> <p>Downloading information from the internet.</p> <p>Accessing, copying and pasting information from internet to a different Application e.g. Word processing.</p>	<p>Assist students to use URLs and search engines to access information.</p> <p>Guide students to download information from the internet.</p> <p>Guide students to access, copy and paste information from the internet to a different Application e.g. Word Processing.</p>	<p>Student access information on a given topic using URLs and search engines.</p> <p>Prepare Word document using the information accessed from the internet.</p>

SENIOR HIGH SCHOOL – YEAR 3 TERM 2

SECTION 6

STENCIL PREPARATION

General Objectives: The student will:

1. acquire skills in stencil preparation
2. be aware of the techniques in stencil preparation

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 STENCIL CUTTING	The student will be able to: 6.1.1 prepare a “master” on stencil to be run-off.	<u>Stencil preparation</u> - cleaning of typefaces. - disengaging ribbon control to stencil. - correcting fluid and its use. - composition of stencil: - wax-like paper (the main part for the “master”) - carbon sheet - backing sheet	Guide students to do speed and accuracy exercises and record their progress. Discuss with students the process of cutting stencil: e.g. (a) clean the typeface; (b) disengage the ribbon control to stencil. (c) strike with less pressure (staccato touch) to avoid making holes in the stencil especially the: o, c, e, and underscore. (d) use of the correcting fluid. Place ruler or pen in between the wax and the carbon sheet.	Prepare stencils for duplication.

SENIOR HIGH SCHOOL – YEAR 3 TERM 2

SECTION 7

VISUAL-ART DISPLAY ON THE KEYBOARD

General Objectives: The student will:

1. acquire the skill in making visual images using the keyboard.
2. appreciate display of visual images using the keyboard.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 1</p> <p>VISUAL ART DISPLAY ON THE KEYBOARD</p>	<p>The student will be able to:</p> <p>7.1.1 make pictures using characters on the keyboard.</p>	<p>Making visual images using characters on the keyboard.</p>	<p>Guide students to do speed and accuracy exercises and record their progress.</p> <p>discuss with students and demonstrate how to use characters to produce pictures, e.g:</p> <ul style="list-style-type: none"> • dog • butterfly • cup or drinking glass • a boy playing football • tree • the clown <p>NOTE: Half-a-line spacing is appropriate in making pictures (use the knob at the end of the carriage for this exercise).</p> <p>Sometimes it is necessary to add finishing touches with a pen or coloured pencil.</p>	<p>Make pictures using the keyboard.</p>

REFERENCES

1. Typewriting for Senior Secondary Schools by Iris Kerry, Publisher Longman
2. Universal typing by Edith Mackay, Publisher Pitman
3. Universal Typing - Advanced by Edith Mackay, Publisher Pitman
4. Walmsley's Commercial Typewriting with Text Processing Publisher Longman
5. Typing First Course by Archie Drummond and Anne Coles Mogford
6. Typing Two-in-One Course, Archie Drummond and Anne Coles Mogford
7. Applied Typing by Archie Drummond, Anne Mogford and Ida Scattergood