

# MINISTRY OF EDUCATION



Republic of Ghana

## TEACHING SYLLABUS FOR INFORMATION AND COMMUNICATIONS TECHNOLOGY (CORE) (SENIOR HIGH SCHOOL 1 – 3)

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

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**TEACHING SYLLABUS FOR INTRODUCTORY ICT**

## **RATIONALE FOR TEACHING AND LEARNING ICT (CORE)**

ICT is so important in the world today that it makes it imperative for every person to be competent in the use of ICT for the many tasks that he/she will have to accomplish. This syllabus is designed to provide basic skills in Information and Communications Technology (ICT) for Senior High School (SHS) students. It is expected that the knowledge and skills gained in this course will help students to use ICT in almost all their courses at school. The syllabus covers selected basic topics in ICT which offer hands-on activities to help students acquire the required ICT skills for the job market and social interaction in the global village.

### **GENERAL AIMS**

The syllabus is designed to help the student to:

1. acquire basic ICT literacy skills
2. use ICT as a tool for learning in other subjects
3. acquire the appropriate knowledge for applying ICT skills in education, business and social life
4. use the technology to communicate effectively
5. access and share information through the use of technology
6. follow basic ethics in the use of ICT tools
7. maintain high level speed in typing

### **SCOPE OF CONTENT**

The content of this course has been designed to offer basic knowledge and skills to SHS students in order to give them the opportunity to develop the interest in ICT and again use ICT for learning in other subjects. They will also apply the skills in solving everyday problems in their academic and social life. The course is based on themes which form the basic requirements for ICT literacy skills for the Senior High School graduates.

The themes are as follows:

- Introduction to ICT
- Word Processing
- Internet
- Typing
- Spreadsheet
- Presentation

### **PRE-REQUISITE SKILLS**

Students should have acquired good reading, writing, numeracy and keyboarding skills. They should have gone through the JHS ICT Syllabus. Behaviours required include a sense of responsibility and the ability to follow rules and regulations and also perform tasks according to procedure.

## ORGANISATION OF THE SYLLABUS

The syllabus covers a three-year course in the SHS system. Each year's work has been divided into sections. Each section has a number of units. The teacher should treat at least two (2) sections in a term. The structure is presented in the table below.

### STRUCTURE AND ORGANIZATION OF THE ICT COURSE

| YEAR ONE   | YEAR TWO   | YEAR THREE   |
|--|--|--|
| <p style="text-align: center;"><b>SECTION ONE<br/>BASIC ICT CONCEPTS</b></p> <p>Unit 1: Information and Communications Technology (ICT)<br/>Unit 2: Introduction to Computers</p> <p style="text-align: center;"><b>SECTION TWO<br/>HARDWARE AND SOFTWARE</b></p> <p>Unit 1: Hardware<br/>Unit 2: Software</p> <p style="text-align: center;"><b>SECTION THREE<br/>TYPING SPEED DEVELOPMENT</b></p> <p>Unit 1: Keyboarding and Mouse Skills Development</p> <p style="text-align: center;"><b>SECTION FOUR<br/>WORD PROCESSING APPLICATION</b></p> <p>Unit 1: Word Processing<br/>Unit 2: Editing Text in Word Processing Document<br/>Unit 3: Formatting Word Processing Document<br/>Unit 4: Inserting Tables and Symbols in Word Processing Document<br/>Unit 5: Creating Business Documents<br/>Unit 6; Merging Data<br/>Unit 7: Printing Word Processing Document</p> <p style="text-align: center;"><b>SECTION FIVE<br/>APPLICATION OF ICT LITERACY SKILLS</b></p> <p>Unit 1: Project-based Activity</p> | <p style="text-align: center;"><b>SECTION ONE<br/>INTERNET</b></p> <p>Unit 1: Internet<br/>Unit 2: Using the Internet to Communicate<br/>Unit 3: Accessing Information from the Internet</p> <p style="text-align: center;"><b>SECTION TWO<br/>SPREADSHEET APPLICATION</b></p> <p>Unit 1: Introduction to Spreadsheet Application<br/>Unit 2: Application of Selected Formula and Functions<br/>Unit 3: Formatting Worksheet<br/>Unit 4: Editing and Printing Worksheet</p> <p style="text-align: center;"><b>SECTION THREE<br/>PRESENTATION APPLICATION</b></p> <p>Unit 1: Introduction to Presentation Application<br/>Unit 2: Creating a Presentation<br/>Unit.3: Editing and Formatting Text input<br/>Unit 4: Working with Objects, Images and Pictures in a Presentation<br/>Unit 5: Running a Slide Show<br/>Unit 6. Developing Presentation on a Topic</p> | <p style="text-align: center;"><b>SECTION ONE<br/>PRESENTATION APPLICATION</b></p> <p>Unit 1: The Master Slides<br/>Unit 2: Customising Presentation<br/>Unit 3: Delivering a Presentation<br/>Unit4: Printing Presentation</p> <p style="text-align: center;"><b>SECTION TWO<br/>APPLICATION OF ICT LITERACY SKILLS</b></p> <p>Unit 1: Project-based Activities</p> |

## TIME ALLOCATION

A minimum of three (3) periods a week each of 40 minutes is recommended for teaching SHS Core ICT (as shown in the table below). As per the teaching arrangements and SBA it is expected that there will be 10 weeks for effective teaching per term. This results in 30 periods per term and subsequently 90 periods per school year (1<sup>st</sup> and 2<sup>nd</sup> years). However due to the final exams in the third term of the third year, there will be 60 periods for that year. **Appendix A** is a guide for allocation of periods to each unit.

| CLASS | TOTAL NUMBER OF PERIODS PER WEEK |
|-------|----------------------------------|
| SHS 1 | 3                                |
| SHS 2 | 3                                |
| SHS 3 | 3                                |

## SUGGESTIONS FOR TEACHING THE SYLLABUS

The three years work has been divided into sections with each section organised under the following headings.

### GENERAL OBJECTIVES

General Objectives have been listed at the beginning of each section of the syllabus. The general objectives are directly linked to the general aims for teaching ICT listed on page (iii) of this syllabus and form the basis for the selection and organisation of the unit topics. The general objectives specify the skills and behaviours students should acquire as a result of instruction in the units of the section. Read the general objectives carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure that you have covered them adequately in the course of your teaching.

To make it user-friendly, the syllabus has been structured into five columns. Column one is the Unit topic, Column two consists of the Specific Objectives for 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 will be useful for assessing the knowledge and skills gained in the lesson.

### COLUMN 1 - UNITS

This column presents the sub topics of the major topic(s) in the section. The topics in the units have been arranged sequentially to facilitate skill building. However, if a teacher at any point in time finds that teaching and learning in his/her class will be more effective by skipping a particular topic, he/she can do so and go back later to treat the skipped topics.

## **COLUMN 2 - SPECIFIC OBJECTIVES**

Column 2 shows the Specific Objectives for each unit. The specific objectives begin with numbers such as 1.3.5 or 2.2.1. These numbers are referred to as “Syllabus Reference Numbers”. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit, while the third digit refers to the rank order of the specific objective. For instance, 1.3.5 means: Section 1, Unit 3 (of Section 1) and Specific Objective 5. In other words, 1.3.5 refers to Specific Objective 5 of Unit 3 of Section 1. Similarly, the syllabus reference number 2.2.1 simply means Specific Objective number 1 of Unit 2 of Section 2. Using syllabus reference numbers provides an easy way for communication among teachers and other educators. It further provides an easy way for selecting objectives for test construction; for instance, Unit 2 of Section 2 has five specific objectives: 2.2.1 - 2.2.5. A teacher may want to base his/her test items/questions on objectives 2.2.3 and 2.2.4 and not use the other three 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 various skills taught in class.

You will also note that specific objectives have been stated in terms of what the student will be able to do after instruction and learning in the unit. Hence each specific objective starts with the following, “The student will be able to.” This in effect, means that you have to address the learning problems of individual student. It also means that you need to individualise your instruction as much as possible such that the majority of students will be able to master the objectives of 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 (T/LA)**

T/L activities that will ensure maximum student participation in the lessons are presented in Column 4. Try to de-emphasise the theory and emphasize the practicals. You are encouraged to re-order the suggested teaching and learning activities and also add to them where necessary in order to achieve optimum student learning. As implied already, the major purpose of teaching and learning ICT is to make students acquire competent skills in ICT and use their skills in doing a variety of practical work and solve many ICT related problems.

## **COLUMN 5 - EVALUATION**

Suggestions and exercises for evaluating the lessons of some units are indicated in Column 5. Evaluation exercises can be in the form of oral questions, quizzes, class exercises and assignments, project work etc. Try to ask questions and set tasks and assignments that will challenge your students to apply their knowledge and skills to solve problems. The suggested evaluation tasks are not exhaustive. 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. For evaluation during class lessons, determine the mastery level you want students to achieve in their answers and responses. If for instance, you take 80% as the mastery level, ensure that each student’s answer to questions asked in class achieve this level of mastery.

## **PROFILE DIMENSIONS**

A 'dimension' is a psychological unit for describing a particular learning behaviour. More than one dimension constitutes a profile of dimensions. 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 had 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 specific objectives in this syllabus contains an "action verb" that describes the behaviour the student will be able to display after the instruction. "Knowledge", "Application" etc. are dimensions that should be the prime focus of teaching and learning in schools. Instruction in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as application, analysis etc. Each action verb indicates the underlying profile dimension of each particular specific objective. Read each objective carefully to know the profile dimension toward which you have to teach.

ICT is a practical subject and the learning required is best achieved by application of the skills learnt. The profile dimensions required at the SHS level are as follows:

|                             |     |
|-----------------------------|-----|
| Knowledge and understanding | 20% |
| Application of knowledge    | 30% |
| Practical Skills            | 50% |

At the SHS level, students should be involved in solving practical problems using the various ICT techniques they have learnt. The practical skills dimension has therefore been given a weight of 50%. The ratio between theory and practice in the core ICT is therefore 50:50.

The explanation of the key words involved in each of the profile dimensions is as follows:

### **Knowledge and Understanding (KU)**

knowledge            The ability to:  
remember, recall, identify, define, describe, list, name, match, state principles facts and concepts.  
Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.

understanding        The ability to:  
explain, summarise, translate, rewrite, paraphrase, give examples, generalise, 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.

### **Use of Knowledge (UK)**

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, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use 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:<br>break d own a piece of material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., recognise unstated assumptions and logical fallacies, recognize inferences from facts etc.   |
| innovation/creativity | The ability to:<br>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.  |
| evaluation            | The ability to:<br>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.

A number of examination questions at the secondary school level begin with the word “Discuss”. Discuss belongs to the evaluation thinking skill and implies the ability to analyze, compare, contrast, make a judgement etc. The word “discuss” asks for a variety of thinking skills and is obviously a higher order thinking behaviour. Students consequently do poorly on examination questions that start with “Discuss”. For this reason, and also for the reason that discussion of issues, discussion of reports etc., are some of the major intellectual activities students will be engaged in, in work situations and at higher levels of learning after they have left secondary school, it will be very helpful if teachers would emphasize discussion questions etc. both in class and in the tests you set.

The action verbs provided under the various profile dimensions should help the teacher to structure teaching such as to achieve the effects needed. Select from the action verbs provided for teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in writing test questions. This will give students the chance to develop good thinking skills, and the capacity for excellent performance in examinations and in practical life situations. .

Teachers should note that the emerging trend is to refer to Bloom’s Digital Taxonomy. For more information on this phenomenon refer to Appendix A.

## **PRACTICAL SKILLS**

Practical skills involve demonstration of manipulative skills using equipment and materials to carry out practical operations for solving problems. The teaching an 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 of ICT equipment and materials efficiently.

**OBSERVATION**

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

**PERCEPTION**

The learner should be able to coordinate most of the senses (touch, feel, sight etc) for every project or task undertaken.

**COMMUNICATION**

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

**COMMITMENT**

The learner should be encouraged to uphold ethical standards in the use of technology e.g. netiquette

**FORM OF ASSESSMENT**

The assessment of ICT should be based on more practical work than theory. In developing assessment procedures, select specific objectives in such a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective in the syllabus is considered a criterion to be achieved by the students. The assessment procedure you use, i.e. class tests, homework, projects etc. must be developed in such a way that it will consist of a sample of the important objectives taught over a period.

The assessment of ICT will be based on two examination papers: Papers 1 and 2, and the SBA. Paper 1 will test practical skills and will carry 120 marks. Paper 2 will be in two sections: Section A and B. Section A will consist of 40 compulsory multiple choice items carrying 40 marks; Section B will comprise six (6) questions out of which students will answer four (4). One of the four questions should be the compulsory question which carries 20 marks. The remaining three questions will carry 10 marks each. The structure of the examination paper, their mark allocation and profile dimension weights are indicated in the table below.

**DISTRIBUTION OF EXAMINATION PAPER WEIGHTS AND MARKS**

| Dimensions                  | Paper 1 | Paper 2                       |                      | SBA | Total Marks | % Weight of Dimensions |
|-----------------------------|---------|-------------------------------|----------------------|-----|-------------|------------------------|
|                             |         | Section A:<br>Multiple Choice | Section B:<br>Essays |     |             |                        |
| Knowledge and Understanding | -       | 20                            | 20                   | 20  | 60          | 20                     |
| Application of Knowledge    | -       | 20                            | 30                   | 40  | 90          | 30                     |
| Practical Skills            | 120     | -                             | -                    | 30  | 150         | 50                     |



**NOTE:**

Note that core ICT questions should reflect **high order thinking**.

**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.

# SENIOR HIGH SCHOOL - YEAR ONE

## SECTION ONE

### BASIC ICT CONCEPTS

**General Objective(s):** The student will:

1. understand the basic concepts of ICT and information processing cycle.
2. appreciate the impact of ICT on everyday life

| UNIT   | SPECIFIC OBJECTIVES  | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION   |
|--|--|--|---|--|
| <p><b>UNIT 1</b></p> <p><b>INTRODUCTION TO INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)</b></p> | <p>The student will be able to:</p> <p>1.1.1 explain the concept of ICT and its related terminologies.</p> <p>1.1.2 describe the information processing cycle.</p> | <p><b>Definition of ICT, related basic concepts and terminologies e.g.</b></p> <ul style="list-style-type: none"> <li>• Information and Communications Technology (ICT)</li> <li>• Information and Communication Technologies (ICTs)</li> <li>• Data</li> <li>• Information</li> <li>• e-Learning</li> </ul> <p><b>Information Processing Cycle</b></p> <p>Stage 1 - Receiving data (Input operation)</p> <p>Stage 2 - Processing data (Processing operation)</p> <p>Stage 3 - Display information (Output operation)</p> <p>Stage 4 - Storing information (Storage operation)</p> | <p>Let students brainstorm and come out with the meaning of ICT and its related terminologies.</p> <p>Students to brainstorm and come out with the differences between:</p> <ul style="list-style-type: none"> <li>• data and information.</li> <li>• ICT and ICTs</li> </ul> <p>Use a simple diagram to illustrate how data is processed into information and stored for future use.</p> | <p><b>Exercise</b></p> <p>Students to explain some of the basic ICT concepts and terminologies and show the differences e.g.</p> <ul style="list-style-type: none"> <li>• ICT and ICTs</li> <li>• Data and Information</li> </ul> <p><b>Exercise</b></p> <p>Students to list the devices used in the stages of information processing cycle and describe what goes on at every stage of the cycle.</p> |

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|--|---|---|--|---|
| <b>UNIT 1 (CONT'D)</b><br><br><b>INTRODUCTION TO INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)</b> | <p>The student will be able to:</p> <p>1.1.3 Identify the various devices used in the Information Processing Cycle</p> <p>1.1.4 analyse the impact of ICT on educational, social and economic development.</p> <p>1.1.5 identify career opportunities in ICT education.</p> | <p><b>Devices Used in the Information Processing Cycle</b></p> <ul style="list-style-type: none"> <li>- Input devices - keyboard, mouse, microphone, scanner</li> <li>-Processing devices – CPU Such as Celeron, Pentiums AMD, MC68040 etc.</li> <li>-Output devices - printer, monitor, speakers, LCD Projector</li> <li>-Storage devices and media – hard disk drive – hard disk CD/DVD drive – CD, DVD ROM etc.</li> </ul> <p><b>Impact of ICT on Educational, Social and Economic Development</b></p> <ul style="list-style-type: none"> <li>• Research work</li> <li>• Advertisement</li> <li>• Effective communication</li> </ul> <p><b>Career Opportunities</b></p> <ul style="list-style-type: none"> <li>• Systems Administrator</li> <li>• Programmer</li> <li>• Database administrator</li> <li>• Network administrator etc.</li> <li>• ICT Consultant</li> <li>• ICT Coordinators</li> <li>• Production Planning</li> <li>• Office work etc.</li> </ul> | <p>Guide students to discuss the various devices at each stage within the information processing cycle.</p> <p>In groups students to discuss and come out with the impact of ICT on Educational, Social and Economic development.</p> <p>Discuss the various career opportunities with students or invite resource persons to discuss the various opportunities.</p> | <p><b>Assignment:</b><br/>Select ICT career of your choice and find out the requirements and job description and report in class.</p> |
| <b>UNIT 2</b><br><br><b>INTRODUCTION TO COMPUTERS</b>  | <p>1.2.1 describe the uses of the components of computer system</p>   | <p><b>The Components of the Computer System</b></p> <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software</li> <li>• User (liveware)</li> <li>• Procedure (i.e. interaction between the user and the computer)</li> </ul>   | <p>In groups students should brainstorm and report on the components of computer system.</p>   |   |

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|--|---|---|--|---|
| <b>UNIT 2<br/>(CONT'D)</b><br><br><b>INTRODUCTION<br/>TO COMPUTERS</b> | <p>The student will be able to</p> <p>1.2.2 Differentiate among the classes of computers.</p> <p>1.2.3 State the uses of computers</p> <p>1.2.4 boot, reboot and shutdown computer correctly.</p> | <p><b>Classification of Computers</b></p> <ul style="list-style-type: none"> <li>• Capacity and size <ul style="list-style-type: none"> <li>- Supercomputer,</li> <li>- Mainframe computer</li> <li>- Microcomputer etc.</li> </ul> </li> <li>• Purpose <ul style="list-style-type: none"> <li>- General purpose</li> <li>- Specific purpose</li> </ul> </li> <li>• Type <ul style="list-style-type: none"> <li>- Digital</li> <li>- Hybrid</li> <li>- Analog</li> </ul> </li> </ul> <p><b>Uses of Computers</b></p> <ul style="list-style-type: none"> <li>• accept data, process data, give information and store data or information.</li> <li>• enhance teaching/learning,</li> <li>• produce documents etc</li> </ul> <p><b>Booting, Rebooting and Shutting Down of Computer</b></p> <ul style="list-style-type: none"> <li>• Booting is the act of putting on the computer.</li> <li>• Rebooting is the act of restarting the computer.</li> <li>• Shutting down is the act of putting off the computer.</li> </ul> | <p>Students to brainstorm and come out with the classification of computers.</p> <p>NB:<br/>Teacher to display real object/pictures of computers.</p> <p>In small groups, students discuss and report on the uses of computers.</p> <p>Discuss and demonstrate how to boot, re-boot and shut down a computer correctly.</p> <p>Stress on the correct procedure e.g. Close running Application and use the start menu button to shut down.</p> <p>Explain when reboot is necessary.</p> <p>Students to practice booting, rebooting and shutting down of computer.</p> | <p><b>Assignment:</b><br/>Put the following computers under their respective classification</p> <ul style="list-style-type: none"> <li>• Traffic light</li> <li>• Laptop Computers</li> <li>• Barometre</li> <li>• Desktop computers</li> </ul> <p><b>Assignment :</b><br/>Differentiate between booting and rebooting.</p> |

| UNIT   | SPECIFIC OBJECTIVES  | CONTENT   | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|--|--|---|---|---|
| <b>UNIT 2 (CONT'D)</b><br><br><b>INTRODUCTION TO COMPUTERS</b> | <p>The student will be able to:</p> <p>1.2.5 identify possible threats to computers and users.</p> <p>1.2.6 discuss the causes and effects of the threats</p> <p>1.2.7 demonstrate the responsible use of computers.</p> | <p><b>Threats to Computers and Users</b></p> <ul style="list-style-type: none"> <li>• Natural: e.g. heat, floods etc.</li> <li>• Human; e.g. viruses, worms, dust, liquids etc.</li> <li>• Health Hazards to Computer Users – bad posture , poor vision, wrist pain etc</li> </ul> <p><b>Causes and effects of threats to computers and Users</b></p> <ul style="list-style-type: none"> <li>• Viruses – Loss of data and software</li> <li>• Power fluctuation, Heat, fire etc. – damage to hardware</li> <li>• Light rays – poor vision of the user</li> <li>• Unauthorised Users – information theft, piracy etc.</li> </ul> <p><b>Responsible Use of Computers</b></p> <ul style="list-style-type: none"> <li>• Computer ethics e.g. copyright, privacy concerns</li> <li>• Rules and regulations for proper use of computer labs.</li> </ul> | <p>Brainstorm and discuss the possible threats to computer and their users</p> <p>Guide students to come out with the causes and effects of threats to computers and users.</p> <p>Take students on a field trip to two or three places to find out and report on :</p> <ul style="list-style-type: none"> <li>- Different classes of computers and their uses.</li> <li>- Threats to computers and their users</li> </ul> <p>Discuss the responsible use of computers. Students to come out with their own rules and regulations for responsible use of computers.</p> | <p><b>Assignment</b><br/>Write down the causes, effects and prevention of threats to computers and their users.</p> |

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION TWO

### HARDWARE AND SOFTWARE

**General Objective:** The student will:

1. recognise the different types of hardware and software and their uses.

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|---|--|--|--|
| <b>UNIT 1</b><br><br><b>COMPUTER HARDWARE</b> | <p>The student will be able to:</p> <p>2.1.1 identify the vital components of the Systems Unit.</p> <p>2.1.2 describe the categories of Computer Hardware.</p> <p>2.1.3 describe the commonly used Input and Output devices</p> | <p><b>The Vital Components of the Systems Unit</b> e.g.</p> <ul style="list-style-type: none"> <li>• Front Side: power switch light indicators, floppy and CD ROM drive etc.</li> <li>• Back side: USB ports, serial ports, power socket,</li> <li>• Inside: motherboard, CPU, power supply, memory, hard disk, cards( e.g. sound, network)</li> </ul> <p><b>Categories of the Computer Hardware:</b></p> <ul style="list-style-type: none"> <li>• Input devices</li> <li>• Processing devices</li> <li>• Output devices</li> <li>• Storage devices.</li> <li>• Communication devices</li> </ul> <p><b>Input and Output Devices</b></p> <ul style="list-style-type: none"> <li>• Input devices - Keyboard, Mouse scanner, joystick, trackball, bar code reader etc.</li> <li>• Output devices – Monitors, Printers(LaserJet and DeskJet), speakers, LCD projectors etc.</li> </ul> | <p>Open up a system unit and help students to identify and describe the vital components of the systems unit.</p> <p>With the help of a computer, assist students to identify and describe the categories of the computer hardware.</p> <p>Guide students to differentiate between parts (monitor, keyboard, system unit, mouse) of a computer and the categories of computer hardware</p> <p>Discuss the commonly used input and output devices and their functions</p> | <p><b>Exercise :</b><br/>Prepare a chart showing the classification of fixed and removable data storage devices</p> <p><b>Exercise :</b><br/>State the hardware categories and give two examples each.</p> |

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |                      |  |
|---|---|---|---|---|----------------------|--|
| <b>UNIT 1 (CONT'D)<br/>COMPUTER<br/>HARDWARE<br/>(CONT'D)</b> | The student will be able to:<br>2.1.4 identify the main processing devices            | <b>Main Processing devices</b><br>The Processor <ul style="list-style-type: none"> <li>Control Unit and</li> <li>Arithmetic and Logic Unit</li> </ul> Main memory (RAM)   | Lead students to discuss the main processing devices and their functions                              | <b>Exercise</b><br>Outline the differences between operating system and an application software |                      |  |
|   | 2.1.5 identify the main types of storage devices and media.                           | <b>Types of Storage Devices and Media</b><br><u>Devices</u> <ul style="list-style-type: none"> <li>CD/ DVD drive, floppy diskette drive, hard disk drive, etc.</li> </ul><br><u>Media</u> <ul style="list-style-type: none"> <li>CD/DVD ROM, floppy disk, flash memories, etc.</li> </ul>   | Display the main types of storage devices and media and assist students to identify and discuss them. |   |                      |  |
|   | 2.1.6 Identify the main communication devices   | <b>Types of Communication Devices</b><br>e.g. <ul style="list-style-type: none"> <li>Telephone line</li> <li>Modem</li> <li>Satellite dish</li> </ul>   | Display communication devices and assist students to identify and discuss them.                       |   |                      |  |
|   | <b>UNIT 2<br/>COMPUTER<br/>SOFTWARE</b><br>2.2.1 identify types of Software packages. | <b>Types of Software Packages</b> <ul style="list-style-type: none"> <li>System software.<br/>e.g. Operating system software</li> <li>Application Software<br/>e.g. Word Processing, Spreadsheet</li> </ul>   | Lead students to discuss the types of software packages.  |   |                      |  |
|   | 2.2.2 Distinguish between Operating System and Application software.                  | <b>Differences between Operating System and Application software</b><br>e.g. <table border="1" data-bbox="800 1252 1205 1445"> <tr> <td data-bbox="800 1252 1003 1308">Operating System</td> <td data-bbox="1003 1252 1205 1308">Application software</td> </tr> <tr> <td data-bbox="800 1308 1003 1445">Allows the computer hardware to become functional etc.</td> <td data-bbox="1003 1308 1205 1445">Allows user to perform specific function/task etc.</td> </tr> </table> | Operating System  |   | Application software | Allows the computer hardware to become functional etc. |
| Operating System  | Application software  |   |   |   |                      |  |
| Allows the computer hardware to become functional etc.        | Allows user to perform specific function/task etc.                                    |   |   |   |                      |  |



| UNIT   | SPECIFIC OBJECTIVES  | CONTENT  | TEACHING AND LEARNING ACTIVITIES | EVALUATION  |                 |                              |  |                                       |   |   |
|--|--|--|----------------------------------|-------------|-----------------|------------------------------|--|---------------------------------------|---|---|
| <b>UNIT 2<br/>COMPUTER<br/>SOFTWARE<br/>(CONT'D)</b> | <p>The student will be able to:</p> <p>2.2.3 identify different types, examples and uses of Operating System and Application software</p> <p>2.2.4 distinguish between Open Source and Proprietary Software.</p> | <p><b>Types and uses of Operating System and Application software</b></p> <p><u>Operating System .e.g.</u></p> <ul style="list-style-type: none"> <li>• Operating Systems e.g. DOS, Windows, (windows 98, 2000, ME, XP, Vista, Windows 7) Linux, Unix, Ubuntu, Macintosh etc.</li> </ul> <p><u>Application Software e.g.</u></p> <ul style="list-style-type: none"> <li>• Word-processing: WORD and Star Word, Writer,</li> <li>• spreadsheets: EXCEL, Lotus 123, Calc</li> <li>• Databases: Access, Base</li> <li>• Presentation: PowerPoint, Impress</li> <li>• Educational: Microsoft Encarta, Mavis Beacon</li> <li>• Games: solitaire, pinball</li> <li>• Browsers: Opera, Internet explorer, Mozilla Firefox</li> <li>• Authoring: Dream weaver, FrontPage,</li> <li>• Graphics: Corel Draw,</li> <li>• Desktop Publisher – Page Maker, Publisher</li> </ul> <p><b>Differences Between Proprietary and Open Source Software</b></p> <table border="1" data-bbox="772 1166 1142 1408"> <thead> <tr> <th data-bbox="772 1166 953 1192">Proprietary</th> <th data-bbox="953 1166 1142 1192">Open Source</th> </tr> </thead> <tbody> <tr> <td data-bbox="772 1192 953 1273">-It is licenced</td> <td data-bbox="953 1192 1142 1273">-Freely distributed for use.</td> </tr> <tr> <td data-bbox="772 1273 953 1408">-Program Source Codes cannot be modified</td> <td data-bbox="953 1273 1142 1408">-Program Source Codes can be modified</td> </tr> </tbody> </table> | Proprietary                      | Open Source | -It is licenced | -Freely distributed for use. | -Program Source Codes cannot be modified | -Program Source Codes can be modified | <p>Lead students to discuss types, examples and uses of System and Application software.</p> <p>e.g.<br/>Word Processing - document creation.</p> <p>Database - Storing, sorting and retrieving large amount of data.</p> <p>Presentation: Presenting information in a number of attractive formats etc.</p> <p>In groups, students discuss and distinguish between Open Source and Proprietary Operating Systems.</p> <p>Assist students to practise how to launch Applications.</p> | <p><b>Exercise:</b><br/>State the principles underlying:<br/>Open Source and Proprietary Software</p> |
| Proprietary  | Open Source  |  |                                  |             |                 |                              |  |                                       |   |   |
| -It is licenced                                      | -Freely distributed for use.   |  |                                  |             |                 |                              |  |                                       |   |   |
| -Program Source Codes cannot be modified             | -Program Source Codes can be modified  |  |                                  |             |                 |                              |  |                                       |   |   |

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION THREE

### TYPING SPEED DEVELOPMENT

**General Objective:** The student will:

1. improve typing speed and accuracy

| UNIT  | SPECIFIC OBJECTIVES                          | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|--|--|--|--|
| <b>UNIT 1</b><br><br><b>KEYBOARDING AND MOUSE SKILLS REVIEW</b> | The pupil will be able to:                   |  |  |  |
|   | 3.1.1. type 25 – 30 words per minute.        | Improving Speed and Accuracy in Typing<br>Using a Typing Software: e.g. <ul style="list-style-type: none"> <li>• Typing Tutor or Mavis Beacon</li> </ul> | Students use the drills in the typing software to improve upon their speed and accuracy.<br><br><b>NOTE:</b><br>Teacher should insist on the use of the correct fingers on the keys in typing. | <b>Exercise:</b><br>Students to create and reproduce a given document involving alpha and numeric keypad |
|   | 3.1.2 use mouse skills in document creation. | Using Mouse Skills in Document Creation.   | Guide students to practise mouse skills e.g. Single clicking, Double clicking, Right click, Drag hold and drop in document creation.   |  |
| 3.1.3 use the numeric keypad.                                   | Using the Numeric Keypad                     | Assist students to use the numeric keypad.<br><br>Let students use the drills in Typing Tutor or Mavis Beacon to do more practise on the numeric keypad  |  |  |

# SENIOR HIGH SCHOOL - YEAR 1

## SECTION FOUR

### WORD PROCESSING APPLICATION

**General Objectives:** The student will:

1. acquire basic skills in creating a document in Word Processing.
2. format and edit document in a word processing document

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|---|---|---|--|---|
| <b>UNIT 1</b><br><br><b>INTRODUCTION TO WORD PROCESSING APPLICATION</b> | The student will be able to :<br><br>4.1.1 identify Word Processing packages. | <b>Word Processing Packages and their Uses</b> e.g.<br><u>Packages</u> <ul style="list-style-type: none"> <li>• Microsoft Word</li> <li>• Writer</li> <li>• WordPad</li> <li>• Text Editor</li> <li>• Star Word</li> </ul> <u>Uses</u><br>letters, memos, reports | Lead students to discuss and come out with examples of Word Processing packages<br><br>Discuss the importance and uses of Word Processing Packages<br><br>Guide students to revise the major features of the Word Processing software<br><br>Guide students to discuss and come out with the importance of Word Processing . | <b>Exercise:</b><br>Type a letter, save with your name. |
|   | 4.1.2 create a document using the Word Processor.                             | <b>Creating Document Using a Word Processor</b>   | Student to type a passage using Word Processing application  |   |
|   | 4.1.3 save a document using the 'Save As' command.                            | <b>Saving Document Using the 'Save As' command</b>  | Student to save the typed document using the 'Save As' command.<br>Guide students to differentiate between "Save As" and "Save" command  |   |

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|---|---|---|---|---|
| <p><b>UNIT 2</b></p> <p><b>EDITING TEXT IN WORD PROCESSING DOCUMENT</b></p> | <p>The student will be able to:</p> <p>4.2.1 edit, and save Word document using common editing tools.</p> <p>4.2.2 create a document with more sub headings and paragraphs</p> <p>4.2.3 edit text using variety of options.</p> <p>4.2.4 edit paragraph using paragraph options</p> | <p><b>Editing Word Document Using Common Editing Tools:</b></p> <ul style="list-style-type: none"> <li>• Spell check functions</li> <li>• Copy/cut and paste facilities</li> <li>• OVR</li> <li>• Undo and redo keys</li> <li>• Search and replace</li> </ul> <p>Creating Document with More Sub-Headings and Paragraphs</p> <p><b>Editing Text Using Variety of Options such as: -</b></p> <ul style="list-style-type: none"> <li>• Text effects options – superscript, subscript, shadow, strikethrough etc.</li> <li>• Text correction option</li> <li>• Wrapping options</li> <li>• Text orientation</li> </ul> <p><b>Editing Paragraph-Apply the Use of:</b></p> <ul style="list-style-type: none"> <li>• Paragraph shading option</li> <li>• Border option</li> <li>• Orphan control to paragraph</li> <li>• Create a new character paragraph style</li> <li>• Modify existing paragraph</li> <li>• Outline option</li> </ul> | <p>Students to type a given document, edit and save using the given editing and formatting tools.</p> <p><b>NOTE:</b><br/>Teacher should stress on saving document when working to avoid losing document when power goes off.</p> <p>Students type a 2 – 3 page document with more sub headings and paragraphs and save</p> <p>Discuss the variety of options stated in the content column.</p> <p>Students apply the different options to edit the typed document.</p> <p>Guide students to edit paragraphs in the document created applying the use of the paragraph options.</p> | <p><b>Exercise:</b><br/>Students to type and edit documents using the common editing tools</p> <p>Give student a 3-page document containing more sub heading and paragraphs to type and save.</p> <p><b>NOTE:</b><br/>Teacher could time students and use this exercise as a speed test</p> <p><b>Exercise:</b><br/>Students to type document using different variety options</p> |

| UNIT   | SPECIFIC OBJECTIVES  | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|--|--|--|--|--|
| <b>UNIT 3</b><br><br><b>FORMATTING WORD PROCESSING DOCUMENT</b>                      | <p>The student will be able to:</p> <p>4.3.1 format Word document using formatting tools.</p> <p>4.3.2 demonstrate the ability to perform collaborative editing.</p> | <p><b>Formatting and saving a Word document using the formatting tools:</b></p> <ul style="list-style-type: none"> <li>• Change font (style, size, colour etc)</li> <li>• Text alignment</li> <li>• Numbers and bulleting</li> <li>• Bold</li> <li>• Underline</li> <li>• Italics</li> <li>• Line spacing</li> </ul> <p>Change case etc</p> <p><b>Collaborative Editing e.g.</b></p> <ul style="list-style-type: none"> <li>• Using highlighting option to track changes in a document</li> <li>• Accepting or rejecting changes</li> <li>• Adding text comments:</li> </ul> | <p>Students open an existing document format and save using the given formatting tools in the content column</p> <p>Students to open existing document ( 3-5page document)<br/>Teacher to demonstrate how to perform collaborative editing fro students to practise e.g.</p> <p><u>.Adding text comments:</u></p> <ol style="list-style-type: none"> <li>1. Position the cursor at where the comment will appear</li> <li>2. Click on <b>Insert menu</b></li> <li>3. Click <b>Comment</b> (a red line will appear at where the cursor is. A box will also appear at the end of the red line).</li> <li>4. Type comment in the box.</li> <li>5. Edit comments</li> <li>6. Add or Remove comments</li> </ol> | <p><b>Assignment:</b><br/>Assign students to create document, insert tables, symbols, pictures, save and print.</p> <p><b>Exercise</b><br/>Students to add comments, a header and footer in the previous document created for teachers to assess</p> |
| <b>UNIT 4</b><br><br><b>INSERTING TABLES AND SYMBOLS IN WORD PROCESSING DOCUMENT</b> | <p>4.4.1 insert tables in Word Processing document.</p> <p>4.4.2 insert symbols and pictures in Word Processing documents.</p>                                       | <p>Inserting Tables in Word Document.</p> <p>Inserting Symbols and Pictures in Word Document.</p>  | <p>Guide students to practise working with tables in Word document.</p> <p>Guide students to insert symbols and pictures.</p>  |  |

| UNIT  | SPECIFIC OBJECTIVES  | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|--|---|--|--|
| <b>UNIT 5<br/>CREATING<br/>BUSINESS<br/>DOCUMENTS</b> | The student will be able to:<br>4.5.1 create business documents. | <b>Creating Business Documents e.g.</b> <ul style="list-style-type: none"> <li>• Different types of letters,</li> <li>• Memos</li> <li>• Reports.</li> <li>• Circulars</li> <li>• Creating Forms. etc</li> </ul>  | Assist students to create business document.   | <b>Project work</b><br>Duration for submission: 1 week<br><br>Students should produce hardcopy for assessment. |
|   | 4.5.2 use layout techniques in document creation.                | <b>Layout Techniques.</b> <ul style="list-style-type: none"> <li>• Multiple columns</li> <li>• Tables manipulation</li> <li>• Inserting Borders &amp; Shading.</li> <li>• Merging Documents. .</li> <li>• Standard Paragraphs.</li> </ul>   | Assist students to apply the different layout techniques to create business documents  |  |
|   | 4.5.3 Inserting headers and footers.                             | <b>Inserting Headers and Footers</b>  | Guide students to insert header and footer in the document created   |  |
| <b>UNIT 6<br/>MERGING<br/>DATA</b>                    | 4.6.1 merge data in document creation                            | <b>Merging Data:-</b> <ul style="list-style-type: none"> <li>• Addressing Envelopes &amp; Labels.</li> <li>• Working with Long Documents</li> <li>• Inserting Table of Contents.</li> <li>• Creating an Index.</li> <li>• Creating auto text</li> <li>• Merging document etc</li> </ul> | Demonstrate how data is merged in document creation.<br>Example 1<br><u>Addressing envelopes.</u> – <ol style="list-style-type: none"> <li>1. Position the cursor on the recipient's address</li> <li>2. Click on <b>Tools</b></li> </ol> Click on <b>Letters and Mailings</b> <ol style="list-style-type: none"> <li>4. Selects <b>Letters and Labels</b> ( the address will be highlighted in the dialogue box that will appear</li> <li>5. Select envelope and other options you wish to apply such as sender's address</li> <li>6. Insert envelop in the printer and Click on</li> </ol> |  |

| UNIT                            | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|---------------------------------|---|--|---|---|
| UNIT 6<br>PRINTING              | <p>The student will be able to:</p> <p>4.6.1 print documents using the various print options.</p> | <p><b>Printing Word Documents with Various Print Options.</b><br/>e.g.</p> <ul style="list-style-type: none"> <li>• Printing odd pages only</li> <li>• Printing even pages only</li> <li>• Printing a defined selection</li> <li>• Printing a defined number of pages per sheet</li> </ul>   | <p>Example 2.<br/><u>Inserting table of content</u></p> <ul style="list-style-type: none"> <li>• Place the cursor where you want to insert the table of contents.</li> <li>• Click <b>Index and Tables</b> (or <b>Reference</b>, then Index and Tables) from the Insert menu</li> <li>• Select <b>Table of Contents</b> tab, and then select the style you want</li> <li>• Click on OK to insert the table of contents into your document</li> </ul> <p>Guide students to:</p> <ul style="list-style-type: none"> <li>• preview documents</li> <li>• print documents with various options e.g. Page range, No. of copies, Collate</li> </ul> <p>Assist students to develop a simple brochure for the school using all the features they have learned.</p> <p>Assist students type and print a document using the different print options indicated in the content</p> |   |
| UNIT 7<br>PRACTICAL<br>ACTIVITY | <p>4.7.1. create document on given topics</p>   | <p><b>Creating Document - (Report typing) on a given topic.</b><br/>e.g.</p> <ul style="list-style-type: none"> <li>• What is ICT?</li> <li>• What are benefits of ICT to learning?</li> <li>• ICT and the Youth</li> <li>• HIV/AIDS and the Youth</li> <li>• Regenerative Health</li> </ul> | <p>Give students a topic to research on, type and submit for assessment</p>   | <p><b>Practical Activity:</b><br/>Student to type and print a report on a given topic and apply all the formatting and the editing tools.</p> |

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION ONE

### THE INTERNET

- General objectives:** The student will
1. acquire skills in the use of the Internet
  2. appreciate the importance of using the internet.

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION |
|---|---|--|--|------------|
| <p><b>UNIT 1</b></p> <p><b>THE INTERNET</b></p> | <p>The student will be able to:</p> <p>1.1.1 explain basic concepts, requirements and terminologies of internet.</p><br><p>1.1.2 discuss the basic requirements for internet connectivity</p> | <p><b>Concept, Requirements and Terminologies</b></p> <ul style="list-style-type: none"> <li>• chats</li> <li>• discussions boards</li> <li>• www (world wide web)</li> <li>• html (hypertext Markup Language)</li> <li>• http ( hypertext transfer protocol)</li> <li>• ftp (file transfer protocol),</li> <li>• URL (Uniform Resource Locator)</li> <li>• Search engines</li> <li>• Download/Upload etc</li> </ul> <p><b>Basic Requirement for Internet Connectivity</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Computer, Mobile phone</li> <li>• Telephone line and Modem-(if dial-up)</li> <li>• Internet Service Provider (ISP)</li> <li>•</li> </ul> | <p>Discuss the World Wide Web (www) and other internet protocols, including definitions of related terms</p><br><p>Lead students to discuss the requirements for internet connectivity</p> |            |



| UNIT  | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES  | EVALUATION   |
|---|---|---|---|--|
| <b>UNIT 1(CONT'D)</b><br><br><b>THE INTERNET</b>              | The student will be able to:<br><br>1.1.3 identify the features of browser window<br><br>1.1.4 browse the internet with the help of some features of the Browser window.<br><br>1.1.5 apply the rules and regulations in the use of the internet. | <b>Features and Uses of Browser Window:</b> <ul style="list-style-type: none"> <li>• Address bar</li> <li>• History</li> <li>• Bookmarks/Favourites</li> <li>• Standard bar etc</li> </ul> <b>Browsing the internet with the help of some features of browser window</b> e.g. <ul style="list-style-type: none"> <li>• Address, standard and formatting bars, URLs</li> </ul> <b>Rules and regulations in the use of the internet (Netiquette) –</b><br><br>spam- unsolicited mails, people’s privacy, pornography, intellectual property rights etc. | Identify and discuss the features of the browser window<br><br>Assist students to browse the internet with the help of the features of the Browser window<br><br>In groups, students brainstorm to come out with rules and regulations for responsible use of the internet for class discussion<br><br><b>NOTE:</b><br>Teacher should emphasise the need for students to desist from visiting pornographic sites and intruding on people’s privacy, | <b>Group Work:</b><br>In groups of 4, develop rules and regulations for the use of Internet in the computer lab.   |
| <b>UNIT 2</b><br><br><b>USING THE INTERNET TO COMMUNICATE</b> | 1.2.1 create e-mail account<br><br>1.2.2 send and access e-mail messages<br><br>1.2.3 attach documents to e-mail messages<br><br>1.2.4 use internet social network to communicate.  | Creating E-mail Account<br><br>Sending, Accessing e-mail Messages<br><br>Attaching documents to e-mail messages<br><br><b>Using Internet Social Network to communicate</b><br>e.g<br>Facebook<br>Yahoo messenger<br>Skype   | Guide students to create e-mail<br><br>Students to compose, edit and send mail messages with emphasis on spell check<br><br>Guide students to send and receive e-mail messages with attachments<br><br>Guide students to communicate using Internet social network.   | <b>Exercise:</b><br><br>1. Create an e-mail account and send a mail to your teacher and friends<br><br>2. Compose a message, attach a file and send the mail to your friend. |

| UNIT  | SPECIFIC OBJECTIVES  | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|---|--|---|--|---|
| <b>UNIT 3</b><br><br><b>ACCESSING INFORMATION FROM THE INTERNET</b> | <p>The student will be able to;</p> <p>1.3.1 use Uniform Resource Locators (URLs) to access Information.</p> <p>1.3.2 use search engines to access information</p> <p>1.3.3 download information from the internet.</p> <p>1.3.4 transfer information from internet to a different Application e.g. Word Processing.</p> | <p>Using Uniform Resource Locators (URLs) to access Information</p> <p><b>Using Search Engines to access Information.</b><br/> <b>e.g.</b></p> <ul style="list-style-type: none"> <li>• google search</li> <li>• yahoo search</li> <li>• ask search</li> </ul> <p>Downloading Information From the Internet.</p> <p><b>Transferring information from the Internet to a Different Application</b><br/> e.g. Word. Processing application</p> | <p>Guide students to use URLs (website address) to access information.</p> <p>Guide students to use Search Engines to access information</p> <p>Assist 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.</p> | <p><b>Exercise:</b><br/> Student to access information on a given topic using URLs and Search Engines</p> <p><b>Exercise:</b><br/> Student to prepare Word document using the information accessed from the internet.</p> |

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION TWO SPREADSHEET APPLICATION

**General Objectives:** The student will:

1. acquire basic skills in using Spreadsheet packages.
2. appreciate the importance of spreadsheet in data management.

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|---|--|--|--|
| <b>UNIT 1</b><br><br><b>INTRODUCTION TO SPREADSHEET APPLICATION</b> | <p>The student will be able to;</p> <p>2.1.1 identify Spreadsheet Packages.</p> <p>2.1.2 explain the importance of Spreadsheet application in data management</p> <p>2.1.3 explain related concepts and terminologies in Spreadsheet.</p> <p>2.1.4 identify features in Spreadsheet application window.</p> <p>2.1.5 identify types of data and state their uses.</p> | <p><b>Spreadsheet Packages</b> e.g. Excel, Quatropro, Calc</p> <p><b>Importance of Spreadsheet application in Data Management</b></p> <p><b>Related Concepts and Terminologies</b><br/>e.g.</p> <ul style="list-style-type: none"> <li>• cell(s)</li> <li>• rows</li> <li>• columns</li> <li>• worksheet</li> <li>• workbook</li> </ul> <p><b>Features in the Spreadsheet Window</b><br/><b>Tool Bars:</b></p> <ul style="list-style-type: none"> <li>• formatting bar</li> <li>• standard bar</li> <li>• formulae bar</li> <li>• help facilities, etc</li> </ul> <p><b>Types of Data and Their Uses</b> e.g.</p> <ul style="list-style-type: none"> <li>• number</li> <li>• date</li> <li>• text</li> <li>• currency</li> </ul> | <p>Discuss Spreadsheet Packages listed in the content.</p> <p>Lead students to discuss the importance of Spreadsheet application in data management at schools homes and offices</p> <p>Discuss related concepts and terminologies in Spreadsheet package</p> <p>Guide students to identify features of Spreadsheet window</p> <p>Assist students to discuss types of data, state their uses and practice.</p> | <p><b>Exercise:</b><br/>Students to label the features of a printed workbook</p> <p><b>NB:</b> Teacher to capture a workbook, print and give to students to label.</p> |



| UNIT   | SPECIFIC OBJECTIVES  | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|--|--|--|--|--|
| <b>UNIT 5</b><br><br><b>EDITING AND PRINTING WORKSHEET</b> | <p>The student will be able to;</p> <p>2.5.1 demonstrate skills in editing and printing a worksheet.</p> <p>2.5.2 demonstrate skills in previewing and printing a worksheet.</p> | <p><b>Editing and Printing Worksheet:</b></p> <ul style="list-style-type: none"> <li>• check spelling</li> <li>• preview the layout</li> <li>• review page breaks</li> <li>• change page setup and sheet settings</li> <li>• set print option</li> </ul> <p>Previewing and Changing Print Settings</p> | <p>Guide students to edit and print worksheet by</p> <ul style="list-style-type: none"> <li>- checking spelling</li> <li>- reviewing layout</li> <li>- reviewing page breaks</li> <li>- changing page setup and sheet settings</li> </ul> <p>Assist students to set print options and print worksheet.</p> | <p><b>Exercise:</b></p> <p>Students to work on given data by doing the following: Check - Spelling</p> <ul style="list-style-type: none"> <li>- Preview the Layout</li> <li>- Review Page Breaks</li> <li>- Change page setup and sheet settings</li> </ul> <p>- Students to print data making use of the features in the print window, e.g. print settings, colour options, number of copies to print, selecting a printer, etc</p> |

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION THREE

### PRESENTATION APPLICATION

**General Objectives:** The student will:

1. acquire basic skills in developing presentations using Presentation Application

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION |
|--|---|--|---|------------|
| <b>UNIT 1</b><br><br><b>INTRODUCTION TO PRESENTATION APPLICATION</b> | The student will be able to:<br><br>3.1.1 state the importance of Presentation application.<br><br>3.1.2 explain the principles for designing presentations<br><br>3.1.3 explain the terminologies in presentation application<br><br>3.1.4 identify the commonly used features of a Presentation application in development of presentations.<br><br>3.1.5 demonstrate the use of the Help facility in Presentation application. | Importance of Presentation Application<br><br>Principles for Designing Presentations<br><br><b>Terminologies in Presentation Application</b> eg.<br><ul style="list-style-type: none"> <li>• Master slide</li> <li>• Slide transitions</li> <li>• Slide show etc.</li> </ul> <b>Identification of Commonly Used Features of Presentation Application Window</b> e.g.<br><ul style="list-style-type: none"> <li>▪ Toolbars</li> <li>▪ Different presentation view modes, views – slide, slide sorter, outline</li> </ul> The Use of the Help Facility in Presentation Application | Group students to discuss and report on the importance of Presentation application.<br><br>Discuss the principles for designing presentations.<br><br>Assist students to list and explain the terminologies used in Presentation application.<br><br>Guide students to open Presentation application window, identify and discuss its features.<br><br>Assist students to demonstrate the use of the Help facility. |            |

| UNIT  | SPECIFIC OBJECTIVES  | CONTENT   | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|--|---|--|--|
| <p><b>UNIT 2</b><br/><b>CREATING A PRESENTATION</b></p>                     | <p>The student will be able to:</p> <p>3.2.1 create and save presentations using a template.</p> <p>3.2.2 create and save a presentation using auto wizard.</p> <p>3.2.3 add new slide(s) to presentation.</p> | <p>Creating and Saving a Presentation Using a Template</p> <p>Creating and saving a presentation using auto content wizard</p> <p>Adding new Slide(s) to an Existing Presentation</p>   | <p>Assist students to create and save presentation using a template.</p> <p>Assist students to create and save presentation using auto content wizard. Guide students to apply the skills learnt in saving document to save presentation.</p> <p><b>NOTE:</b><br/>Teacher should encourage group work.</p> <p>Guide students to add new slides to existing presentation.</p> | <p><b>Exercise:</b><br/>Use the auto wizard to create the following:</p> <ul style="list-style-type: none"> <li>• Certificate</li> <li>• Simple business proposal</li> </ul> |
| <p><b>UNIT 3</b><br/><b>EDITING AND FORMATTING TEXT INPUT IN SLIDES</b></p> | <p>3.3.1 edit text input in slides.</p> <p>3.3.2 format text input in slides.</p>  | <p>Editing Text Input in Slides e.g. notes pages, comments etc.</p> <p><b>Formatting Text Input in Slides by:</b></p> <ul style="list-style-type: none"> <li>▪ Changing text appearance: e.g font sizes, font types etc.</li> <li>▪ Applying text formatting such as: bold, italic, underline and case changes to text.</li> <li>▪ Applying different colours and shadow to text.</li> <li>▪ Aligning text: left, centre, right in a slide.</li> <li>▪ Adjusting line spacing before and after bulleted and numbered points.</li> </ul> | <p>Let students open the file created and assist them to apply their editing skills in editing text input in the slides created.</p> <p>Guide students to format text input in slides.</p> <p>Students to format their slides using the formatting tools indicated at the content column.</p> <p>Let students save their edited and formatted slides.</p>                    |  |

| UNIT  | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION   |
|---|---|--|--|--|
| <b>UNIT 4</b><br><br><b>WORKING WITH OBJECTS, IMAGES AND PICTURES IN A PRESENTATION</b> | The student will be able to:<br><br>3.4.1 insert objects, images and pictures into a presentation.<br><br>3.4.2 edit inserted objects, images and pictures in a presentation. | Inserting Objects, Images and Pictures into a Presentation.<br><br>Editing Inserted Objects, Images and Pictures in a Presentation.  | Let students open their existing files and assist them to: <ul style="list-style-type: none"> <li>• take pictures or download pictures and images from the internet,</li> <li>• scan pictures</li> <li>• copy pictures and images from a file into the presentation.</li> </ul> Guide students to edit inserted objects, images and pictures by resizing them in their presentation. | <u><b>Exercise</b></u><br><br>Students to insert objects, images and pictures from the Clip Art into their presentation. |
| <b>UNIT 5</b><br><br><b>RUNNING A SLIDE SHOW</b>  | 3.5.1 run slide show.   | <b>Running a Slide Show.</b> <ul style="list-style-type: none"> <li>▪ View different presentation</li> <li>▪ View modes views e.g. slides, slide sorter, outline, notes page and slide show</li> </ul>   | Guide students to preview the slides they have created and make any necessary changes.<br><br>Let students run their presentations using the slide show view.  |  |
| <b>UNIT 6</b><br><br><b>DEVELOP PRESENTATION ON A GIVEN TOPIC</b>                       | 3.6.1 develop a presentation on a given topic   | <b>Developing Presentation on selected Topics</b><br>e.g. <ul style="list-style-type: none"> <li>• What is ICT? What are the benefits of ICT to learning?</li> <li>• ICT and the Youth</li> <li>• HIV/AIDS and the Youth</li> <li>• Regenerative Health</li> </ul> | Give students some topics to develop a presentation as a project work.<br><br>Teacher should encourage group work  | <b>Project work</b><br>Develop a presentation on any one of the given topics and present to class.                       |



# SENIOR HIGH SCHOOL - YEAR 2

## SECTION FOUR

### PRESENTATION APPLICATION - MASTER SLIDES

**General Objectives:** The student will:

1. acquire basic skills in working on master slides and delivering presentations.
2. acquire the skills in developing organisation chart

| UNIT                                       | SPECIFIC OBJECTIVES  | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|--|--|--|---|---|
| <b>UNIT 1<br/>THE MASTER SLIDES</b>        | The student will be able to:   |  |   |   |
|  | 4.1.1 identify types of master slides.                                   | <b>Types of Master Slides:</b> <ul style="list-style-type: none"> <li>▪ Slide Master</li> <li>▪ Handout Master</li> <li>▪ Notes Master</li> </ul>                    | Discuss with students the types of Master slides for students to practice.  | <b>Exercise</b><br>Students to create a slide presentation on a topic. e.g. |
|  | 4.1.2 format text input in master slides.                                | Formatting Text Input in Master Slides.  | Guide students to select the 3 master slides and format the text.   | Importance of ICT to teaching and learning.                                 |
|  | 4.1.3 insert and edit pictures, images, drawn objects on a Master slide. | Inserting and Editing with Pictures, Images, Drawn Objects on a Master Slide.  | Assist students to look for pictures, images, objects etc. which suit their presentations, insert and edit in the master slides.                      | Students to apply all the skills learnt their work                          |
|  | 4.1.4 remove pictures, images, drawn objects from a Master slide         | Removing pictures, Images, Drawn Objects from a Master Slide.  | Assist students to delete unwanted pictures, images etc. in the master slides.  |   |
| <b>UNIT 2<br/>CUSTOMISING PRESENTATION</b> | 4.2.1 apply preset text, image animation effects to slides.              | <b>Applying Preset Text, Image Animation Effects to Slides.</b> <ul style="list-style-type: none"> <li>• Change preset animation effects on text, images.</li> </ul> | Demonstrate how to apply pretext text and animation effects to slides.<br><br>Students to practise how to apply text and animation effects to slides. |   |
|  | 4.2.2 apply transition effects between slides.                           | <b>Applying Transition Effects Between Slides.</b> <ul style="list-style-type: none"> <li>• Change slide transition effects between slides.</li> </ul>               | Guide students to apply transition effects between slides.  |   |
|  | 4.2.3 apply animation effect to slides in the normal view.               | <b>Applying Animation Effect to Slides in the Normal View</b> <ul style="list-style-type: none"> <li>• animation – entrance etc.</li> </ul>                          | Students to apply animation effect to slides in the normal view.  |   |

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|--|---|--|---|---|
| <p><b>UNIT 2 (CONT'D)<br/>CUSTOMISING<br/>PRESENTATION</b></p> <p>\</p> <p><b>UNIT 3<br/>DELIVERING A<br/>PRESENTATION</b></p> | <p>The student will be able to:</p> <p>4.2.4 apply animation in the slide sorter.</p> <p>4.3.1 explain the things to consider when delivering a presentation.</p> | <p><b>Applying Animation in the Slide Sorter View</b></p> <ul style="list-style-type: none"> <li>• animation – entrance<br/>Customs, emphasis, exit, motion paths.</li> </ul> <p><b>Things to Consider Before Delivering Presentation.</b></p> <ul style="list-style-type: none"> <li>• Understand how audience size, room size, room lighting impacts on planning of a presentation such as: need for a microphone, need for a projector, need to adjust contrast between background and data for legibility.</li> <li>• understand how audience's demography and knowledge of the subject affect the presentation.</li> <li>• Understand how choice of font colours may bring out different responses from the audience colour.</li> <li>• ensure clarity and accuracy of the content in the presentation</li> </ul> | <p>Students apply animation to slider sorter</p> <p>Let students know the effects on some motion paths and transition on slide show and assist them in the selection taking into consideration the audience</p> <p>Discuss with students things to consider when delivering a presentation.</p> | <p><b>Exercise</b></p> <p>Students to customize their presentation by applying the skills learnt.</p> <p>Teachers to introduce and give the topics of the term's project to students to start the research work</p> |

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT   | TEACHING AND LEARNING ACTIVITIES  | EVALUATION |
|--|---|---|---|------------|
| <b>UNIT 3<br/>(CONT'D)<br/>DELIVERING A<br/>PRESENTATION</b> | <p>The student will be able to:</p> <p>4.3.2 edit presentation before delivering.</p> <p>4.3.3 add presenter's notes to slides and delete unwanted slides.</p> <p>4.3.4 apply transition effects on screen slide presentations.</p> <p>4.3.5 acquire show slides in a presentation.</p> | <ul style="list-style-type: none"> <li>• Understand some important planning and design concepts associated with delivering a presentation such as: <ul style="list-style-type: none"> <li>- ensuring slides follow in a logical sequence,</li> <li>- tailor content to time available</li> <li>- consider likely attention span of audience</li> <li>- consider an appropriate time interval for each slide in a presentation.</li> </ul> </li> </ul> <p><b>Editing Presentation Before Delivering</b></p> <ul style="list-style-type: none"> <li>• Spell-check a presentation and make changes such as: correcting spelling errors, deleting repeated words.</li> </ul> <p>Adding Presenter's Notes to Slides and Deleting unwanted Slides.</p> <p><b>Apply Transition Effects on Screen Slide Presentations:</b></p> <ul style="list-style-type: none"> <li>• Define and test time periods between slide presentation.</li> </ul> <p><b>Skills in Showing Slides in a Presentation:</b></p> <ul style="list-style-type: none"> <li>• The use of the screen menu</li> <li>• Selection of pointer option</li> <li>• preview slide show, start a slide show on any slide.</li> </ul> | <p>Discuss importance of planning in delivering a presentation</p> <p>Let students edit presentation before delivering.</p> <p>Assist students to add presenter's notes and delete unwanted slides.</p> <p>Guide students to apply transition effects to the presentation created. Assist them in timing the slide show, selection of pointer option and their effect on the screen presentation.</p> <p>Demonstrate the skills needed in presenting slide to students.<br/>Let students practise the skills.</p> |            |

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|--|---|--|--|---|
| <b>UNIT 4</b><br><br><b>PRINTING PRESENTATION</b>  | <p>The student will be able to:</p> <p>4.4.1 change slide setup.</p> <p>4.4.2 select print option for printing.</p>   | <p><b>Changing Slide Setup:</b></p> <ul style="list-style-type: none"> <li>• slide orientation to portrait, landscape.</li> <li>• Change paper size.</li> </ul> <p><b>Selection of Print Option</b></p> <ul style="list-style-type: none"> <li>• Entire presentation,</li> <li>• Specific slides,</li> <li>• Handouts,</li> <li>• Notes pages,</li> <li>• Outline view of slides,</li> <li>• Number of copies</li> </ul> | <p>Discuss with students the slide setup<br/>Let students print their presentations.</p> <p>Guide students in the selection of the print options.</p>  | <p><b><u>Project Work</u></b><br/>Teacher to give students the topics for their project work in Section 2 Unit 1 to start work on it.</p> |
| <b>UNIT 5</b><br><br><b>DEVELOPING ORGANISATION CHART USING A PRESENTATION APPLICATION</b> | <p>4.5.1 develop organisation chart with labeled hierarchy using a Presentation application.</p> <p>4.5.2 change the hierarchical structure of an organisation chart.</p> | <p>Developing an organisation chart with a labeled hierarchy using a Presentation application. (Use a built-in organisation chart feature)</p> <p><b>Changing the Hierarchical Structure of an Organisation Chart by:</b></p> <ul style="list-style-type: none"> <li>• adding and removing - managers, co-workers and subordinates in an organisation chart.</li> </ul>  | <p>Assist students to develop an organisation structure using the built-in organization chart</p> <p>Guide students to change the structure by adding and removing managers, co-workers, subordinates in an organisation</p> | <p><b><u>Assignment</u></b><br/>Students to develop the organisation structure of the school indicating the positions and titles.</p>     |

# SENIOR HIGH SCHOOL - YEAR 2

## SECTION FIVE

### APPLICATION OF ICT LITERACY SKILLS

General Objectives: The student will:

1. apply the acquired ICT literacy skills in solving everyday challenges
2. use the acquired ICT literacy skills to enhance learning of other subjects
3. exhibit 21<sup>st</sup> century skills in academic and social life

| UNIT   | SPECIFIC OBJECTIVES   | CONTENT  | TEACHING AND LEARNING ACTIVITIES  | EVALUATION  |
|--|---|--|---|---|
| <b>UNIT 1<br/>PROJECT BASED<br/>ACTIVITIES</b> | <p>The student will be able to:</p> <p>5.1.1 demonstrate 21<sup>st</sup> century skills applicable to project-based activities</p> <p>5.1.2 apply ICT literacy skills to conduct a research</p> | <p><b>Twenty-first Century Skills application in Project-based activities.</b><br/>e.g.</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> <li>• Self direction</li> <li>• Critical thinking</li> <li>• Problem Solving</li> </ul> <p><b>Applying ICT literacy Skills in Research Work</b></p> <ul style="list-style-type: none"> <li>• Working with continuous text, working with numerical data, preparing data for presentation purposes, using information from the internet.</li> </ul> | <p>Lead students to brainstorm the 21<sup>st</sup> century skills application to project-based- activities</p> <p>In groups of five, guide students to select and work on a project from a list of given projects by applying the following ICT skills:</p> <p>Saving, Formatting, Editing and Printing document.</p> <p><u>Note:</u><br/>Teacher to take into consideration topics from other subjects.</p> <p>Discuss with students and come out with rubrics for the projects.</p> <p>Students to research into the selected topic and write a report.</p> | <p><u>Project:</u></p> <p>Conduct a research in a selected topic in any subject area and present a report panel.</p> <p><u>Examples:</u></p> <ol style="list-style-type: none"> <li>1. Submit a well researched business proposal, complete with time line and budget.</li> </ol> <p>There should be a presentation to go along with the proposal.</p> <ol style="list-style-type: none"> <li>2. Prepare an action plan to conduct a field research on 'Incidence of malaria case in my community'. The action plan should be accompanied by short abstract, budget and time lines. There should be a presentation to go along with the action plan.</li> <li>3. Students to conduct an ecological experiment. to measure growth, population, migration, immigration. They are to use the appropriate application to             <ol style="list-style-type: none"> <li>i. make the appropriate recording and calculations</li> </ol> </li> </ol> |

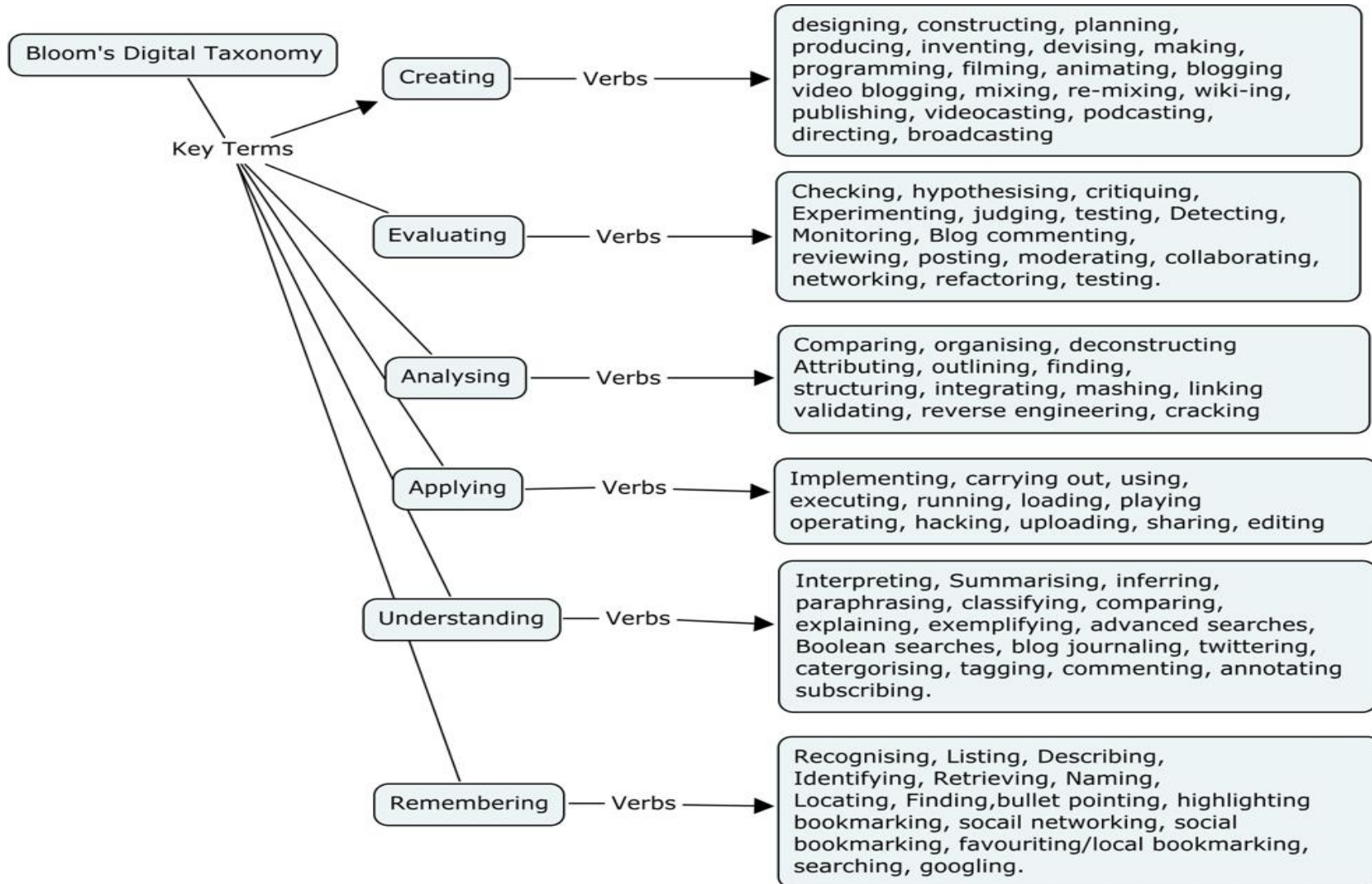
| UNIT  | SPECIFIC OBJECTIVES          | CONTENT | TEACHING AND LEARNING ACTIVITIES   | EVALUATION  |
|---|------------------------------|---------|--|---|
| <b>UNIT 1<br/>PROJECT BASED<br/>ACTIVITIES<br/>(CONT'D)</b> | The student will be able to: |         | <p>Students to apply the following applications in preparing the final report :</p> <ol style="list-style-type: none"> <li>1. Word Processing</li> <li>2. Spreadsheet</li> <li>3. Presentation</li> </ol> <p>Note:<br/>Teacher to encourage students to apply 21st century skills as shown in Appendix C</p> | <p>4. Record the weight and height of students over a period of time. Calculate the body mass index (BMI) and group students under various weight categories. Based on observation, write a paper on the causes and effects of body weight related issues and provide advice on how to maintain healthy body weight. There should be a presentation to go along with the paper.</p> <p>.</p> <p>ii. Write a report on the experiment.</p> <p>iii. Present the findings.</p> |

## APPENDIX A

| Year 1 (90 Periods)          |               |   |       | Year 2 (90 Periods)          |      |   |       | Year 3 (60 Periods)          |      |   |       |
|------------------------------|---------------|---|-------|------------------------------|------|---|-------|------------------------------|------|---|-------|
| Section                      | Unit          | Suggested No. Of Periods Needed To Teach Unit | Total | Section                      | Unit | Suggested No. Of Periods Needed To Teach Unit | Total | Section                      | Unit | Suggested No. Of Periods Needed To Teach Unit | Total |
| 1                            | 1             | 6   |       | 1                            | 1    | 6   |       | 1                            | 1    | 9   |       |
|                              | 2             | 6   |       |                              | 2    | 9   |       |                              | 2    | 6   |       |
|                              |               |   | 12    |                              | 3    | 6   |       |                              | 3    | 9   |       |
| 2                            | 1             | 6   |       |                              |      |   | 21    |                              | 4    | 9   |       |
|                              | 2             | 6   |       | 2                            | 1    | 6   |       |                              | 5    | 6   |       |
|                              |               |   | 12    |                              | 2    | 3   |       |                              |      |   | 39    |
| 3                            | 1             | 6   |       |                              | 3    | 3   |       | 2                            | 1    | 6   |       |
|                              |               |   | 6     |                              | 4    | 3   |       |                              |      |   | 12    |
| 4                            | All the units | 45  | 45    |                              | 5    | 3   |       |                              |      |   |       |
| 5                            |               | 10  | 10    |                              |      |   | 18    |                              |      |   |       |
|                              |               |   |       | 3                            | 1    | 6   |       |                              |      |   |       |
|                              |               |   |       |                              | 2    | 6   |       |                              |      |   |       |
|                              |               |   |       |                              | 3    | 6   |       |                              |      |   |       |
|                              |               |   |       |                              | 4    | 6   |       |                              |      |   |       |
|                              |               |   |       |                              | 5    | 6   |       |                              |      |   |       |
|                              |               |   |       |                              | 6    | 12  |       |                              |      |   |       |
|                              |               |   |       |                              |      |   | 42    |                              |      |   |       |
|                              |               |   |       |                              |      |   |       |                              |      |   |       |
| Total Periods                |               |   | 85    | Total Periods                |      |   | 81    | Total Periods                |      |   | 51    |
| Extra Left For Contingencies |               |   | 5     | Extra Left For Contingencies |      |   | 9     | Extra Left For Contingencies |      |   | 9     |
| Total                        |               |   | 90    | Total                        |      |   | 90    | Total                        |      |   | 60    |

## APPENDIX B

### Blooms Digital Taxonomy





## APPENDIX C

# 21st Century Skills

The 21st century skills as identified by the Partnership for 21st Century Skills<sup>1</sup>

## **LEARNING AND INNOVATION SKILLS**

### **Creativity and Innovation**

- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

### **Critical Thinking and Problem Solving**

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing and synthesizing information in order to solve problems and answer questions

### **Communication and Collaboration**

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Demonstrating ability to work effectively with diverse teams
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assuming shared responsibility for collaborative work

## **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

### **Information Literacy**

- Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **Media Literacy**

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **ICT (Information, Communications and Technology) Literacy**

- Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate and create information in order to function in a knowledge economy
- Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **LIFE AND CAREER SKILLS**

#### **Flexibility and Adaptability**

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

#### **Initiative and Self-Direction**

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels towards a professional level
- Defining, prioritizing and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

#### **Social and Cross-Cultural Skills**

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

#### **Productivity and Accountability**

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

#### **Leadership and Responsibility**

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

Source: Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)).