basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

OFFICE ADMINISTRATION

GRADE 4-5

Curriculum and Assessment Policy Statement Grade R-5 for learners with Severe Intellectual Disability

Contents

1 SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It

is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

1.2   Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

(i)   The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;

(ii)   The White Paper on the Rights of Persons with Disabilities (2015);

(iii)   The National Education Policy Act (Act 27 of 1996);

(iv)   The South African Schools Act (Act 84 of 1996);

(v)   The National Curriculum Statement, Grades R to 12 (2011);

(vi)   The South African National Curriculum Framework for Children from Birth to Four (2015);

(vii)   National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);

(viii)   Section 11 of the Children's Act (Act 31 of 2005);

(ix)   Chapter 5, section 76 of the Children's Act as amended (2007);

(x)   Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

(xi)   Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);

(xii)   Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);

(xiii)   Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;

(xiv)   Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);

(xv)   Policy on Screening, Identification, Assessment and Support (SIAS) (2014);

(xvi)   Guidelines for Responding to Diversity in the Classroom (2012);

(xvii)   National Protocol on Assessment (2011), specifically Chapter 9;

(xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);

(xix)   Learning Programme for Children with Severe to Profound Intellectual Disability.

1.3   General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

(a)   The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b)   The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

•   Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;

•   Facilitating the transition of learners from education institutions to either protective or open employment;

•   Providing employers with a sufficient profile of a learner's competences;

•   Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;

•   Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

•   Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c)   The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;

- Active learning: encouraging an active approach to multi-sensory learning;

- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;

- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

(d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;

- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;

- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;

- Prepare learners to function better in a fully inclusive society and employment; and

- Provide employers with a profile of the learner's competence.

1.1.1.1 Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;

- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;

- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;

- Use technology effectively and

- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

1.4   Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

Subjects **General Education**	Time
Languages Home Language	5 – 14 years = 10 hours 14 – 18 years = 6 hours
First additional language	14 – 18 year = 2 hours
Mathematics	5 – 14 years = 5 hours 14 – 18 years = 3 hours
Life Skills — Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours 14 – 18 years = 5 hours
Physical Education	1 hour
Creative Arts	5 – 14 years = 3½ hours 14 – 18 years = 1 hour
Natural Sciences	1½ hours
Skills subjects	14 – 18 years = 8 hours

Subjects **CAPS Grades R to 5 for learners with severe intellectual disability:** Electives	Time
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering	8 hours

Civil Technology: Plumbing	
Civil Technology: Woodworking and Timber	
Consumer Studies: Food Production	
Consumer Studies: Needlework	
Hospitality Studies	
Mechanical Technology: Body Works: Panel Beating and or Spray Painting	
Mechanical Technology: Motor Mechanics	
Mechanical Technology: Welding	
Office Administration	
Personal Care: Ancillary Health Care	
Personal Care: Beauty and Nail Technology	
Personal Care: Hairdressing and Beauty Care	
Service Technology: Maintenance	
Total: General and Skills subjects	**27½**

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
General Education	General Education
Home Language	Home Language
	First Additional Language
Mathematics	Mathematics
Life Skills	Life Skills
- Personal and Social wellbeing	- Personal and Social wellbeing
- Physical education	- Physical education
- Creative arts	- Creative arts
	- Natural Sciences
	Skills subjects
	A minimum of 3 skills and maximum of 4 skills

2 SECTION 2:

INTRODUCTION TO OFFICE ADMINISTRATION

2.1 What is Office Administration

Office Administration covers a basic knowledge of administrative and client services, communication skills and competency in computer typing, crucial to the successful functioning of any office or business environment. Office Administration will teach a learner essential skills for a prospective office environment for example how to communicate effectively in a professional situation, how to conduct and coordinate business office procedures and apply basic mathematical skills. It will enhance learners typing and internet skills as well as learning how to deal with customers and the reception area.

The skills and the content embedded in the skills are taught over two years in Grade 4 and three years in Grade 5. During each year in each grade all the topics are taught, and the teacher is allowed to adapt the difficulty level of the skills to the ability of the learner.

The table below contains the topics in Office Administration highlighting the relevant focus areas:

Office practice	Computer application	Client services and communication
Office equipment	Keyboard techniques	Hygiene and healthy habits
Safety, health and environmental requirements	Word processing and editing	Office etiquette
Office safety	Business documents	Office first aid
Reception area	Email	Rights/responsibilities of office worker
Computer care	Job application	Customer service
Mailing	Internet safety	Personal finance
Storage area	Social networking safety	Work ethics
Filing		

2.2 Specific Aims:

The purpose of this subject is to equip learners to work in an office and business environment. It is also the building block to advance the learner into a further qualification at a school for moderate intellectual disabilities (MID) or other institution where possible.

This qualification recognizes the basic skills, knowledge and values acquired by learners to operate as efficient office workers. The aim of this qualification is to develop learners who, after completion, will be efficient in the following:

- Use and apply a variety of basic office administrative knowledge and skills such as filing, telephone and reception etiquette, receiving and sending mail, maintaining a safe working

environment, using and caring for general office equipment.

- Use and apply a variety of skills to produce an acceptable standard of business documentation using the available technology – covering general computer use and software (word processing, presentation and spreadsheets), internet and e-mail facilities.

- Communicate (speak and demonstrate) effectively in order to achieve interpersonal, business and organizational objectives by reading of basic words, understanding and interpreting work instructions.

2.3   Requirements for Office Administration as a subject

Time Allocation

The compulsory instructional time for the Vocational Learning Programme for learners experiencing severe intellectual disabilities amounts to 8 hours per 5-day cycle. Schools may offer either three (3) or four (4) vocational subjects, depending on the number of learners in the school and the resources available. The compulsory instructional time for Office Administration is either:
- 2 hours per 5-day cycle plus three (3) other vocational subjects or
- 2, 5 hours per 5-day cycle plus two (2) other vocational subjects.

Twenty percent (20%) of the above mentioned time is utilized to teach subject content which should be embedded in teaching the learners to execute the skills. This implies that theoretical lessons should not be instructed in isolation, but during the teacher's demonstration that takes place before the learners practise the skills. The learners are required to utilize eighty percent (80%) of the time to practise the various skills in the classroom. The Office Administration periods should be divided into two (2) timeslots.

Resources

1.1.1.2   Human Resources:

An appropriately qualified teacher registered with SACE in line with the Collective Agreement 5 of 2001 is required to teach Office Administration.

Office Administration teachers are required to:

Teach the subject content with confidence and flair

Interact with learners in a relaxed but firm manner

Manage the resourcing, budget & safety

Manage the teaching environment

Conduct stock taking and inventory

Plan for practical work

Plan for theory lessons

Conduct weekly practical sessions

Maintain and service the classroom as a whole

Maintain and service the tools and instruments

Ensure learner safety

Plan for Practical Assessment Tasks

Carry out School Based Assessment (SBA)

Implement innovative methods to keep the subject interesting

Be self-motivated to keep her/him abreast of the latest technological developments

Regularly attend skills workshops

1.1.1.3   Infrastructure and equipment

The minimum infrastructure to teach the subject is:

- A secure classroom
- One computer per learner
- One printer per network
- Internet facilities
- Microsoft Office package
- Suitable tables, chairs and wooden block for short learners' feet to assist with correct typing posture
- Assistive keyboard and mouse devices
- White/green board and/or data projector
- General office stationary: stapler, punch, guillotine, calculator, files and folders etc.
- Non-working telephone, telephone directory and diaries
- Storage area (shelves or store room) and filing cabinet
- Text books or worksheets with typing exercises, speed tests, etc.
- Software: operating system, office suite (word processing, spread sheet, presentation) and security software
- Lever arch files for each learner to serve as portfolio of work.

1.1.1.4   Finances

The subject may not be offered without the necessary finances provided by the school.

- Software licensing
- Cartridges, paper, storage media
- Breakage and maintenance (regular service plan)
- Sustainability plan to upgrade or replace software and equipment regularly

- Assistive keyboards and pointer devices and wooden blocks to lift feet

Career opportunities
- Secretarial services
- Reception services
- Switchboard operator
- Filing or general office assistant
- Typing and/or data capturing
- Stock controller assistant
- Mail room assistant

3 SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 or 2.5 hours (depending on the number of vocational subjects offered at the school) for the subject Office Administration.

3.1 Overview of theoretical topics

The content is embedded in the skills and the learners should execute the skills in a simulated working environment re created in the classroom. The table below indicates the topics and content in the Office Administration learning programme in Grade 4 and 5.

TOPIC	Grade 4	Grade 5
Office practice	-Identify, point out or name the different parts of the computer. -Understand the basic operations on a computer. -Demonstrate the correct typing position and ergonomics. -Understand computer care. -Identify, point out or name general office equipment and what they are used for. -Understand general office equipment. -Understand the basic operation of a photocopying and fax machine. -Understand the basic principles of office safety. -Identify, point out or name official safety signs in the office. -Understand an emergency evacuation drill. -Understand the requirements for a successful reception area: verbal and non-verbal communication. -Understand the requirements for a successful reception area: characteristics of the office worker.	-Identify, point out or name the different parts of the computer. -Demonstrate how to take care for a computer. -Demonstrate basic operations on the computer. -Use general office equipment and understand the basic operation of a photocopying, fax and shredder machine. -Understand different types of office layouts. -Interpret a basic office floor plan. -Understand what furniture is used in an office environment. -Understand why office cleanliness is important. -Understand basic principles of mailing systems. -Understand and name unsafe practices, hazards and dangerous substances and how to reduce or remove them. -Understand the need for and use of firefighting equipment in the workplace. -Understand the difference between assets and consumables and how they are monitored and replaced.

	-Understand the requirements for a successful reception area: effective communication. -Understand the requirements for a successful reception area: human relations.	-Demonstrate an understanding of how to store stock safely and to use an inventory checklist. -Demonstrate an understanding of basic filing.
Computer application	-Identify, point out or name the different components on the keyboard. -Identify, point out or name the different parts of the keyboard that are used for entering and editing. -Demonstrate basic operations on the computer: to delete, select, copy and paste, cut and paste, drag and drop, find and replace. -Understand the basic operations on the computer: open a programme, navigate the desktop moving through windows, save a document, close a document and activate an existing document. -Identify, point out or name the components on the keyboard relating to the home row alphabet keys (asdfgh;lkj). -Identify, point out or name the components on the keyboard relating to the top row alphabet keys (qwertyuiop). -Identify, point out or name the components on the keyboard relating to the bottom row alphabet keys (zxcvbnm). -Identify, point out or name the home, bottom and top row on the keyboard and understand the correct typing position. -Understand the basic operations with a table in a word processor: insert a table, change or delete borders, shading, vertical text, different alignment of cells and columns, insert or delete columns or rows, merge and split cells.	-Demonstrates knowledge of the parts of the keyboard and use the correct typing position: the function, alphabet, numeric, control, windows, shift, alt, enter and cursor keys. -Use the keyboard skilfully and accurately by typing the home row (asdfgh;lkj), top row (qwertyuiop) and bottom row (zxcvbnm), inserting a capital letter, using bold, italics and underline, change the font type and size and punctuation and special characters. Understand the use of the calculator functions. <u>Word processor skills:</u> -Demonstrate the basic editing functions in a paragraph: text selection, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name. -Demonstrate basic file management. -Demonstrate basic operations with shapes: insert and edit a shape. -Demonstrate basic operations with clipart: insert a picture or clip art. -Demonstrate basic operations with text boxes and WordArt -Demonstrate basic picture editing. -Demonstrate the typing of a paragraph using bullets and

	-Understand basic formatting in a word processor: typing capital letters and using the header / footer function.	numbering.
		-Demonstrate the use of indents and tabs.Understand
	-Understand basic formatting in a word processor: bold, italics and underline.	-Demonstrate the use of the spelling and grammar tool.
		-Demonstrate an understanding of electronic mail.
	-Understand basic formatting in a word processor: change the font type, size and colour.	-Demonstrate and understanding of internet safety.
		-Demonstrate knowledge and understanding of responsibilities when learning about and using social media.
	-Understand basic formatting in a word processor: change alignment (left, center, right, and justify) and the line spacing of the text.	
	-Understand basic special characters in a word processor on the computer: type special characters, symbols and punctuation marks available on the keyboard (!@#$%^&*?<>.,)	
	-Demonstrate basic page layout changes in a word processor : to change the A4 orientation to landscape or portrait, change the paper size and page margins.	
	-Demonstrate the basic operating system features on the computer: how to print a document.	
Client services and communication	-Understand healthy personal habits.	-Understands healthy personal habits and basic hygiene.
	-Understand the importance of personal grooming habits for customer services.	-Understands unhealthy personal habits and bad basic hygiene and the basic principles of sick leave.
	-Understand dress code that is in accordance with a specific work place requirement.	-Interpret body language in a business environment.
		-Understand different methods of handshakes and the importance of personal space.
	-Understand the basic terms related to HIV and AIDS.	
	-Understand the basic principles of office safety.	-Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains.
	-Identify and or list the basic principles of fire safety and what to do if a fire breaks out in the office.	-Identify, point out or name potential hazards in the office

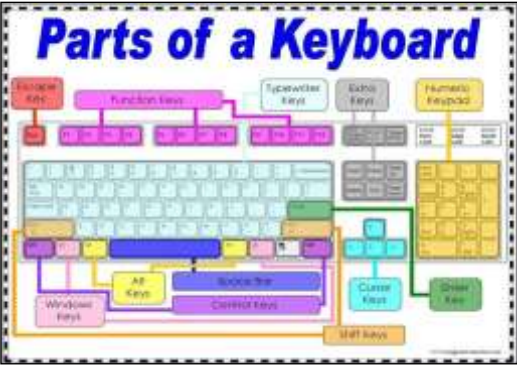|		
	-Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains. -Identify, point out or name items needed in a first aid kit. -Understand basic telephone etiquette. -Speak professionally to clients over the telephone using general telephone etiquette. -Understand the difference between "needs" and "wants" concerning personal finance. -Understand personal income vs. expenditure concerning personal finance. -Show an understanding about the need for ethics in the workplace. -Understand the basic rights and responsibilities of the office worker -Understand the types of customers one can expect to come across in the work environment. -Understand how to greet a customer correctly.	environment. -Understand the need to be punctual at work, the smoking policy and good listening skills. -Understand the need for a positive attitude to work, to keep your colleagues informed about work activities and code of conduct in the workplace. -Differentiate between "needs" and wants" concerning personal finance. -Understand the basic personal financial principals of income vs. expenditure for example food, shelter, water air, bicycle, toys, sweets, bread or clothing. -Demonstrates knowledge of banking services regarding accounts, credit card facilities and ATM use. -Understands and deals with conflict in the office environment -Demonstrate an understanding of how to prepare a resume. -Demonstrate an understanding of how to prepare a cover letter for a resume. -Demonstrate an understanding of characteristics to ensure job success, workplace attire and personal hygiene.

3.2   Teaching plans

A learner in Grade 4 will be in the grade for 2 years (14 &15 years old). The teaching plan includes two or more suggested activities, namely activity 1 for the first year the learner is in the grade, and activity 2 for the second year the learner is in the grade. A learner in Grade 5 will be in the grade for 3 years (16, 17 &18 years old). The teaching plan includes three suggested activities to be taught over the three years. Activity 1 is suggested for the first year the learner is in the grade, activity 2 for the second year the learner is in the grade and activity 3 for the third year the learner is in the grade. **Activities should be chosen depending on resources, time available and level of understanding of learners. Differentiate or change the activity to something similar if it is not suitable for your learners.**

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Office Administration instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.

Grade 4: 1ˢᵗ and 2ⁿᵈ year Term 1

		Grade 4: Term 1	
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Office equipment Practical introduction to a personal computer system	Identify, point out or name the different parts of the computer: Hardware: A. The tower case, disk drive and USB ports. B. Input devices such as the keyboard, mouse, touchpad, scanner, digital camera and graphics tablet.	**Grade 4: First year:** **Activity 1:** Identify, point out or name the tower case components and its function: Components: CD and DVD drive to insert disks USB ports to insert devices **Activity 2**: Identify, point out or name the input devices and its functions: Keyboard Mouse Touchpad Scanner Digital camera Graphics tablet **Activity 3:** Identify, point out or name the output devices and its functions: The monitor The speaker/headset The printer **Grade 4: Second year:** **Activity 1:** Make a collage or poster that illustrates the components, input and output devices of a computer. **Activity 2:** Participate in a discussion of the functions of input and output devices of a computer. Write key words on the board.

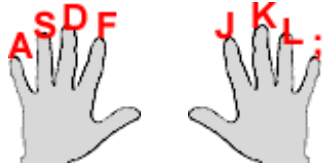| Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
		C. Output devices such as the monitor, speaker and printer.	**Activity 3:** Complete a word search worksheet about components, input and output devices of a computer and paste in the workbooks.
	Computer application Practical introduction to the keyboard	Identify, point out or name the different components on the keyboard i.e. the function, typing, numeric, control, windows, shift, alt, enter and cursor keys.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the different components on the keyboard. Write key words on the board. **Activity 2:** Practical demonstration by teacher showing the parts of a keyboard (alphabet keys, numeric pad, function keys, special control keys and cursor keys. **Activity 3:** Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks. **Grade 4: Second year:** **Activity 1:** Identify, point out or name the different components on the keyboard, namely the function, typing, numeric, control, windows, shift, alt, enter and cursor keys. **Activity 2:** Demonstrate what the function keys do by typing short words in a text document and then using the function keys. **Activity 3:** Make a collage or poster using pictures or words about the parts of the keyboard.

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communi-cation Practical introduction to good hygiene and healthy habits	Understand healthy personal habits for e.g. brush your teeth twice daily, shower or bath once a day, wash your hair regularly and wash your hands often.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about what healthy personal habits are. Write down key words on the board. **Activity 2:** Practice to wash and dry their hands as well as role- play how to wash their hair and brush their teeth. **Activity 3:** Make a collage or poster depicting good hygiene and healthy habits. **Grade 4: Second year:** **Activity 1:** View videos about the importance of being and looking healthy in an office environment. Class discussion to follow after watching the video on what was learned. **Activity 2:** Show and tell the class about different products that are used to ensure personal hygiene. **Activity 3:** Complete a worksheet about good hygiene and healthy habits by listing good hygiene and healthy habits in column A and how often this is required in column B.
3-4	**Office practice** Office equipment Practical introduction to a personal	Understand the basic operations on a computer: switch the computer on and off, move and click the mouse correctly, identify the basic keys on the keyboard, identify the icons of the programmes on the computer and exit the programmes.	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on how to switch the computer on and off, log-in, move and click the mouse correctly, identify the basic keys on the keyboard, identify the icons of the programmes on the computer and exit the programmes. **Activity 2:** View videos about how to move and click the mouse correctly and discuss techniques learned in groups. Class discussion to follow after watching the video on what was learned. Fill in the missing words on a worksheet depicting the different clicks of the mouse.

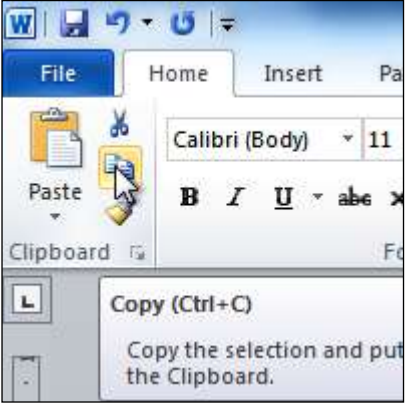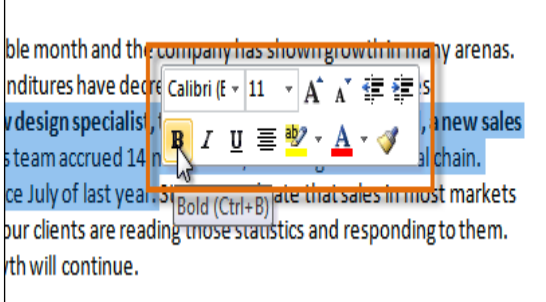| Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	computer system		**Activity 3:** Practice to open and close specific programmes identified by the teacher on the computer. **Grade 4: Second year:** **Activity 1:** Demonstrate how to switch the computer on and off by following correct procedure. **Activity 2:** Complete a matching worksheet pairing the icons of the programmes with the correct name of the programme and paste in the workbooks. **Activity 3:** Show and tell the class about the basic keys on the keyboard and their functions.
	Computer application Practical introduction to keyboard skills	Identify, point out or name the different parts of the keyboard that are used for entering and editing (enter, backspace, space bar, delete keys and navigation/cursor keys (arrows for up, down, left and right).	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on parts of the keyboard used for entering and editing: enter, back space, delete, space bar and cursor keys. **Activity 2:** Practice using the enter key by typing short words for e.g. name and surname, then pressing the enter key. Vary the instruction and ask learners to press the space bar between every letter of their name and surname. **Activity 3:** Practice using the space bar key by typing short words for e.g. name and surname, then pressing the space bar key. **Grade 4: Second year:** **Activity 1:** Identify, point out or name the entering and editing keys named by teacher for e.g. enter, backspace, delete, space bar and cursor keys. **Activity 2:** Practice to use the cursor keys by typing short words for e.g. name, surname, address, telephone number etc. Show learners how to use the navigation / cursor keys to go to a specific letter that was typed and then press back space or delete keys. Repeat the activity until the learner understands the

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			functions. **Activity 3:** Complete a worksheet by filling in missing words on the keyboard for entering and editing and paste in the workbooks.
	Client services and communi-cation Good hygiene and healthy habits	Understand the importance of personal grooming habits for customer services.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the meaning of customer services and write down key words on the board. **Activity 2:** Discuss in groups the importance of the appearance of the office worker and the effect it has on customer services. Present your findings to the class. **Activity 3:** Bring clothes from home and show and tell about the appropriate appearance of an office worker. **Grade 4: Second year:** **Activity 1:** Identify, name and list words associated with customer services. **Activity 2:** Design a poster to illustrate the appropriate appearance of the office worker and show the class. **Activity 3:** Bring clothes from home and show and tell about the appropriate appearance of an office worker.

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
5-6	**Office** **Practice** Health and environmental requirements Typing position	Demonstrate the correct typing position and ergonomics.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the correct posture in front of the computer and brain storm ideas on how to place body, hands and fingers. Practice the typing position. **Teacher's note:** **http://www.freetypinggame.net/proper-hand-placement.asp** gives the following tips: **Body Position** You should sit with your back straight and your feet flat. Your feet should be about shoulder length apart. This will give your back and shoulders the least amount of stress while typing. **Monitor position** The monitor should be completely viewable when you are looking straight ahead. Usually the top of the monitor should be at eye height or just above the eyes. **Keyboard Position** The keyboard is best in a flat position, at a height that allows your forearms to be parallel to the floor. Often a keyboard tray beneath the desk can help. We do not recommend using the pegs in the back of most keyboards or the use of wrist rests. **Arm and Hand Position** Your forearms should be parallel to the floor. Your wrists and hands should be straight. Your wrists should NOT rest on the desk or table. This is very important and a common error!
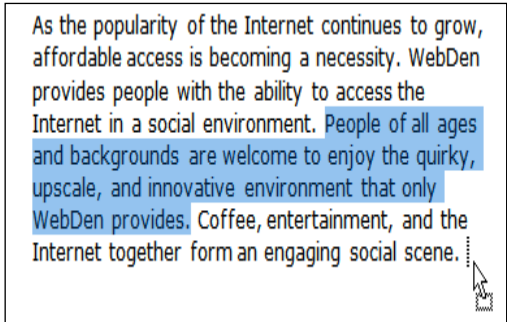
Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Finger Position Your fingers should barely touch the home row keys. Let your left forefinger naturally sit on the F key, and then place the middle finger on the D key, the ring on the S key and the pinky on the A. Do the same with the right hand, beginning with the forefinger, let it rest on the J Key. Place your middle finger on the K key, the ring finger on the L and the pinky finger on the semicolon (;) key. **Rest and stretch** Be sure to take frequent breaks from the keyboard and from sitting. Stand up, stretch your arms and legs, and take a walk if you can. Some great stretching techniques that can be done before and after keyboarding can be seen here. **www.ualr.edu/star/healthy_keyboarding/techniques.htm** **Activity 2:** View videos about ergonomics and discuss if it corresponds with brains storming ideas. **Activity 3:** Instruct learners to locate the letters T, G, and B. Show learners how to divide the keyboard into two halves by drawing a red line along the right side of the T, G, and B keys. Discuss using the right hand to press keys on the right side of the keyboard; left hand for keys on the left side. (The line is red to serve as a reminder to STOP - not to cross to the other side of the
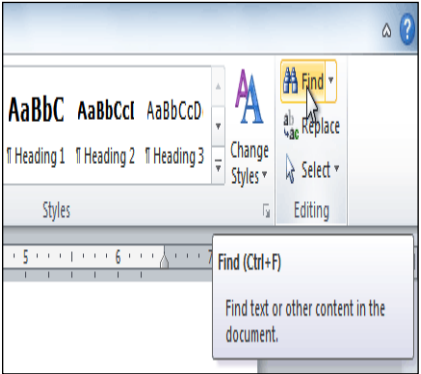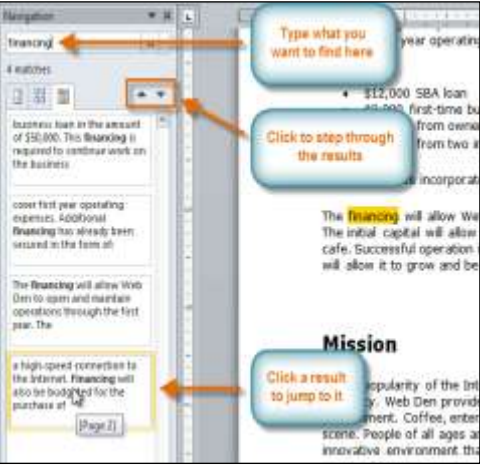
		Grade 4: Term 1	
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			keyboard.) (**Teacher's note**: Activity taken from: **alex.state.al.us/lesson_view.php?id=7505**) **Grade 4: Second year:** **Activity 1:** Find pictures that show the appropriate ergonomic sitting position. Work in groups and make a collage to put on class wall. Groups' present their collage to the class. **Activity 2:** View videos about ergonomics and discuss the basic principles of ergonomics. List key words in a text document. **Activity 3:** Research ergonomic guidelines on the internet and write down basic guidelines in a new document for when in front of a computer.
	Computer application Introduction to operating functions on the keyboard	Demonstrate basic editing features in a word processor: to delete, select, copy and paste, cut and paste, drag and drop, find and replace.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/word2010/2** **Grade 4: First year:** **Activity 1:** To delete text: Move your mouse to the location where you want text to appear in the document. Click the mouse. The **insertion point** appears. Type the text you want to appear. Place the **insertion point** next to the text you want to delete. Press the **Backspace** key on your keyboard to delete text to the **left** of the insertion point. Press the **Delete** key on your keyboard to delete text to the **right** of the insertion

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			point.

Activity 2: To select text:

Place the **insertion point** next to the text you want to select.

Click the mouse. While holding it down, drag your mouse over the text to select it.

Release the mouse button. You have selected the text.

A **highlighted box** will appear over the selected text.

When you select text or images in Word, a **hover toolbar** with formatting options appears. This makes formatting commands easily accessible, which can save you time. If the toolbar does not appear at first, try moving the mouse over the selection.

1.1.1.5   **Activity 3:** To copy and paste text:

Select the text you want to copy.

Click the **Copy** command on the **Home** tab.

You can also right-click your document and select **Copy**.

Place your insertion point where you want the text to appear. |

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **Paste** command on the Home tab. The text will appear. **Grade 4: Second year:** **Activity 1:** To cut and paste text: Select the text you want to copy. Click the **Cut** command on the **Home** tab. You can also right-click the document and select **Cut**. Place your insertion point where you want the text to appear. Click the **Paste** command on the **Home** tab. The text will appear. You can also cut, copy, and paste by right-clicking the document and choosing the desired action from the drop-down menu. When you use this method to paste, you can choose from three options that determine how text will be formatted: **Keep Source Formatting**, **Merge Formatting**, and **Keep Text Only**. You can however the mouse over each icon to see what it will look like before clicking it. *1.1.1.6* **Activity 2:** To drag and drop text:

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the text you want to copy. **Click and drag the text** to the location where you want it to appear. The cursor will have a rectangle under it to indicate that you are moving text. Release the mouse button, and the text will appear. If text **does not appear** in the exact location you want, you can click the **Enter** key on your keyboard to move the text to a new line.

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Finding and replacing text: When you're working with longer documents, it can be difficult and time consuming to locate a specific word or phrase. Word can automatically search your document using the **Find** feature, and it even allows you to change words or phrases using **Replace**. To find text: From the **Home** tab, click the **Find** command. The **navigation** pane will appear on the left side of the screen. Type the text you want to find in the field at the top of the navigation pane. If the text is found in the document, it will be highlighted in yellow, and a preview will appear in the navigation pane. If the text appears more than once, you can click the **arrows** on the navigation pane to step through the results. You can also click

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			the **result previews** on the navigation pane to jump to the location of a result in your document. When you close the navigation pane, the highlighting will disappear. *1.1.1.7* To replace text: From the **Home** tab, click the **Replace** command. The **Find and Replace** dialog box will appear. Type the text you want to find in the **Find what** field. Type the text you want to replace it with in the **Replace with** field. Click **Find Next** and then **Replace** to replace text. You can also click **Replace All** to replace all instances within the document.

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communi- cation Introduction to office etiquette	Understand dress code that is in accordance with a specific work place requirement. 	**Grade 4: First year:** **Activity 1:** Participate in a discussion about appropriate workplace attire and write down key words on the board. **Activity 2:** Copy and paste pictures from the internet in a text document and illustrate the difference between appropriate and inappropriate workplace attire. **Activity 3:** Create a check list in a text document about the appropriate dress code in the workplace. Evaluate the teacher according to your check list and giver her/him feedback. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about appropriate workplace attire. List key words associated with appropriate workplace attire in a text document. **Activity 2:** Draw up a list illustrating dress code for your workplace. **Activity 3:** Search the internet to find different types of dress codes for e.g. business, casual, school and professional dress codes. Copy and paste images in a new document to illustrate the different types of dress code.
7-8	**Office practice** Computer care	Understand how to take care of a computer by cleaning the peripherals and using removable devices carefully and correctly.	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on how to take care of a computer by cleaning the hardware. **Teacher's note:** Follow the link to the following free website and learn more about keeping your computer clean: **http://www.gcflearnfree.org/computerbasics/14** **Activity 2:** View videos about using removable devices carefully and correctly. Class discussion to follow after watching the video on what was learned. **Activity 3:** Set up a code of conduct for working on the computers / in the

			Grade 4: Term 1
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			computer laboratory. **Grade 4: Second year:** **Activity 1:** Demonstrate, in groups, how to clean the screen and wipe the keyboard correctly. **Activity 2:** Show and tell the class how to use removable devices carefully and correctly. **Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory.
	Computer application Word processing and editing	Understand basic operations on the computer: open a programme, navigate the desktop moving through windows, save a document, close a document and activate an existing document.	**Grade 4: First year:** **Activity 1:** Identify, point out or name where to open and close a programme. **Activity 2:** Practical demonstration by teacher on how to save a document and create files to save documents in. **Activity 3:** Practice to open and close programmes, how to navigate the toolbar and how to save the document in the correct file. **Grade 4: Second year:** **Activity 1**: Practical demonstration by teacher on how to open an existing document. **Activity 2:** Complete a work sheet identifying the icons of where to open a document, close a document, minimize a document, maximise a document, save a document and icons showing files to save in. **Activity 3:** Open an existing document and save it under a new name.
	Client services and	Understand the basic terms related to HIV and AIDS.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about HIV and AIDS. Learners share their

WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
	communi-cation Health and environmental requirements		knowledge on the subject and view videos on the internet to gather information. List key words on the board. **Activity 2:** Complete the worksheet about signs and symptoms of HIV and AIDs by searching the internet. **Activity 3:** Complete a worksheet by naming the abbreviations concerning this subject and defining the key words associated with this illness. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about HIV and AIDS. Learners share their knowledge on the subject and view videos on the internet to gather information. List key words on the board. **Activity 2:** Participate in a discussion about the treatment of HIV/AIDS. Search the term "treatment" on the internet and copy and paste images in a text document illustrating treatment for this illness. **Activity 3:** Learners fill in the online quiz at **http://www.avert.org/quizzes/hiv-aids-quiz-easy** about HIV/AIDS to test their knowledge about the subject **Teacher's note:** Follow the link to the following free website and learn more about HIV/AIDS: **http://www.gcflearnfree.org/everydaylife/healthandsafety/hiv-aids-workbook**
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 4: First and Second year:** Open the web browser and explore the following websites: **Activity 1:** PBSKids.org **Activity 2:** www.sesamestreet.org

Grade 4: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: kidsgames.org

FORMAL ASSESSMENT TASK: GRADE 4:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 4: FIRST YEAR: TERM 1

Week 1-2:

Identify, point out or name the tower case components and its function.

Identify, point out or name the input devices and its functions.

Identify, point out or name the output devices and its functions.

Participate in a discussion about the different components on the keyboard. Write key words on the board.

Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks.

Participate in a discussion about what healthy personal habits are. Write down key words on the board.

Practice to wash and dry their hands as well as role- play how to wash their hair and brush their teeth.

Make a collage or poster depicting good hygiene and healthy habits.

Week 3-4:

View videos about how to move and click the mouse correctly and discuss techniques learned in groups.

Fill in the missing words on a worksheet depicting the different clicks of the mouse.

Practice to open and close specific programmes identified by the teacher on the computer.

Practice using the enter key by typing short words for e.g. name and surname, then pressing the enter key.

Practice using the space bar key by typing short words for e.g. name and surname, then pressing the space bar key.

Participate in a discussion about the meaning of customer services and write down key words on the board.

Discuss in groups the importance of the appearance of the office worker and the effect it has on customer services. Present your findings to the class.

Bring clothes from home and show and tell about the appropriate appearance of an office worker.

Week 5-6:

Participate in a discussion about the correct posture in front of the computer and brain storm ideas on how to place body, hands and fingers. Practice the typing position.

View videos about ergonomics and discuss if it corresponds with brains storming ideas.

Discuss using the right hand to press keys on the right side of the keyboard; left hand for keys on the left side.

Delete text correctly.

Select text correctly.

Copy and paste text correctly.

Participate in a discussion about appropriate workplace attire and write down key words on the board.

Copy and paste pictures from the internet in a text document and illustrate the difference between appropriate and inappropriate workplace attire.

Create a check list in a text document about the appropriate dress code in the workplace. Evaluate the teacher according to your check list and giver her/him feedback.

Week 7-8:

View videos about using removable devices carefully and correctly.

Set up a code of conduct for working on the computers / in the computer laboratory.

Identify, point out or name where to open and close a programme.

Practice to open and close programmes, how to navigate the toolbar and how to save the document in the correct file.

Participate in a discussion about HIV and AIDS. Learners share their knowledge on the subject and view videos on the internet to gather information. List key words on the board.

Complete the worksheet about signs and symptoms of HIV and AIDs by searching the internet.

Complete a worksheet by naming the abbreviations concerning this subject and defining the key words associated with this illness.

GRADE 4: SECOND YEAR: TERM 1

Week 1-2:

Make a collage or poster that illustrates the components, input and output devices of a computer.

Participate in a discussion of the functions of input and output devices of a computer.

Complete a word search worksheet about components, input and output devices of a computer and paste in the workbooks.

Identify, point out or name the different components on the keyboard, namely the function, typing, numeric, control, windows, shift, alt, enter and cursor keys.

Demonstrate what the function keys do by typing short words in a text document and then using the function keys.

Make a collage or poster using pictures or words about the parts of the keyboard.

View videos about the importance of being and looking healthy in an office environment.

Show and tell the class about different products that are used to ensure personal hygiene.

Complete a worksheet about good hygiene and healthy habits by listing good hygiene and healthy habits in column A and how often this is required in column B.

Week 3-4:

Demonstrate how to switch the computer on and off by following correct procedure.

Complete a matching worksheet pairing the icons of the programmes with the correct name of the programme and paste in the workbooks.

Show and tell the class about the basic keys on the keyboard and their functions.

Identify, point out or name the entering and editing keys named by teacher for e.g. enter, backspace, delete, space bar and cursor keys.

Practice to use the cursor keys.

Complete a worksheet by filling in missing words on the keyboard for entering and editing and paste in the workbooks.

Identify, name and list words associated with customer services.

Design a poster to illustrate the appropriate appearance of the office worker and show the class.

Bring clothes from home and show and tell about the appropriate appearance of an office worker.

Week 5-6:

Find pictures that show the appropriate ergonomic sitting position. Work in groups and make a collage to put on class wall. Groups' present their collage to the class.

View videos about ergonomics and discuss the basic principles of ergonomics. List key words in a text document.

Research ergonomic guidelines on the internet and write down basic guidelines in a new document for when in front of a computer.

Cut and paste text correctly

Drag and drop text correctly

Find and replace text correctly

Participate in a discussion about appropriate workplace attire. List key words associated with appropriate workplace attire in a text document.

Draw up a list illustrating dress code for your workplace.

Search the internet to find different types of dress codes for e.g. business, casual, school and professional dress codes. Copy and paste images in a new document to illustrate the different types of dress code.

Week 7-8:

Demonstrate, in groups, how to clean the screen and wipe the keyboard correctly.

Show and tell the class how to use removable devices carefully and correctly.

Set up a code of conduct for working on the computers / in the computer laboratory.

Complete a work sheet identifying the icons of where to open a document, close a document, minimize a document, maximise a document, save a document and icons showing files to save in.

Open an existing document and save it under a new name.

Participate in a discussion about HIV and AIDS. Learners share their knowledge on the subject and view videos on the internet to gather information. List key words on the board.

Participate in a discussion about the treatment of HIV/AIDS. Search the term "treatment" on the internet and copy and paste images in a text document illustrating treatment for this illness.

Fill in the online quiz at **http://www.avert.org/quizzes/hiv-aids-quiz-easy** about HIV/AIDS to test their knowledge about the subject.

Grade 4: 1st and 2nd year Term 2

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Office equipment	Review the different parts of the computer, e.g. screen, keyboard, mouse, system unit and printer.	**Grade 4: First year:** **Activity 1:** Identify, point out or name the different parts of the computer and electronic devices. **Activity 2:** Demonstrate how to clean the screen and wipe the keyboard correctly.

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
		Review how to take care of the different parts of the computer. Review different electronic devices, e.g. tablets, cell phones, mp3 players, removable disks, CD's and cameras.	**Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about how to use removable devices carefully and correctly. View videos about this topic to reinforce content. **Activity 2:** Search the internet for new electronic devices on the market and discuss what is new. **Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory.
	Computer application Keyboard skills	Identify, point out or name the components on the keyboard relating to the home row alphabet keys (asdfjkl ;).	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher showing the home row on the keyboard. Participate in a discussion on where the row is located and what letters are involved. **Activity 2:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the home row. Learners practice to type home row letters with correct placement of fingers and hands. **Activity 3:** Visit **http://www.dancemattypingguide.com** and practice typing the home row. **Grade 4: Second year:** **Activity 1:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the home row. Learners practice to type home row letters with correct placement of fingers and hands. **Activity 2:** Visit **http://www.dancemattypingguide.com** and practice typing the home row.

			Grade 4: Term 2
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Use short words starting with letters from home row given by teacher and practice typing words. *Suggested typing software*: **http://www.dancemattypingguide.com** for learning the keyboard(online) Typing tutor software(freeware) Typing queen software(freeware) Tucows(freeware)
	Client services and communication Office first aid	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. liquids, stairs, windows, carpets, stacked items, plugs, sharp edges of furniture etc.	**Grade 4: First year:** **Activity 1:** Brainstorm dangerous practices in the office environment and write ideas down on a poster to put on class wall. **Activity 2:** Discuss what to do in case of an emergency where someone gets hurt in the office. Use five fingers to learn the emergency numbers 10111 and 112. **Activity 3:** Role-play phoning the emergency number after someone got hurt in the office. **Grade 4: Second year:** **Activity 1:** Identify and list dangerous practices in the office environment. **Activity 2:** Match words to pictures on a worksheet showing dangerous situations in the office. **Activity 3:** Design a poster showing the emergency numbers and put up around the school.
3-4	**Office practice** Office	Identify, point out or name general office equipment and what they are used for.	**Grade 4: First year:** **Activity 1:** Display general office equipment in the class room. Teacher shows and tells learners how equipment works.

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	equipment and mailing systems		**Activity 2:** Complete a matching worksheet pairing the names of general office equipment with the correct picture and paste in the workbooks. **Activity 3:** Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place). **Grade 4: Second year:** **Activity 1:** Put names of general office equipment in a bag and each learner draws one. Show and tell by learner on how that equipment works. **Activity 2:** Complete a word search worksheet about general office equipment and paste in the workbooks. **Activity 3:** Practical demonstration by teacher on the use of a calculator to do basic calculations. Learners to practice a few sums.
	Computer application Keyboard skills	Identify, point out or name the components on the keyboard relating to the top row alphabet keys (qwertyuiop).	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher showing the top row on the keyboard. Participate in a discussion on where the row is located and what letters are involved. **Activity 2:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the top row. Learners practice to type top row letters with correct placement of fingers and hands. **Activity 3:** Visit **http://www.dancemattypingguide.com** and practice typing the top row. **Grade 4: Second year:** **Activity 1:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the top row. Learners practice to type top row letters with correct placement of fingers and hands. **Activity 2:** Visit **http://www.dancemattypingguide.com** and practice typing the top

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			row. **Activity 3:** Use short words starting with letters from top row given by teacher and practice typing words.
	Client services and communication Office first aid	Identify and or list the basic principles of fire safety and what to do if a fire breaks out in the office.	**Grade 4: First year:** **Activity 1:** Participate in a discussion on what can cause a fire to break out and what action to take. **Activity 2:** Identify and list dangerous substances in an office environment. **Activity 3:** Unscramble the words about fire and safety on the worksheet provided. **Grade 4: Second year:** **Activity 1:** Role- play what action you would take if a fire breaks out in the home or office environment. **Activity 2:** Use the following website to learn about fire safety: **http://www.firefacts.org/** **Activity 3:** Visit the fire brigade and learn how to use a fire distinguisher in case of emergency.
5-6	**Office practice** Office equipment and mailing systems	Understand general office equipment: staplers, punches and a guillotine.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the dangers of certain office equipment and draw up a list of safety measures that must be adhered to at all times. **Activity 2:** Copy and paste images of general office equipment to design a pamphlet showcasing different types. **Activity 3:** Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place). **Grade 4: Second year:** **Activity 1:** Identify, point out or name general office equipment displayed in the

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			class room. Participate in a discussion on how the office equipment works. **Activity 2:** Find pictures of general office equipment in catalogues and make a collage to put on class wall. **Activity 3:** View videos on the internet about different types of mailing systems available. Class discussion to following after watching the video on what was learned.
	Computer application Keyboard skills	Identify, point out or name the components on the keyboard relating to the bottom row alphabet keys (zxcvbnm).	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher showing the bottom row on the keyboard. Participate in a discussion on where the row is located and what letters are involved. **Activity 2:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the bottom row. Learners practice to type bottom row letters with correct placement of fingers and hands. **Activity 3:** Visit **http://www.dancemattypingguide.com** and practice typing the bottom row. **Grade 4: Second year:** **Activity 1:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the bottom row. Learners practice to type top bottom letters with correct placement of fingers and hands. **Activity 2:** Visit **http://www.dancemattypingguide.com** and practice typing the bottom row. **Activity 3:** Use short words starting with letters from bottom row given by teacher and practice typing words.

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communi-cation Office first aid	Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about possible first aid scenarios that can happen in an office environment and how to treat them. List key words on the board. **Activity 2:** View videos on the internet about basic first aid procedures. Class discussion to follow after watching the videos on what was learned. **Activity 3:** Participate in a discussion on how to clean cuts and scratches. Look for pictures in a magazine of material needed to treat cuts and scratches and make a poster to put on class wall. **Grade 4: Second year:** **Activity 1:** Participate in a discussion on what to do if a person's nose bleeds. Role-play first aid procedure for when you have to stop a nose bleed. **Activity 2:** View videos on the internet about treating bruising and sprains. Demonstrate, in groups, how to treat bruising and sprains. **Activity 3:** View videos on the internet about what to do when a person faints and discuss procedures to be followed in this scenario.
7-8	**Office practice** Office equipment and mailing systems	Understand the basic operation of a photocopying and fax machine.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the function and basic operation of photocopying and fax machines. Use the internet to find images of photocopying and fax machines and paste pictures on a worksheet. **Activity 2:** Organise with the administration office for learners to observe how the photocopying and fax machines work. **Activity 3:** Fill in the missing words on a worksheet illustrating a photocopying machine. **Grade 4: Second year:**

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: View videos on the internet about photocopying and fax machines and discuss the function and basic operation of these machines. **Activity 2:** Organise with the administration office for learners to observe how the photocopying and fax machines work. **Activity 3:** Show and tell the class how to use the photocopying and fax machine correctly using the machines in the office or a broken model in the class.
	Computer application Keyboard skills	Identify, point out or name the home, bottom and top row on the keyboard and understand the correct typing position.	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher showing the home, top and bottom row on the keyboard. Participate in a discussion on where the row is located and what letters are involved. **Activity 2:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the home, top and bottom row. Learners practice to type home, top and bottom row letters with correct placement of fingers and hands. **Activity 3:** Visit **http://www.dancemattypingguide.com** and practice typing the home, top and bottom row. **Grade 4: Second year:** **Activity 1:** Practical demonstration by teacher showing the correct placement of fingers and hands to type the home, top and bottom row. Learners practice to type top home, top and bottom letters with correct placement of fingers and hands. **Activity 2:** Visit **http://www.dancemattypingguide.com** and practice typing the home, top and bottom row. **Activity 3:** Use short words starting with letters from home, top and bottom row given by teacher and practice typing words.

Grade 4: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communi-cation Office first aid	Identify, point out or name items needed in a first aid kit:first-aid manual, sterile gauze pads of different sizes, adhesive tape, aadhesive bandages in several sizes, elastic bandage, a splint, antiseptic wipes, soap, antiseptic solution , sharp scissors, safety pins, thermometer, plastic non-latex gloves, mouthpiece for administering CPR and list of emergency phone numbers.	**Grade 4: First year:** **Activity 1:** Brainstorm ideas of what is needed to do basic first aid with and list on a worksheet. **Activity 2:** Find pictures on the list in advertisements, with prices included. Cut out and paste on a worksheet provided and add the total of item on a calculator. **Activity 3:** Complete a matching worksheet pairing the names of first aid items with the correct picture and paste in the workbooks. **Grade 4: Second year:** **Activity 1:** Pack a basic first aid kit in the class. Each learner picks an item for show and tell. **Activity 2:** Unscramble the words about a first aid kit on the worksheet provided. **Activity 3:** View videos on the internet about administering CPR. Class discussion to follow after watching the videos on what was learned.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 4: First and Second year:** Open the web browser and explore the following websites: **Activity 1:** Starfall.com **Activity 2:** coolmath.com **Activity 3:** http://www.educationworld.com/

FORMAL ASSESSMENT TASK: GRADE 4:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 4: FIRST YEAR: TERM 2

Week 1-2:

Identify, point out or name the different parts of the computer and electronic devices.

Demonstrate how to clean the screen and wipe the keyboard correctly.

Set up a code of conduct for working on the computers / in the computer laboratory.

Participate in a discussion on where the row is located and what letters are involved.

Practice to type home row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the home row.

Brainstorm dangerous practices in the office environment and write ideas down on a poster to put on class wall.

Discuss what to do in case of an emergency where someone gets hurt in the office. Use five fingers to learn the emergency numbers 10111 and 112.

Role-play phoning the emergency number after someone got hurt in the office.

Week 3-4:

Complete a matching worksheet pairing the names of general office equipment with the correct picture and paste in the workbooks.

Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place).

Participate in a discussion on where the row is located and what letters are involved.

Practice to type top row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the top row.

Participate in a discussion on what can cause a fire to break out and what action to take.

Identify and list dangerous substances in an office environment.

Unscramble the words about fire and safety on the worksheet provided.

Week 5-6:

Participate in a discussion about the dangers of certain office equipment and draw up a list of safety measures that must be adhered to at all times.

Copy and paste images of general office equipment to design a pamphlet showcasing different types.

Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place).

Participate in a discussion on where the row is located and what letters are involved.

Practice to type bottom row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the bottom row.

Participate in a discussion about possible first aid scenarios that can happen in an office environment and how to treat them. List key words on the board.

View videos on the internet about basic first aid procedures.

Participate in a discussion on how to clean cuts and scratches. Look for pictures in a magazine of material needed to treat cuts and scratches and make a poster to put on class wall.

Week 7-8:

Participate in a discussion about the function and basic operation of photocopying and fax machines. Use the internet to find images of photocopying and fax machines and paste pictures on a worksheet.

Organise with the administration office for learners to observe how the photocopying and fax machines work.

Fill in the missing words on a worksheet illustrating a photocopying machine.

Participate in a discussion on where the row is located and what letters are involved.

Practice to type home, top and bottom row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the home, top and bottom row.

Brainstorm ideas of what is needed to do basic first aid with and list on a worksheet.

Find pictures on the list in advertisements, with prices included. Cut out and paste on a worksheet provided and add the total of item on a calculator.

Complete a matching worksheet pairing the names of first aid items with the correct picture and paste in the workbooks.

GRADE 4: SECOND YEAR: TERM 2

Week 1-2:

Participate in a discussion about how to use removable devices carefully and correctly. View videos about this topic to reinforce content.

Search the internet for new electronic devices on the market and discuss what is new.

Set up a code of conduct for working on the computers / in the computer laboratory.

Practice to type home row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the home row.

Use short words starting with letters from home row given by teacher and practice typing words.

Identify and list dangerous practices in the office environment.

Match words to pictures on a worksheet showing dangerous situations in the office.

Design a poster showing the emergency numbers and put up around the school.

Week 3-4:

Put names of general office equipment in a bag and each learner draws one. Show and tell by learner on how that equipment works.

Complete a word search worksheet about general office equipment and paste in the workbooks.

Practice few sums on the calculator.

Practice to type top row letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the top row.

Use short words starting with letters from top row given by teacher and practice typing words.

Role- play what action you would take if a fire breaks out in the home or office.

Use the following website to learn about fire safety: **http://www.firefacts.org/.**

Visit the fire brigade and learn how to use a fire distinguisher in case of emergency.

Week 5-6:

Identify, point out or name general office equipment displayed in the class room.

Find pictures of general office equipment in catalogues and make a collage to put on class wall.

View videos on the internet about different types of mailing systems available.

Practice to type top bottom letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the bottom row.

Use short words starting with letters from bottom row given by teacher and practice typing words.

Participate in a discussion on what to do if a person's nose bleeds. Role-play first aid procedure for when you have to stop a nose bleed.

View videos on the internet about treating bruising and sprains. Demonstrate, in groups, how to treat bruising and sprains.

View videos on the internet about what to do when a person faints and discuss procedures to be followed in this scenario.

Week 7-8:

View videos on the internet about photocopying and fax machines and discuss the function and basic operation of these machines.

Organise with the administration office for learners to observe how the photocopying and fax machines work.

Show and tell the class how to use the photocopying and fax machine correctly using the machines in the office or a broken model in the class.

Practice to type top home, top and bottom letters with correct placement of fingers and hands.

Visit **http://www.dancemattypingguide.com** and practice typing the home, top and bottom row.

Use short words starting with letters from home, top and bottom row given by teacher and practice typing words.

Pack a basic first aid kit in the class. Each learner picks an item for show and tell.

Unscramble the words about a first aid kit on the worksheet provided.

View videos on the internet about administering CPR. Class discussion to follow after watching the videos on what was learned.

Grade 4: 1st and 2nd year Term 3

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Office safety	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. loose carpets, faulty electrical wiring, broken windows, blocked fire escapes, stacked filing, heaters and open cupboards and drawers.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about dangers in a general office environment and list these on a worksheet. **Activity 2:** Find pictures on the internet that illustrate dangers in the workplace and save them in a folder with your name. **Activity 3:** Match words to pictures on a worksheet to understand potential dangers in the office. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about the importance of a fire exit. If your school has a fire exit emergency plan walk it with the learners and explain action to be taken. **Teacher's note:** Follow the link to the following free website and learn more about a fire plan: **http://www.gcflearnfree.org/everydaylife/healthandsafety/fire-plan** **Activity 2:** List the dangers in an office environment on a worksheet, cut up the sentences and let each learner draw one from a bag. Role-play a dangerous action in the office and a possible solution. **Activity 3:** Work in groups to find solutions to all the dangers that were identified during the brainstorm.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer application Word processing and editing Business documents	Understand basic operations with tables: insert a table, change or delete borders, shading, vertical text, different alignment of cells and columns, insert or delete columns or rows, merge and split cells. 	**Grade 4: First and Second year:** **Activity 1:** Practical demonstration by teacher on how to insert a table in a text document, change borders and shading, merge cells, insert or delete rows, insert or delete columns, change text direction, add a fill colour and change cell alignment. **Activity 2:** Insert a table with 30 rows and 4 columns. Practice to change the borders and shading, insert and delete rows and columns, change the text direction, add a fill colour, change the cell alignment and merge and split the cells. **Activity 3:** Open a pre-typed table by teacher and edit according to instructions. **Teacher's note:** Follow the link to the following free website and learn more about tables: **http://www.gcflearnfree.org/office2010/word2010/21** A **table** is a grid of cells arranged in **rows** and **columns**. Tables can be customized and are useful for various tasks such as presenting text information and numerical data. In Word, tables are useful for organizing and presenting data. You can create a **blank** table, **convert text** to a table, and apply a variety of **styles** and **formats** to existing tables. To insert a blank table: Place your insertion point in the document where you want the table to appear.
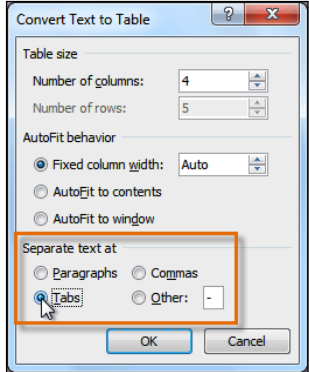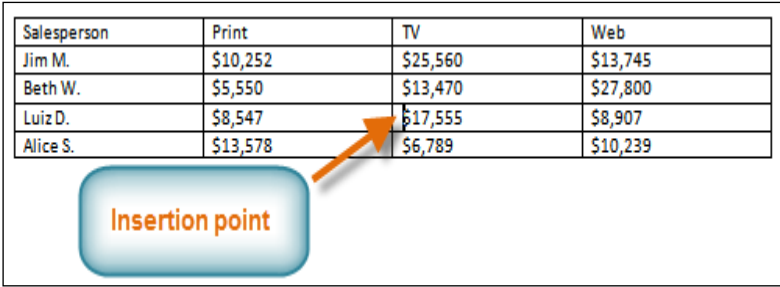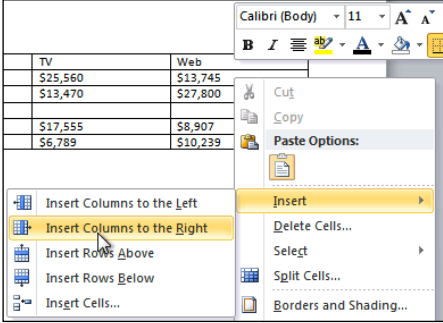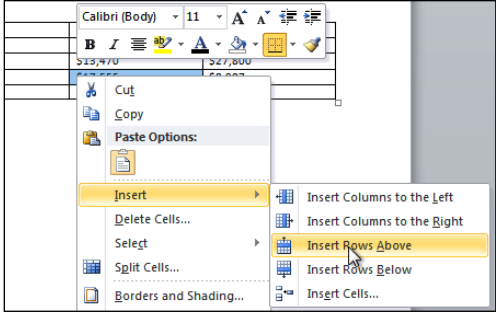
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the **Insert** tab. Click the **Table** command. Hover your mouse over the diagram squares to select the number of **columns** and **rows** in the table. Click your mouse, and the table appears in the document. You can now place the insertion point anywhere in the table to add text. To convert existing text to a table: Select the text you want to convert. Select the **Insert** tab. Click the **Table** command. Select **Convert Text to Table** from the menu. A dialog box will appear. Choose one of the options in the **Separate text at:** section. This is how Word knows what text to put in each column.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**

Click **OK**. The text appears in a table.

To add a row above an existing row:

Place the insertion point in a row **below** the location where you want to add a row.

 |

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Right-click the mouse. A menu appears. Select **Insert → Insert Rows Above**. A new row appears **above** the insertion point. You can also add rows below the insertion point. Follow the same steps, but select **Insert Rows Below** from the menu. To add a column: Place the **insertion point** in a **column adjacent** to the location where you want the new column to appear. Right-click the mouse. A menu will appear.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select **Insert → Insert Columns to the Left** or **Insert Columns to the Right**. A new column appears.

Salesperson	Print	TV	Web	
Jim M.	$10,252	$25,560	$13,745	
Beth W.	$5,550	$13,470	$27,800	
Luiz D.	$8,547	$17,555	$8,907	
Alice S.	$13,578	$6,789	$10,239	

To delete a row or column:
Select the row or column.
Right-click your mouse. A menu will appear.
Select **Delete Cells**.

Select **Delete entire row** or **Delete entire column**, then click **OK**.

To apply a table style: |

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click anywhere on the table. The **Design** tab will appear on the Ribbon.
			Select the **Design** tab and locate the **Table Styles**.
			Click the **More** drop-down arrow to see all of the table styles.
			Hover the mouse over the various styles to see a live preview.
			Select the desired style. The table style will appear in the document.
			To change table style options:
			Once you've chosen a table style, you can turn various options **on** or **off** to change the appearance of the table. There are six options: **Header Row**, **Total Row**, **Banded Rows**, **First Column**, **Last Column**, and **Banded Columns**.
			Click anywhere on the table. The **Design** tab will appear.
			From the **Design** tab, **check** or **uncheck** the desired options in the **Table Style Options** group.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Depending on which **table style** you're using, certain **table style options** may have a somewhat different effect. You may need to **experiment** to get the exact look you want. To add borders to a table: Select the cells you want to add a border to. From the **Design** tab, select the desired **Line Style**, **Line Weight**, and **Pen Colour**. Click the **Borders** drop-down arrow. From the drop-down menu, select the desired **border type**.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  The border will be added to the selected cells. Modifying a table using the Layout tab When you select a table in Word 2010, **Design** and **Layout** tabs appear under **Table Tools** on the Ribbon. Using commands on the **Layout** tab, you can make a variety of modifications to the table.

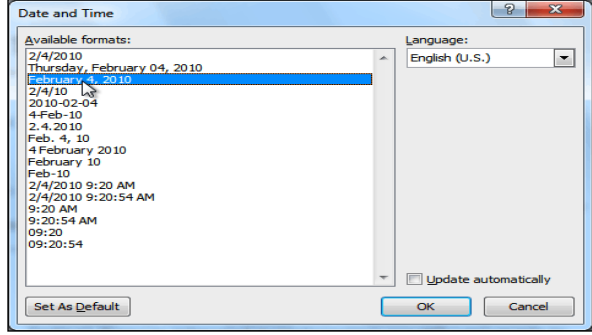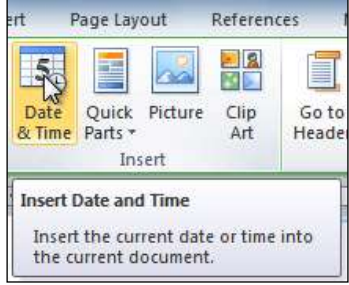| Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the buttons in the interactive below to learn about the different ways you can modify a table with the Layout tab.
	Client services and communi-cation Telephone etiquette	Understand basic telephone etiquette.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about what basic telephone etiquette is and make a mind map with the ideas gathered on the board. **Activity 2:** Create a check list from the ideas gathered for the mind map. Organise with the administration office for learners to observe how the telephone is answered and check the list on the worksheet. **Activity 3:** Learners choose a partner to practice answering the telephone with, using the correct telephone etiquette, and evaluate each other on how they did. **Grade 4: Second year:** **Activity 1:** View videos on the internet about basic telephone etiquette and discuss what you have learned. **Activity 2:** Create a mind map illustrating the characteristics of basic telephone etiquette. **Activity 3:** Practice, in pairs, to answer the telephone in the following manner: Answer the telephone promptly by the third or fourth ring Always use the appropriate greeting for the time of day Identify, point out or name the company and introduce yourself Speak slowly and clearly Speak in a pleasant tone of voice Be sincere and helpful **Teacher's note:** Follow the link to the following free website and learn more about telephone etiquette: **http://www.gcflearnfree.org/jobsuccess/4.3**
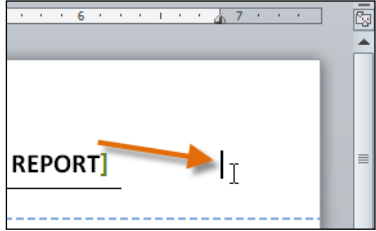
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
3-4	**Office practice** Office safety	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. loose carpets, faulty electrical wiring, broken windows, blocked fire escapes, stacked filing, heaters and open cupboards and drawers.	**Grade 4: First year:** **Activity 1:** View videos on the internet about dangers in the office and list what you have seen. **Activity 2:** Choose one of the dangers from the video and tell the class how to avoid and or fix the danger. **Activity 3:** Complete a word search worksheet finding dangers in the office environment and paste in the workbook. **Grade 4: Second year:** **Activity 1:** View videos on the internet about faulty electrical wiring and discuss what you have learned. **Activity 2:** Make a collage using pictures and words to show dangers in the office and present it to the class. **Activity 3:** Design a fire escape route from your classroom to a safe area and share it with the class.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer application Word processing and editing Business documents	Understand basic operations with headers and footers: typing capital letters and using the header / footer function. 	<u>**Grade 4: First year:**</u> **Activity 1:** Practical demonstration by teacher showing learners how to type capital letters using the Shift key or Caps lock key. Give a paragraph to learners containing no capital letters. Learners edit paragraph by inserting capital letters where needed. **Activity 2:** Practical demonstration by teacher showing learners how to insert a header in a word processing document. Learners practice to insert their name and surname in a header. **Activity 3:** Practical demonstration by teacher showing learners how to insert a footer in a word processing document. Learners practice to insert the name of their school and the date in a footer. <u>**Grade 4: Second year:**</u> **Activity 1; Teacher's note:** Follow the link to the following free website and learn more about headers and footers: **http://www.gcflearnfree.org/office2010/word2010/19** You can make your document look **professional and polished** by utilizing the header and footer sections. The **header** is a section of the document that appears in the **top margin**, while the **footer** is a section of the document that appears in the **bottom margin**. Headers and footers generally contain information such as the page number, date, and document name. Headers and footers can help keep longer documents organized and make them easier to read. Text entered in the header or footer will appear on **each page** of the document. To insert a header or footer: Select the **Insert** tab. Click either

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			the **Header** or **Footer** command. A drop-down menu will appear. From the drop-down menu, select **Blank** to insert a blank header or footer, or choose one of the **built-in options**. The **Design** tab will appear on the Ribbon, and the header or footer will appear in the document. Type the desired information into the header or footer. When you're finished, click **Close Header and Footer** in the **Design** tab, or hit the **Esc** key. After you close the header or footer, it will still be visible, but it will be **locked**. To edit it again, just double-click anywhere on the header or footer, and it will become unlocked. To insert the date or time into a header or footer: **Double-click** anywhere on the header or footer to **unlock** it. The **Design** tab will appear. From the **Design** tab, click the **Date & Time** command.
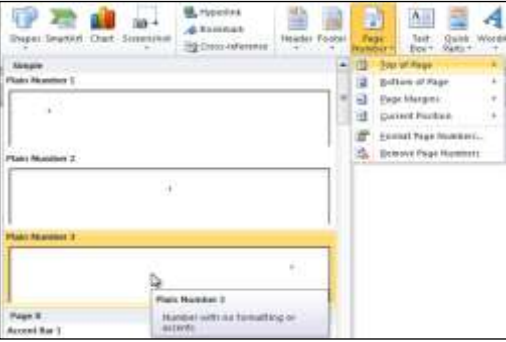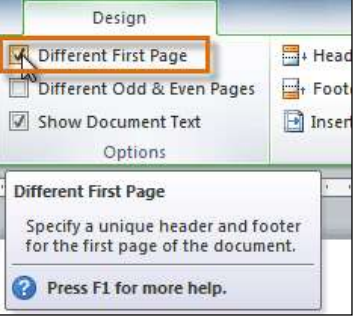
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select a **date format** in the dialog box that appears. Place a check mark in the **Update Automatically** box if you would like it to always reflect the current date. Otherwise, it will not change when the document is opened at a later date. Click **OK**. The date and time now appears in the document. Word can automatically label each page with a page number and place it in a **header**, **footer**, or **side margin**. You can add page numbers to an **existing header or footer**, or you can insert page numbers into a **new header or footer**. To add page numbers to an existing header or footer: Select the **header** or **footer**. The **Design** tab will appear. Place the **insertion point** where you want the page number to be. You can place it anywhere **except** inside a **content control field**.
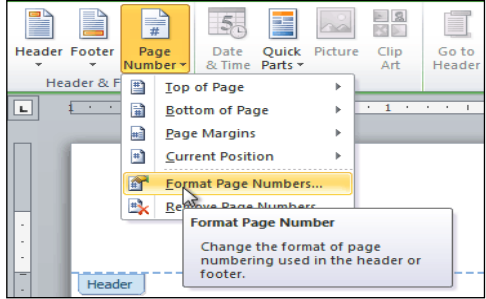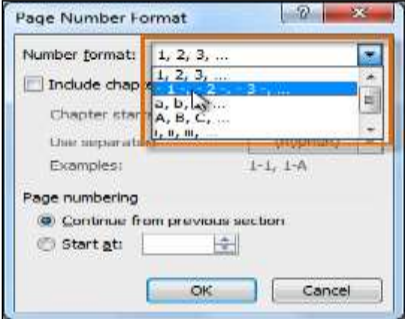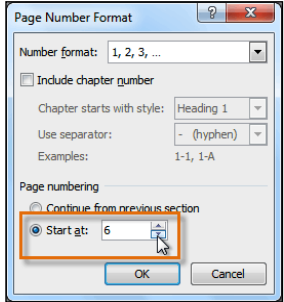
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			From the Design tab, select the **Page Number** command. Click **Current Position**, then select the desired style. The page number will appear in the document. If you've already typed information into your header or footer, it's important to place the page number at the **Current Position** to avoid losing anything. If you select a page number from **Top of Page** or **Bottom of Page**, it will **delete anything you've already added** to the header or footer. To insert page numbers into a new header or footer: From the **Insert** tab, click **Page Number**. A drop-down menu will appear. Select the desired **page number style**, and it will appear in your document.
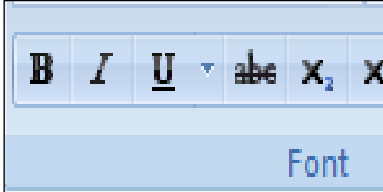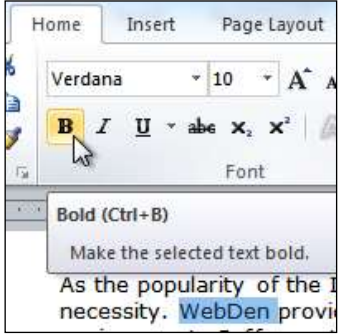
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  To hide the page number on the first page: In some documents, you may not want the first page to show the page number. You can **hide the first page number** without affecting the rest of the pages. Select the **header** or **footer** that contains the page number. From the **Design** tab, place a check mark next to **Different First Page**. The header and footer will disappear from the first page. If you want, you can **type something new** in the header or footer, and it will only affect the **first page**. If you're unable to select **Different First Page**, it may be because an object within the header or footer is selected. Click in an **empty area** within the header or footer to make sure nothing is selected. To format page numbers:

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the **header** or **footer** that contains the page number. From the **Design** tab, select the Page Number command. Click **Format Page Numbers**. From the dialog box, select the desired **Number format**. Next to **Start at**, enter the number you want the page numbers to start with. If you've created a page number in the **side margin**, it's still considered part of the header or footer. You won't be able to select the page number unless the **header or footer is selected**. Challenge: Create a **new** Word document. Create a blank **header**. Add your name in the **header** of a document. **Right-align** the text in the header. Select a **built-in footer**.
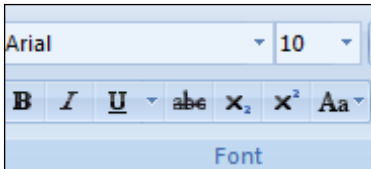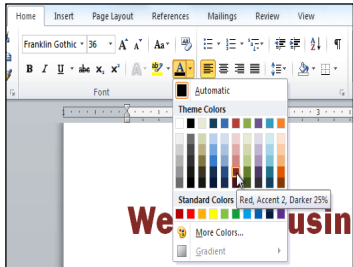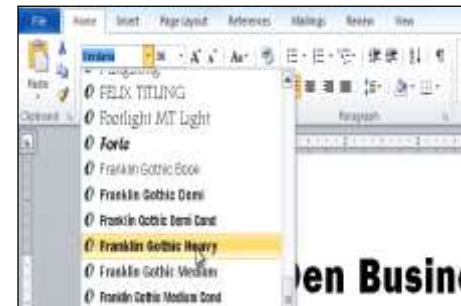
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communication Telephone etiquette	Speak professionally to clients over the telephone using general telephone etiquette.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about what basic telephone etiquette is and focus on how to answer the telephone and speak professionally. **Activity 2:** Create a check list from the class discussion to show how to answer the telephone and speak professionally. **Activity 3:** Learners choose a partner to practice answering the telephone with, using the correct telephone etiquette, and evaluate each other on how they did. **Grade 4: Second year:** **Activity 1:** View videos on the internet about basic telephone etiquette and discuss what **not** to when speaking on the phone. **Activity 2:** Complete a worksheet by writing 5 sentences of what **not** to do when answering the telephone. **Activity 3:** Cut up the sentences written and put in a bag. Learner draws one from bag and does a sketch. Learners guess what the wrong telephone etiquette is for example: Use the caller's name if you know who they are Listen attentively and do not interrupt Do not use slang language Do not eat or drink when talking on the telephone Do not speak to others when talking on the phone Do not cover the mouthpiece with your hand Do not put the receiver down hard on the desk

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
5-6	**Office practice** Office safety	Identify, point out or name official safety signs in the office.	**Grade 4: First year:** **Activity 1:** Identify, point out or name safety signs that can be seen in the community, for e.g. in the school, in the shopping centre etc. **Activity 2:** Design your own safety sign to put in the school, for e.g. no running on the corridor. **Activity 3:** Complete a matching worksheet pairing the names of official safety signs with the correct picture and paste in the workbooks. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about the importance of having safety signs in the office. Identify signs that should be present in specific environments, for e.g., in the woodwork class or on a construction site. **Activity 2:** Identify one specific work environment. Use this as the caption on your text document. Copy and paste the official safety signs that would be expected in this environment. **Activity 3:** Participate in a game to identify official safety signs. Teacher uses pictures of official safety signs and holds up for the class to see. Choose a learner to give answer.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer application Word processing and editing Business documents	Understand basic formatting features: bold, italics and underline.	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on how to use the bold function. Practice typing words by using the bold function in a text document. **Activity 2:** Practical demonstration by teacher on how to use the italics function. Practice typing words by using the italics function in a text document. **Activity 3:** Practical demonstration by teacher on how to use the underline function. Practice typing words by using the underline function in a text document. **Grade 4: Second year:** **Activity 1:** Learners open a text document and type words using bold, italics and underline. **Activity 2:** Give a prepared paragraph to learners. Learners edit the document by changing all words using bold, italics and underline. **Activity 3:** Practice using bold, italics and underline by changing words according to instructions on a prepared paragraph. **Teacher's note:** Follow the link to the following free website and learn more about how to use the bold, italic, and underline commands: **http://www.gcflearnfree.org/office2010/word2010/3** Select the text you want to modify. Click the **Bold**, *Italic*, or Underline command in the **Font** group on the Home tab.
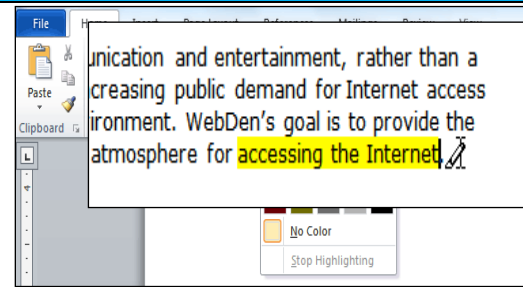
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communi-cation Personal finance	Understand the difference between "needs" and "wants" concerning personal finance. 	**Grade 4: First year:** **Activity 1:** Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board. **Activity 2:** Design a poster by using pictures to illustrate "needs" or "wants" and present it to the class. **Activity 3:** Complete a worksheet about "needs" and "wants" by listing "needs" in column A and "wants" in column B. **Grade 4: Second year:** **Activity 1:** View videos on the internet about "needs vs. wants PowerPoint Presentations". Class discussion to follow after watching the presentations on what was learned. **Activity 2:** Each learner writes down the name of a "need" and a "want". Put all the words in a bag and allow each learner to draw a word. Take turns to draw a word and tell the class if the word is a "need" or "want" and explain why. **Activity 3:** Copy and paste pictures into a text document showing the difference between "needs" and "wants" and show in groups.
7-8	**Office practice** Office safety	Understand an emergency evacuation drill.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about an emergency evacuation drill. Brainstorm ideas about your responsibility during an emergency evacuation drill. **Activity 2:** Complete a worksheet with statements about emergency evacuation drills prepared by teacher and indicate if the statement is true or false. **Activity 3:** View videos on the internet showing examples of emergency evacuation drills and discuss element of the emergency evacuation plan in groups. **Grade 4: Second year:** **Activity 1:** Design an emergency evacuation plan for the classroom. (Keep in mind learners

Grade 4: Term 3			
WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
			who are difficult walkers or in wheelchairs and how to help them). **Activity 2:** Nominate one learner and practice his or her emergency evacuation plan. **Activity 3:** Write down 5 sentences on a worksheet about your responsibility during an emergency evacuation drill.
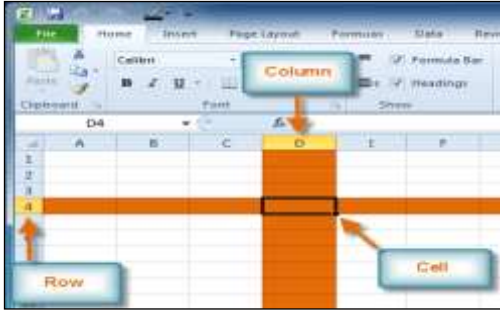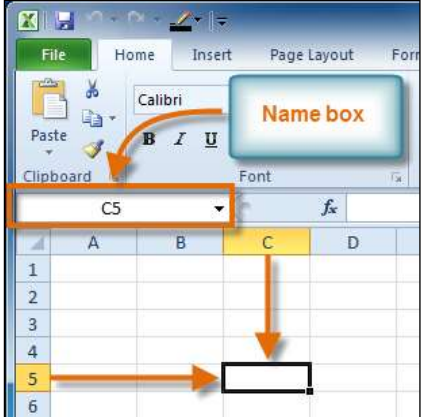
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer Application Word processing and editing Business documents	Understand basic formatting features: change the font type, size and colour. 	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on how to change the font type and size. Practice typing words by changing the font size and type. **Activity 2:** Learners open a text document and type words using different font types and sizes. **Activity 3:** Learners cut out an advertisement in a newspaper or magazine. Learners copy the text of the advertisement and edit the words by changing the font type and size of words. **Grade 4: Second year:** **Activity 1:** Practical demonstration by teacher on how to change the font type and size. Practice typing words by changing the font size and type. **Activity 2:** Give a prepared paragraph to learners. Learners edit the document by changing the font type and size of certain words according to instructions. **Activity 3:** Design a flyer about yourself using different font types and font sizes describing your likes, friends, extracurricular activities etc. **Teacher's note:** Follow the link to the following free website and learn more about how to change the font, the colour and to highlight the text: **http://www.gcflearnfree.org/office2010/word2010/3 .2** Select the text you want to modify.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **drop-down arrow** next to the **Font** box on the **Home** tab. The **Font** drop-down menu appears. Move the mouse pointer over the various fonts. A live preview of the font will appear in the document. Select the font you want to use. The font will change in the document. To change the font colour: Select the text you want to modify. Click the **Font Colour** drop-down arrow on the **Home** tab. The **Font Colour** menu appears. Move the mouse pointer over the various font colours. A live preview of the colour will appear in the document. Select the font colour you want to use. The font colour will change in the document. Your colour choices aren't limited to the drop-down menu that appears. Select **More Colours** at the bottom of the list to access the Colours dialog box. Choose the colour you want, and then click OK. To highlight text: From the **Home** tab, click the **Text Highlight Colour** drop-down arrow. The **Highlight Colour** menu appears.
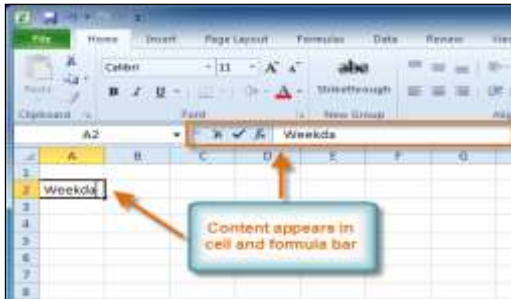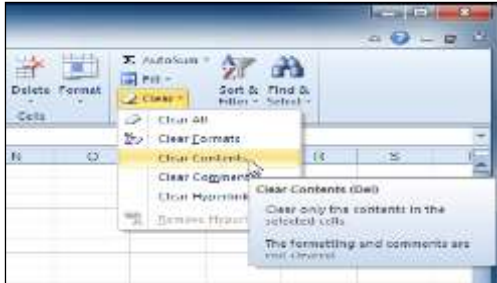
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired highlight colour. Select the text you want to modify. It will then be highlighted. To switch back to the normal cursor, click the **Text Highlight Colour** command.
	Client services and communi-cation Personal finance	Understand personal income vs. expenditure concerning personal finance.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about income vs. expenditure and understand the concept. **Activity 2:** Cut out pictures and price tags of basic needs from advertisements and paste on a poster. Show and tell the class what you think is necessities to buy every month and estimate the total price. **Activity 3:** Create a table in a text document and write down all the basic needs that have to be purchased every month. Add the total with a calculator. **Grade 4: Second year:** **Activity 1:** View videos on the internet about income vs. expenditure and discuss what you have learned. Write key words on the board. **Activity 2:** Practical demonstration by teacher of a spreadsheet document. Show rows and columns and AutoSum. **Activity 3:** Learners practice AutoSum in a spreadsheet by listing basic needs in column A and the price in column B. Use AutoSum to get the total. **Teacher's note:** Follow the link to the following free website and learn more about spreadsheets:

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			http://www.gcflearnfree.org/office2010/excel2010 Excel is a **spreadsheet program** that allows you to store, organize, and analyze information. The Excel interface: You will need to know the basic ways you can work with cells and cell content in Excel to be able to use it to calculate, analyse, and organize data. In this lesson, you will learn how to **select cells**, **insert content**, and **delete cells** and **cell content**. You will also learn how to **cut**, **copy**, and **paste cells**; **drag and drop cells**; and **fill cells** using the fill handle. Cells are the basic building blocks of a worksheet. They can contain a variety of content such as **text**, **formatting attributes**, **formulas**, and **functions**. To work with cells, you'll need to know how to **select** them, **insert content**, and **delete cells** and **cell content**. The cell: Each rectangle in a worksheet is called a **cell**. A cell is the intersection of a **row** and a **column**.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Each cell has a name, or a **cell address** based on which **column and row** it intersects. The **cell address** of a selected cell appears in the **name box**. Here, you can see that **C5** is selected. You can also select **multiple cells** at the same time. A group of cells is known as a **cell range**. Rather than a single cell address, you will refer to a cell range using the cell addresses of the **first** and **last** cells in the cell range, separated by a **colon**. For example, a cell range that included cells A1, A2, A3, A4, and A5 would be written as **A1:A5**. If the columns in your spreadsheet are labelled with numbers instead of letters, you'll need to change the default reference style for Excel. To select a cell:

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click a cell to select it. When a cell is selected, you will notice that the **borders** of the cell appear bold [ ] and the **column heading** and **row heading** of the cell are highlighted. Release your mouse. The cell will stay selected until you click another cell in the worksheet. You can also navigate your worksheet and select a cell by using the **arrow keys** on your keyboard. To select multiple cells: **Click and drag your mouse** until all of the adjoining cells you want are highlighted. Release your mouse. The cells will stay selected until you click another cell in the worksheet. Cell content: Each cell can contain its own text, formatting, comments, formulas, and functions. • **Text** Cells can contain letters, numbers, and dates. • **Formatting attributes** Cells can contain formatting attributes that change the way letters, numbers, and dates are displayed. For example, dates can be formatted as MM/DD/YYYY or M/D/YYYY. • **Comments** Cells can contain comments from multiple reviewers.
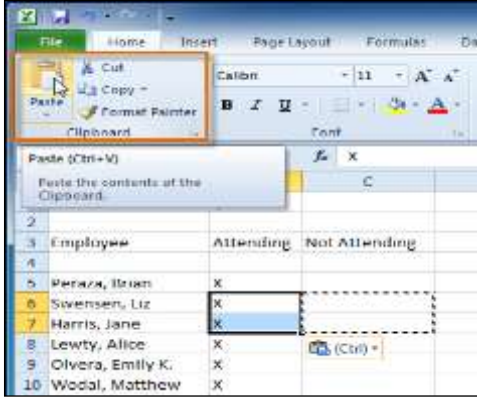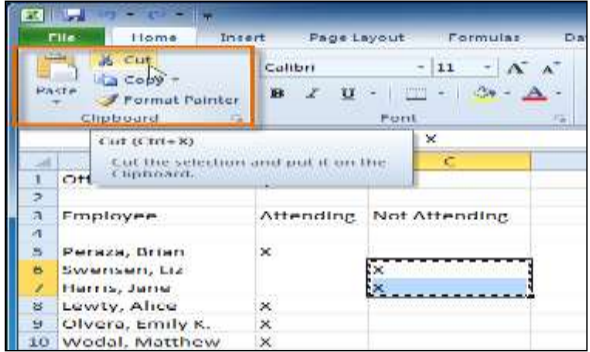
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			• **Formulas and functions** Cells can contain formulas and functions that calculate cell values. For example, **SUM (cell 1, cell 2...)** is a formula that can add the values in multiple cells. To insert content: Click a cell to select it. Enter content into the selected cell using your keyboard. The content appears in the **cell** and in the **formula bar**. You can also enter or edit cell content from the formula bar. To delete content within cells: Select the cells containing content you want to delete. Click the **Clear** command on the Ribbon. A **dialog box** will appear. Select **Clear Contents**. You can also use your keyboard's **Backspace** key to delete content from a **single cell** or the **Delete** key to delete content from **multiple cells**. To delete cells: Select the cells you want to delete. Choose the **Delete** command from the Ribbon.
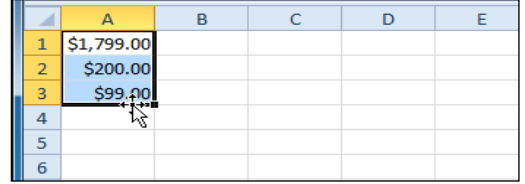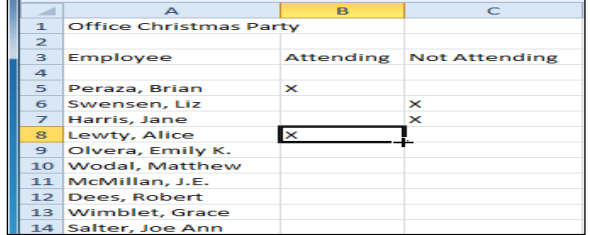
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			There's an important difference between **deleting the content of a cell** and **deleting the cell itself**. If you delete the cell, by default the cells underneath it will shift up and replace the deleted cell. To copy and paste cell content: Select the cells you want to copy. Click the **Copy** command. The border of the selected cells will change appearance. Select the cell or cells where you want to paste the content. Click the **Paste** command. The copied content will be entered into the highlighted cells. To cut and paste cell content: Select the cells you want to cut. Click the **Cut** command. The border of the selected cells will change appearance.
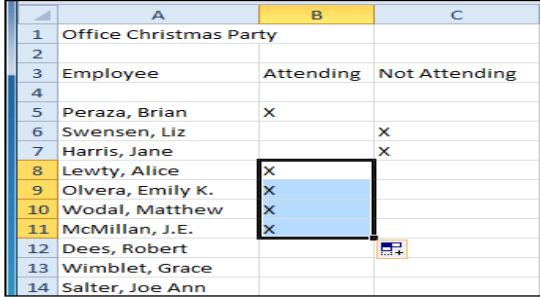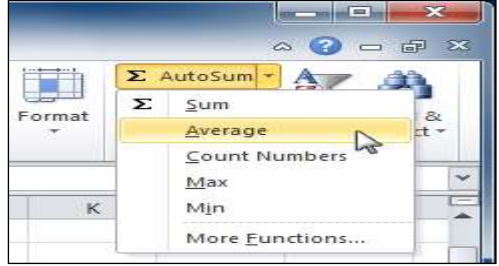
Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the cells where you want to paste the content. Click the **Paste** command. The cut content will be removed from the original cells and entered into the highlighted cells. To access formatting commands by right-clicking: Select the cells you want to format. **Right-click** the selected cells. A **dialog box** will appear where you can easily access many commands on the Ribbon.

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To drag and drop cells: Select the cells you want to move. Position your mouse on one of the **outside edges** of the selected cells. The mouse changes from a **white cross** ✛ to a **black cross with 4 arrows**. **Click and drag the cells** to the new location. Release your mouse, and the cells will be dropped there. To use the fill handle to fill cells: Select the cell or cells containing the content you want to use. You can fill cell content either vertically or horizontally. Position your mouse over the **fill handle** so the **white cross** ✛ becomes a **black cross** ✚. **Click and drag the fill handle** until all of the cells you want to fill are **highlighted**. Release the mouse, and your cells will be filled.

			Grade 4: Term 3
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**

Using AutoSum to select common functions:

The **AutoSum** command allows you to automatically return the results for a range of cells for common functions like SUM and AVERAGE.

Select the cell where the answer will appear (**E24**, for example).

Click the **Home** tab.

In the **Editing** group, click the **AutoSum** drop-down arrow and select the function you want (**Average**, for example).

Grade 4: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			A formula will appear in **E24**, the selected cell. If logically placed, AutoSum will select your cells for you. Otherwise, you will need to click the cells to choose the argument you want. Press **Enter** and the result will appear. $11.24 The **AutoSum** command can also be accessed from the **Formulas** tab.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 4: First and Second year:** Open the web browser and explore the following websites: **Activity 1:** MakeMeGenius.com **Activity 2:** timeforkids.com **Activity 3:** www.girlsgames.com ,www.hotwheels.com

FORMAL ASSESSMENT TASK: GRADE 4:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 4: FIRST YEAR: TERM 3

Week 1-2:

Participate in a discussion about dangers in a general office environment and list these on a worksheet.

Find pictures on the internet that illustrate dangers in the workplace and save them in a folder with your name.

Match words to pictures on a worksheet to Understand potential dangers in the office.

Insert a table with 30 rows and 4 columns. Practice to change the borders and shading, insert and delete rows and columns, change the text direction, add a fill colour, change the cell alignment and merge and split the cells.

Open a pre-typed table by teacher and edit according to instructions.

Participate in a discussion about what basic telephone etiquette is and make a mind map with the ideas gathered on the board.

Create a check list from the ideas gathered for the mind map. Organise with the administration office for learners to observe how the telephone is answered and check the list on the worksheet.

Choose a partner to practice answering the telephone with, using the correct telephone etiquette, and evaluate each other on how they did.

Week 3-4:

View videos on the internet about dangers in the office and list what you have seen.

Choose one of the dangers from the video and tell the class how to avoid and or fix the danger.

Complete a word search worksheet finding dangers in the office environment and paste in the workbook.

Edit a paragraph by inserting capital letters.

Practice to insert name and surname in a header.

Practice to insert the name of the school and the date in a footer.

Participate in a discussion about what basic telephone etiquette is and focus on how to answer the telephone and speak professionally.

Create a check list from the class discussion to show how to answer the telephone and speak professionally.

Choose a partner to practice answering the telephone with, using the correct telephone etiquette, and evaluate each other on how they did.

Week 5-6:

Identify, point out or name safety signs that can be seen in the community, for e.g. in the school, in the shopping centre etc.

Design your own safety sign to put in the school, for e.g. no running on the corridor.

Complete a matching worksheet pairing the names of official safety signs with the correct picture and paste in the workbooks.

Practice typing words by using the bold function in a text document.

Practice typing words by using the italics function in a text document.

Practice typing words by using the underline function in a text document.

Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board.

Design a poster by using pictures to illustrate "needs" or "wants" and present it to the class.

Complete a worksheet about "needs" and "wants" by listing "needs" in column A and "wants" in column B.

Week 7-8:

Participate in a discussion about an emergency evacuation drill. Brainstorm ideas about your responsibility during an emergency evacuation drill.

Complete a worksheet with statements about emergency evacuation drills prepared by teacher and indicate if the statement is true or false.

View videos on the internet showing examples of emergency evacuation drills and discuss element of the emergency evacuation plan in groups.

Practice typing words by changing the font size and type.

Open a text document and type words using different font types and sizes.

Cut out an advertisement in a newspaper or magazine.

Copy the text of the advertisement and edit the words by changing the font type and size of words.

Participate in a discussion about income vs. expenditure and Understand the concept.

Cut out pictures and price tags of basic needs from advertisements and paste on a poster. Show and tell the class what you think is necessities to buy every month and estimate the total price.

Create a table in a text document and write down all the basic needs that have to be purchased every month. Add the total with a calculator.

GRADE 4: SECOND YEAR: TERM 3

Week 1-2:

Participate in a discussion about the importance of a fire exit. If your school has a fire exit emergency plan walk it with the learners and explain action to be taken.

List the dangers in an office environment on a worksheet, cut up the sentences and let each learner draw one from a bag.

Role-play a dangerous action in the office and a possible solution.

Work in groups to find solutions to all the dangers that were identified during the brainstorm.

Insert a table with 30 rows and 4 columns. Practice to change the borders and shading, insert and delete rows and columns, change the text direction, add a fill colour, change the cell alignment and merge and split the cells.

Open a pre-typed table by teacher and edit according to instructions.

View videos on the internet about basic telephone etiquette and discuss what you have learned.

Create a mind map illustrating the characteristics of basic telephone etiquette.

Practice, in pairs, to answer the telephone correctly.

Week 3-4:

View videos on the internet about faulty electrical wiring and discuss what you have learned.

Make a collage using pictures and words to show dangers in the office and present it to the class.

Design a fire escape route from your classroom to a safe area and share it with the class.

Follow the link to the following free website and learn more about headers and footers: http://www.gcflearnfree.org/office2010/word2010/19.

View videos on the internet about basic telephone etiquette and discuss what not to when speaking on the phone.

Complete a worksheet by writing 5 sentences of what not to do when answering the telephone.

Cut up the sentences written and put in a bag. Learner draws one from bag and does a sketch. Learners guess what the wrong telephone etiquette is.

Week 5-6:

Participate in a discussion about the importance of having safety signs in the office. Identify signs that should be present in specific environments, for e.g., in the woodwork class or on a construction site.

Identify one specific work environment. Use this as the caption on your text document. Copy and paste the official safety signs that would be expected in this environment.

Participate in a game to identify official safety signs. Teacher uses pictures of official safety signs and holds up for the class to see. Choose a learner to give the answer.

Open a text document and type words using bold, italics and underline.

Edit a document by changing all words using bold, italics and underline.

Practice using bold, italics and underline by changing words according to instructions on a prepared paragraph.

View videos on the internet about "needs vs. wants PowerPoint Presentations".

Each learner writes down the name of a "need" and a "want". Put all the words in a bag and allow each learner to draw a word. Take turns to draw a word and tell the class if the word is a "need" or "want" and explain why.

Copy and paste pictures into a text document showing the difference between "needs" and "wants" and show in groups.

Week 7-8:

Design an emergency evacuation plan for the classroom. (Keep in mind learners who are difficult walkers or in wheelchairs and how to help them).

Nominate one learner and practice his or her emergency evacuation plan.

Write down 5 sentences on a worksheet about your responsibility during an emergency evacuation drill.

Practical demonstration by teacher on how to change the font type and size. Practice typing words by changing the font size and type.

Edit a document by changing the font type and size of certain words according to instructions.

Design a flyer about yourself using different font types and font sizes describing your likes, friends, extracurricular activities etc.

View videos on the internet about income vs. expenditure and discuss what you have learned. Write key words on the board.

Practice AutoSum in a spreadsheet by listing basic needs in column A and the price in column B. Use AutoSum to get the total.

Grade 4: 1st and 2nd year Term 4
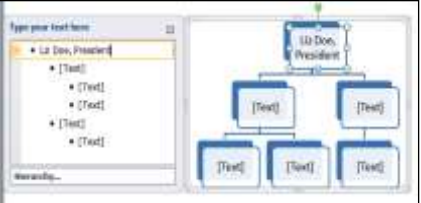
	Grade 4: Term 4		
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Reception area	Understand the requirements for a successful reception area: verbal communication non-verbal communication	Teacher's note: Game activities taken from the following link: http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-05- http://healthfitness.ideafit.com/fitness-library/tools-for-teaching-effective-communicationcommunication.pdf **Grade 4: First year:** **Activity 1:** Participate in a game "Telephone". Have learners sit in a circle. Ask one learner to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. Each learner whispers what they think they heard to the next learner next to them. The last learner says the phrase or sentence out loud. Repeat the exercise a few times. Ask the first learner if that was their phrase. Did anything change? Did the message get lost or changed in translation? This is an example of verbal communication. List key words on the board about verbal communication. **Activity 2:** Participate in the game "Charades." Have learners get up one at a time to act out a phrase or sentence without using any words or sounds while the others guess the phrase or sentence. Ask learners to explain what they did to communicate their message when they were unable to use words (facial expressions, body language, gestures). Were others able to guess the phrase or sentence? Was the message delivered effectively? This is an example of non-verbal communication. Explain that we all communicate all day long, whether or not we are using words. Explain that others pick up messages from our facial expressions, body language, gestures, and general demeanour.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Design a poster in a text document using pictures and words to illustrate verbal and non-verbal communication. Present your poster to the class. **Grade 4: Second year:** **Activity 1:** This game demonstrates the necessity of good listening skills as a crucial component of effective communication and illustrates how working with a team involves listening and leading. Pair all the learners in the class. Have the partners tell one another their birthdays; the team member whose birthday falls earlier in the year will be the "coach" and the other the "learner." While everyone is comparing birthdays, scatter various objects, such as books or shoes, throughout the room. Next, position your teams in different areas throughout the room. Have the learners don blindfolds, and tell the coaches to direct their learners to pick up as many of the scattered items as they can through verbal cuing only. Limit the time to 5 minutes, and reward the winning team that gathers the most objects before the time runs out. Then, switch coaches and learners, and move the teams to different areas in the room while you scatter the objects again. It will be interesting to see who the best coaches are. Discuss why in daily interactions if people are "half-listening" to each other or their customers they might miss the bigger picture. Write down key words explaining how to be a good listener. **Activity 2:** View PowerPoint Presentations on the internet about verbal and non-verbal communication by using the following as key words: *verbal and nonverbal communication ppt.* Open a text document and choose either verbal or non-verbal communication as a heading. Illustrate the form of communication by using pictures and key words. **Activity 3:** Design a diagram by using SmartArt and use the key words from activity 2

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			to type in the diagram. Present your diagram to the class. Teacher's note: Follow the link to the following free website and learn more about SmartArt graphics: http://www.gcflearnfree.org/office2010/word2010/22 Word has a variety of **SmartArt** graphics you can use to illustrate and organize many different types of ideas. To get the most out of SmartArt, you'll need to know how to **insert a SmartArt graphic**, modify the **colour** and **effects**, and change the **organization** of the graphic. To insert a SmartArt illustration: Place the insertion point in the document where you want the graphic to appear. Select the **Insert** tab. Select the **SmartArt** command in the Illustrations group. A dialog box appears. Select a **category** to the left of the dialog box, and review the SmartArt graphics that appear in the **center**. Select the desired SmartArt graphic, then click **OK**. To see more details about a graphic, click any image and a larger preview of the graphic with **additional text details** will appear on the **right side** of the dialog box. To add text to a SmartArt graphic:
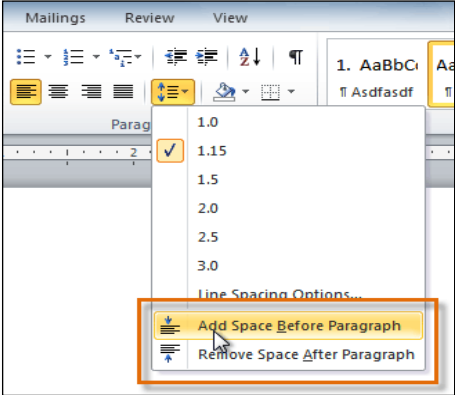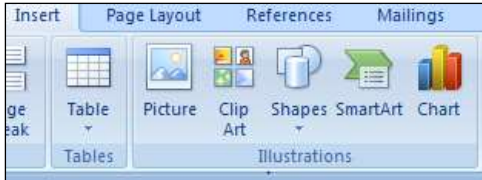
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the graphic. A border will appear around it with an **arrow** on the left side. Click the **arrow** on the left side of the graphic to open the task pane. Enter text next to each bullet in the task pane. The information will appear in the graphic and will resize to fit inside of the shape. To add a new shape, press **Enter**. A new bullet will appear in the task pane, and a new shape will appear in the graphic. You can also add text by clicking the desired shape and typing your text. This works well if you only need to add text to a **few shapes**. However, for more complex SmartArt graphics working in the **task pane** is often faster. You can change the layout of a SmartArt graphic even after you've added text. However, if the new layout is different from the old one, some of your text may not show up. Experiment with different layouts to see how they display your text differently.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer Application Word processing and editing Business documents	Understand basic formatting features: change alignment (left, center, right, and justify) and the line spacing of the text. 	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/3.3** **http://www.gcflearnfree.org/word2010/9.2** **Grade 4: First year:** **Activity 1:** To change text alignment: Select the text you want to modify. Select one of the four **alignment options** from the **Paragraph** group on the **Home** tab. **-Align Text Left:** Aligns all selected text to the left margin **-Center:** Aligns text an equal distance from the left and right margins **-Align Text Right:** Aligns all selected text to the right margin **-Justify:** Aligns text equally on both sides and lines up equally to the right and left margins; used by many newspapers and magazines **Activity 2:** Learners change the alignment to left and then type their name. Press enter and change the alignment to center, and type your name. Press enter, change the alignment to right and type your name. Press enter, change the alignment to justify and type your name. Continue until page is full. Repeat activity using other words. **Activity 3:** Learners type 16 spelling words and change the alignment of each word to either left, middle, right or full. **Grade 4: Second year:** **Activity 1:** Adjusting the line spacing will affect how easily your document can be read. You can **increase** spacing to improve readability, or **reduce** it to fit more text on the page. Line spacing can either be measured in **lines** or **points**. For example,

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			when text is **double spaced**, the line spacing is **two lines** high. On the other hand, you might set **12-point** text with something like **15-point** spacing, which gives enough height for the text plus a little extra space. You can **reduce** the line spacing to fit more lines on the page, or you can **increase** it to improve readability. To format line spacing: **Select** the text you want to format. Click the **Line and Paragraph Spacing** command in the **Paragraph** group on the **Home** tab. Select the desired spacing option from the drop-down menu. From the drop-down menu, you can also select **Line Spacing Options** to open the **Paragraph** dialog box. From here, you can adjust the line spacing with even more precision. If you select **At least** or **Exactly** in the Paragraph dialog box, the line spacing will be measured in **points**. Otherwise, it will be measured in **lines**. <u>**Activity 2:**</u> To change paragraph spacing: Just as you can format spacing between lines in your document, you can
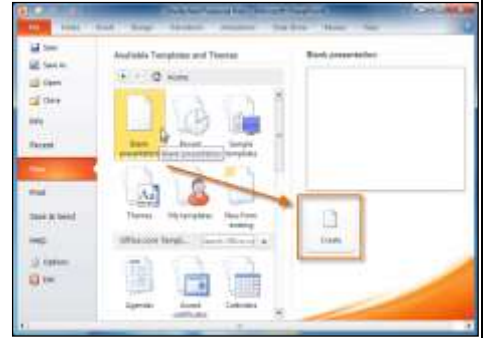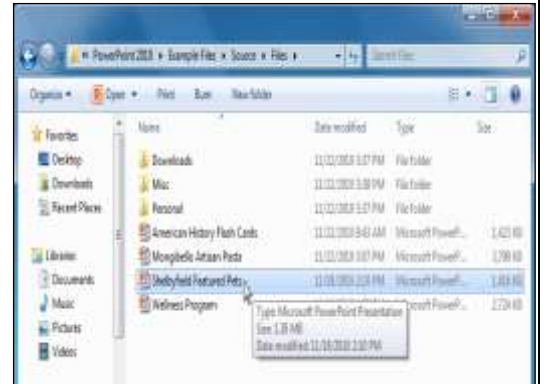
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			choose spacing options between each paragraph. Typically, extra spaces are added between paragraphs, headings, or subheadings. Extra spacing between paragraphs can make a document easier to read. To format paragraph spacing: Click the **Line and Paragraph Spacing** command on the **Home** tab. Select **Add Space Before Paragraph** or **Remove Space After Paragraph** from the drop-down menu. From the drop-down menu, you can also select **Line Spacing Options** to open the Paragraph dialog box. From here, you can control exactly how much space there is **before** and **after** the paragraph. You can use Word's convenient **Set as Default** feature to **save** all of the **formatting** changes you've made and automatically apply them to new documents. __Activity 3:__ **Open an existing Word document**:
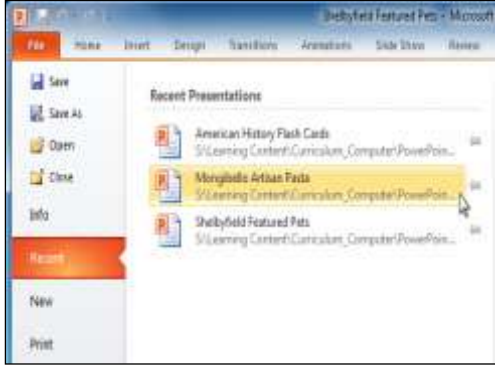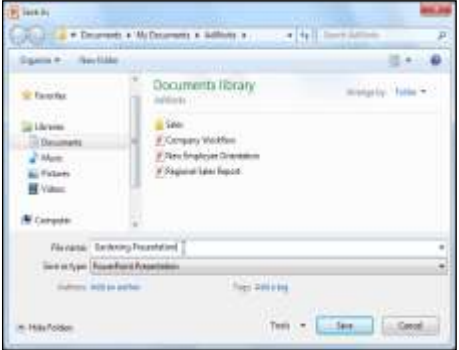
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Change the **line spacing** of a **paragraph** of text. Change the **paragraph spacing** between body text and a heading. If you are using the example, change the **line and paragraph spacing** so the entire resume fits on one page.
	Client services and communication Work ethics	Show an understanding about the need for ethics in the workplace. 	**Grade 4: First year:** **Activity 1:** Participate in a discussion about ethics in the workplace. Brainstorm ideas and write key words on the board. View videos on the internet about ethics in the workplace and add key words to the board. **Activity 2:** Copy and paste pictures from the internet into a text document illustrating ethics in the workplace. Present your document to the class. **Activity 3:** Design a diagram by using SmartArt and use the ethics identified in activity 1 to type in the diagram. Present your diagram to a friend. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about ethics in the workplace. Brainstorm ideas and write key words on the board. View videos on the internet about ethics in the workplace and add key words to the board. **Activity 2:** Complete a worksheet by stating if the given statements about ethics in the workplace are true or false. Use the internet to search for answers if unsure. Change the font type and size of all the sentences when activity is completed. **Activity 3:** Design a diagram by using SmartArt and use the ethics identified in activity 1 to type in the diagram. Present your diagram to a friend.
3-4	**Office practice** Reception area	Understand the requirements for a successful reception area: characteristics of the office worker.	**Grade 4: First and Second year:** **Activity 1:** Brainstorm, in groups, ideas about the characteristics of the office worker. Create a mind map and present ideas to the class.
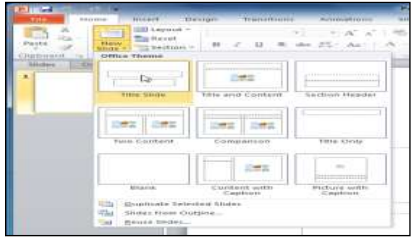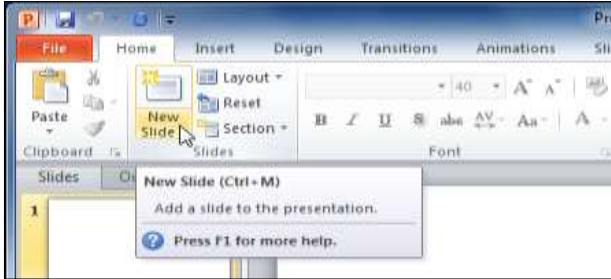
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: Search the internet for examples of PowerPoint Presentations about office etiquette or workplace manners etc. Visit **http://www.slideshare.net/** as a starting point. List key words from presentations viewed describing characteristics of the office worker in a text document. **Activity 3:** Practical demonstration by teacher on how to use Microsoft PowerPoint. Navigate the toolbar. Open a new PowerPoint Presentation and add new slides with titles listing characteristics of the office worker. Add a picture to the slide. **Teacher's note:** Follow the link to the following free website and learn more about PowerPoint basics: **http://www.gcflearnfree.org/office2010/powerpoint2010** PowerPoint 2010 is a presentation **software** that allows you to create dynamic slide presentations that can include animation, narration, images, and videos Navigating PowerPoint to create a slide presentation: PowerPoint uses slides to build a **presentation**. To create an engaging presentation, PowerPoint allows you to add text, bulleted lists, images, charts, and video to your slides. You can add as many slides as you want to a presentation, and at any time you can view or play back your presentation by selecting one of the slide show play options. Creating and opening presentations: PowerPoint files are called **presentations**. When you start a new project in PowerPoint, you'll need to **create a new presentation**. You'll also need to know how to **open an existing presentation**.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To create a new blank presentation: Click the **File** tab. This takes you to **Backstage view**. Select **New**. Select **Blank presentation** under **Available Templates and Themes**. It will be highlighted by default. Click **Create**. A new blank presentation appears in the PowerPoint window. To save time, you can create your presentation from an **Office.com template**, which you can also select under **Available Templates and Themes**. To open an existing presentation: Click the **File** tab. This takes you to **Backstage view**. Select **Open**. The Open dialog box appears. Select your desired presentation, and then click **Open**. If you have opened the existing presentation recently, it may be easier to choose **Recent** from the **File tab** instead of **Open** to search for your presentation.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			PowerPoint slides: When you create a PowerPoint Presentation, it is made up of a series of **slides**. The slides contain the information you want to communicate with your audience. This information can include text, pictures, charts, video, and sound. Before you begin adding information to slides, you'll need to know the basics of working with slides. To insert a new slide: From the **Home** tab, click the bottom half of the **New Slide** command to open the menu of slide layout options. Select the slide you want to insert.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			A new slide will be added your presentation. To instantly add a slide that uses the same layout as the one you have selected, click the top half of the **New Slide** command. To delete a slide: Select the slide you want to delete. Press the **Delete** or **Backspace** key on your keyboard. To move a slide: Select the slide you want to move. Click, hold, and **drag** your mouse to a new location. A horizontal insertion point will mark the location. **Release** the mouse button. The slide will appear in the new location. Managing slides and presentations:

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			As you add slides to your presentation, PowerPoint offers a variety of views and tools to help you organize and prepare your slide show. About slide views: It's important to be able to access the different slide views and use them for various tasks. The **slide view commands** are located on the bottom-right of the PowerPoint window in Normal view. **Normal view**: This is the default view where you create and edit your slides. You can also move slides in the Slides tab in the pane on the left. **Slide Sorter view**: In this view, miniature slides are arranged on the screen. You can drag and drop slides to easily reorder them and to see more slides at one time. This is a good view to use to confirm that you have all the needed slides and that none have been deleted.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			   Reading view: This view fills most of the computer screen with a preview of your presentation. Unlike Slide Show view, it includes easily accessible buttons for navigation, located at the bottom-right. **Slide Show view**: This view completely fills the computer screen and is what the audience will see when they view the presentation. Slide Show view has an additional menu that appears when you hover over it, allowing you to navigate slides and access other features you can use during a presentation. Use the keys on your keyboard— including the arrow keys, Page Up and Page Down keys, spacebar, and Enter key—to move through the slides in Slide Show view. Press the Esc key to end the slide show.
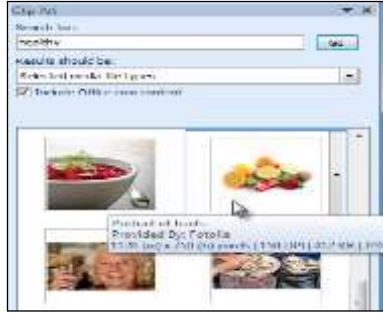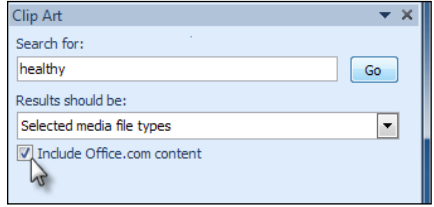
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Adding images to your presentations makes them more interesting and engaging. Pictures, clip art, and screenshots can be inserted into PowerPoint to help you effectively communicate your ideas to your audience. Working with images: Adding **clip art** and **pictures** to your presentation can be a great way to **illustrate important information** or **add decorative accents** to existing text. You can insert images from your computer, search Microsoft's large selection of clip art to find the image you need, or add a screenshot of your own. Once an image has been inserted, you can resize and move it to the location you want. To insert an image from a file: Select the **Insert** tab. Click the **Picture** command in the **Images** group. The Insert Picture dialog box appears. Select the desired image file, and then click **Insert**. The picture will appear in your slide.
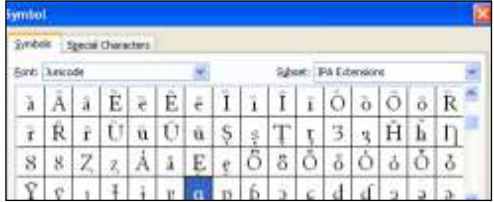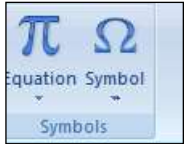
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<tr><td>**WEEK**</td><td>**TOPICS with focus area**</td><td>**CONTENT**
The learner must be able to:</td><td>**Practical tasks**</td></tr>
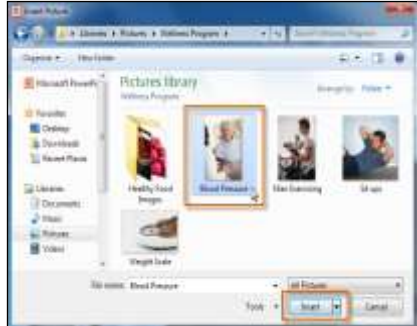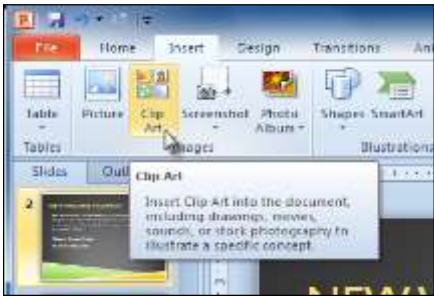<tr>
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You can also select the **Insert Picture from File** command in
a **placeholder** to insert images.

To locate clip art:
Select the **Insert** tab.
Click the **Clip Art** command in
the **Images** group.
The clip art options appear in the **task pane** to
the right of the document.
Enter keywords in the **Search for:** field that are
related to the image you want to insert.
Click the drop-down arrow in the **Results should be:** field.
Deselect any types of media you do not want to see.

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</tr>
</table>

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  If you want to also search for clip art on Office.com, place a check mark next to **Include Office.com content**. Otherwise, it will just search for clip art on your computer. Click **Go**. To insert clip art: Review the results from a clip art search in the **Clip Art** pane. Select the desired image. The clip art will appear in your slide.
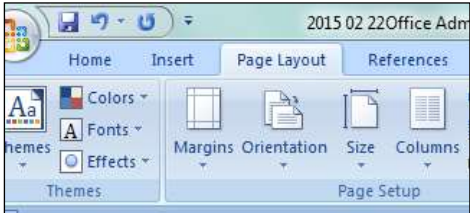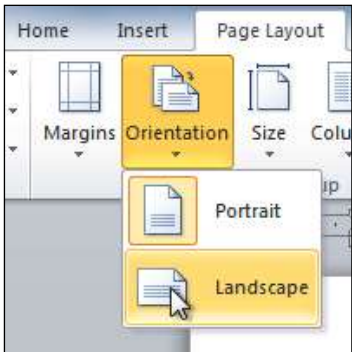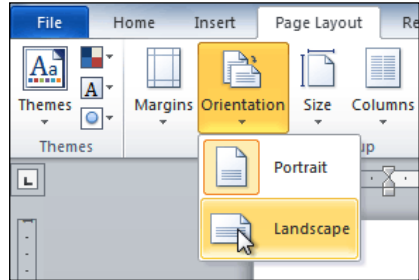
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
▾ ✕ ▢	▾		You can also select the **Insert Clip Art from File** command in a **placeholder** to insert clip art. To resize an image: Click the image. Position your mouse over any one of the **corner sizing handles**. The cursor will become a pair of directional arrows ⬌. Click, hold, and drag your mouse until the image is the desired size. Release the mouse. The image will be resized. The side sizing handles change the image's size but do not keep the same proportions. If you want to keep the image's proportions, always use the corner handles.
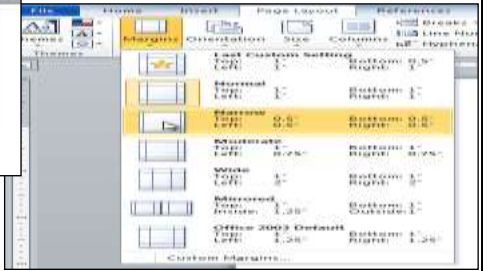
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To move an image: Click the image. The cursor will turn into a cross with arrows. While holding down the mouse button, **drag the image** to the desired location. Release the mouse button. The box will be moved. To rotate the image, click and drag on the green circle located at the top of the image.
	Computer Application Word processing and editing Business documents	Understand special characters on the computer: type special characters, symbols and punctuation marks available on the keyboard (!@#$%^&*?<>.,)	**Grade 4: First year:** **Activity 1:** Practical demonstration by teacher on how to type other characters, symbols and punctuation marks by using the Shift key and the Insert symbol function. Learners identify and name the characters. **Activity 2:** Cut out pictures of special characters, symbols and punctuation marks and design a collage. Show and tell the class. **Activity 3:** Give a prepared paragraph to learners consisting of 20 sentences. Learners edit the paragraph by inserting punctuation marks, in the colour red, where necessary. **Grade 4: Second year:** **Activity 1:** Complete a worksheet by matching the given symbol in column A with the same symbol in column B. Ensure that Column A is in a specific colour to see if

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			learners copy and paste instead of inserting the symbol independently. **Activity 2:** Insert a table with 10 rows and 10 columns. Insert your own choice of special characters, symbols and punctuation marks in the blocks. **Activity 3:** Give a prepared paragraph to learners consisting of 20 sentences. Learners edit the paragraph by inserting punctuation marks, in the colour red, where necessary.
	Client services and communication Rights and responsibilities in the workplace	Understand the basic rights and responsibilities of the office worker.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the basic rights and responsibilities of the office worker. Write key words on the board. **Activity 2:** Give the learners an example of an employment contract. Read together and discuss the basic rights and responsibilities of the office worker. Create a PowerPoint Presentation by only inserting title slides and a picture illustrating the topic of the contract. **Activity 3:** Complete a worksheet by stating if the given statements about the basic rights and responsibilities of the office worker are true or false. Use the internet to search for answers if unsure. Change the font type and size of all the sentences when activity is completed. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about the basic rights and responsibilities of the office worker. Insert a table in a text document and type key words of the discussion. **Activity 2:** Give the learners an example of an employment contract. Read together and discuss the basic rights and responsibilities of the office worker. Create a PowerPoint Presentation by only inserting title slides and a picture illustrating the

WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
			topic of the contract.
			Activity 3: Create a PowerPoint Presentation about the rights and responsibilities of the office worker. Insert a title slide and a sentence to illustrate the right or the responsibility of the office worker. Present it to the class.
5-6	**Office practice** Reception area	Understand the requirements for a successful reception area: effective communication.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about the importance of using a pleasant tone of voice when working in the reception area. Practice this skill by using role-play in pairs. **Activity 2:** Unscramble the words about effective communication on the worksheet provided. **Activity 3:** Participate in a discussion about the importance of effective communication and what the basic principles are. Design a poster using words and pictures illustrating effective communication. **Grade 4: Second year:** **Activity 1:** Participate in a discussion about how to be helpful to customers and what it means to be tactful. View videos on the internet on the subject. Use role-play to illustrate receiving customers by being friendly and tactful in difficult situations. **Activity 2:** Participate in a discussion about the different ways in which we communicate. Name and list ways in which to communicate effectively when writing, reading, talking and listening. **Activity 3:** Participate in a discussion about the importance of effective communication and what the basic principles are. Open a new PowerPoint Presentation and add new slides with titles listing principles of effective communication. Add a picture to each slide.
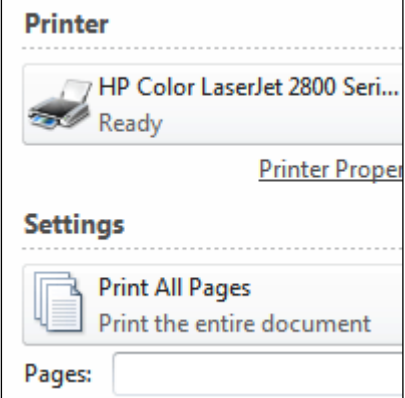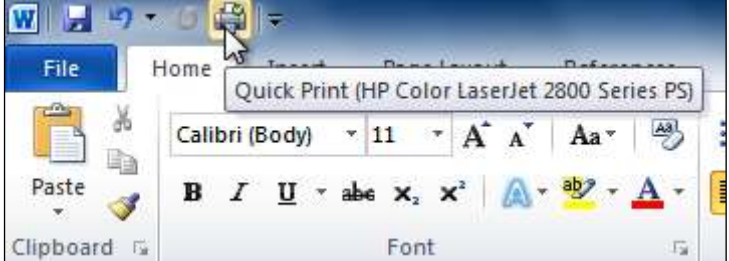
Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Teacher's note: Follow the link to the following free website and learn more about workplace communication: **http://www.gcflearnfree.org/jobsuccess/6**
	Computer application Word processing and editing Business documents	Demonstrate the basic page layout features: to change the A4 orientation to landscape or portrait, change the paper size and page margins.	**Grade 4: First year:** **Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/15** **Activity 1:** Page layout and formatting: Word offers a variety of **page layout** and **formatting** options that affect how content appears on the page. You can customize the **page orientation**, **paper size**, and **page margins** depending on how you want your document to appear. To change page orientation: Select the **Page Layout** tab. Click the **Orientation** command in the Page Setup group. Click either **Portrait** or **Landscape** to change the page orientation. **Landscape** format means the page is oriented **horizontally**, while **portrait** format means it is oriented **vertically**. To change page size: Select the **Page Layout** tab. Click the **Size** command, and a drop-down menu will appear. The cur page size is highlighted.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **size option** you want. The page size of the document changes. Grade 4: Second year: Activity 1: To format page margins: Select the **Page Layout** tab. Click the **Margins** command. A menu of options appears. **Normal** is selected by default. Click the **predefined margin size** you want. To use custom margins: From the **Page Layout** tab, click **Margins**. Select **Custom Margins**. This will take you to the **Page Setup** dialog box. Adjust the **margin sizes** for each side of the page, then click **OK**. You can use Word's convenient **Set as Default** feature to **save** all of the **formatting** changes you've made and automatically apply them to new

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			documents. The Page Setup dialog box: Click the **Page Layout** tab. Click the small arrow in the bottom-right corner of the **Page Setup** group. The **Page Setup** dialog box will appear. Challenge: Change the **page orientation**. Change the **paper size**. Change the margins to **narrow**. Adjust the margins using **custom margins**.
	Client services and communication Customer services	Understand the types of customers one can expect to come across in the work environment.	<u>**Grade 4: First year:**</u> **Activity 1:** Participate in a discussion about types of customers in the work environment. List ideas on a mind map. **Activity 2:** View videos on the internet about the characteristics of the office worker when dealing with customers. Participate in a discussion to tell what characteristics were identified in the videos. **Activity 3:** Role-play different scenarios where the teacher is a friendly / rude /blind etc. customer to see how learners respond. <u>**Grade 4: Second year:**</u> **Activity 1:** Identify and name the types of customers in the work environment. **Activity 2:** Participate in a discussion about how to deal with different types of customers. Identify the qualities of the office worker for dealing with different types of

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			customers and list on a worksheet.
			<u>**Activity 3:**</u> Learners to tell the class about their experience in the community, for e.g. working in the open labour market.
			-Have they come across different types of customers?
			-Talk about the way in which you handle the different types of customers.
7-8	**Office practice** Reception area	Understand the requirements for a successful reception area: human relations.	<u>**Grade 4: First year:**</u>
			<u>**Activity 1:**</u> Brainstorm, in groups, ideas about the necessity of having an impartial personality when working with customers. Create a mind map and present ideas to the class.
			<u>**Activity 2:**</u> Search the internet for examples of PowerPoint Presentations about human relations in the office environment. Insert a table in a text document and list key words from presentations viewed describing characteristics of human relations in the office environment.
			<u>**Activity 3:**</u> List characteristics of human relations in a PowerPoint Presentation. Add words pictures to the slides.
			<u>**Grade 4: Second year:**</u>
			<u>**Activity 1:**</u> Participate in a discussion about the requirements for a successful reception area. Insert a table with 12 rows and 2 columns. Type words to summarize the requirements for a successful reception area in the blocks.
			<u>**Activity 2:**</u> Design a diagram by using SmartArt and use the requirements identified in identified in activity 1 to type in the diagram. Present your diagram to a friend.
			<u>**Activity 3:**</u> Complete a worksheet with statements about requirements for a successful reception area prepared by teacher and indicate if the statement is true or false.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer Application Word processing and editing Business documents	Demonstrate basic operations of the computer: how to print a document. **Printer** HP Color LaserJet 2800 Seri... Ready Printer Proper **Settings** Print All Pages Print the entire document Pages:	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/7** **Grade 4: First year:** **Activity 1:** To view the Print pane: Click the **File** tab to go to **Backstage view**. Select **Print**. The Print pane appears, with the print settings on the left and the **Preview** on the right. To print: Go to the **Print** pane. If you only want to print certain pages, you can type a **range** of pages. Otherwise, select **Print All Pages**. Select the **number of copies**.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Check the **Collate** box if you are printing multiple copies of a multi-page document. Select a **printer** from the drop-down list. Click the **Print** button. **Grade 4: Second year:** **Activity 1:** Open an **existing Word document**. Preview the document in the **Print** pane. **Print two copies** of the document.
	Client services and communication Customer services	Understand how to greet a customer correctly.	**Grade 4: First year:** **Activity 1:** Participate in a discussion about how to greet a customer correctly. Write key words on the board. **Activity 2:** Practice how you would greet a customer face-to face using role-play. Give feedback to the learner who practiced greeting the customer. **Activity 3:** Create a mind map illustrating the correct way to greet a customer. **Grade 4: Second year:** **Activity 1:** View videos on the internet about how to greet a customer. Participate in a discussion to tell what characteristics were identified in the videos. Use **http://www.andrewjensen.net/5-ways-to-properly-greet-a-customer/as** an example. **Activity 2:** Practice how you would greet a customer over the telephone using role-play. Give feedback to the learner who practiced greeting the customer. **Activity 3:** Complete a worksheet with statements about how to greet a customer prepared by teacher and indicate if the statement is true or false.

Grade 4: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 4: First and Second year:** Open the web browser and explore the following websites: **Activity 1:** kids.nationalgeographic.com **Activity 2:** howstuffworks.com **Activity 3:** www.funbrain.com ,www.kidshealth.org

FORMAL ASSESSMENT TASK: GRADE 4:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 4: FIRST YEAR: TERM 4

Week 1-2:

Participate in a game "Telephone".

Participate in the game "Charades."

Design a poster in a text document using pictures and words to illustrate verbal and non-verbal communication. Present your poster to the class.

Change text alignment.

Change the alignment to left and then type their name. Press enter and change the alignment to center, and type your name.

Type 16 spelling words and change the alignment of each word to either left, middle, right or full.

Participate in a discussion about ethics in the workplace. Brainstorm ideas and write key words on the board. View videos on the internet about ethics in the workplace and add key words to the board.

Copy and paste pictures from the internet into a text document illustrating ethics in the workplace. Present your document to the class.

Design a diagram by using SmartArt and use the ethics identified in activity 1 to type in the diagram. Present your diagram to a friend.

Week 3-4:

Brainstorm, in groups, ideas about the characteristics of the office worker. Create a mind map and present ideas to the class.

Search the internet for examples of PowerPoint Presentations about office etiquette or workplace manners etc. Visit http://www.slideshare.net/ as a starting point.

List key words from presentations viewed describing characteristics of the office worker in a text document.

Open a new PowerPoint Presentation and add new slides with titles listing characteristics of the office worker. Add a picture to the slide.

Practical demonstration by teacher on how to type other characters, symbols and punctuation marks by using the Shift key and the Insert symbol function.

Identify and name special characters.

Cut out pictures of special characters, symbols and punctuation marks and design a collage. Show and tell the class.

Edit a paragraph by inserting punctuation marks, in the colour red, where necessary.

Participate in a discussion about the basic rights and responsibilities of the office worker. Write key words on the board.

Read an employment contract and discuss the basic rights and responsibilities of the office worker.

Create a PowerPoint Presentation by only inserting title slides and a picture illustrating the topic of the contract.

Complete a worksheet by stating if the given statements about the basic rights and responsibilities of the office worker are true or false. Use the internet to search for answers if unsure. Change the font type and size of all the sentences when activity is completed.

Week 5-6:

Participate in a discussion about the importance of using a pleasant tone of voice when working in the reception area. Practice this skill by using role-play in pairs.

Unscramble the words about effective communication on the worksheet provided.

Participate in a discussion about the importance of effective communication and what the basic principles are. Design a poster using words and pictures illustrating effective communication.

Change page orientation.

Change page size.

Participate in a discussion about types of customers in the work environment. List ideas on a mind map.

View videos on the internet about the characteristics of the office worker when dealing with customers. Participate in a discussion to tell what characteristics were identified in the videos.

Role-play different scenarios where the teacher is a friendly / rude /blind etc. customer to see how learners respond.

Week 7-8:

Brainstorm, in groups, ideas about the necessity of having an impartial personality when working with customers. Create a mind map and present ideas to the class.

Search the internet for examples of PowerPoint Presentations about human relations in the office environment. Insert a table in a text document and list key words

from presentations viewed describing characteristics of human relations in the office environment.

List characteristics of human relations in a PowerPoint Presentation. Add words pictures to the slides.

View the Print pane.

Print a document.

Participate in a discussion about how to greet a customer correctly. Write key words on the board.

Practice how you would greet a customer face-to face using role-play. Give feedback to the learner who practiced greeting the customer.

Create a mind map illustrating the correct way to greet a customer.

GRADE 4: SECOND YEAR: TERM 4

Week 1-2:

Participate in a blindfold game. Write down key words explaining how to be a good listener.

View PowerPoint Presentations on the internet about verbal and non-verbal communication by using the following as key words: verbal and nonverbal communication ppt. Open a text document and choose either verbal or non-verbal communication as a heading. Illustrate the form of communication by using pictures and key words.

Design a diagram by using SmartArt and use the key words from activity 2 to type in the diagram. Present your diagram to the class.

Change line spacing.

Change paragraph spacing.

Participate in a discussion about ethics in the workplace. Brainstorm ideas and write key words on the board. View videos on the internet about ethics in the workplace and add key words to the board.

Complete a worksheet by stating if the given statements about ethics in the workplace are true or false. Use the internet to search for answers if unsure. Change the font type and size of all the sentences when activity is completed.

Design a diagram by using SmartArt and use the ethics identified in activity 1 to type in the diagram. Present your diagram to a friend.

Week 3-4:

Brainstorm, in groups, ideas about the characteristics of the office worker. Create a mind map and present ideas to the class.

Search the internet for examples of PowerPoint Presentations about office etiquette or workplace manners etc. Visit http://www.slideshare.net/ as a starting point.

List key words from presentations viewed describing characteristics of the office worker in a text document.

Open a new PowerPoint Presentation and add new slides with titles listing characteristics of the office worker. Add a picture to the slide.

Complete a worksheet by matching the given symbol in column A with the same symbol in column B. Ensure that Column A is in a specific colour to see if

learners copy and paste instead of inserting the symbol independently.

Insert a table with 10 rows and 10 columns. Insert your own choice of special characters, symbols and punctuation marks in the blocks.

Edit a paragraph by inserting punctuation marks, in the colour red, where necessary.

Participate in a discussion about the basic rights and responsibilities of the office worker. Insert a table in a text document and type key words of the discussion.

Read an employment contract and discuss the basic rights and responsibilities of the office worker. Create a PowerPoint Presentation by only inserting title slides and a picture illustrating the topic of the contract.

Create a PowerPoint Presentation about the rights and responsibilities of the office worker. Insert a title slide and a sentence to illustrate the right or the responsibility of the office worker. Present it to the class.

Week 5-6:

Participate in a discussion about how to be helpful to customers and what it means to be tactful. View videos on the internet on the subject. Use role-play to illustrate receiving customers by being friendly and tactful in difficult situations.

Participate in a discussion about the different ways in which we communicate. Name and list ways in which to communicate effectively when writing, reading, talking and listening.

Participate in a discussion about the importance of effective communication and what the basic principles are. Open a new PowerPoint Presentation and add new slides with titles listing principles of effective communication. Add a picture to each slide.

Change page margins.

Identify and name the types of customers in the work environment

Participate in a discussion about how to deal with different types of customers. Identify the qualities of the office worker for dealing with different types of customers and list on a worksheet.

Tell the class about experience in the community, for e.g. working in the open labour market.

Week 7-8:

Participate in a discussion about the requirements for a successful reception area. Insert a table with 12 rows and 2 columns. Type words to summarize the requirements for a successful reception area in the blocks.

Design a diagram by using SmartArt and use the requirements identified in identified in activity 1 to type in the diagram. Present your diagram to a friend.

Complete a worksheet with statements about requirements for a successful reception area prepared by teacher and indicate if the statement is true or false.

Print a document.

View videos on the internet about how to greet a customer. Participate in a discussion to tell what characteristics were identified in the videos.

Practice how you would greet a customer over the telephone using role-play. Give feedback to the learner who practiced greeting the customer.

Complete a worksheet with statements about how to greet a customer prepared by teacher and indicate if the statement is true or false.

Grade 5 TERM 1

A learner in Grade 5 will be in the grade for 3 years (16, 17 &18 years old). The teaching plan includes three suggested activities to be taught over the three years. Activity 1 is suggested for the first year the learner is in the grade, activity 2 for the Second year the learner is in the grade and activity 3 for the third year the learner is in the grade. **Activities should be chosen depending on resources, time available and level of understanding of learners. Differentiate or change the activity to something similar if it is not suitable for your learners.**

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment and tools to the learners and the teacher may not leave learners unattended during Office Administration instructional time. A group discussion on the safety precautions that must be followed during all the instructional time is compulsory. Learners with a severe intellectual disability are not always able to make abstract judgements, and they are often not able to apply learned knowledge from one topic to the next. Impulsive behaviour as well as the inability to make fast decisions can easily lead to learners finding themselves in, or being exposed to dangerous situations.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Office equipment	Identify, point out or name the different parts of the computer: Hardware: A. The tower case, CD/DVD drive and USB ports. B. Input devices such as the keyboard, mouse, touchpad, scanner, digital camera and graphics tablet.	**Grade 5: First year:** **Activity 1:** Identify, point out or name the tower case components and its function: Components: CD and DVD drive to insert disks USB ports to insert devices **Activity 2**: Identify, point out or name the input devices and its functions: Keyboard Mouse Touchpad

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
		C. Output devices such as the monitor, speaker and printer.	Scanner Digital camera Graphics tablet **Activity 3:** Identify, point out or name the output devices and its functions: The monitor The speaker/headset The printer **Grade 5: Second year:** **Activity 1:** Make a collage or poster that illustrates the components, input and output devices of a computer. **Activity 2:** Participate in a discussion of the functions of input and output devices of a computer. **Activity 3:** Complete a word search worksheet about components, input and output devices of a computer and paste in the workbooks. **Grade 5: Third year:** **Activity 1:** Use sticky notes to label a computer's parts. Discuss what each part does together. Write down rules or tips that learners should follow or use. For example, the sticky note on a keyboard might mention its function but also how it should be used gently and how people should wash their hands before using the keyboard. A note on the printer would advise on printing only what is needed to conserve paper and ink. **Activity 2:** Search the internet for online games and activities about the components, hardware and software of a computer, for e.g. the "Click-N-Learn" tool at Kids-Online.net

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Bring some advertisements (e.g. newspaper inserts) for computers and peripherals, and have the learners analyze them. Which computers would best suit their needs? Which ones are good deals? Discuss in groups. **Teacher's note:** Follow the link to the following free website and learn more about computer basics: **http://www.gcflearnfree.org/windowsbasics** **http://www.gcflearnfree.org/computerbasics/1** **http://www.gcflearnfree.org/computerbasics/5** **http://www.gcflearnfree.org/computerbasics/6**
	Computer application Keyboard techniques	Demonstrate knowledge of the parts of the keyboard and use the correct typing position: the function, typing, numeric, control, windows, shift, alt, enter and cursor keys. Parts of a Keyboard	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the different components on the keyboard. Write key words on the board. **Activity 2:** Participate in a discussion about the correct posture in front of the computer and brain storm ideas on how to place body, hands and fingers. **Activity 3:** Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks. **Grade 5: Second year:** **Activity 1:** Practical demonstration by teacher showing learners the parts of a keyboard (alphabet keys, numeric pad, function keys, special control keys and cursor keys. **Activity 2:** Find pictures that show the appropriate ergonomic sitting position. Work in groups and make a collage to put on class wall. Groups' show and tell

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			about their collage to the class. **Activity 3:** Identify, point out or name the different components on the keyboard, namely the function, typing, numeric, control, windows, shift, alt, enter and cursor keys. **Grade 5: Third year:** **Activity 1:** Make a collage or poster using pictures or words about the parts of the keyboard. **Activity 2:** View videos about ergonomics and discuss the basic principles of ergonomics. List key words in a text document. **Activity 3:** Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks.
	Client services and communication Hygiene and healthy habits	Understand healthy personal habits and basic hygiene for e.g. brush your teeth twice daily, shower or bath once a day, wash your hair regularly, wash your hands often, shave regularly, brush your hair often, cut your hair when necessary, clip nails frequently, take care of any injuries until they are healed, use personal hygiene products correctly, wear clean clothes and change underclothing daily.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about healthy personal habits and write key words on the board. **Activity 2:** Complete a word search worksheet about healthy personal habits and hygiene products and paste in the workbooks. **Activity 3:** Cut and paste pictures of hygiene products from advertisements and magazines. Add the total price of the products on a calculator. **Grade 5: Second year:** **Activity 1:** Participate in a discussion about healthy personal habits. Insert a table of 12 rows and 2 columns in a text document and type healthy habits in the blocks. **Activity 2:** Unscramble the words about personal hygiene on the worksheet
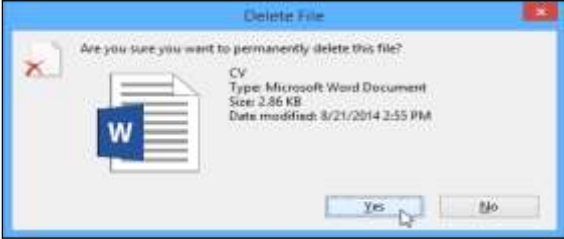
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			provided. **Activity 3:** Practical demonstration by teacher to show learners a spreadsheet document. Show rows and columns and where to fill in with colour. Learners' type names of hygiene products in rows and fill each block with a different colour. **Grade 5: Third year:** **Activity 1:** Participate in a discussion about healthy personal habits. Create a PowerPoint Presentation and make slides illustrating healthy personal habits. Present to the class. **Activity 2:** Complete a worksheet with statements about personal hygiene prepared by teacher and indicate if the statement is true or false. **Activity 3:** Practical demonstration by teacher to show learners a spreadsheet document. Show rows and columns and AutoSum. Learners practice AutoSum in a spreadsheet by listing hygiene products in column A and the price in column B. Use AutoSum to get the total.
3-4	**Office practice** Computer care	Demonstrate how to take care of a computer by cleaning the peripherals and using removable devices carefully and correctly.	**Grade 5: First year:** **Activity 1:** Practical demonstration by teacher on how to take care of a computer by cleaning the hardware. **Activity 2:** View videos about using removable devices carefully and correctly. Class discussion to follow after watching the video on what was learned. **Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory. **Grade 5: Second year:** **Activity 1:** Demonstrate, in groups, how to clean the screen and wipe the
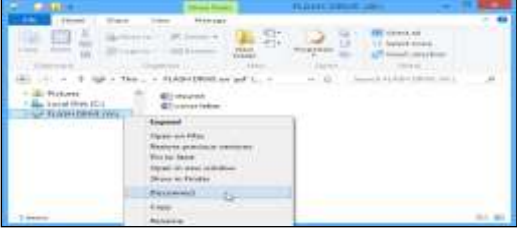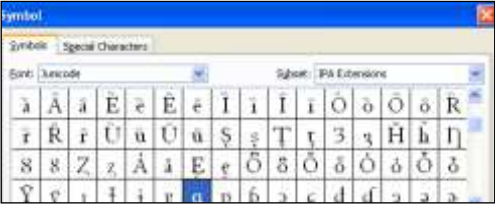
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			keyboard correctly. **Activity 2:** Show and tell the class how to use removable devices carefully and correctly. **Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory. **Grade 5: Third year:** **Activity 1:** Compile a checklist of what peripheral should be cleaned and what equipment used to do so. **Activity 2:** Practice cleaning the computer and using removable devices carefully and correctly. **Activity 3:** Set up a code of conduct for working on the computers / in the computer laboratory. **Teacher's note:** Follow the link to the following free website and learn more about flash drives: **http://www.gcflearnfree.org/windowsbasics/working-with-flash-drives** A flash drive is a **small, removable storage drive** that plugs into a **USB port** on your computer. You can purchase a flash drive for less than R100 at just about any retail store with an electronics department, and even at some grocery stores and pharmacies. Flash drives are a convenient way to **bring your files with you** and open them on a different computer. You could also use a flash drive to **back up** important documents and other files. In this lesson, we'll show you how to use a flash drive with your computer.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To connect a flash drive: **Insert the flash drive** into a **USB port** on your computer. You should find a USB port on the front, back, or side of your computer (the location may vary depending on whether you have a desktop or a laptop). Depending on how your computer is set up, a dialog box may appear. If it does, select **Open folder to view files**. If a dialog box does not appear, open Windows Explorer and locate and select the flash drive on the left side of the window. Note that the **name** of the flash drive may vary. Working with a flash drive:

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Once you've connected a flash drive, you can work with it just like any other folder on your computer, including moving and deleting files. If you want to copy a file **from your computer to the flash drive**, click and drag the file from your computer to this window. The file will be duplicated, and this new version will be saved to the flash drive. The original version of the file will still be saved to your computer. If you want to copy a file **from your flash drive to your computer**, click and drag the file from this window to your computer.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			If you want to **remove a file from your flash drive**, click and drag the file to the **Recycle Bin**. A dialog box will appear. Click **Yes** to confirm that you want to permanently delete the file. To safely remove a flash drive: When you're done using a flash drive, don't remove it from the USB port just yet! You'll need to make sure to disconnect it properly to avoid damaging files on the drive. Right-click the flash drive and select **Disconnect** (or **Eject**).

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			You can now safely remove the flash drive from the USB port.
	Computer application Word processing and editing Business documents	Use the keyboard skilfully and accurately by typing the home row (asdfgh;lkj), top row (qwertyuiop) and bottom row (zxcvbnm), inserting a capital letter, using bold, italics and underline, change the font type and size and punctuation and special characters.	**Grade 5: First year:** **Activity 1:** Practical demonstration by teacher showing learners the correct placement of fingers and hands to type the home, top and bottom row. Learners practice to type top home, top and bottom letters with correct placement of fingers and hands. **Activity 2:** Learners open a text document and type words using bold, italics and underline. Change the font type and size of certain words. **Activity 3:** Practical demonstration by teachers showing learners how to type capitals, other characters, symbols and punctuation marks by using the Shift key and the Insert symbol function. Learners identify and name the characters. **Grade 5: Second year:** **Activity 1:** Visit **http://www.dancemattypingguide.com** and practice typing the home, top and bottom row. **Activity 2:** Practice using bold, italics, underline, font type and size by typing key words about yourself in a new document. **Activity 3:** Give a prepared paragraph to learners consisting of 20 sentences. Learners edit the paragraph by inserting capitals and punctuation marks, in the
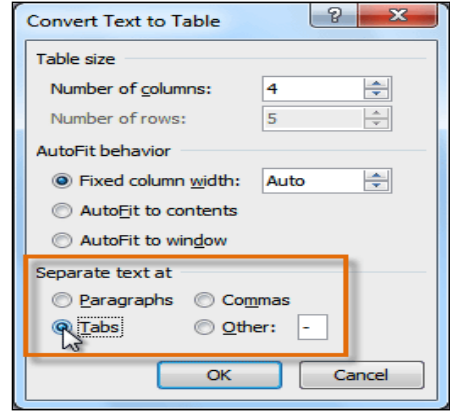
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			colour red, where necessary. **Grade 5: Third year:** **Activity 1:** Use short words starting with letters from home, top and bottom row given by teacher and practice typing words. **Activity 2:** Practice using bold, italics, underline, font type and size by changing words according to instructions on a prepared paragraph. **Activity 3:** Search the internet for ASCII codes and copy them to a text document.
	Client services and communication Hygiene and healthy habits	Understand unhealthy personal habits and bad basic hygiene and the basic principles of sick leave.	**Grade 5: First year:** **Activity 1:** Make a list of different first impressions, good and bad, that you have had with people. Consider the people's personal hygiene, grooming and dress in your response: your friend, new classmates, your teachers and the office ladies. **Activity 2:** Create a PowerPoint Presentation and use pictures and words to illustrate bad hygiene and unhealthy habits. Present it to the class. **Activity 3:** Participate in a discussion about going to school/work when you have a cold or flu. How do you react when you are well and have close contact with a person who has a cold or flu? Will you keep your distance or do you hope that you will not catch whatever he has? What influence would your actions have on the interaction between the two of you? Create a mind map with ideas from discussion. **Grade 5: Second year:** **Activity 1:** Make a checklist of personal grooming habits and allow learners to rate each other for e.g. hair, clothes, nails, teeth, sweat etc.
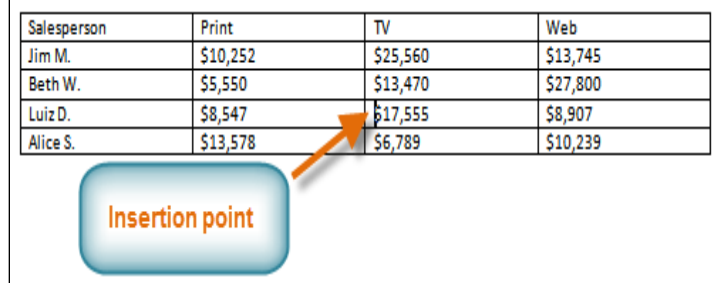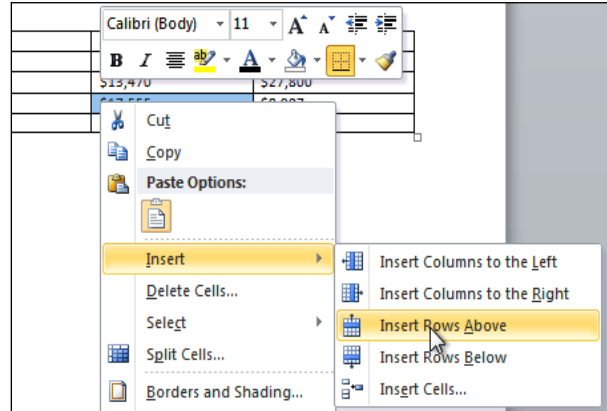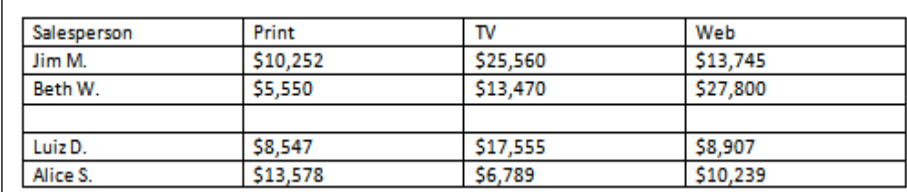
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: Some workplaces require strict dress codes because of safety, cleanliness and hygiene. Discuss examples of such workplaces. Cut out pictures from magazines to illustrate safety, cleanliness and hygiene on different workplaces and make a poster. **Activity 3:** What procedures must office workers follow to report ill and take sick leave? Search the internet to find appropriate answers and discuss in the class. **Grade 5: Third year:** **Activity 1:** Participate in a discussion about services that we use every day. List these services on the board. How did the personal hygiene, grooming and dress of the service provider affect your opinion of the service quality? **Activity 2:** Some workplaces require strict dress codes because of safety, cleanliness and hygiene. Participate in a discussion how a nurse and a baker would compare regarding their hygiene and cleanliness. **Activity 3:** Set up a code of conduct for school or work regarding having a cold or flu.
5-6	**Office practice** Operates a personal computer system	Demonstrate basic operations on the computer: switch the computer on and off, move and click the mouse correctly, identify, point out or name the basic keys on the keyboard, the names and icons of the programmes on the computer and how to exit the programmes.	**Grade 5: First year:** **Activity 1:** Practical demonstration by teacher showing learners how to switch the computer on and off, moving and clicking the mouse correctly, identifying the basic keys on the keyboard, identifying the icons of the programmes on the computer and exiting the programmes. **Activity 2:** View videos about how to move and click the mouse correctly and discuss, in groups, techniques learned. Class discussion to follow after watching the video on what was learned. **Activity 3:** Show and tell the class about the basic keys on the keyboard and
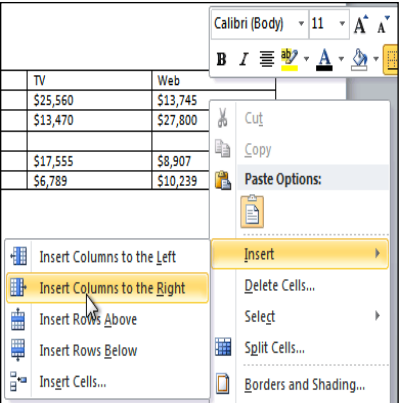
		Grade 5: Term 1	
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			their functions. **Grade 5: Second year:** **Activity 1:** Demonstrate how to switch the computer on and off by following correct procedure. **Activity 2:** Complete a matching worksheet pairing the icons of the programmes with the correct name of the programme and paste in the workbooks. **Activity 3:** Practice to open and close specific programmes on the computer. **Grade 5: Third year:** **Activity 1: Teacher's note:** Follow the link to the following free website and learn more about parts of a keyboard: **http://www.gcflearnfree.org/computerbasics/5.3** **Activity 2:** Illustrate to a partner how to move and click the mouse correctly. View videos about how to move and click the mouse correctly and discuss, in groups, techniques learned. **Activity 3:** Name and list the programs on your computer and illustrate how to open and close a few of them.
	Computer application Word processing and editing Business	Demonstrate basic editing features in a paragraph and tables: text selection, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name.	**Grade 5: First year:** **Activity 1**:Practical demonstration by teacher, on a prepared document, on how to select certain text, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name. **Activity 2:** Give a prepared paragraph to learners in electronic and hard copy. Learners edit the paragraph electronically according to the hard copy by selecting certain text, copying and pasting certain words or pictures and
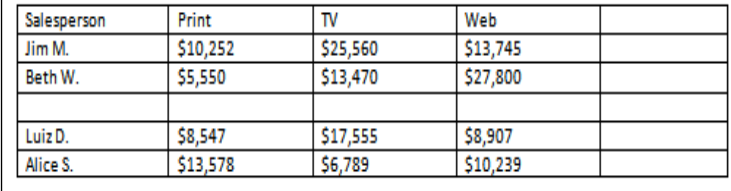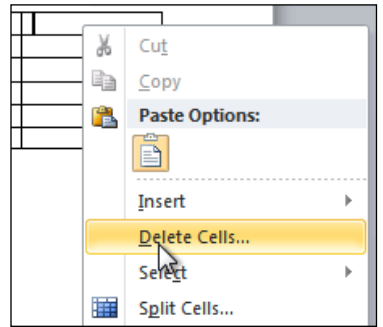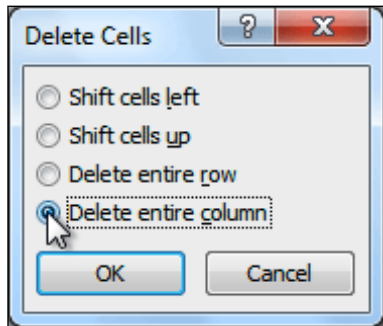
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	documents		inserting missing letters and words. **Activity 3:** Practical demonstration by teacher on how to use the Save as function. Learners practice by opening new documents and saving them under a specific name. **Grade 5: Second year:** **Activity 1:** Practical demonstration by teacher, on a prepared document, on how to select certain text, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name. **Activity 2:** Give a prepared paragraph to learners in electronic and hard copy. Learners edit the paragraph electronically according to hard copy by changing the order of words, inserting or deleting rows and columns and changing borders and shadings. **Activity 3:** Practical demonstration by teacher on how to use the Save as function. Learners practice by opening new documents and saving them under a specific name. **Grade 5: Third year:** **Activity 1:** Practical demonstration by teacher, on a prepared document, on how to select certain text, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name. **Activity 2:** Give a prepared paragraph to learners in electronic and hard copy.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Learners edit the paragraph electronically according to hard copy by changing the cell alignment and the text direction in a table. **Activity 3:** Practical demonstration by teacher on how to use the Save as function. Learners practice by opening new documents and saving them under a specific name. **Teacher's note:** Follow the link to the following free website and learn more about cut, copy, paste, finding and replacing text: **http://www.gcflearnfree.org/word2010/21** To convert existing text to a table: Select the text you want to convert. Select the **Insert** tab. Click the **Table** command. Select **Convert Text to Table** from the menu. A dialog box will appear. Choose one of the options in the **Separate text at:** section. This is how Word knows what text to put in each column.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  Click **OK**. The text appears in a table. To add a row above an existing row: Place the insertion point in a row **below** the location where you want to add a row.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			   Right-click the mouse. A menu appears. Select **Insert → Insert Rows Above**. A new row appears **above** the insertion point.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			You can also add rows below the insertion point. Follow the same steps, but select **Insert Rows Below** from the menu. To add a column: Place the **insertion point** in a **column adjacent** to the location where you want the new column to appear. Right-click the mouse. A menu will appear. Select **Insert → Insert Columns to the Left** or **Insert Columns to the Right**. A new column appears.
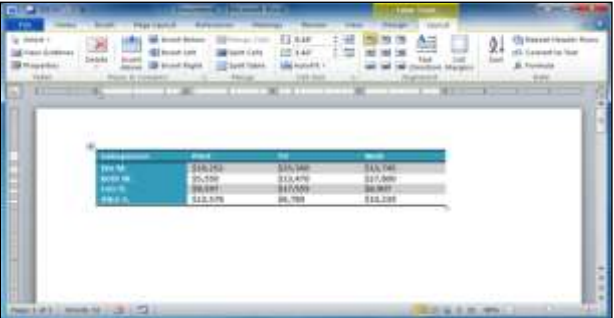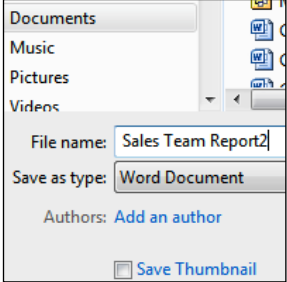
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To delete a row or column: Select the row or column. Right-click your mouse. A menu will appear. Select **Delete Cells**. Select **Delete entire row** or **Delete entire column**, then click **OK**. Apply a table style: Click anywhere on the table. The **Design** tab will appear on the Ribbon. Select the **Design** tab and locate the **Table Styles**. Click the **More** drop-down arrow to see all of the table styles.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Hover the mouse over the various styles to see a live preview. Select the desired style. The table style will appear in the document. To change table style options: Once you've chosen a table style, you can turn various options **on** or **off** to change the appearance of the table. There are six options: **Header Row**, **Total Row**, **Banded Rows**, **First Column**, **Last Column**, and **Banded Columns**. Click anywhere on the table. The **Design** tab will appear. From the **Design** tab, **check** or **uncheck** the desired options in the **Table Style Options** group.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  Depending on which **table style** you're using, certain **table style options** may have a somewhat different effect. You may need to **experiment** to get the exact look you want. To add borders to a table: Select the cells you want to add a border to. From the **Design** tab, select the desired **Line Style**, **Line Weight**, and **Pen Colour**. Click the **Borders** drop-down arrow. From the drop-down menu, select the desired **border type**.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			The border will be added to the selected cells. Modifying a table using the Layout tab: When you select a table in Word 2010, **Design** and **Layout** tabs appear under **Table Tools** on the Ribbon. Using commands on the **Layout** tab, you can make a variety of modifications to the table.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Challenge: Open an **existing Word document**. If you want, you can use this **example**. **Convert some text** into a table. If you are using the example, convert the text below **By Client**. Apply a **table style**, and experiment with the **table style options**. If you are using the example, see if you can make the table match the **By Salesperson** table above it. **Delete a row** from the table. Insert a **blank table** with five rows and four columns. Add **borders** to the blank table. **Teacher's note:** Follow the link to the following free website and learn more about how to save a document: **http://www.gcflearnfree.org/word2010/4**

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			It's important to know how to save the documents you are working with. Frequently saving your documents prevents you from losing your work, and using **Save As** allows you to edit a document while leaving the original copy unchanged. There are several ways to **share and receive documents**, which will affect how you need to save the file. Are you downloading the document? Saving it for the first time? Saving it as another name? Sharing it with someone who doesn't have Word 2010? All of these factors will affect how you **save your Word documents**. In this lesson, you'll learn how to use the **Save** and **Save As** commands, how to save as a **Word 97-2003** compatible document, and how to save as a **PDF**. How to save documents: When you create a new document in Word, you'll need to know how to **save** it in order to access and edit it later. Word allows you to save your documents in several ways. To use the Save As command: **Save As** allows you to choose a name and location for your document. It's useful if you've first created a document or if you want to save a different version of a document while keeping the original. Click the **File** tab. Select **Save As**.
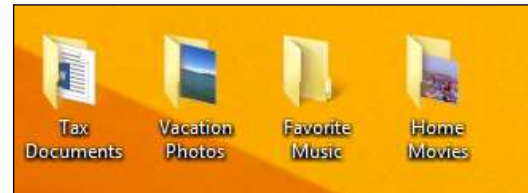
Grade 5: Term 1			
WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
			The **Save As** dialog box will appear. Select the location where you want to save the document. Enter a name for the document, then click **Save**. If you're using **Windows 7**, you'll usually want to save files to your **Documents library**, while in other versions of Windows you'll save them to the **My Documents folder**. For more information, check out our lessons on **Windows 7** and **Windows XP**. To use the Save command: Click the **Save** command on the **Quick Access to toolbar**. The document will be saved in its current location with the same file name.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			If you are saving for the first time and select **Save**, the **Save As** dialog box will appear. AutoRecover: Word automatically saves your documents to a temporary folder while you're working on them. If you forget to save your changes or if Word crashes, you can recover the autosaved file. Open a document that was previously closed without saving. In **Backstage view**, click **Info**. If there are autosaved versions of your file, they will appear under **Versions**. Click on the file to open it.
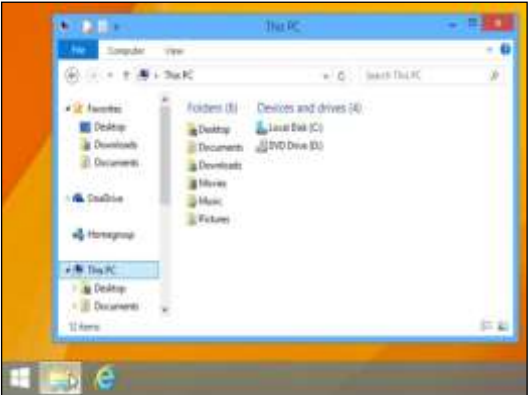
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			To save changes, click **Restore**, then click **OK**. By default, Word autosaves every 10 minutes. If you are editing a document for less than 10 minutes, Word may not create an autosaved version. Challenge: Open an **existing Word document**. If you want, you can use this **example**. Using **Save As**, save the document with the file name **trial**.
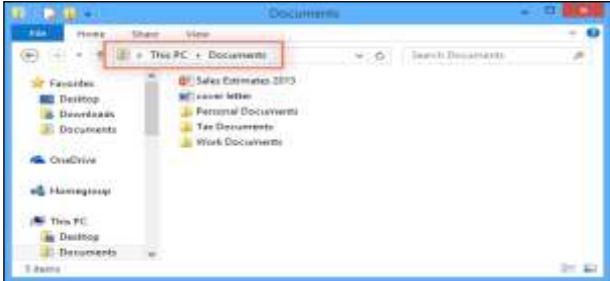
WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
			Save the **same document** as a PDF file.
			Close the document.
			Open **another** existing Word document.
			Save the document so it is **compatible** with Word 2003.
			Close the document.
	Client services and communication Customer service	Interpret body language in a business environment.	**Grade 5: First year:** **Activity 1:** Use your working environment to give examples of positive and negative body language. **Activity 2:** Create a PowerPoint Presentation and use words and pictures to illustrate positive and negative body language. Present to the class. **Activity 3:** "Body movements and gestures show people's feelings". List examples of the statement in a document using words and pictures. **Grade 5: Second year:** **Activity 1:** Explain the reasons why good posture and eye contact are important in the workplace by using examples from a selected business context. **Activity 2:** Create a mind map illustrating the reasons for eye contact. **Activity 3:** "Body movements and gestures show people's feelings". List examples of the statement in a document using words and pictures. **Grade 5: Third year:** **Activity 1:** Give reasons why it is important to interpret body language correctly in the workplace by using examples from a selected business context (your school). **Activity 2:** Learners interpret the body language of people in photos given. Discuss in groups and give feedback to the class.
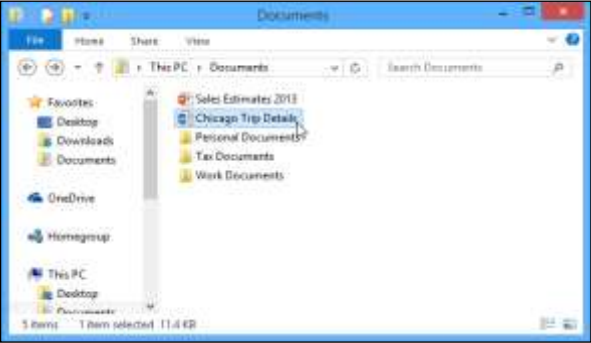
The table header row:

| WEEK | TOPICS with focus area | CONTENT *The learner must be able to:* | Practical tasks |

Grade 5: Term 1

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: "Body movements and gestures show people's feelings". List examples of the statement in a document using words and pictures.
7-8	**Office practice** Office equipment and mailing systems	Use general office equipment and understand the basic operation of a photocopying, fax and shredding machine.	**Grade 5: First year:** **Activity 1:** Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place). **Activity 2:** Use office equipment brochures or copy and paste pictures from the internet to illustrate different office equipment and make a collage to put on the wall. **Activity 3:** Set up a code of conduct that explains safety measures when working with office equipment. **Grade 5: Second year:** **Activity 1:** Organise with the administration office for learners to observe how the photocopying, fax and shredder machines work. **Activity 2:** Insert a table in a new document with 2 columns. List the names of office equipment in column 1 and copy and paste pictures from the internet to illustrate the equipment in column 2. **Activity 3:** Display office equipment in the classroom and learners each show and tell about the equipment and how it is used. **Grade 5: Third year:** **Activity 1:** Organise with the office block for learners to practice to replace the photocopying machine paper and how to make photocopies. **Activity 2:** Organise with the office block for learners to practice to shred paper and understand why this machine is used.
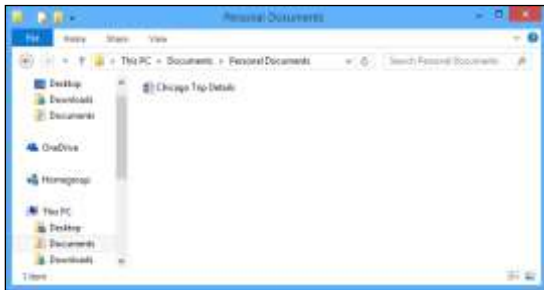
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Organise with the office block for learners to practice to replace the fax paper and how to send a fax.
	Computer application Word processing and editing Business documents	Demonstrate basic file management.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/windowsbasics/3Grade 5: First year:** **Activity 1:** What is a file?: There are many different **types of files** you can use. For example, Microsoft Word documents, digital photos, digital music, and digital videos are all types of files. You might even think of a file as a **digital version** of a real-world thing you can interact with on your computer. When you use different applications, you'll often be **viewing**, **creating**, or **editing files**. Files are usually represented by an **icon**. In the image below, you can see a few different types of files below the Recycle Bin on the desktop. What is a folder?: Windows uses **folders** to help you organize files. You can put files **inside a folder**, just like you
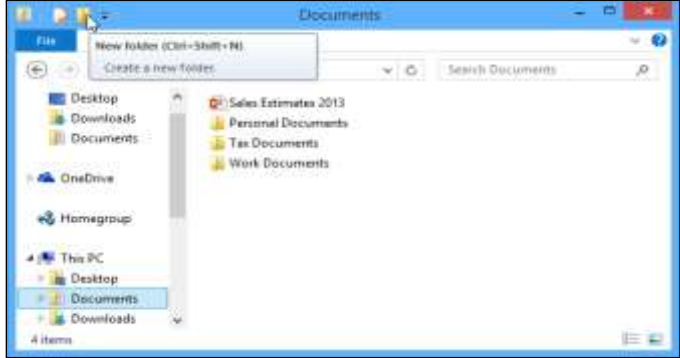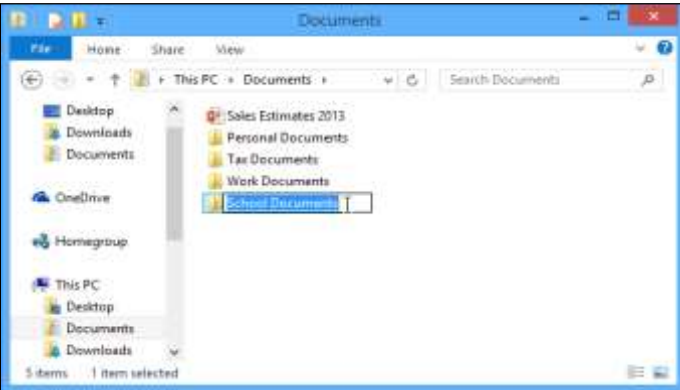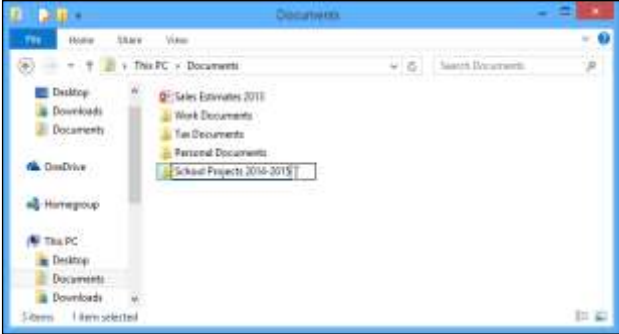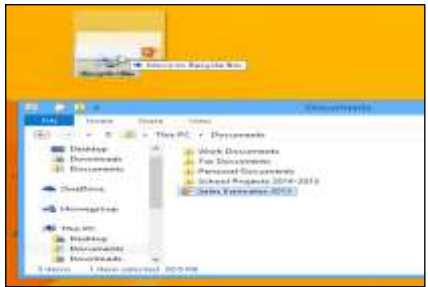
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			would put documents inside a real folder. In the image below, you can see some folders on the desktop. Windows Explorer: You can view and organize files and folders using a built-in application known as **Windows Explorer** (called **File Explorer** in Windows 8). To open Windows Explorer, click the **Windows Explorer** icon on the taskbar, or double-click any folder on your desktop. A new Windows Explorer window will appear. Now you're ready to start working with your files and folders. From Windows Explorer, **double-click a folder to open it**. You can then see all of the files stored in that folder.
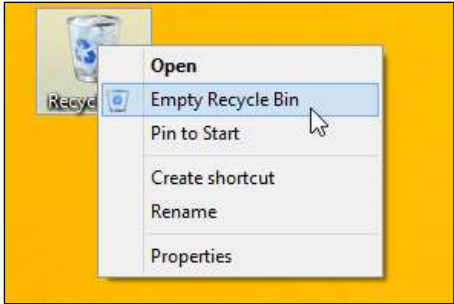
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Notice that you can also see the **location** of a folder in the **address** **bar** near the top of the window.
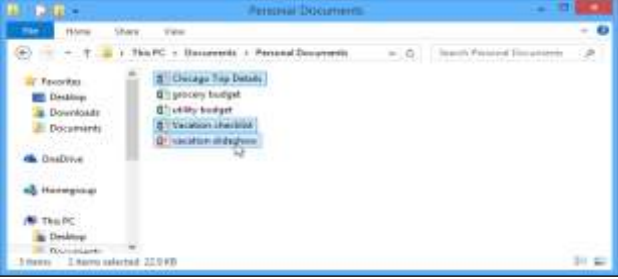
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: To open a file: **Find the file on your computer, and double-click it**. This will open the file in its **default application**. In our example, we'll open a Microsoft Word document (**Chicago Trip Details.docx**), which will open in **Microsoft Word**. **Open the application, and then use the application to open the file**. Once the application is open, you can go to the **File** menu at the top of the window and select **Open**.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Moving and deleting files: As you begin using your computer, you will start to collect more and more files, which can make it more difficult to find the files you need. Fortunately, Windows allows you to move files to different folders and delete files you longer use. To move a file: It's easy to move a file from one location to another. For example, you might have a file on the desktop that you want to move to your Documents folder: -Click and drag the file to the desired location. -Release the mouse. The file will appear in the new location. In this example, we have opened the folder to see the file in its new location. You can use this same technique to **move an entire folder**. Note that moving a folder will also move all of the files within that folder. **Grade 5: Second year:**
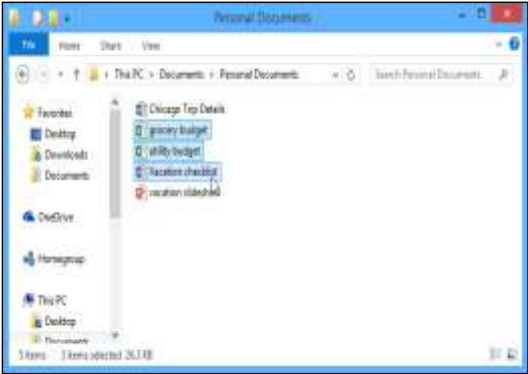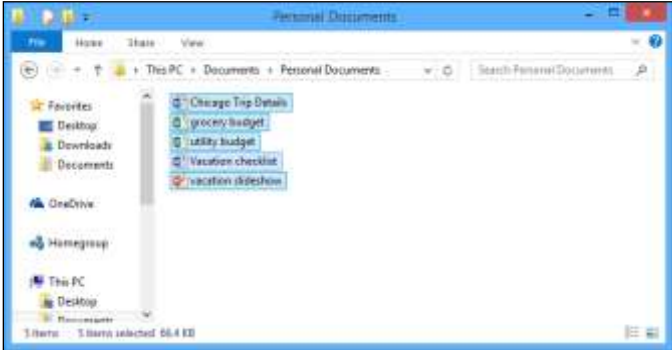
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: To create a new folder: -Within Windows Explorer, locate and select the **New folder** button. -The new folder will appear. Type the desired **name** for the folder and press **Enter**. In our example, we'll call it **School Documents**. -The new folder will be created. You can now move files into this folder. **Activity 2:** To rename a file or folder:

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			You can change the name of any file or folder. A unique name will make it easier to remember what type of information is saved in the file or folder. -Click the file or folder, **wait about one second**, and click again. An editable text field will appear. -Type the desired name on your keyboard and press **Enter**. The name will be changed. Alternatively, you can right-click it and select **Rename** from the menu that appears. Activity 3: To delete a file or folder: If you no longer need to use a file, you can delete it. When you delete a file, it is moved to the **Recycle Bin**. If you change your mind, you can move the file from the
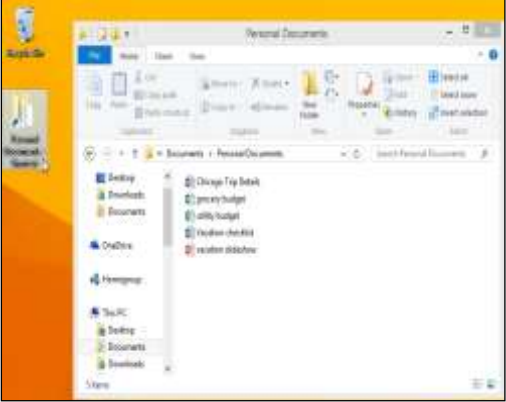
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Recycle Bin back to its original location. If you're sure you want to permanently delete the file, you will need to **empty the Recycle Bin**. -Click and drag the file to the **Recycle Bin** icon on the **desktop**. Alternatively, you can click the file to select it and press the **Delete** key on your keyboard. -To permanently delete the file, right-click the **Recycle Bin** icon and select **Empty Recycle Bin**. All files in the Recycle Bin will be permanently deleted. Note that deleting a folder will also delete all of the files within that folder. **Grade 5: Third year:** **Activity 1:** Selecting multiple files: There are a few different ways to select **more than one file at a time:** **-**If you're viewing your files as icons, you can **click and drag the mouse to draw a box** around the files you want to select. When you're

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			done, release the mouse; the files will be selected. You can now move, copy, or delete all of these files at the same time. -To select **specific files** from a folder, press and hold the **Control** key on your keyboard, then click the files you want to select. -To select a **group of files** from a folder, click the first file, press and hold the **Shift** key on your keyboard, then click the last file. All of the files between the first and last ones will be selected.
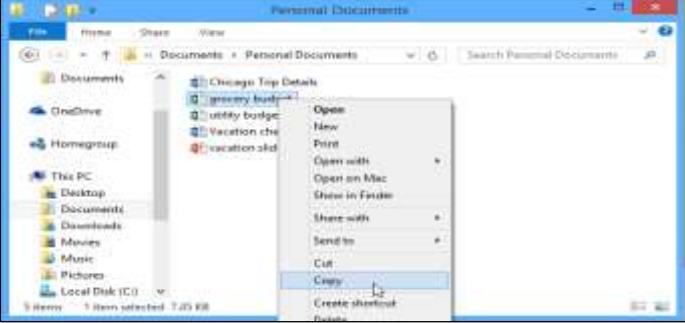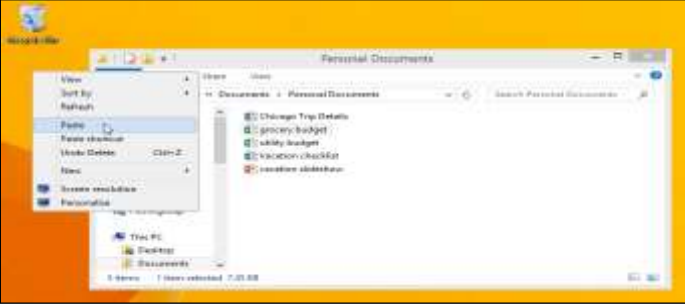
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  -If you want to select **all files in a folder** at the same time, open the folder in Windows Explorer and press **Ctrl+A** (press and hold the **Control** key on your keyboard and then press **A**). All of the files in the folder will be selected. **Activity 2:** If you have a file or folder you use frequently, you can save time by creating a **shortcut** on the desktop. Instead of navigating to the file or folder each time you want to use it, you can simply double-click the shortcut
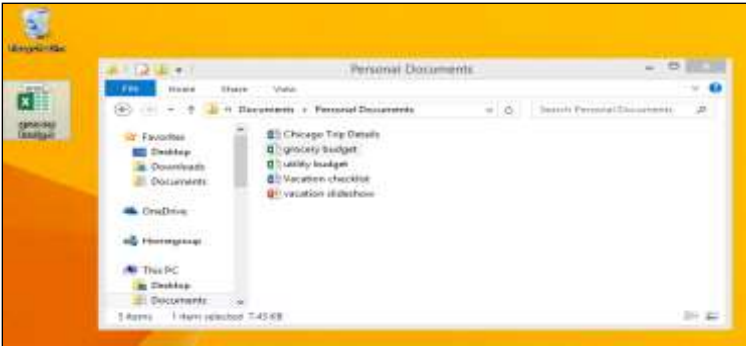
Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			to open it. A shortcut will have a small arrow in the lower-left corner of the icon. Note that creating a shortcut does **not** create a duplicate copy of the folder—it's simply a way to access it more quickly. If you delete a shortcut, it will not delete the actual folder or the files it contains. Also note that copying a shortcut onto a flash drive will not work; if you want to bring a file with you, you'll need to navigate to the actual location of the file and copy it to the flash drive. To create a shortcut: **-**Locate and right-click the desired folder, then select **Send to → Desktop (create shortcut)**. -A shortcut to the folder will appear on the desktop. Notice the arrow in the lower-left corner of the icon. You can now double-click the shortcut to open the folder at any time.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Alternatively, you can hold the **Alt** key on your keyboard and then click and drag the folder to the desktop to create a shortcut. <u>**Activity 3:**</u> To copy and paste files: You can use the cut, copy, and paste commands for a variety of tasks on your computer. For example, if you wanted to create a **duplicate** copy of a file, you could **copy it** from one folder to another. -Right-click the file and select **Copy** from the menu that appears. Alternatively, you can press **Ctrl+C** on your keyboard.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			-Locate and right-click the new location, then select **Paste**. Alternatively, you can press **Ctrl+V** on your keyboard. In our example, we'll paste the file to the **desktop**. -The duplicate file will appear. Notice how the original file has not been moved or changed. Note that if you make a change to the original file, it will **not** update any copies of that file.

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communication Customer service	Understand different methods of handshakes and the importance of personal space.	**Grade 5: First year:** **Activity 1:** Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes. **Activity 2:** Use role-play to practice different types of handshakes and look for pictures on the internet to make a collage of such examples. **Activity 3:** Explain to the learners why it is important to respect other people's personal space. Let the learners use role-play to practice the appropriate personal space to give someone when you are talking to them. **Grade 5: Second year:** **Activity 1:** Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes. **Activity 2:** South Africa has different handshakes. Compare the meaning of different handshakes used in South Africa. Give examples of when it is

Grade 5: Term 1			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			appropriate to use each handshake.
			Activity 3: Explain why it is important to respect other people's space and why it is inappropriate to touch other people in a business environment. Write key words on the board.
			Grade 5: Third year:
			Activity 1: Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes.
			Activity 2: Explain the proper use of a handshake as a greeting in a business setting. Illustrate your ideas on a page using words and pictures.
			Activity 3: Give examples of the consequences if one ignores business etiquette about personal space. Set up a code of conduct regarding personal space in your school.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 5: First, Second and Third year:** Open the web browser and explore the following websites: **Activity 1:** alphabet-soup, LearningGamesforKids.com. **Activity 2:** kidsmath.com, http://www.e-learningforkids.org **Activity 3:** BBC school, http://www.technokids.com

FORMAL ASSESSMENT TASK: GRADE 5:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 5: FIRST YEAR: TERM 1

Week 1-2:

Identify, point out or name the tower case components and its function.

Identify, point out or name the input devices and its functions.

Identify, point out or name the output devices and its functions.

Participate in a discussion about the different components on the keyboard. Write key words on the board.

Participate in a discussion about the correct posture in front of the computer and brain storm ideas on how to place body, hands and fingers.

Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks.

Participate in a discussion about healthy personal habits and write key words on the board.

Complete a word search worksheet about healthy personal habits and hygiene products and paste in the workbooks.

Cut and paste pictures of hygiene products from advertisements and magazines. Add the total price of the products on a calculator.

Week 3-4:

View videos about using removable devices carefully and correctly. Class discussion to follow after watching the video on what was learned.

Set up a code of conduct for working on the computers / in the computer laboratory.

Practice to type top home, top and bottom letters with correct placement of fingers and hands.

Open a text document and type words using bold, italics and underline. Change the font type and size of certain words.

Identify and name the special characters.

Make a list of different first impressions, good and bad, that you have had with people. Consider the people's personal hygiene, grooming and dress in your response: your friend, new classmates, your teachers and the office ladies.

Create a PowerPoint Presentation and use pictures and words to illustrate bad hygiene and unhealthy habits. Present it to the class.

Participate in a discussion about going to school/work when you have a cold or flu. How do you react when you are well and have close contact with a person who has a cold or flu? Will you keep your distance or do you hope that you will not catch whatever he has? What influence would your actions have on the interaction between the two of you? Create a mind map with ideas from discussion.

Week 5-6:

View videos about how to move and click the mouse correctly and discuss, in groups, techniques learned.

Show and tell the class about the basic keys on the keyboard and their functions.

Edit a paragraph electronically according to hard copy by selecting certain text, copying and pasting certain words or pictures and inserting missing letters and

words.

Practice to open new documents and saving it under a specific name.

Use your working environment to give examples of positive and negative body language.

Create a PowerPoint Presentation and use words and pictures to illustrate positive and negative body language. Present to the class.

Body movements and gestures show people's feelings". List examples of the statement in a document using words and pictures.

Week 7-8:

Use scrap paper to try out different staplers, punch holes in the paper and cut paper with a guillotine (make sure you have safety measures in place).

Use office equipment brochures or copy and paste pictures from the internet to illustrate different office equipment and make a collage to put on the wall.

Set up a code of conduct that explains safety measures when working with office equipment.

Understanding files and folders.

Open a file.

Move and delete files.

Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes.

Use role-play to practice different types of handshakes and look for pictures on the internet to make a collage of such examples

Use role-play to practice the appropriate personal space to give someone when you are talking to them.

GRADE 5: SECOND YEAR: TERM 1

Week 1-2:

Make a collage or poster that illustrates the components, input and output devices of a computer.

Participate in a discussion of the functions of input and output devices of a computer.

Complete a word search worksheet about components, input and output devices of a computer and paste in the workbooks.

Find pictures that show the appropriate ergonomic sitting position. Work in groups and make a collage to put on class wall. Groups' show and tell about their collage to the class.

Identify, point out or name the different components on the keyboard, namely the function, typing, numeric, control, windows, shift, alt, enter and cursor keys.

Participate in a discussion about healthy personal habits. Insert a table of 12 rows and 2 columns in a text document and type healthy habits in the blocks.

Unscramble the words about personal hygiene on the worksheet provided.

Type names of hygiene products in rows in Microsoft Excel and fill each block with a different colour.

Week 3-4:

Demonstrate, in groups, how to clean the screen and wipe the keyboard correctly.

Show and tell the class how to use removable devices carefully and correctly.

Set up a code of conduct for working on the computers / in the computer laboratory.

Visit http://www.dancemattypingguide.com and practice typing the home, top and bottom row.

Practice using bold, italics, underline, font type and size by typing key words about yourself in a new document.

Edit a paragraph by inserting capitals and punctuation marks, in the colour red, where necessary.

Make a checklist of personal grooming habits and allow learners to rate each other for e.g. hair, clothes, nails, teeth, sweat etc.

Discuss examples of such workplaces. Cut out pictures from magazines to illustrate safety, cleanliness and hygiene on different workplaces and make a poster.

What procedures must office workers follow to report ill and take sick leave? Search the internet to find appropriate answers and discuss in the class.

Week 5-6:

Demonstrate how to switch the computer on and off by following correct procedure.

Complete a matching worksheet pairing the icons of the programmes with the correct name of the programme and paste in the workbooks.

Practice to open and close specific programmes on the computer.

Edit a paragraph electronically according to hard copy by changing the order of words, inserting or deleting rows and columns and changing borders and shadings.

Practice to open a new documents and saving it under a specific name.

Explain the reasons why good posture and eye contact are important in the workplace by using examples from a selected business context.

Create a mind map illustrating the reasons for eye contact.

List examples of the statement "Body movements and gestures show people's feelings" in a document using words and pictures

Week 7-8:

Organise with the administration office for learners to observe how the photocopying, fax and shredder machines work.

Insert a table in a new document with 2 columns. List the names of office equipment in column 1 and copy and paste pictures from the internet to illustrate the equipment in column 2.

Display office equipment in the classroom and learners each show and tell about the equipment and how it is used.

Create a new folder.

Rename a file or folder

Delete a file or folder.

Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes.

Compare the meaning of different handshakes used in South Africa. Give examples of when it is appropriate to use each handshake.

Explain why it is important to respect other people's space and why it is inappropriate to touch other people in a business environment. Write key words on the board.

GRADE 5: THIRD YEAR: TERM 1

Week 1-2:

Search the internet for online games and activities about the components, hardware and software of a computer, for e.g. the "Click-N-Learn" tool at Kids-Online.net.

Bring some advertisements (e.g. newspaper inserts) for computers and peripherals, and have the learners analyze them. Which computers would best suit their needs? Which ones are good deals?

Make a collage or poster using pictures or words about the parts of the keyboard.

View videos about ergonomics and discuss the basic principles of ergonomics. List key words in a text document.

Complete a matching worksheet pairing the names of the components on the keyboard with the correct picture and paste in the workbooks.

Participate in a discussion about healthy personal habits. Create a PowerPoint Presentation and make slides illustrating healthy personal habits. Present to the class.

Complete a worksheet with statements about personal hygiene prepared by teacher and indicate if the statement is true or false.

Practice AutoSum in a spreadsheet by listing hygiene products in column A and the price in column B. Use AutoSum to get the total.

Week 3-4:

Compile a checklist of what peripheral should be cleaned and what equipment used to do so.

Practice cleaning the computer and using removable devices carefully and correctly

Set up a code of conduct for working on the computers / in the computer laboratory.

Use short words starting with letters from home, top and bottom row given by teacher and practice typing words.

Practice using bold, italics, underline, font type and size by changing words according to instructions on a prepared paragraph.

Search the internet for ASCII codes and copy them to a text document.

Participate in a discussion about services that we use every day. List these services on the board. How did the personal hygiene, grooming and dress of the

service provider affect your opinion of the service quality?

Some workplaces require strict dress codes because of safety, cleanliness and hygiene. Participate in a discussion how a nurse and a baker would compare regarding their hygiene and cleanliness.

Set up a code of conduct for school or work regarding having a cold or flu.

Week 5-6:

Follow the link to the following free website and learn more about parts of a keyboard: http://www.gcflearnfree.org/computerbasics/5.3

Illustrate to a partner how to move and click the mouse correctly. View videos about how to move and click the mouse correctly and discuss, in groups, techniques learned.

Name and list the programs on your computer and illustrate how to open and close a few of them.

Edit a paragraph electronically according to hard copy by changing the cell alignment and the text direction in a table.

Practice to open a new document and saving it under a specific name.

Give reasons why it is important to interpret body language correctly in the workplace by using examples from a selected business context (your school).

List examples of the statement "Body movements and gestures show people's feelings" in a document using words and pictures

Week 7-8:

Organise with the office block for learners to practice to replace the photocopying machine paper and how to make photocopies.

Organise with the office block for learners to practice to shred paper and understand why this machine is used.

Organise with the office block for learners to practice to replace the fax paper and how to send a fax.

Select multiple files.
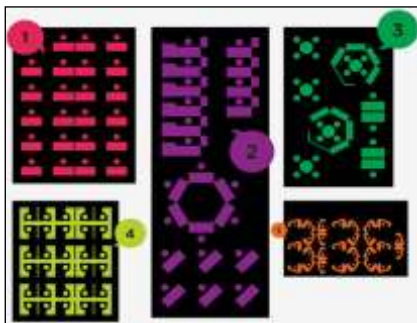
Create a **shortcut** on the desktop.
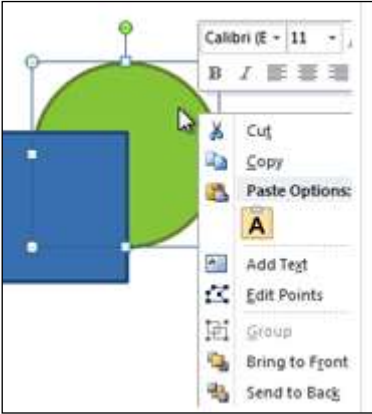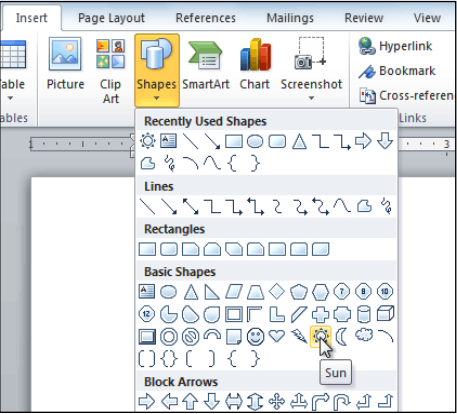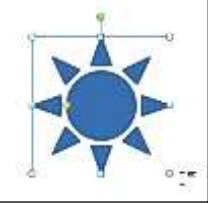
Copy and paste files.
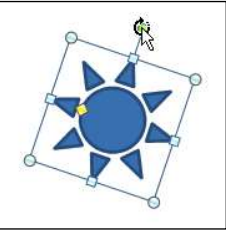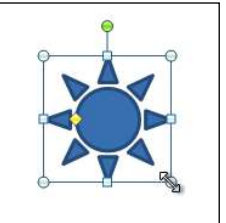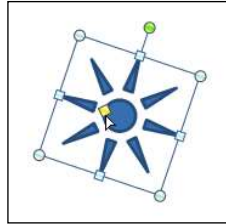
Search the internet about different types of handshakes and the correct use thereof. Copy and paste pictures to illustrate different types of handshakes.
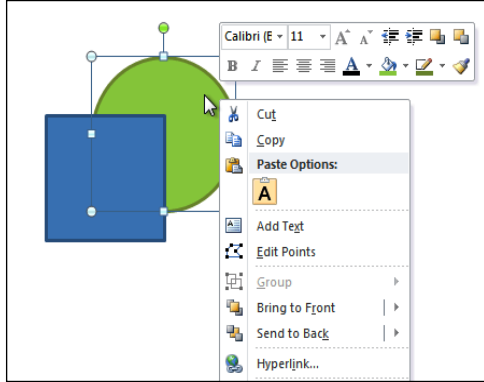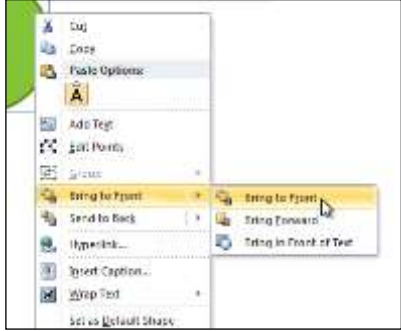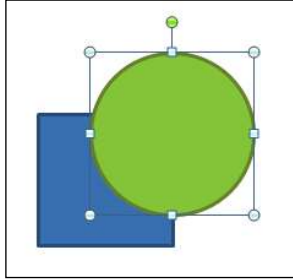
Explain the proper use of a handshake as a greeting in a business setting. Illustrate your ideas on a page using words and pictures.
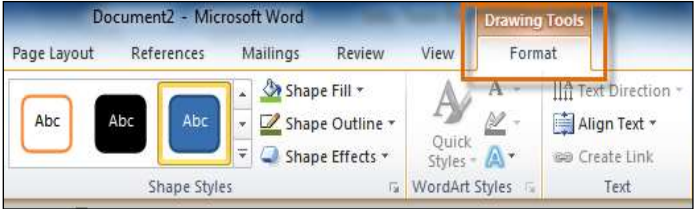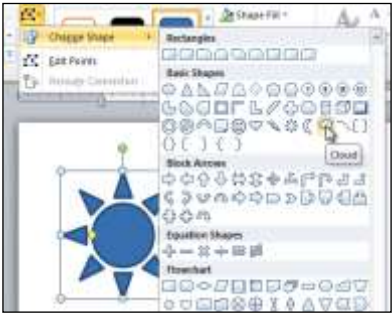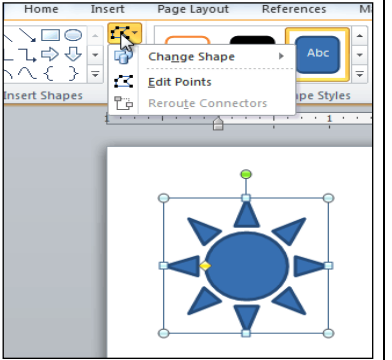
Give examples of the consequences if one ignores business etiquette about personal space. Set up a code of conduct regarding personal space in your school.

Grade 5: 1st, 2nd and 3rd year Term 2

Grade 5: 1st, 2nd and 3rd year Term 2
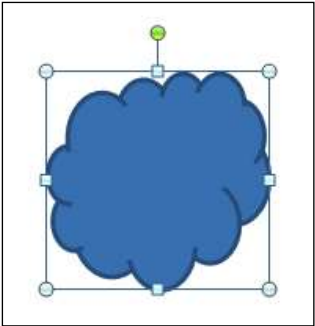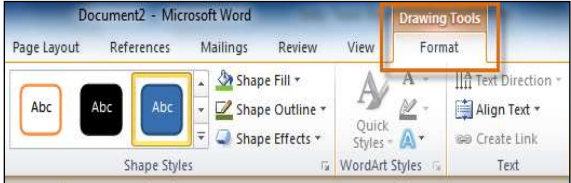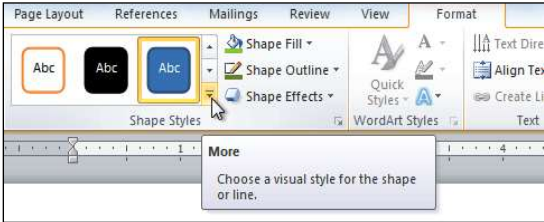
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Reception area	Understand different types of office layouts: open plan, cubicle, corridor or panoramic layouts. 	**Grade 5: First year:** **Activity 1:** Search the internet for different types of office layouts. Class discussion to follow after watching videos on what was learned. **Activity 2:** Choose one type of office layout and design it using SmartArt. **Activity 3:** Choose one of the office layouts and design your own office on paper using pencil and ruler. **Grade 5: Second year:** **Activity 1:** Search the internet for different types of office layouts. Write key words on the board. **Activity 2:** Choose one type of office layout and design it using SmartArt. **Activity 3:** Copy and paste pictures from the internet in a text document to illustrate different office layouts. **Grade 5: Third year:** **Activity 1:** Search the internet for different types of office layouts. Create a table in a text document and list key words. **Activity 2:** Choose one type of office layout and design the layout using SmartArt. **Activity 3:** Create a PowerPoint Presentation and use pictures and words to illustrate one type of office layout.
	Computer application Word processing	Demonstrate basic operations with shapes: insert and edit a shape.	Teacher's note: Activities and screenshots taken from the free website: http://www.gcflearnfree.org/office2010/word2010/14 **Grade 5: First year:**

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	and editing Business documents		**Activity 1: Insert a shape** and **format** it by changing its **fill colour**, **outline colour**, **shape style**, and **shadow effects**:Select the **Insert** tab. Click the **Shapes** command. Select a shape from the drop-down menu. Click and drag the mouse until the shape is the desired size. Release the mouse button. **Activity 2**: Practice to resize a shape: Click the shape to select it. Click and drag one of the **sizing handles** on the corners and sides of the shape until it is the desired size. To rotate the shape, drag the **green handle**.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Some shapes also have one or more **yellow handles** that can be used to modify the shape. For example, with star shapes you can adjust the length of the points. If you drag the **sizing handles** on any of the four corners, you will be able to change the **height** and **width** at the same time. The sizing handles on the top or bottom of the shape will only allow you to resize **vertically**, while the handles on the left and right sides will resize the shape **horizontally**. **Activity 3:** Change the order of shapes: If one shape overlaps another, you may need to change the **ordering** so the correct shape appears in front. You can bring a shape to the **front** or send it to the **back**. If you have multiple images, you can use **Bring Forward** or **Send Backward** to fine tune the ordering. You can also move a shape **in front of** or **behind** text.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Right-click the shape you want to move. In the menu that appears, hover over **Bring to Front** or **Send to Back**. Several ordering options will appear. Select the desired ordering option. The shapes will reorder themselves.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			In some cases, the ordering option you select will not affect the ordering of the shapes. If this happens, select the same option again or try a different option. **Grade 5: Second year:** **Activity 1:** Practice to change a shape's appearance: To change to a different shape: Select the shape. A new **Format** tab appears with **Drawing Tools**. Click the **Format** tab. Click the **Edit Shape** command. Click **Change Shape** to display a drop-down list.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired shape from the list. **Activity 2:** Practice appearance: To Select the shape. appears. to change a shape's change the shape style: The **Format** tab Click the **More** drop-down arrow in the Shape Styles group to display more style options. Move your cursor over the styles to see a live preview of the style in your document.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired style. **Activity 3:** Practice to change a shape's appearance: To change the shapes fill colour: Select the shape. The **Format** tab appears. Select the **Format** tab. Click the **Shape Fill** command to display a drop-down list.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired **colour** from the list, choose **No Fill**, or choose **More Fill Colours** to choose a custom colour. **Grade 5: Third year:** **Activity 1:** Practice to change a shape's appearance: To change the shape outline: Select the shape. The **Format** tab appears. Click the **Format** tab. Click the **Shape Outline** command to display a drop-down menu. From the drop-down menu, you can change the outline **colour**, **weight** (thickness), and whether it is a **dashed** line. **Activity 2:** Practice to change a shape's appearance: To change shadow effects: Select the **Format** tab. Click the **Shape Effects** command. A drop-down menu will appear. Hover your mouse over **Shadow**. You will see a list of shadow options Move your mouse over the menu options to see a live preview of the shadow effect in your document.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the desired shadow effect to add it to your shape. You can select **Shadow Options** from the drop-down menu and click the **Colour** button to select a different shadow colour for your shape. **Activity 3:** Practice to change a shape's appearance: 3D effects: There are two types of effects you can apply to your shapes to give them a 3D appearance: **3-D Rotation** and **Bevel**.**3-D Rotation** gives the appearance that you are viewing the object from a different angle, and it can be applied to any shape. **Bevel** adds thickness and a rounded edge to shapes, but it doesn't work with every type of shape. To use 3-D Rotation: Select the shape. Click the **Format** tab. Click **Shape Effects** from the **Shape Styles** group. Hover the mouse over **3-D Rotation**. A drop-down menu will appear.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
3-			Select the desired **rotation option** from the drop-down menu. You can also click **3-D Rotation Options** if you would prefer to type custom values. To use bevel: Select the shape. Click the **Format** tab. Click **Shape Effects** from the **Shape Styles** group. Hover your mouse over **Bevel**. A drop-down menu will appear. Select the desired **bevel option** from the drop-down menu. You can also click **3-D Options** if you would prefer to type custom values. If you click **3-D Options**, you'll also be able to change the shape's material to give it a metal, plastic, or translucent appearance, and you can choose the lighting type to change how the shape is illuminated.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Client services and communication Office first aid	Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains. 	**Grade 5: First year:** **Activity 1:** Participate in a discussion about possible first aid scenarios that can happen in an office environment and how to treat them. View videos on the internet about basic first aid procedures. Class discussion to follow after watching the videos on what was learned. **Activity 2:** Identify, name and list equipment needed to clean cuts and scratches. Demonstrate how to clean cuts and scratches in pairs. **Activity 3:** Create a PowerPoint Presentation using pictures and words to illustrate basic first aid procedure for an injury of your choice. Present it to the class. **Grade 5: Second year:** **Activity 1:** Participate in a discussion on what to do if a person's nose bleeds. Role-play first aid procedure for when you have to stop a nose bleed. **Activity 2:** View videos on the internet about treating bruising and sprains. Demonstrate, in groups, how to treat bruising and sprains. **Activity 3:** View videos on the internet about what to do when a person faints and role-play procedures to be followed in this scenario. **Grade 5: Third year:** **Activity 1:** Invite the school nurse, a paramedic, fire fighter, emergency room doctor or nurse to speak briefly and explain his or her first aid supplies. If emergency personnel such as paramedics and fire fighters can't come to you, arrange a field trip to the local fire station, hospital ER room or emergency dispatch centre. **Activity 2:** Create skits using the accident situations. If desired, use poster board to create signs to introduce each skit topic: "Cuts," "Burns," or "Shock." Each emergency situation will take three to five minutes. Let learners work together to

		Grade 5: Term 2	
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			voice the accident and steps to be taken to administer basic first aid. **Activity 3:** Copy and paste images from the internet in a new document that illustrate what to do in specific first aid scenarios such as fever, chocking or vomiting and print them to make a collage.
3-4	**Office practice** Reception area	Interpret a basic office floor plan.	**Grade 5: First year:** **Activity 1:** Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan. **Activity 2:** Match words and pictures of items that make up a floor plan. **Activity 3:** Insert shapes in a new document to create a floor plan of the classroom. **Grade 5: Second year:** **Activity 1:** Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan. **Activity 2:** Insert a table with 10 rows and 2 columns in a new document. Copy and paste images of floor plans from the internet into the table. **Activity 3:** Draw a floor plan with pencil and paper of you room at home, including windows, doors and furniture. **Grade 5: Third year:** **Activity 1:** Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan. **Activity 2:** Design a floor plan of your room using shapes cut out from cardboard

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			and different materials. Show and tell your floor plan to the class. **Activity 3:** Insert shapes in a new document to create a floor plan of the school.
	Computer application Word processing and editing Business documents	Demonstrate how to insert a picture or clip art.	Teacher's note: Activities and screenshots taken from the free website: http://www.gcflearnfree.org/word2010/16 Grade 5: First and Second year: Activity 1: Inserting clip art and picture: To locate clip art: Select the **Insert** tab. Click the **Clip Art** command in the **Illustrations** group. The clip art options appear in the **task pane** to the right of the document. Enter keywords in the **Search for:** field that are related to the image you want to insert. Click the drop-down arrow in the **Results should be:** field. Deselect any types of media you do not want to see. If you also want to search for clip art on Office.com, place a check mark next to **Include Office.com content**. Otherwise, it will just search for clip art on your computer.
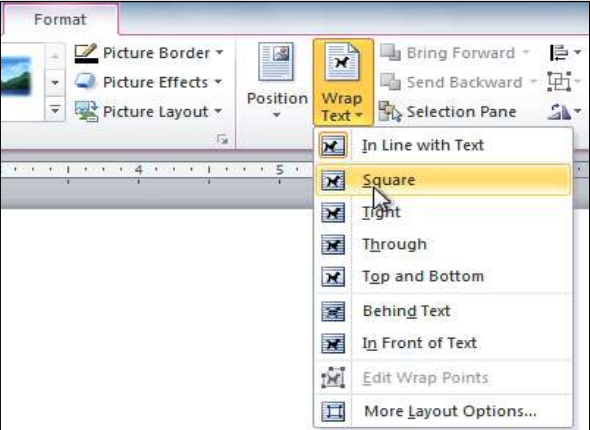
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click **Go**.

To insert clip art:

Review the results from a clip art search.

Place your **insertion point** in the document where you want to insert the clip art.

Click an image in the **Clip Art** pane. It will appear in the document.

You can also click the **drop-down arrow** next to the image in the Clip Art pane to view more options.

Activity 2: Insert a picture from a file:

Place your **insertion point** where you want the image to appear.

Select the **Insert** tab.

Click the **Picture** command in the **Illustrations** group. The Insert Picture dialog box appears. |
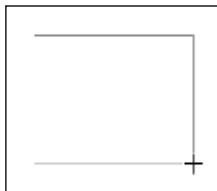
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			![Insert ribbon showing Picture, Clip Art, Shapes, SmartArt, Chart, Screenshot with Insert Picture from File tooltip] Select the desired image file, and then click **Insert** to add it to your document. To resize an image, click and drag one of the **corner sizing handles**. The image will change size while keeping the same proportions. If you want to stretch it horizontally or vertically, you can use the **side sizing handles**. ![Insert Picture dialog box] **Activity 3:** Change the text wrapping setting: When you insert clip art or a picture from a file, you may notice that it's difficult to move it exactly where you want. This is because the **text wrapping** for the image is set to **In Line with Text**. You'll need to change the **text wrapping setting** if you want to move the image freely, or if you just want the text to wrap around the image in a more natural way. To wrap text around an image:
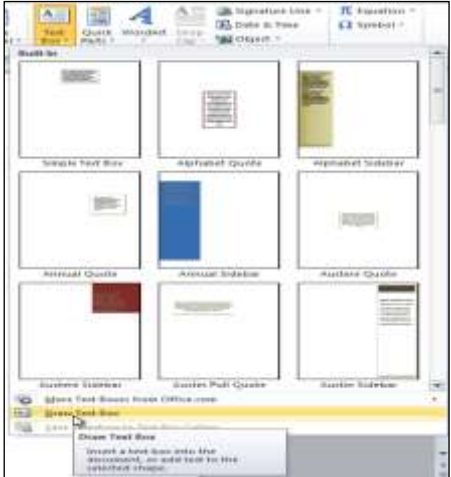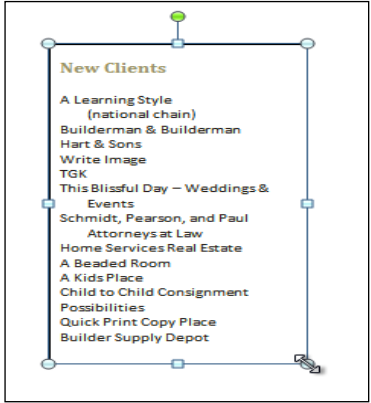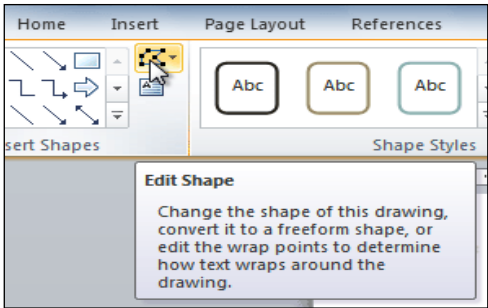
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the image. The **Format** tab will appear. Click the **Format** tab. Click the **Wrap Text** command in the **Arrange** group. Select the desired menu option. The text will adjust based on the option you have selected. Move the image around to see how the text wraps for each setting. **Grade 5: Third year:** **Activity 1:** Create a **new** Word document. Insert a **clip art** image. Insert a **picture from a file** into the document. **Resize** the picture. Change the **text wrapping setting** to **In Front of Text**.
	Client services and communication Office first aid	Identify, point out or name potential hazards in the office environment.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about potential hazards in the workplace. Create a PowerPoint Presentation illustrating one potential hazard and how it can be removed or reduced. **Activity 2:** Search the internet for companies that work with dangerous substances. Discuss what procedures and policies they follow when working with
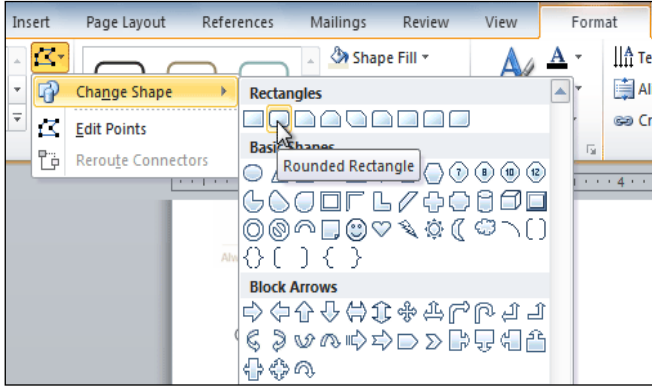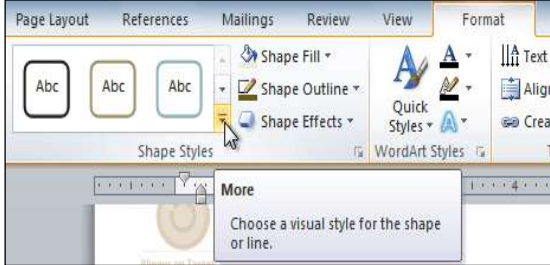
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			these dangerous substances. List key words on the board. **Activity 3:** Create a PowerPoint Presentation using pictures and words illustrating protective clothing to be worn in certain jobs. **Grade 5: Second year:** **Activity 1:** Identify any potential hazards by inspecting your working area, for e.g. in the office or the reception area. Write a brief report on your findings. The report must include the potential hazards and how the hazards can be removed or reduced. **Activity 2:** Create a PowerPoint Presentation using pictures and words illustrating dangerous substances in certain working environments. **Activity 3:** Insert a table with 5 rows and 5 columns in a new document. Choose 5 jobs where people wear protective clothing and write the names in the first column. Insert a picture to illustrate the job in the second column. Write a word to describe the type of protective clothing required by each job in fourth column. Write one word to describe why this clothing is required in the last column. **Grade 5: Third year:** **Activity 1:** Open a new spreadsheet document. List potential hazards in column A and pictures of the hazards in column B. **Activity 2:** Set up a code of conduct for working with dangerous substances. **Activity 3:** Search the internet for videos about safety, health and environmental instructions regarding lifting and handling of materials to avoid injuries. Illustrate how to lift heavy equipment by inserting a flow chart or SmartArt.
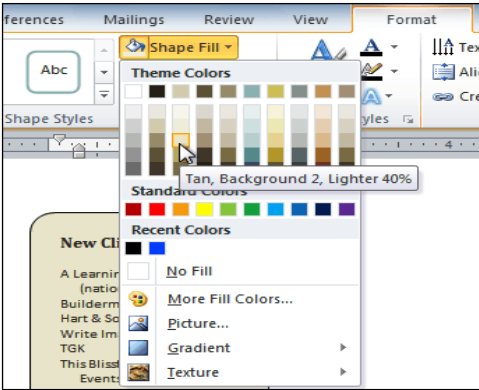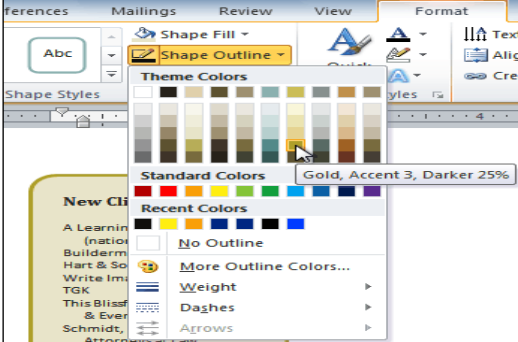
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
5-6	**Office practice** Reception area	Understand what furniture is used in an office environment.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the types of furniture used in an office. Cut and paste images from brochures to illustrate office furniture on a worksheet. **Activity 2:** Insert a table with 3 rows 3 columns in a new document. Copy and paste images of office furniture from the internet to make a display. **Activity 3:** View videos on the internet about ergonomically designed furniture. Participate in a discussion about what was learned. **Grade 5: Second year:** **Activity 1:** Use office furniture brochures to identify, point out or name different types of furniture. Cut and paste pictures from the brochures to make a collage about office furniture. **Activity 2:** Insert a table with 6 rows 3 columns in a new document. Copy and paste images of office furniture from the internet to make a display. **Activity 3:** Participate in a discussion about ergonomically designed furniture. Copy and paste images to illustrate ergonomically designed furniture from the internet in a new document. **Grade 5: Third year:** **Activity 1:** Create a check list of types of furniture that can be found in an office. Go to the administration office and check what furniture is used there. **Activity 2:** Design a pamphlet in a new document using different fonts and colours to advertise a piece of office furniture. **Activity 3:** Choose one piece of ergonomically designed furniture and copy a picture

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			of it in a new document. Write a few sentences to explain how and why it works. Present it to the class.
	Computer application Word processing and editing Business documents	Demonstrate the use of text boxes and WordArt and their effects. New Clients A Learning Style (national chain) Builderman & Builderman Hart & Sons Write Image TGK This Blissful Day – Weddings & Events	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/15** **Grade 5: First year:** **Activity 1:** Insert a text box: Select the **Insert** tab on the Ribbon. Click the **Text Box** command in the **Text** group. A drop-down menu will appear. Select **Draw Text Box**. Click and drag on the document to create the text box. You can now start typing to create text inside the text box. From the drop-down menu, you can also select one of the built-in text boxes that have predefined colours, fonts, positions, and sizes. If you choose this option, the text box will appear automatically so you will not need to click and drag to draw it.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			   To move a text box: Click the text box. Hover the mouse over one of the edges of the text box. The mouse pointer becomes a **cross with arrows** on each end . **Click and drag** the text box to the desired location on the page. To resize a text box: Click the text box. Click and drag one of the **sizing handles** on the corners or sides of the text box until it is the desired size. If you drag the **sizing handles** on any of the four corners, you will be able to change

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			the **height** and **width** at the same time. The sizing handles on the top or bottom of the text box will only allow you to resize **vertically**, while the handles on the left and right sides will resize the text box **horizontally**. **Activity 2:** Changing a text box's shape: Select the text box. A new **Format** tab appears with **Drawing Tools**. Go to the **Format** tab. Click the **Edit Shape** command. Click **Change Shape** to display a drop-down list.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired shape from the list. To choose a shape style: Choosing a **shape style** allows you to apply an option fill and outline colour, and in some cases other effects such as **bevelling** and **shadow**. You don't have to pick a style for your text box, but it can help you save time or experiment with different appearances. Select the text box. The **Format** tab appears. Select the **Format** tab. Click the **More** drop-down arrow in the Shape Styles group to display more style options. Hover your mouse over the styles to see a live preview.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Select the desired style.
			To change shape fill:
			Select the text box. The **Format** tab appears.
			Click the **Format** tab.
			Click the **Shape Fill** command to display a drop-down menu.
			From the drop-down menu, you can select a **colour** from the list, choose **No Fill**, or select **More Fill Colours** to use a colour that's not on the list.
			Activity 3: To change the shape outline:
			Select the text box. The **Format** tab appears.
			Click the **Shape Outline** command to display a drop-down list.
			Select a **colour** from the list, choose **No Outline**, or select **More Outline Colours** to use a colour that's not on the list.
			From the drop-down menu, you can change the
			outline **colour**, **weight** (thickness), and

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			whether it is a **dashed** line. To change shadow effects: Select the text box. The **Format** tab appears. Select the **Format** tab. Click the **Shape Effects** command. Click **Shadow**. Move your mouse over the menu options to see a live preview in your document. Click the desired option to select the shadow effect. To choose a different shadow colour for your shape, select **Shadow Options** from the drop-down menu, then click the **Colour** button. **Grade 5: Second year:** **Activity 1:** 3D effects: To use 3-D Rotation: Select the text box. Select the **Format** tab. Click **Shape Effects** from the **Shape Styles** group. Hover your mouse over **3-D Rotation**. A drop-down menu will appear.
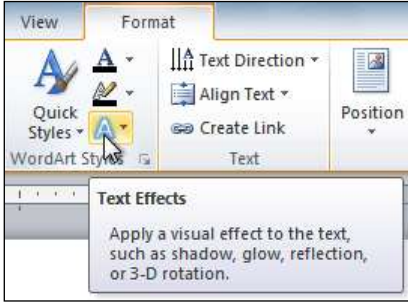
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  Select the desired **rotation option** from the drop-down menu. You can also click **3-D Rotation Options** if you would prefer to type custom values. **Activity 2:** To use bevel: Select the text box. Select the **Format** tab. Click **Shape Effects** from the **Shape Styles** group. Hover your mouse over **Bevel**. A drop-down menu will appear.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
3-			Select the desired **bevel option** from the drop-down menu. You can also click **3-D Options** if you would prefer to type custom values. **Activity 3:** If you click **3-D Options**, you'll also be able to change the shape's **Material** to give it a metal, plastic, or translucent appearance, and you can choose the **Lighting** type to change how the shape is illuminated. **Grade 5: Third year:** **Activity 1:** Creating WordArt: In addition to adding effects to a text box, you can add effects to the **text inside the text box**, which is known as **WordArt**. For the most part, the types of effects you can add are the same as the ones you can add to shapes or text

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			boxes (shadow, bevel, etc.). However, you can also **Transform** the text to give it a wavy, slanted, or inflated look. To apply a quick style to text: A **quick style** will automatically apply several effects to your text at once. You can then refine the look of your text by adding or modifying text effects. Select the text box, or select some text inside of the text box. The **Format** tab will appear. Click the **Format** tab. Click the **Quick Styles** command in the **WordArt Styles** group. A drop-down menu will appear. Select the desired style option to apply the style to your text. After you have applied a quick style, you can still modify the **font** or **font colour** from the **Home** tab if you want. **Activity 2:** To convert regular text into WordArt: For text to be formatted as WordArt, it needs to be inside of a **text box**. However, there's a shortcut that allows you to convert text into WordArt even if it's not in a text box. Select the text you want to convert.
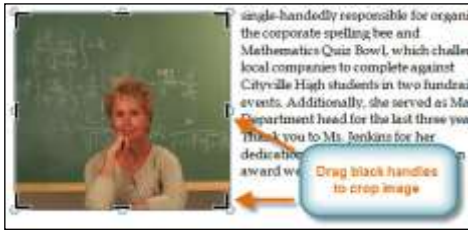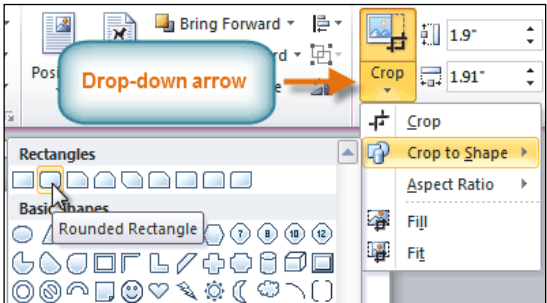
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **Insert** tab. Click the **WordArt** command. The **Quick Styles** drop-down menu will appear. Select the desired **quick style**. Word will automatically create a text box for your text and apply the style to the text. Some effects, such as **shadows**, can be added from the **Text Effects** menu in the **Home** tab. When you add effects in this way, it will not place the text in a text box. **Activity 3:** To add or modify text effects: Select the text box, or select some text inside of the text box. The **Format** tab will appear. Click the **Format** tab. Click the **Text Effects** command in the **WordArt Styles** group. A drop-down menu will appear, showing the different **effect categories**.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			   Hover over an effect category. A drop-down menu will appear. You can hover the mouse over the different options to see a live preview. Select the desired effect option. The effect will be applied to your text. If you want, you can combine several effects. Challenge Create a **new** document. Insert a **text box**.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Enter some **text** into the text box. Move the text box to the desired location. Change the **outline** of the text box to a different colour. Change the **fill colour** of the text box. Add some **WordArt effects** to the text.
	Client services and communication Workplace etiquette	Understand the need to be punctual at work, the smoking policy and good listening skills.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the importance of being punctual for work or school. Explain the reasons why it is important to be on time for school or work. What effect does it have on the business or the classroom if you are late? Write key words on the board. **Activity 2:** Search the internet for facts and figures regarding smoking. Share the information you researched in groups. **Activity 3:** Participate in a discussion about the importance of having good listening skills in an office or school environment. Write key words on the board. **Teacher's note:** Follow the link to the following free website and learn more about listening skills: **http://www.gcflearnfree.org/jobsuccess/8** **Grade 5: Second year:** **Activity 1:** Brainstorm ideas about why people are often late or absent. Are these reasons valid? Write 5 sentences in a new document describing the reasons for being late or absent. **Activity 2:** Search the internet for facts and figures regarding smoking. Copy and paste words and pictures from the internet in a new document to illustrate the facts about smoking

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: List examples of bad listening habits in a new document and discuss the negative influence these habits can have on a work environment. **Grade 5: Third year:** **Activity 1:** How can you change your personal habits to ensure that you are punctual for work or school? Create a PowerPoint Presentation using pictures and words to illustrate your answer. **Activity 2:** Describe the regulations regarding smoking in a workplace from the smoking policy example handed out by the teacher. **Activity 3:** Illustrate good listening habits in a new PowerPoint Presentation using words and pictures. Search the internet to find ideas of good listening habits.
7-8	**Office practice** Reception area	Understand why office cleanliness is important.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the importance of a clean and tidy appearance in an office or reception area. Write key words on the board. **Activity 2:** List equipment needed for keeping the office clean and tidy in a new document. Cut and paste pictures from magazines of the equipment on a worksheet. **Activity 3:** Compile a check list regarding office cleanliness and inspect the school office area's cleanliness. **Grade 5: Second year:** **Activity 1:** Participate in a discussion about the importance of a clean and tidy appearance in an office or reception area. Insert a table in a text document and write key words using different font types and sizes. **Activity 2:** Show an example of a duty roster to learners and discuss the importance of this in order to maintain a neat and tidy office or reception area. Design a duty
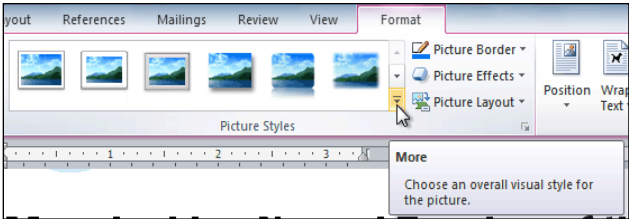
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			roster for cleaning the classroom using a table in a new document. **Activity 3:** Brainstorm ideas about basic housekeeping requirements of a reception area and write 10 sentences to read to the class. **Grade 5: Third year:** **Activity 1:** Participate in a discussion about basic housekeeping requirements of a reception area. Create a PowerPoint Presentation using pictures and sentences to describe basic housekeeping requirements. **Activity 2:** List equipment needed for keeping the office clean and tidy in a new document. Cut and paste pictures from the internet of the equipment in a new document. **Activity 3:** Design a duty roster for cleaning an office or reception area. Role-play being the manager of the office and explaining to staff how the roster works.
	Computer application Word processing and editing Business documents	Demonstrate basic operations with pictures: edit a picture.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/17** **Grade 5: First year:** **Activity 1:** Once you've added pictures to your documents, you can format them in various ways. To crop an image: Select an image. The **Format** tab will appear. Select the **Format** tab. Click the **Crop** command. Black cropping handles appear. Click and drag a **handle** to crop an image.
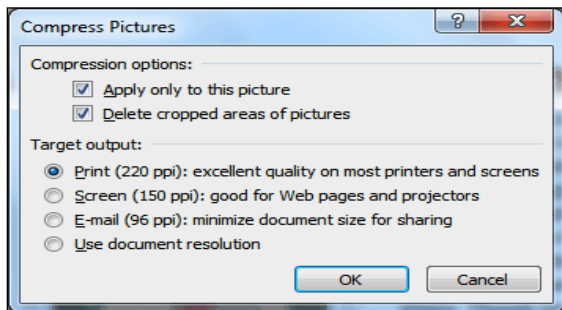
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **Crop** command to deselect the crop tool. Corner handles will allow you to simultaneously crop the image horizontally and vertically. **Activity 2:** To crop an image to a shape: Select the image. The **Format** tab will appear. Select the **Format** tab. Click the **Crop** drop-down arrow (below the Crop command). A drop-down menu will appear. Select a shape from the drop-down menu. The image will take the shape you have selected.
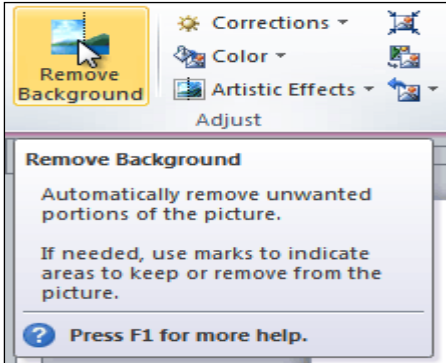
Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			You may want to crop the image to the desired size before cropping it to a shape. **Activity 3:** To make image corrections: Select the image. The **Format** tab will appear. Click the **Format** tab. Click the **Corrections** command. A drop-down menu will appear. To sharpen or soften the image, hover over the **Sharpen and Soften** options. You'll see a live preview of the option in the document. When you've found an option you like, click it to select it. Click the **Corrections** command again. Hover over the **Brightness and Contrast** options to see a live preview. When you've found one you like, click it to select it. You can also select **Picture Corrections Options** from the drop-down menu to refine the settings.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Grade 5: Second year: **Activity 1:** To adjust the colour in an image: Select the image. The **Format** tab will appear. Click the **Format** tab. Click the **Colour** command. A drop-down menu will appear. From the drop-down menu, you can choose an option from each of the following three categories: **Colour Saturation:** This controls how vivid the colours are in the image. **Colour Tone:** This controls the temperature of the colour, from **cool** to **warm**. **Recolour:** This controls the overall colour of the image. Use this option to make the image **black and white** or **gray scale**, or to **colourize** it with a different colour. You can also select **Picture Colour Options** from the drop-down menu to refine the settings. **Activity 2:** Artistic effects and styles: Select the picture. The **Format** tab will appear. Click the **Format** tab.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the **Artistic Effects** command. A drop-down menu will appear. Hover over the different options to see a live preview of each one. When you've found an option you like, click it to select it. To adjust the settings for the effect, click **Artistic Effects** again, and then select **Artistic Effect Options**. Many **clip art** images do not allow you apply artistic effects. Generally speaking, the ones that look hand-drawn or painted do not work, while photographs do. <u>**Activity 3:**</u> To apply a picture style: Select the picture. The **Format** tab will appear. Select the **Format** tab. Click the **More** drop-down arrow to display all of the picture styles. Hover over a picture style to display a live preview of the style in the document. Select the desired style. To refine the picture style, click the **Picture Effects** command to see the **Effects** drop-down menu.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Grade 5: Third year: <u>**Activity 1:**</u> Removing the background from an image: Removing the background from an image can give your images a cleaner appearance. If you're printing your document, it can also save ink.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Click the image. The **Format** tab will appear. Click the **Format** tab. Click the **Remove Background** command. Word will try to guess which part of the image is the background, and it will mark the area with a **magenta** fill. It will also place a box around the image with selection handles. Drag the selection handles until the entire foreground is inside the box. After you do this, Word may readjust the background.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			At this point, you may need to help Word decide which parts of the image are **foreground** and which parts are background. You can do this by using the **Mark Areas to Keep** and **Mark Areas to Remove** commands. If Word has marked part of the foreground magenta, click **Mark Areas to Keep** and draw a line in that region of the image. If part of the background has not been marked with magenta, click **Mark Areas to Remove** and draw a line in that region of the image. After you add your marks, Word will readjust the image. When you're satisfied with the image, click **Keep Changes**. All of the magenta areas will be removed from the image. You can adjust the image at any time by clicking the **Remove Background** command again. As with **artistic effects**, Background Removal will not work with some **clip art** images. Create a **new** document. Insert an **image from a file**.

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Resize the image. **Crop** the image. **Remove the background** from the image. Experiment with different **image corrections** and **colour settings**. Add an **artistic effect** to the image. **Compress** the image. **Save** the document.
	Client services and communication Workplace etiquette	Understand the need for a positive attitude to work, to keep your colleagues informed about work activities and code of conduct in the workplace.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the meaning of a positive attitude to work or school. What qualities can you see in a person who has a positive attitude? List key words on the board. **Activity 2:** Participate in a discussion about the importance of keeping your colleagues informed about your work activities and progress. Is it important? List reasons on the board. **Activity 3:** Participate in a discussion about why institutions have a code of conduct. Give examples of the principles contained in a code of conduct. List key words on the board. **Grade 5: Second year:** **Activity 1:** Describe the effect of positive and negative behaviour on people in the workplace. Write sentences in a new document to illustrate your answer. **Activity 2:** Use role-play to illustrate how you would give your colleague feedback on how your work is progressing and what you plan to do the following week for e.g. do you have a day's leave, you are going for an operation etc. **Activity 3: :** Does your school have a code of conduct? Give each learner a copy

Grade 5: Term 2			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			and discuss in pairs. **Grade 5: Third year:** **Activity 1:** Discuss in groups if you think it is possible that a person with a negative attitude can change? Give examples of how this can be done and present it to the class. **Activity 2:** Discuss the impact of the following examples on your work or school environment: -You have to hand in a project, but one group member is absent and your project is incomplete. -You have to make a speech in front of the staff/ learners, but the person who was supposed to help is late. - The class is writing an exam, but the teacher locked the door and learners cannot start on time. **Activity 3:** Set up a code of conduct for your imaginary work place. Use a new document and write 10 sentences to illustrate important principles for staff conduct.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 5: First, Second and Third year:** Open the web browser and explore the following websites: **Activity 1:** www.colgate.com **Activity 2:** literacycenter.net **Activity 3:** top 10 preschool websites

FORMAL ASSESSMENT TASK: GRADE 5:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 5: FIRST YEAR: TERM 2

Week 1-2:

Search the internet for different types of office layouts.

Choose one type of office layout and design it using SmartArt.

Choose one of the office layouts and design your own office on paper using pencil and ruler.

Insert a shape and format it by changing its fill colour, outline colour, shape style, and shadow effects.

Practice to resize a shape.

Change the order of shapes.

Participate in a discussion about possible first aid scenarios that can happen in an office environment and how to treat them. View videos on the internet about basic first aid procedures.

Identify, name and list equipment needed to clean cuts and scratches. Demonstrate how to clean cuts and scratches in pairs.

Create a PowerPoint Presentation using pictures and words to illustrate basic first aid procedure for an injury of your choice. Present it to the class.

Week 3-4:

Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan.

Match words and pictures of items that make up a floor plan.

Insert shapes in a new document to create a floor plan of the classroom.

Insert clip art and a picture.

Insert a picture from a file.

Change the text wrapping setting.

Participate in a discussion about potential hazards in the workplace. Create a PowerPoint Presentation illustrating one potential hazard and how it can be removed or reduced.

Search the internet for companies that work with dangerous substances. Discuss what procedures and policies they follow when working with these dangerous substances. List key words on the board.

Create a PowerPoint Presentation using pictures and words illustrating protective clothing to be worn in certain jobs.

Identify any potential hazards by inspecting your working area, for e.g. in the office or the reception area. Write a brief report on your findings. The report

must include the potential hazards and how the hazards can be removed or reduced.

Create a PowerPoint Presentation using pictures and words illustrating dangerous substances in certain working environments.

Insert a table with 5 rows and 5 columns in a new document. Choose 5 jobs where people wear protective clothing and write the names in the first column.

Insert a picture to illustrate the job in the second column. Write a word to describe the type of protective clothing required by each job in fourth column. Write one word to describe why this clothing is required in the last column.

Week 5-6:

Participate in a discussion about the types of furniture used in an office. Cut and paste images from brochures to illustrate office furniture on a worksheet.

Insert a table with 3 rows 3 columns in a new document. Copy and paste images of office furniture from the internet to make a display.

View videos on the internet about ergonomically designed furniture.

Insert a text box.

Change a text box's shape.

Change the shape outline.

Participate in a discussion about the importance of being punctual for work or school. Explain the reasons why it is important to be on time for school or work.

What effect does it have on the business or the classroom if you are late? Write key words on the board.

Search the internet for facts and figures regarding smoking. Share the information you researched in groups.

Participate in a discussion about the importance of having good listening skills in an office or school environment. Write key words on the board.

Week 7-8:

Participate in a discussion about the importance of a clean and tidy appearance in an office or reception area. Write key words on the board.

List equipment needed for keeping the office clean and tidy in a new document. Cut and paste pictures from magazines of the equipment on a worksheet.

Compile a check list regarding office cleanliness and inspect the school office area's cleanliness.

Crop an image.

Crop an image to a shape.

Make image corrections.

Participate in a discussion about the meaning of a positive attitude to work or school. What qualities can you see in a person who has a positive attitude? List key words on the board.

Participate in a discussion about the importance of keeping your colleagues informed about your work activities and progress. Is it important? List reasons on the board.

Participate in a discussion about why institutions have a code of conduct. Give examples of the principles contained in a code of conduct. List key words on the board.

GRADE 5: SECOND YEAR: TERM 2

Week 1-2:

Search the internet for different types of office layouts. Write key words on the board.

Choose one type of office layout and design it using SmartArt.

Copy and paste pictures from the internet in a text document to illustrate different office layouts.

Change to a different shape.

Change the shape style.

Change the shapes fill colour.

Participate in a discussion on what to do if a person's nose bleeds. Role-play first aid procedure for when you have to stop a nose bleed.

View videos on the internet about treating bruising and sprains. Demonstrate, in groups, how to treat bruising and sprains.

View videos on the internet about what to do when a person faints and role-play procedures to be followed in this scenario.

Week 3-4:

Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan.

Insert a table with 10 rows and 2 columns in a new document. Copy and paste images of floor plans from the internet into the table.

Draw a floor plan with pencil and paper of you room at home, including windows, doors and furniture

Insert clip art and a picture.

Insert a picture from a file.

Change the text wrapping setting.

Open a new spreadsheet document. List potential hazards in column A and pictures of the hazards in column B.

Set up a code of conduct for working with dangerous substances.

Search the internet for videos about safety, health and environmental instructions regarding lifting and handling of materials to avoid injuries. Illustrate how to lift heavy equipment by inserting a flow chart or SmartArt.

Week 5-6:

Use office furniture brochures to identify, point out or name different types of furniture. Cut and paste pictures from the brochures to make a collage about office furniture.

Insert a table with 6 rows 3 columns in a new document. Copy and paste images of office furniture from the internet to make a display.

Participate in a discussion about ergonomically designed furniture. Copy and paste images to illustrate ergonomically designed furniture from the internet in a new document.

Use 3D rotation.

Use bevel.

Change shape material.

Brainstorm ideas about why people are often late or absent. Are these reasons valid? Write 5 sentences in a new document describing the reasons for being late or absent.

Search the internet for facts and figures regarding smoking. Copy and paste words and pictures from the internet in a new document to illustrate the facts about smoking.

List examples of bad listening habits in a new document and discuss the negative influence these habits can have on a work environment.

Week 7-8:

Participate in a discussion about the importance of a clean and tidy appearance in an office or reception area. Insert a table in a text document and write key words using different font types and sizes.

Show an example of a duty roster to learners and discuss the importance of this in order to maintain a neat and tidy office or reception area. Design a duty roster for cleaning the classroom using a table in a new document.

Brainstorm ideas about basic housekeeping requirements of a reception area and write 10 sentences to read to the class.

Adjust the colour in an image.

Use artistic effects and styles.

Apply a picture style.

Describe the effect of positive and negative behaviour on people in the workplace. Write sentences in a new document to illustrate your answer.

Use role-play to illustrate how you would give your colleague feedback on how your work is progressing and what you plan to do the following week for e.g. do you have a day's leave, you are going for an operation etc.

Does your school have a code of conduct? Give each learner a copy and discuss in pairs.

GRADE 5: THIRD YEAR: TERM 2

Week 1-2:

Search the internet for different types of office layouts. Create a table in a text document and list key words.

Choose one type of office layout and design the layout using SmartArt.

Create a PowerPoint Presentation and use pictures and words to illustrate one type of office layout.

Change the shape outline.

Change shadow effects.

Use 3D effects.

Invite the school nurse, a paramedic, fire fighter, emergency room doctor or nurse to speak briefly and explain his or her first aid supplies. If emergency personnel such as paramedics and fire fighters can't come to you, arrange a field trip to the local fire station, hospital ER room or emergency dispatch centre.

Create skits using the accident situations. If desired, use poster board to create signs to introduce each skit topic: "Cuts," "Burns," or "Shock." Each emergency situation will take three to five minutes. Let learners work together to voice the accident and steps to be taken to administer basic first aid.

Copy and paste images from the internet in a new document that illustrate what to do in specific first aid scenarios such as fever, chocking or vomiting and print them to make a collage.

Week 3-4:

Show an example of a basic floor plan of the classroom including the chairs, tables, doors, filing cabinets, printer, computers etc. and help the learner to interpret the floor plan. View videos on the internet about how to read a floor plan.

Design a floor plan of your room using shapes cut out from cardboard and different materials. Show and tell your floor plan to the class.

Insert shapes in a new document to create a floor plan of the school.

Insert clip art challenge.

Week 5-6:

Create a check list of types of furniture that can be found in an office. Go to the administration office and check what furniture is used there.

Design a pamphlet in a new document using different fonts and colours to advertise a piece of office furniture.

Choose one piece of ergonomically designed furniture and copy a picture of it in a new document. Write a few sentences to explain how and why it works. Present it to the class.

Create WordArt.

Convert regular text into WordArt.

Add or modify text effects.

Create a PowerPoint Presentation using pictures and words to illustrate how your personal habits ensure that you are punctual for work or school.

Describe the regulations regarding smoking in a workplace from the smoking policy example handed out by the teacher.

Illustrate good listening habits in a new PowerPoint Presentation using words and pictures. Search the internet to find ideas of good listening habits.

Week 7-8:

Participate in a discussion about basic housekeeping requirements of a reception area. Create a PowerPoint Presentation using pictures and sentences to describe basic housekeeping requirements.

List equipment needed for keeping the office clean and tidy in a new document. Cut and paste pictures from the internet of the equipment in a new document.

Design a duty roster for cleaning an office or reception area. Role-play being the manager of the office and explaining to staff how the roster works.

Remove the background from an image.

Format picture challenge**.**

Discuss in groups if you think it is possible that a person with a negative attitude can change? Give examples of how this can be done and present it to the class.

Discuss the impact of the following examples on your work or school environment.

Set up a code of conduct for your imaginary work place. Use a new document and write 10 sentences to illustrate important principles for staff conduct.

Grade 5: 1st, 2nd and 3rd year Term 3
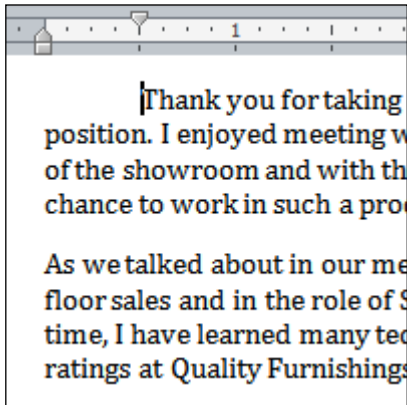
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
1-2	**Office practice** Office equipment and mailing systems	Understand basic principles of mailing systems.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the postal service and what they are used for and why. Can you think of other agencies that are used for this purpose? Write key words on the board. **Activity 2:** Visit the local post office to learn about receiving, distributing, sorting and dispatching mail. **Activity 3:** Find out what equipment is used in a mailroom. Copy and paste pictures of the equipment in a new document. **Grade 5: Second year:** **Activity 1:** Organise a visit to the office block and find out how the school deals with incoming mail. Is it stamped and registered? List the procedures for incoming mail in a new document. **Activity 2:** Visit the SA Post office website. Work in groups and discuss what it means when mail is marked as follows: -fastmail -personal -high priority -promotional material Give feedback to the class after discussion. **Activity 3:** Search the internet and list procedures for sorting and opening incoming mail in a new document using sentences. **Grade 5: Third year:**

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: Identify and name safety procedures for handling mail. **Activity 2:** Participate in a discussion about suspect letters or parcels. List the possible features of suspicious mail on the board. **Activity 3:** Use role-play to illustrate what to do or not to do when faced with a suspect letter or parcel.
	Computer application Word processing and editing Business documents	Demonstrate basic formatting features on the computer: type a paragraph using bullets and numbering. . 	**Grade 5: First year:** **Activity 1:** Show learners a variety of paragraphs available, without and with headings. Search the internet for more examples. **Activity 2:** Use exercises from workbooks or prepared examples and copy 2 paragraphs correctly using capitol letters and punctuation marks. **Activity 3:** Practice typing 5 paragraphs without headings and 5 paragraphs with headings from text books. **Grade 5: Second year:** **Activity 1:** Practical demonstration by teacher on how to insert bullets and numbering before a word / sentence / paragraph. Practice typing words by inserting different types of bullets or numbering. **Activity 2:** Open a new document and type personal information for e.g. name and surname, age, teacher, address etc. and then add different types of bullets to the text. **Activity 3:** Use exercises from workbooks or prepared examples to type sentences and inserting bullets or numbering. **Grade 5: Third year:** **Activity 1:** Practical demonstration by teacher on how to insert bullets and numbering before a word / sentence / paragraph. Practice typing words by inserting

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			different types of bullets or numbering. **Activity 2:** Use exercises from workbooks or prepared examples to type sentences and inserting bullets or numbering. **Activity 3:** Give a prepared page to learners in hard copy. Learners copy the page in a new document and practice to use different bullets and numbering. View the document on completion.
	Client services and communication Personal finance	Differentiate between "needs" and wants" concerning personal finance.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board. **Activity 2:** The teacher makes index cards with different "needs" and "wants" written on them. Each learner draws a card and explains in what category his card falls and why. **Activity 3:** Copy and paste pictures from the internet in a new document to illustrate "needs" or "wants" and present it to the class. **Grade 5: Second year:** **Activity 1:** Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board. **Activity 2:** Each learner writes down the name of a "need" and a "want". Put all the words in a bag and allow each learner to draw a word. Take turns to draw a word and tell the class if the word is a "need" or "want" and explain why. **Activity 3:** Learners practice AutoSum in a spreadsheet by listing basic needs in column A and the price in column B. Use AutoSum to get the total. **Grade 5: Third year:** **Activity 1:** View videos on the internet about "needs vs. wants PowerPoint
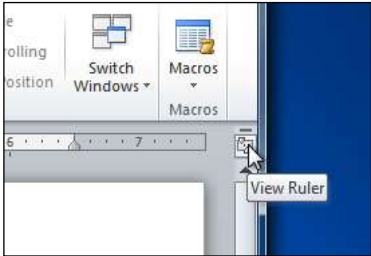
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Presentations". Class discussion to follow after watching the presentations on what was learned. **Activity 2:** Create a PowerPoint Presentation and use pictures and words to illustrate "needs" and "wants". **Activity 3:** Give the learner a "salary" of R 1000 (play money). Ask him to "buy" needs and wants out of advertisements that do not exceed the R1000. Help learners who struggle to count to add the amount on a calculator or use a spreadsheet to add the total.
3-4	**Office practice** Office equipment and mailing systems	Understand basic principles of mailing systems.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about the causes of delays in distributing incoming mail. What effect does this have on the office? **Activity 2:** Find out what equipment is required for outgoing mail. Copy and paste pictures of the equipment in a new document. **Activity 3:** Search the internet and list procedures for handling outgoing mail in a new document using sentences. **Grade 5: Second year:** **Activity 1:** Show learners an example of how an envelope is addressed. **Activity 2:** Collect a brochure from a PostNet outlet and discuss the services they offer. **Activity 3:** Display the following items in the class: a 5kg parcel containing clothes and toiletries, a letter to a friend overseas, an expensive piece of jewellery, a book etc. Learners each get a turn to tell the class the best way of sending these parcels or mail. **Grade 5: Third year:**
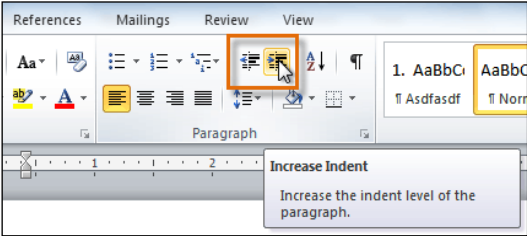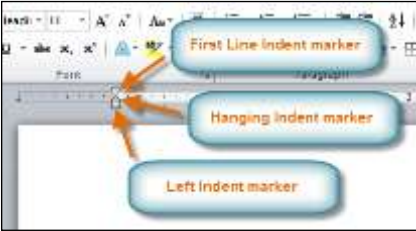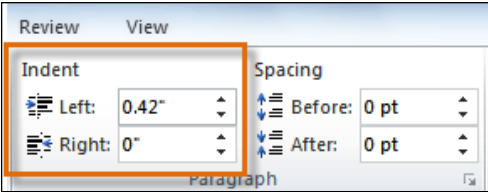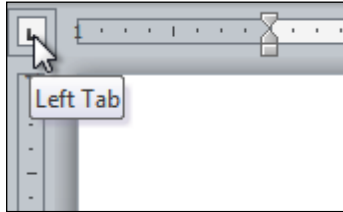
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: Can you name courier services in South Africa? Search the internet and find out what services courier companies offer. List key words in a new document. **Activity 2:** What goods are usually sent through couriers? What are the timeframes for these couriers? How does it compare to the timeframes of the South African postal service? Use brochures or the internet to find answers. **Activity 3:** How do you track a parcel sent through a postal service? Search the internet to find answers and discuss in pairs. Give feedback to the class on how you would track your parcel.
	Computer application Word processing and editing Business documents	Demonstrate basic formatting features on the computer: indents and tabs.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/office2010/word2010/8** **Grade 5: First year:** **Indents** and **tabs** are useful tools for making your text more readable. Indenting text adds structure to your document by allowing you to separate information. Depending on your needs, you can use tabs and indents to move a single line or an entire paragraph. **Activity 1:** Indenting text: In many types of documents, you may want to indent only the **first line** of each paragraph. This helps to **visually separate** paragraphs from one another. It's also possible to indent every line **except the first line**, which is known as a **hanging indent**.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			    To indent using the Tab key: A quick way to indent is to use the **Tab** key. This will create a first-line indent of 1/2 inch. Place the insertion point **at the very beginning** of the paragraph you want to indent. Press the **Tab** key. On the ruler, you should see the **first-line indent marker** move to the right by 1/2 inch.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			If you can't see the ruler, click the **View Ruler** icon over the scrollbar to display it. **Activity 2:** To create or adjust a first-line indent or hanging indent: Place the **insertion point** anywhere in the paragraph you want to indent, or select one or more paragraphs. To adjust the first-line indent, drag the **first-line indent marker** on the ruler To adjust the hanging indent, drag the **hanging indent marker**. To move both markers at the same time, drag the **left indent marker**. This will indent all lines in the paragraph.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: *To use the Indent commands: If you want to indent all lines in a paragraph, you can use the* Indent *commands* **on the Home tab.** Select the text you want to indent. Make sure you are on the **Home** tab. Click the **Increase Indent** command to **increase** the indent by increments of **1/2 inch**. Click the **Decrease Indent** command to **decrease** the indent by increments of **1/2 inch**. If you would prefer to type your indent amounts, you can use the **Indent fields** on the **Page Layout** tab. **Grade 5: Second year:** **Activity 1: Tabs** are often the best way to control exactly where text is placed. By default, each time you press the Tab key, the insertion point will move **1/2 inch** to the right. By adding **tab stops** to the **ruler**, you can change the size of the tabs, and you can even have more than one type of alignment in a single line. For example, you could **left-align** the beginning of the line and **right-align** the end of the line by adding a **right tab**.
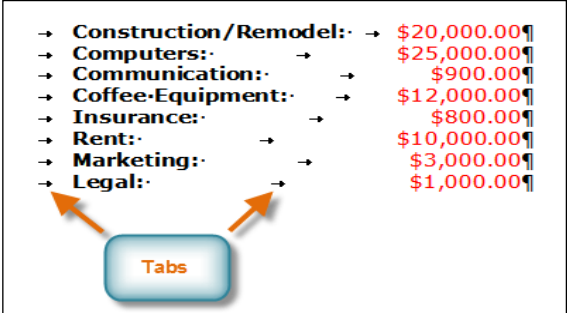
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Pressing the Tab key can either add a **tab** or create a **first-line indent**, depending on where the insertion point is. Generally, if the insertion point is at the beginning of an existing paragraph it will create a first-line indent; otherwise, it will create a tab. The tab selector: The **tab selector** is above the **vertical ruler** on the left. Hover over the tab selector to see the name of the type of **tab stop** that is active. Types of tab stops include: **Left Tab** ⌊: Left-aligns the text at the tab stop **Center Tab** ⊥: Centers the text around the tab stop **Right Tab** ⌋: Right-aligns the text at the tab stop **Decimal Tab** ⊥: Aligns decimal numbers using the decimal point **Bar Tab** ⌶: Draws a vertical line on the document **First Line Indent** ▽: Inserts the indent marker on the ruler and indents the first line of text in a paragraph

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Hanging Indent 🖰: Inserts the hanging indent marker and indents all lines other than the first line Although **Bar Tab**, **First Line Indent**, and **Hanging Indent** appear on the **tab selector**, they're not technically tabs. **Activity 2:** To add tab stops: Select the paragraph or paragraphs you want to add tab stops to. If you don't select any paragraphs, the tab stops will apply to the **current paragraph** and any **new paragraphs** you type below it. Click the **tab selector** until the tab stop you want to use appears. Click the **location on the horizontal ruler** where you want your text to appear (it helps to click the **bottom edge** of the ruler). You can add as many tab stops as you want. Place the **insertion point** where you want to add the tab, and then press the **Tab** key. The text will jump to the next tab stop.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			    To remove a tab stop, drag it off of the Ruler. Click the **Show/Hide ¶** command on the **Home** tab in the **Paragraph** group. This will allow you to see nonprinting characters such as the spacebar, paragraph (¶), and Tab key markings.

			Grade 5: Term 3
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Grade 5: Third year: **Activity 1:** Challenge: Open an **existing Word document**. If you want, you can use this **example**. Practice using the **Tab** key to indent the first line of a paragraph. Select some text, and use the **Increase Indent** and **Decrease Indent** commands to see how they change the text. Explore the **tab selector** and all of the **tab stops**. Practice using each one. If you're using the example, add **tab stops** and **tabs** in the **Work History** section so all of the jobs line up with the most recent one.
	Client services and communication Personal finance	Understand the basic personal financial principals of income vs. expenditure for example food, shelter, water air, bicycle, toys, sweets, bread or clothing.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt. **Activity 2:** Brainstorm ideas of how to earn extra pocket money as a teenager. List

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			ideas in a new document. **Activity 3:** Pretend you want to buy a big item for e.g. a cell phone. Do research to find the best deal if you have R500 to spend. Make a presentation showing your income and what you will receive for this purchase. **Grade 5: Second year:** **Activity 1:** Participate in a discussion about ways to reduce spending. Write key words on the board. Keep track of your expenses for one week by writing it down. **Activity 2:** Play the Grocery Game**.** Give a fixed amount of money and challenge them to purchase as much food as they can at the grocery store. For example, you can give them R500 each and a list of food needs. Learners will have to put their comparative shopping skills to the test to be able to purchase as much food as they can with the limited amount of money. **Activity 3:** View videos on the internet about what a budget is. Create a mind map to show what you have learned and present it to the class. **Grade 5: Third year:** **Activity 1:** Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt. **Activity 2:** Play the Grocery Game. Give learners a grocery list and have them calculate in a spreadsheet how much everything will cost. Identify places where you could save money by buying alternative cheaper items. **Activity 3:** Participate in a discussion about how much money a teenager needs to "live" each month. Write responses on the board. Ask learners to identify how they

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**

			spend money (answers may include clothing, entertainment, savings, etc.). Ask learners how they obtain the money they spend. Answers may include allowance from parents, chores, jobs, gifts, etc. Rewrite the income and expense items in the form of a monthly **budget**:
			
			Income Expenses
			Allowance R200 Entertainment R20
			Dog walking R10 Music R20
			                                 Snacks R30
			Total income R210 Total R70
			                                 expenses

5-6	**Office practice** Safety, health and environmental requirements in the office	Understand and name unsafe practices, hazards and dangerous substances and how to reduce or remove them.	**Grade 5: First year:** **Activity 1:** Match words and pictures to illustrate unsafe practices in a general office environment. **Activity 2:** Participate in a discussion about general safety regulations. Write key words on the board. **Activity 3:** Inspect your working area and identify any potential hazards. Discuss how these hazards can be removed or reduced. **Grade 5: Second year:** **Activity 1:** Copy and paste pictures in a text document to illustrate unsafe practices in a general office environment. **Activity 2:** Search the Internet for a company that deals with dangerous substances and find out what its policies and procedures are regarding the handling of dangerous substances. Discuss this in groups. **Activity 3:** Search the internet about instructions relating to exposure to dangerous
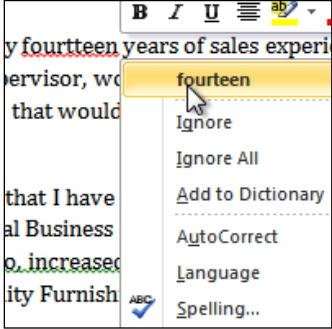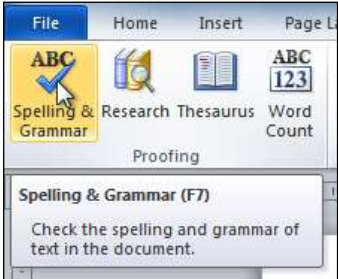
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			substances and hazards. Write down key words in a text document. **Grade 5: Third year:** **Activity 1:** Create a PowerPoint Presentation and use words and pictures to illustrate unsafe practices in a general office environment. **Activity 2:** Do a survey in the office block (use a checklist) and see if it complies with general safety regulations. **Activity 3:** Identify potential hazards in the office or reception area of the school. Write a brief report on your findings. The report must include the potential hazards and how the hazards can be removed or reduced.
	Computer application Word processing and editing	Understand the calculator utility.	**Teacher's note:** Activities and screenshots taken from the website: **Acthttp://windows.microsoft.com/en-za/windows7/using-calculator-in-windows-7** **Grade 5: First, Second and Third year:** **Activity 1:** Practical demonstration by teacher showing learners where to find the calculator functions. (May depend on operating system used). Open Calculator by clicking the **Start** button . In the search box, type **Calculator**, and then, in the list of results, click Calculator. Click the **View** menu, and then click the mode that you want. When you switch modes, the current calculation is cleared. Calculation history and numbers stored by the memory keys are retained. Click the calculator keys to perform the calculation you want. Show learners basic calculations for addition, subtraction, multiplication and division. **Activity 2:** Complete the worksheet by using the calculator to fill in the answers of 20 basic calculation sums.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: View videos about tricks to learn on the calculator and attempt one. Show and tell the class about your trick.
	Client services and communication Personal finance	Demonstrate knowledge of banking services regarding accounts, credit card facilities and ATM use.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about banks in South Africa. Discuss the service that banks provide and list key words on the board. **Activity 2:** List banks in South Africa in a new document using different font and sizes and visit their websites. **Activity 3:** Complete the worksheet by identifying parts of the ATM. **Grade 5: Second year:** **Activity 1:** Use brochures from different and discuss the service that banks provide. **Activity 2:** What documentation is needed when one wants to open an account at the bank? List the documentation in a new document. **Activity 3:** Once you have opened an account you will receive a bank card. Discuss how this card is used and how to withdraw money safely. **Grade 5: Third year:** **Activity 1:** Display examples of deposit slips and cheques in the class and explain to learners what these are and how they are used. **Activity 2:** Practice to fill in a deposit slip using examples from various banks. **Activity 3:** Use a worksheet to practice writing a cheque. **Teacher's note:** Follow the link to the following free website and learn more about an ATM: **http://www.gcflearnfree.org/everydaylife/edlmoney/atm**
7-8	**Office practice**	Understand the need for and use of firefighting equipment in the workplace.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about fire hazards in the workplace or at

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Safety, health and environmental requirements in the office		home. List hazards in a new document using pictures and words. **Activity 2:** Participate in a discussion about why fire equipment should be checked and maintained on a regular basis. Create a check list that can be used when checking the fire equipment. **Activity 3:** Search the internet to find out about the different types of fire extinguishers. Illustrate the different types and where they are used in a new document using pictures and words. **Grade 5: Second year:** **Activity 1:** Visit the fire brigade to find out how to use a fire extinguisher in different circumstances. **Activity 2:** There are 4 basic steps to follow when using a fire extinguisher. Illustrate these in a new document using pictures and words. **Activity 3:** Design a poster to show what steps should be taken once a fire breaks out in the office. Work in pairs and explain the steps to your classmate. **Grade 5: Third year:** **Activity 1:** Draw a floor plan of the school indicating where fire extinguishers, fire hoses and alarms are located. **Activity 2:** Use role-play to illustrate how you would use a fire extinguisher in case of a fire break out. **Activity 3:** Design a fire exit emergency plan for your classroom and discuss how it should be followed.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
	Computer application Word processing and editing Business documents	Demonstrate the use of the spelling and grammar tool.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/word2010/6** **Grade 5: First year:** **Activity 1:** To make your document appear professional, you'll want to make sure it is free from **spelling and grammar** errors. Word has several options for checking your spelling. You can run a spelling and grammar **check**, or you can allow Word to check your spelling **automatically** as you type. To run a spelling and grammar check: Go to the **Review** tab. Click on the **Spelling & Grammar** command. The **Spelling and Grammar** dialog box will open. For each error in your document, Word will try to offer one or more **suggestions**. You can select a suggestion and click **Change** to correct the error. If no suggestions are given, you can manually type the correct spelling.
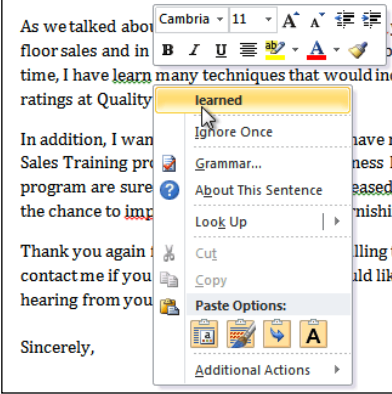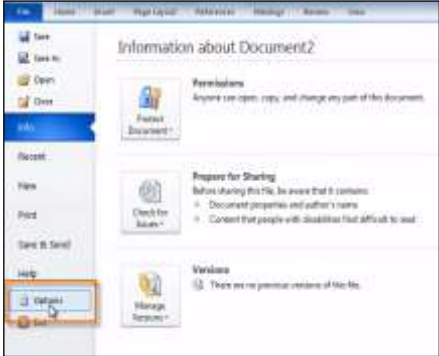
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			  Activity 2: Ignoring "errors": The spelling and grammar check is **not always correct**. Particularly with grammar, there are many errors Word will not notice. There are also times when the spelling and grammar check will say something's an error when it's actually not. This often happens with people's names, which may not be in the dictionary. If Word says something is an error, you can choose not to change it. Depending on whether it's a spelling or grammar error, you can choose from several options: For spelling "errors": **Ignore Once:** This will skip the word without changing it. **Ignore All:** This will skip the word without changing it, and it will also skip all other instances of this word in the document. **Add to Dictionary:** This adds the word to the dictionary so it will never come up as an error. Make sure the word is spelled correctly before choosing this option.
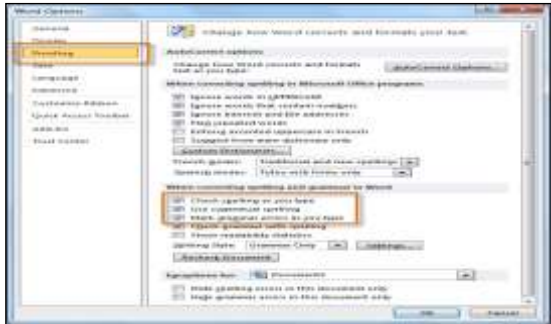
Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			For grammar "errors": **-Ignore Once:** This will skip the "error" without changing it. **-Ignore Rule:** This will skip this "error" and all other instances that relate to this grammar rule. **-Next Sentence:** This skips the sentence without changing it and leaves it marked as an error. This means it will still show up if you do another spelling and grammar check later on. If you're not sure about a grammar error, you can click **Explain** to see why Word thinks it's an error. This can help you determine whether you want to change it. <u>**Activity 3:**</u> Automatic spelling and grammar checking: By default, Word automatically checks your document for **spelling and grammar** errors, so you may not even need to run a separate spelling and grammar check. These errors are indicated by **coloured wavy lines**. The **red line** indicates a misspelled word. The **green line** indicates a grammatical error. The **blue line** indicates a contextual spelling error. This feature is turned off by default. A **contextual spelling** error occurs when the wrong word is used but the word is spelled correctly. For example, if you write **Deer Mr. Theodore** at the beginning of a letter, **deer** is a contextual spelling error because **dear** should have been used. **Deer** is spelled correctly, but it is

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			used incorrectly in this letter.
			To use the spelling check feature:
			Right-click the **underlined word**. A menu will appear.
			Click the **correct spelling** of the word from the **listed suggestions**.
			The corrected word will appear in the document.
			You can choose to **Ignore** an underlined word, add it to the **dictionary**, or go to the **Spelling** dialog box for more options.
			Grade 5: Second year:
			Activity 1: To use the grammar check feature:
			Right-click the **underlined word or phrase**. A menu will appear.
			Click the **correct phrase** from the **listed suggestions**.
			The corrected phrase will appear in the document.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			You can also choose to **Ignore** an underlined phrase, go to the **Grammar** dialog box, or click **About This Sentence** for information on the grammar rule. **Activity 2:** To change the automatic spelling and grammar check settings: From **Backstage view**, click **Options**. Select **Proofing**. The dialog box gives you several options to choose from.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			If you don't want Word to automatically check spelling, uncheck **Check spelling as you type**. If you don't want grammar errors to be marked, uncheck **Mark grammar errors as you type**. To check for contextual spelling errors, check **Use contextual spelling**. If you've turned off the automatic spelling and/or grammar checks, you can still run a check by going to the **Review tab** and clicking the **Spelling & Grammar** button. <u>**Activity 3:**</u> To hide spelling and grammar errors in a document: If you're sharing a document like a resume with someone, you might not want that person to see those annoying red, green, and blue lines. Turning off the automatic spelling and grammar checks only applies to your computer, so the lines may still show up when someone else views your document. Luckily, you can hide spelling and grammar errors in a document so the lines will not show up on any computer. From **Backstage view**, click **Options**.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
year:			Select **Proofing**. In the drop-down box next to **"Exceptions for:"** select the correct document (if you have more than one document open). Put a check mark next to **Hide spelling errors in this document only** and **Hide grammar errors in this document only**. Click **OK**. Grade 5: Third year: **Activity 1:** Open an **existing Word document** prepared by the teacher. Correct the **spelling errors**. Correct the **grammar errors**.
	Client services and communication Work ethics	Understand and deal with conflict in the office environment.	**Teacher's note:** Activities taken from the free website: **http://www.gcflearnfree.org/jobsuccess/10** **Grade 5: First year:** **Activity 1:** Participate in a discussion of what conflict is. What positive and negative consequences does conflict have in an office environment? List key words on the board. **Activity 2:** Search the internet to find examples of positive and negative methods of coping with conflict. Illustrate you answer in a new document by writing a few sentences.

Grade 5: Term 3			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Participate in a discussion on the best ways to resolve conflict. Write key words on the board. **Grade 5: Second year:** **Activity 1**: Participate in a discussion about factors or behaviour that keeps conflict from happening. Type key words in a new document using WordArt. **Activity 2:** Search the internet to find examples of how to confront conflict. Illustrate you answer in a new document by writing a few sentences. **Activity 3:** Participate in a discussion on the best ways to resolve conflict. Use role-play to practice resolving conflict in the best way possible. **Grade 5: Third year:** **Activity 1**: Participate in a discussion about the reasons behind workplace conflict. Create a mind map to illustrate the reasons. **Activity 2:** View videos on the internet about conflict management. Class discussion to follow after watching the videos on what was learned **Activity 3:** Use the template of the I-statement provided as a method of communication that can help you express your feelings in a manner that is acceptable.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 5: First, Second and Third year:** Open the web browser and explore the following websites: **Activity 1:** Click-N-Learn **Activity 2:** www.babble.com/best-recipes **Activity 3:** cool websites for kids

FORMAL ASSESSMENT TASK: GRADE 5:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 5: FIRST YEAR: TERM 3

Week 1-2:

Participate in a discussion about the postal service and what they are used for and why. Can you think of other agencies that are used for this purpose? Write key words on the board.

Visit the local post office to learn about receiving, distributing, sorting and dispatching mail.

Find out what equipment is used in a mailroom. Copy and paste pictures of the equipment in a new document.

Show learners a variety of paragraphs available, without and with headings. Search the internet for more examples.

Use exercises from workbooks or prepared examples and copy 2 paragraphs correctly using capitol letters and punctuation marks.

Practice typing 5 paragraphs without headings and 5 paragraphs with headings from text books.

Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board.

The teacher makes index cards with different "needs" and "wants" written on them. Each learner draws a card and explains in what category his card falls and why.

Copy and paste pictures from the internet in a new document to illustrate "needs" or "wants" and present it to the class.

Week 3-4:

Participate in a discussion about the causes of delays in distributing incoming mail. What effect does this have on the office?

Find out what equipment is required for outgoing mail. Copy and paste pictures of the equipment in a new document.

Search the internet and list procedures for handling outgoing mail in a new document using sentences.

Practice to indent text.

Create or adjust a first-line indent or hanging indent.

Use the indent commands.

Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt.

Brainstorm ideas of how to earn extra pocket money as a teenager. List ideas in a new document.

Pretend you want to buy a big item for e.g. a cell phone. Do research to find the best deal if you have R500 to spend. Make a presentation showing your income and what you will receive for this purchase.

Week 5-6:

Match words and pictures to illustrate unsafe practices in a general office environment.

Participate in a discussion about general safety regulations. Write key words on the board.

Inspect your working area and identify any potential hazards. Discuss how these hazards can be removed or reduced.

Complete the worksheet by using the calculator to fill in the answers of 20 basic calculation sums.

View videos about tricks to learn on the calculator and attempt one. Show and tell the class about your trick.

Participate in a discussion about banks in South Africa. Discuss the service that banks provide and list key words on the board.

List banks in South Africa in a new document using different font and sizes and visit their websites.

Complete the worksheet by identifying parts of the ATM.

Week 7-8:

Participate in a discussion about fire hazards in the workplace or at home. List hazards in a new document using pictures and words.

Participate in a discussion about why fire equipment should be checked and maintained on a regular basis. Create a check list that can be used when checking the fire equipment.

Search the internet to find out about the different types of fire extinguishers. Illustrate the different types and where they are used in a new document using pictures and words.

Run a spelling and grammar check.

How to ignore "errors":

Use automatic spelling and grammar check.

Participate in a discussion of what conflict is. What positive and negative consequences does conflict have in an office environment? List key words on the board.

Search the internet to find examples of positive and negative methods of coping with conflict. Illustrate you answer in a new document by writing a few sentences.

Participate in a discussion on the best ways to resolve conflict. Write key words on the board.

GRADE 5: SECOND YEAR: TERM 3

Week 1-2:

Organise a visit to the office block and find out how the school deals with incoming mail. Is it stamped and registered? List the procedures for incoming mail in a new document.

Visit the SA Post office website. Work in groups and discuss what it means when mail is marked as follows:

-fast mail

-personal

-high priority

-promotional material

Give feedback to the class after discussion.

Search the internet and list procedures for sorting and opening incoming mail in a new document using sentences.

Practice typing words by inserting different types of bullets or numbering.

Open a new document and type personal information for e.g. name and surname, age, teacher, address etc. and then add different types of bullets to the text.

Use exercises from workbooks or prepared examples to type sentences and inserting bullets or numbering.

Participate in a discussion about having "needs" and "wants" and the difference between them. List ideas on the board.

Each learner writes down the name of a "need" and a "want". Put all the words in a bag and allow each learner to draw a word. Take turns to draw a word and tell the class if the word is a "need" or "want" and explain why.

Learners practice AutoSum in a spreadsheet by listing basic needs in column A and the price in column B. Use AutoSum to get the total.

Week 3-4:

Show learners an example of how an envelope is addressed.

Collect a brochure from a PostNet outlet and discuss the services they offer.

Display the following items in the class: a 5kg parcel containing clothes and toiletries, a letter to a friend overseas, an expensive piece of jewellery, a book etc.

Learners each get a turn to tell the class the best way of sending these parcels or mail.

Add tab stops.

Participate in a discussion about ways to reduce spending. Write key words on the board. Keep track of your expenses for one week by writing it down.

Play the Grocery Game**.**

View videos on the internet about what a budget is. Create a mind map to show what you have learned and present it to the class.

Week 5-6:

Copy and paste pictures in a text document to illustrate unsafe practices in a general office environment.

Search the Internet for a company that deals with dangerous substances and find out what its policies and procedures are regarding the handling of dangerous substances. Discuss this in groups.

Search the internet about instructions relating to exposure to dangerous substances and hazards. Write down key words in a text document.

Complete the worksheet by using the calculator to fill in the answers of 20 basic calculation sums.

View videos about tricks to learn on the calculator and attempt one. Show and tell the class about your trick.

Use brochures from different and discuss the service that banks provide.

What documentation is needed when one wants to open an account at the bank? List the documentation in a new document.

Once you have opened an account you will receive a bank card. Discuss how this card is used and how to withdraw money safely.

Week 7-8:

Visit the fire brigade to find out how to use a fire extinguisher in different circumstances.

There are 4 basic steps to follow when using a fire extinguisher. Illustrate these in a new document using pictures and words.

Design a poster to show what steps should be taken once a fire breaks out in the office. Work in pairs and explain the steps to your classmate.

Use the grammar check feature.

Change the automatic spelling and grammar check settings.

Hide spelling and grammar errors in a document.

Participate in a discussion about factors or behaviour that keeps conflict from happening. Type key words in a new document using WordArt.

Search the internet to find examples of how to confront conflict. Illustrate you answer in a new document by writing a few sentences.

Participate in a discussion on the best ways to resolve conflict. Use role-play to practice resolving conflict in the best way possible.

GRADE 5: THIRD YEAR: TERM 3

Week 1-2:

Identify and name safety procedures for handling mail.

Participate in a discussion about suspect letters or parcels. List the possible features of suspicious mail on the board.

Use role-play to illustrate what to do or not to do when faced with a suspect letter or parcel.

Practice typing words by inserting different types of bullets or numbering.

Use exercises from workbooks or prepared examples to type sentences and inserting bullets or numbering.

Give a prepared page to learners in hard copy. Learners copy the page in a new document and practice to use different bullets and numbering. View the document on completion.

View videos on the internet about "needs vs. wants PowerPoint Presentations". Class discussion to follow after watching the presentations on what was learned.

Create a PowerPoint Presentation and use pictures and words to illustrate "needs" and "wants".

Give the learner a "salary" of R 1000 (play money). Ask him to "buy" needs and wants out of advertisements that do not exceed the R1000. Help learners who struggle to count to add the amount on a calculator or use a spreadsheet to add the total.

Week 3-4:

Can you name courier services in South Africa? Search the internet and find out what services courier companies offer. List key words in a new document.

What goods are usually sent through couriers? What are the timeframes for these couriers? How does it compare to the timeframes of the South African postal service? Use brochures or the internet to find answers.

How do you track a parcel sent trough a postal service? Search the internet to find answers and discuss in pairs. Give feedback to the class on how you would track your parcel.

Tab and indent challenge.

Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt.

Play the Grocery Game. Give learners a grocery list and have them calculate in a spreadsheet how much everything will cost. Identify places where you could save money by buying alternative cheaper items.

Participate in a discussion about how much money a teenager needs to "live" each month. Write responses on the board. Ask learners to identify how they spend money (answers may include clothing, entertainment, savings, etc.). Ask learners how they obtain the money they spend. Answers may include allowance from parents, chores, jobs, gifts, etc. Rewrite the income and expense items in the form of a monthly budget.

Week 5-6:

Create a PowerPoint Presentation and use words and pictures to illustrate unsafe practices in a general office environment.

Do a survey in the office block (use a checklist) and see if it complies with general safety regulations.

Identify potential hazards in the office or reception area of the school. Write a brief report on your findings. The report must include the potential hazards and how the hazards can be removed or reduced.

Complete the worksheet by using the calculator to fill in the answers of 20 basic calculation sums.

View videos about tricks to learn on the calculator and attempt one. Show and tell the class about your trick.

Display examples of deposit slips and cheques in the class and explain to learners what these are and how they are used.

Practice to fill in a deposit slip using examples from various banks.

Use a worksheet to practice writing a cheque.

Week 7-8:

Draw a floor plan of the school indicating where fire extinguishers, fire hoses and alarms are located.

Use role-play to illustrate how you would use a fire extinguisher in case of a fire break out.

Design a fire exit emergency plan for your classroom and discuss how it should be followed.

Spelling and grammar challenge.

Participate in a discussion about the reasons behind workplace conflict. Create a mind map to illustrate the reasons.
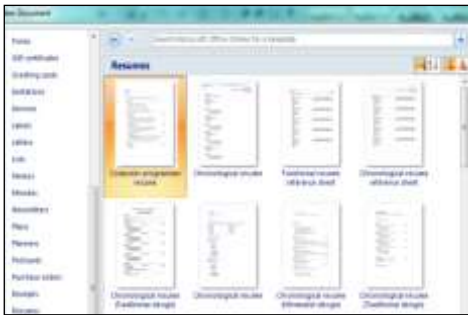
View videos on the internet about conflict management. Class discussion to follow after watching the videos on what was learned.

Use the template of the I-statement provided as a method of communication that can help you express your feelings in a manner that is acceptable.

Grade 4: 1st, 2nd and 3rd year Term 4
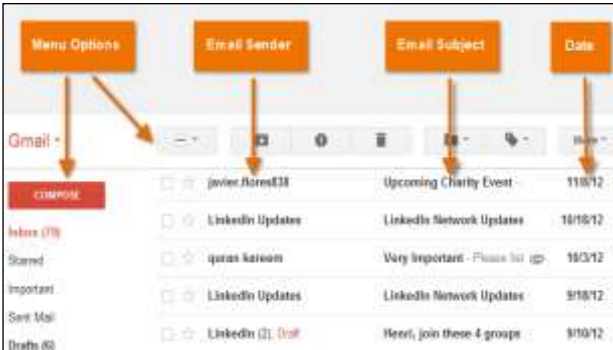
WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
		Grade 5: Term 4	
1-2	**Office practice** Storage areas	Understand the difference between assets and consumables and how they are monitored and replaced.	**Grade 5: First year:** **Activity 1:** Discuss the equipment in the class and explain to the learners the difference between assets and consumables. Use brochures from stationary and computer shops to make a collage of all assets in the class. **Activity 2:** Type a list with all the assets (monitors, keyboards, punch etc.) that can be identified in the classroom. **Activity 3:** Work in pairs and find out in the office how often consumables are replaced. Give feedback to the class. **Grade 5: Second year:** **Activity 1:** Participate in a discussion of how to monitor stock and equipment. Look for examples of stock control cards on the internet. **Activity 2:** Create a PowerPoint Presentation that illustrates the assets of the office using pictures and words. **Activity 3:** Practice to fill in a template of a requisition form. **Teacher's note:** Find examples of templates by searching images of "requisition forms" on the internet. **Grade 5: Third year:** **Activity 1:** List assets and consumables of the office by inserting a table in a new document with 2 columns. Name the assets and consumables in the 2 different columns. Add an extra column and paste a picture of the item. **Activity 2:** Create a PowerPoint Presentation that illustrates the consumables of the office using pictures and words. **Activity 3:** Practice to fill in a template of a stock control card.
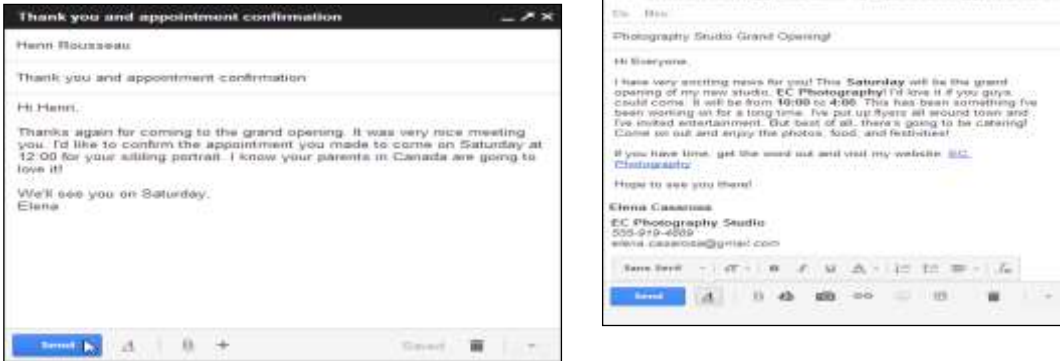
Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Teacher's note: Find examples of templates by searching images of "stock control cards" on the internet.
	Computer application Electronic mail	Demonstrate an understanding of electronic mail.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/email101/1** **Grade 5: First year:** **Activity 1:** Participate in a discussion about what email is and why it is used by so many people. How does email compares to traditional mail? Write key words on the board. **Activity 2:** Illustrate the difference between email and traditional mail regarding: address, delivery, time, content and cost. Insert a table in a new document with 2 columns and 5 rows and write words to show the difference. **Activity 3:** Participate in a discussion about how one would go about to start with email. What does a standard email address look like? What is an email account? Who is the email provider?

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Grade 5: Second year: **Activity 1:** If you want to sign up for your **own email account**, we suggest choosing from one of the three major webmail providers. Explore the following links and decide which one is most suitable for you, if you are older than 13 years. Follow the links below to sign up for an email account: -**http://mail.yahoo.com/** :Click **Create Account** -**http://www.microsoft.com/en-us/outlook-com**: Click **Sign Up** -h**ttp://www.gmail.com**/: Click **Create an account** **Activity 2:** Visit the following link for help on Setting Up a Gmail Account: **http://www.gcflearnfree.org/gmail/2** **Activity 3:** Visit the following link to learn about email basics: **http://www.gcflearnfree.org/gmail** **Grade 5: Third year:** **Activity 1:** Sign up for an email account. **Activity 2:** Share you email address with your friends and in return write down their addresses. **Activity 3:** Visit the following link to learn about Gmail: **http://www.gcflearnfree.org/gmail**
	Client services and communica-tion Job application	Demonstrate an understanding of how to prepare a resume.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/resumewriting** **Grade 5: First year:** **Activity 1:** Participate in discussion about what a resume is and what information it contains. Use the interactive at **http://www.gcflearnfree.org/resumewriting/1.3** to learn more.

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: Participate in a discussion about why a resume is important in the job search. **Activity 3:** View the different templates availablefor resume writing in a Microsoft Office Online. **Grade 5: Second and Third year:** **Activity 1:** Identify and list the information you have to include on your resume in a new document. **Activity 2:** Explore different formats for resumes for e.g. chronological, functional and combination through http**://www.gcflearnfree.org/resumewriting/2**
3-4	**Office practice** Storage areas	Demonstrate an understanding of how to store stock safely and to use an inventory checklist.	**Grade 5: First year:** **Activity 1:** Participate in a discussion of where to store assets and consumables in an office. Write key words on the board.

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: Brainstorm ideas on how to use shelves, racks and pallets safely when storing stock. Write key words on the board.
			Activity 3: Search the internet to find out how to store dangerous or hazardous materials. Discuss your findings in pairs.
			Grade 5: Second year:
			Activity 1: Inspect the storage area in your classroom. List ideas in a new document to illustrate how to utilize the storage area to make stock take easier. **Activity 2:** Create a PowerPoint Presentation that illustrates how to store dangerous or hazardous materials. Use pictures and words.
			Grade 5: Third year:
			Activity 1: Practice counting the stock in the classroom and storage area for e.g. monitors, keyboards, text books, staplers etc. and write it down on an inventory checklist.
			Teacher's note: Find examples of templates by searching images of "inventory checklist" on the internet.
			Activity 2: Set up a code of conduct that explains safety measures when storing stock.
	Computer application Electronic mail	Demonstrate an understanding of electronic mail.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/email101/2** **http://www.gcflearnfree.org/email101/3** **http://www.gcflearnfree.org/email101/4** **Grade 5: First year:**

WEEK	TOPICS with focus area	CONTENT *The learner must be able to:*	Practical tasks
			  Activity 1: Understanding the email interface of Gmail: Inbox: The **inbox** is where you'll view and manage **emails** you receive. Emails are listed with the name of the **sender**, the **subject** of the message, and the **date received**. Message pane**:** When you select an email in the inbox, it will open in the **Message pane**. From here, you

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			can **read the message** and choose **how to respond** with a variety of commands. Compose pane: Click the **Compose** or **New button** from your inbox to open the **Compose pane** to create your own email message. From here, you'll need to enter the **recipient's email address** and a **subject**. You'll also have the option to upload files (photos, documents, etc.) as **attachments** and **add formatting** to the message.
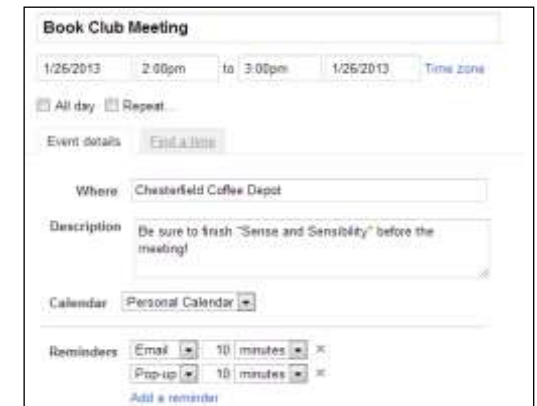
Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			A Compose pane will also appear when you select **Reply** or **Forward**. The text from the original message will be copied into the Compose pane. Common email terms and actions: All email applications use certain **terms** and commands that you will need to understand before using email. The examples below use **Gmail's Compose pane** and **Message pane** to introduce basic email terms, but these will still be applicable for Yahoo! or Outlook.com.

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Grade 5: Second year: **Activity 1:** In addition to email services, most webmail providers also offer an **online calendar** and **address book**. These features make it easy to **stay organized** and access your **important information** from anywhere. Calendar basics: **Online calendars** make it easy to **schedule appointments**, **organize tasks**, and **manage your time**, just like a **desk calendar**. But unlike a physical calendar, online calendars give you the freedom to quickly **edit and rearrange** your schedule whenever you want. You'll even be able to access your calendar **on the go** and **sync it across**

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			multiple devices, such as your mobile phone and personal computer.

Creating appointments:

It's easy to **schedule**, **track**,
and **edit** upcoming appointments or events.
When you create a **new appointment**, you
should (at the very least) include a **title**,
a **start** and **end time**, and a **location**, but
you can also include lots of other
information, such as **reminder preferences,
detailed notes, and more**.
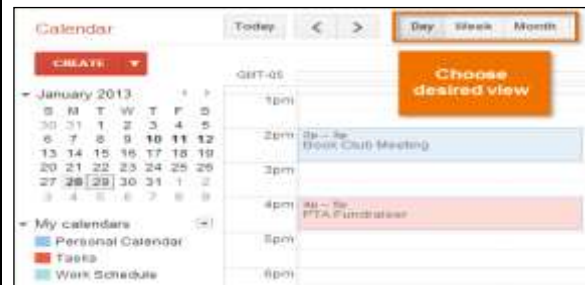
Switching views:

You can choose a variety of
view options for your calendar,
including a **daily**, **weekly**,
or **monthly summary** of your
upcoming appointments.

Using multiple calendars:

If you keep a lot of **different appointments**, you can create **multiple calendars** to help
organize your schedules. For example, you
might use one calendar to keep track of your
personal tasks and another to manage your
family's schedule. Each calendar is
assigned its own **colour**, so it's easy to
organize lots of different appointments. You
can even **toggle** calendars **on and off** to

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			easily sort your appointments. Sharing calendars: You can **share your calendar** with anyone who uses the same webmail provider. Once you've shared a calendar, you'll be able to **view** and even **edit** a friend's calendar, depending on your sharing preferences. **Grade 5: Third year:** **Activity 1:** Participate in a discussion about the importance of email etiquette. Search videos on the internet to learn about this topic. **Activity 2:** Visit **http://www.gcflearnfree.org/email101/4.4** to learn about using email in the workplace. **Activity 3:** Identify and list the differences between email etiquette for personal use vs. in the workplace.
	Client services and communi-cation Job application	Demonstrate an understanding of how to prepare a resume.	**Grade 5: First, Second and Third year:** **Activity 1:** Choose one of the templates for resume writing in Microsoft Office Online and practice to type your resume.
5-6	**Office practice** Filing methods and systems	Demonstrate an understanding of basic filing.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about what filing and indexing is. Explain to the learner that **filing** is a system of classifying and arranging documents in an office for later use. The filing system is such that documents can be retrieved easily. **Indexing** is used in large filing systems to facilitate finding files. A **card system** is used for indexing. Stress the importance of having an uncomplicated filing system that is easy to understand. Write key words on the board.

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 2: What are the requirements of a good filing system? List key words in a new document.
			Activity 3: Organise with the office administrator to show the learners the filing system that is used at school and talk about the following:
			indexing, card system, easy to use, appropriate, cost-effective, usefulness over time, current, secure, neatness.
			Grade 5: Second and Third year:
			Activity 1: Make a collage or poster using pictures from brochures illustrating filing and indexing.
			Activity 2: What are the requirements of a good filing system? Create a checklist in a new document with requirements.
			Activity 3: Arrange a visit to the administrative office and inspect their filing system using the checklist created in activity 2.
	Computer application Internet safety	Demonstrate and understanding of internet safety.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about online safety and what dangers to look out for when using email for e.g. scams, cyber bullies, phishing and online predators. **Teacher's note:** View **http://www.gcflearnfree.org/email101/online-phishing-scams-tips-to-avoid-the-hook** and http**://www.gcflearnfree.org/internetsafety/1.3** to learn about this topic. **Activity 2:** Identify and list the physical risks when using the computer or mobile device in a new document. **Activity 3:** Search the internet to find facts and figures regarding internet addictions. Discuss your finding in groups. **Grade 5: Second year:** **Teacher's note:** Activities and screenshots taken from the free website:

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			http://www.gcflearnfree.org/internetsafetyforkids <u>**Activity 1:**</u> Search the internet to find videos about online safety. Discuss what was learned in pairs. <u>**Activity 2:**</u> Search the internet to find tips regarding online safety. Copy and paste images from your search in a new document. Print and display in the class. <u>**Activity 3**</u>: Create a PowerPoint Presentation illustrating the important tips you learned about internet safety, using words and pictures. <u>**Grade 5: Third year:**</u> <u>**Activity 1:**</u> Explain the following guidelines regarding online predators to the learners: While it's not necessarily likely that your child will be contacted by a predator, the danger does exist. Below are some guidelines you can tell your kids to help them stay safe from online predators. -**Avoid using suggestive screen names or photos.** These can result in unwanted attention from online predators. -**If someone is flattering you online, you should be wary.** Although many people online are genuinely nice, predators may use flattery to try to start a relationship with a teen. This doesn't mean you need to be suspicious of everyone, but you should be careful. -**Don't talk to anyone who wants to get too personal.** If they want to talk about things that are sexual or personal, you should end the conversation. Once you get pulled into a conversation (or a relationship), it may be more difficult to stop. -**Keep in mind that people are not always who they say they are.** Predators may pretend to be children or teenagers to talk to kids online. They may use a fake profile picture and add other profile details to appear more convincing. -**Never arrange to meet with someone you met online.** Predators may try to

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			arrange a face-to-face meeting with a child or teen. Even if the person seems nice, this can be dangerous. -**Tell a parent or trusted adult if you encounter a problem.** If anyone makes you feel uncomfortable online, you should tell a parent or trusted adult immediately. You should also save any emails or other communication because they may be needed as evidence. You can visit the **Crimes Against Children Research Center** to view statistics and tips for talking to your kids about online predators. Who to contact if there's a problem: If you think your child is being contacted by an online predator, seek immediate help from the following resources: -**Local police:** If your child is in immediate danger, you should call **10111**. Otherwise, you can call your local police's non-emergency number to report a problem. -**AlwaysCyberTipline:** Visit **www.cybertipline.com** from the National Center for Missing & Exploited Children to report crimes against children, including online enticement of children for sexual acts, obscene material sent to a child, and child pornography.
	Client services and communication Job application	Demonstrate an understanding of how to prepare a cover letter for a resume.	**Teacher's note:** Activities and screenshots taken from the free website: **http://www.gcflearnfree.org/coverletters/1** **Grade 5: First year:** **Activity 1:** Participate in a discussion about the purpose of a cover letter. Explain to the learners that cover letters provide you with an opportunity to: -Demonstrate how well you express yourself and that you have researched the organization and position -Tell prospective employers what position you're interested in, why you are interested in

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			it, and how you came to know about it -Highlight a few key skills that demonstrate your qualifications for the specific organization and position -Thank the hiring manager in advance for her time and consideration -Cover letters provide hiring managers with a chance to decide whether to look at *your* resume and select a small number of resumes to read more closely. **Activity 2:** Visit **http://www.gcflearnfree.org/coverletters/1.2** to learn about the parts of a cover letter. **Activity 3:** Visit **http://www.gcflearnfree.org/coverletters/1.3** for an example of an effective cover letter. **Grade 5: Second and Third year:** **Activity 1:** Practice to type a cover letter by using the template in Microsoft Online. Use the following tips to help you: -Gather all necessary information first. - Follow directions. - Address your letter to a specific individual. - Write a rough draft. - Use good writing techniques. **Teacher's note:** Tips taken from the free website: **http://www.gcflearnfree.org/coverletters/1.4**
7-8	**Office practice** Filing methods and systems	Demonstrate an understanding of basic filing.	**Grade 5: First year:** **Activity 1:** Participate in a discussion about classifying, sorting and recording documents. Write key words on the board. **Activity 2:** Organise with the office administrator to show learners the content of the filing system and show them what alphabetical and numerical classification looks like.

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 3: Search the internet for pictures of alphabetical and numerical classification. Copy and paste the pictures in a new document. **Grade 5: Second year:** **Activity 1:** View videos, images and articles on the internet to learn about an alphabetical filing system. Discuss your findings in the class. **Activity 2:** View videos, images and articles on the internet to learn about a numeric filing system. Discuss your findings in the class. **Activity 3:** View videos, images and articles on the internet to learn about an alphanumeric filing system. Discuss your findings in the class. **Grade 5: Third year:** **Activity 1:** Complete the worksheet by matching the correct picture with the method of classification. **Activity 2:** Participate in a discussion about the different ways in which paper-based files can be stored for e.g. horizontal, vertical, lateral, tubular, cabinets, concertina files and folders. Find pictures to illustrate the different types of files and make a collage. **Activity 3:** Display different folders that must be filed correctly in the class. Some folders are alphabetical and some folders are numeric. Group together and sort. File in a cabinet.
	Computer application Social networking	Demonstrate knowledge and understanding of responsibilities when learning about and using social media.	**Grade 5: First year:** **Activity 1:** Identify and list social networks that you use or are aware of in a new document. **Activity 2:** Search the internet to find videos about social networking safety. Ask learners to share their findings in class. **Activity 3:** Participate in a discussion of what is appropriate to share or post on social media. Write key words on the board. **Grade 5: Second year:**

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: Create a table in a new document with 2 columns and 10 rows. Identify and list social networks that you use or are aware of and indicate how often you use them. **Activity 2:** Search the internet to find tips about social networking safety. Copy and paste images from your search in a new document. Print and display in the class. **Activity 3:** Create a mind map to illustrate do's and dont's when sharing or posting on social media. **Grade 5: Third year:** **Activity 1:** View **http://www.gcflearnfree.org/internetsafety/7** to learn about smart social networking. Participate in a discussion about the tips you find useful. **Activity 2:** Create a PowerPoint Presentation illustrating the important tips you learned about social networking safety, using words and pictures. **Activity 3:** Explain the following guidelines on how to stay safe when using social media to the learners: **-Keep your posts private.** On most social networking sites, you can choose to only share things with your friends. It's important to use this setting whenever possible because it makes it more difficult for people you don't know to gain access to your information. -**Check your privacy settings frequently.** Facebook sometimes reorganizes its privacy and account settings, which can cause your information to be shared with more people than you want. With Facebook or any other social networking site, you should review your privacy settings to make sure they are set the way you want them to be. -**Be careful what you share.** Even if you're keeping posts private, it doesn't guarantee that other people won't be able to see it. For example, if you share a photo

			Grade 5: Term 4
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			with your friends, they can easily save it to their computers and post it to another website. You shouldn't post something online unless you're comfortable with everyone in the world seeing it.
			-**Don't add strangers to your friends list.** Although it may be tempting to have thousands of "friends" online, this increases the chances that your photos and personal information will be shared with the world.
			-**Keep in mind that things you post online may stay there for years.** Even if something doesn't seem embarrassing, it may damage your reputation years later when you're looking for a job or applying to college. Employers and colleges often check social networking sites for information on candidates, so a photo or other post could lower their impression of you.
			-**Use good netiquette.** Netiquette is a set of guidelines for communicating online. Using good netiquette helps to ensure that the things you say aren't misinterpreted.
			Teacher's note: Activity taken from the free website: **http://www.gcflearnfree.org/internetsafetyforkids/4.2**
	Client services and communication Rights and responsibilities of office worker	Demonstrate an understanding of characteristics to ensure job success, workplace attire and personal hygiene.	**Grade 5: First year:** **Activity 1:** Participate in a discussion of ways to ensure job success. List key words on the board. **Activity 2:** List key words in a new document that describes appropriate workplace attire. **Activity 3:** Play a matching game that teaches learners about tools for personal hygiene and which body part to use them on. Draw pictures of soap, a toothbrush, fingernail clippers or mouthwash on one set of cards. Create another set of cards that shoes hands, teeth, nails and mouth. Flip all of the cards over and have learners match the tool to the body part. **Grade 5: Second year:**

Grade 5: Term 4			
WEEK	**TOPICS with focus area**	**CONTENT** *The learner must be able to:*	**Practical tasks**
			Activity 1: Participate in a discussion of ways to ensure job success. List key words in a new document.
			Activity 2: Copy and paste pictures from the internet to illustrate how you would dress for work. Show and tell the class about your poster.
			Activity 3: Design a poster to illustrate products needed to ensure personal hygiene and healthy habits. Show and tell the class about your poster.
			Grade 5: Third year:
			Activity 1: Participate in a discussion of ways to ensure job success. List key words in a new document using WordArt.
			Activity 2: Display different types of clothes and accessories in the class. Learners' show and tell if the clothes are appropriate or inappropriate workplace attire.
			Activity 3: Search the internet for images showing hygiene tips. Copy and paste images in a new document and discuss in pairs.
9	**Fun activities**	Search the internet to find videos and play games.	**Grade 5: First, Second and Third year:** Open the web browser and explore the following websites: **Activity 1:** www.kidscomputerlab.org/ **Activity 2:** 24games.com **Activity 3:** nickjr.com

FORMAL ASSESSMENT TASK: GRADE 5:

Assessment is formally recorded during four (4) practical sessions with a minimum of four (4) skills reported. Learners, regardless of abilities, shall be assessed on the same skill. The following serves as suggestion of skills to record and report on.

GRADE 5: FIRST YEAR: TERM 4

Week 1-2:

Discuss the equipment in the class and explain to the learners the difference between assets and consumables. Use brochures from stationary and computer shops to make a collage of all assets in the class.

Type a list with all the assets (monitors, keyboards, punch etc.) that can be identified in the classroom.

Work in pairs and find out in the office how often consumables are replaced. Give feedback to the class.

Participate in a discussion about what email is and why it is used by so many people. How does email compares to traditional mail? Write key words on the board.

Illustrate the difference between email and traditional mail regarding: address, delivery, time, content and cost. Insert a table in a new document with 2 columns and 5 rows and write words to show the difference.

Participate in a discussion about how one would go about to start with email. What does a standard email address look like? What is an email account? Who is the email provider?"

Participate in discussion about what a resume is and what information it contains.

Participate in a discussion about why a resume is important in the job search.

View the different templates available for resume writing in a Microsoft Office Online.

Week 3-4:

Participate in a discussion of where to store assets and consumables in an office. Write key words on the board.

Brainstorm ideas on how to use shelves, racks and pallets safely when storing stock. Write key words on the board.

Search the internet to find out how to store dangerous or hazardous materials. Discuss your findings in pairs.

Learn how to interact with an email interface, including the inbox, the Message pane, and the Compose pane.

Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt.

Brainstorm ideas of how to earn extra pocket money as a teenager. List ideas in a new document.

Pretend you want to buy a big item for e.g. a cell phone. Do research to find the best deal if you have R500 to spend. Make a presentation showing your income and what you will receive for this purchase.

Choose one of the templates for resume writing in Microsoft Office Online and practice to type your resume.

Week 5-6:

Participate in a discussion about what filing and indexing is.

What are the requirements of a good filing system? List key words in a new document.

Organise with the office administrator to show the learners the filing system that is used at school.

Participate in a discussion about online safety and what dangers to look out for when using email for e.g. scams, cyber bullies, phishing and online predators.

Identify and list the physical risks when using the computer or mobile device in a new document.

Search the internet to find facts and figures regarding internet addictions. Discuss your finding in groups. Visit http://www.gcflearnfree.org/coverletters/1.3 for an example of an effective cover letter.

Participate in a discussion about the purpose of a cover letter.

Visit http://www.gcflearnfree.org/coverletters/1.2 to learn about the parts of a cover letter.

Week 7-8:

Participate in a discussion about classifying, sorting and recording documents. Write key words on the board.

Organise with the office administrator to show learners the content of the filing system and show them what alphabetical and numerical classification looks like.

Search the internet for pictures of alphabetical and numerical classification. Copy and paste the pictures in a new document.

Identify and list social networks that you use or are aware of in a new document.

Search the internet to find videos about social networking safety. Ask learners to share their findings in class.

Participate in a discussion of what is appropriate to share or post on social media. Write key words on the board.

Participate in a discussion of ways to ensure job success. List key words on the board.

List key words in a new document that describes appropriate workplace attire.

Play a matching game that teaches learners about tools for personal hygiene and which body part to use them on. Draw pictures of soap, a toothbrush, fingernail clippers or mouthwash on one set of cards. Create another set of cards that shoes hands, teeth, nails and mouth. Flip all of the cards over and have learners match the tool to the body part.

GRADE 5:

SECOND YEAR: TERM 4 Week 1-2:

Participate in a discussion of how to monitor stock and equipment. Look for examples of stock control cards on the internet.

Create a PowerPoint Presentation that illustrates the assets of the office using pictures and words.

Practice to fill in a template of a requisition form.

Identify and list the information you have to include on your resume in a new document.

Explore different formats for resumes for e.g. chronological, functional and combination through http://www.gcflearnfree.org/resumewriting/2

Week 3-4:

Inspect the storage area in your classroom. List ideas in a new document to illustrate how to utilize the storage area to make stock take easier.

Create a PowerPoint Presentation that illustrates how to store dangerous or hazardous materials. Use pictures and words.

Understand the online calendar and address book.

Choose one of the templates for resume writing in Microsoft Office Online and practice to type your resume.

Week 5-6:

Make a collage or poster using pictures from brochures illustrating filing and indexing.

What are the requirements of a good filing system? Create a checklist in a new document with requirements.

Arrange a visit to the administrative office and inspect their filing system using the checklist created in activity 2.

Search the internet to find videos about online safety.

Search the internet to find tips regarding online safety. Copy and paste images from your search in a new document. Print and display in the class.

Create a PowerPoint Presentation illustrating the important tips you learned about internet safety, using words and pictures.

Practice to type a cover letter by using the template in Microsoft Online.

Week 7-8:

View videos, images and articles on the internet to learn about an alphabetical filing system.

View videos, images and articles on the internet to learn about a numeric filing system.

View videos, images and articles on the internet to learn about an alphanumeric filing system.

Create a table in a new document with 2 columns and 10 rows. Identify and list social networks that you use or are aware of and indicate how often you use them.

Search the internet to find tips about social networking safety. Copy and paste images from your search in a new document. Print and display in the class.

Create a mind map to illustrate do's and dont's when sharing or posting on social media.

Participate in a discussion of ways to ensure job success. List key words in a new document.

Copy and paste pictures from the internet to illustrate how you would dress for work. Show and tell the class about your poster.

Design a poster to illustrate products needed to ensure personal hygiene and healthy habits. Show and tell the class about your poster.

GRADE 5: THIRD YEAR: TERM 4

Week 1-2:

List assets and consumables of the office by inserting a table in a new document with 2 columns. Name the assets and consumables in the 2 different columns.

Add an extra column and paste a picture of the item.

Create a PowerPoint Presentation that illustrates the consumables of the office using pictures and words.

Practice to fill in a template of a stock control card.

Sign up for an email account.

Share you email address with your friends and in return write down their addresses.

Identify and list the information you have to include on your resume in a new document.

Explore different formats for resumes for e.g. chronological, functional and combination through http://www.gcflearnfree.org/resumewriting/2.

Week 3-4:

Practice counting the stock in the classroom and storage area for e.g. monitors, keyboards, text books, staplers etc. and write it down on an inventory checklist.

Set up a code of conduct that explains safety measures when storing stock.

Participate in a discussion about the importance of email etiquette. Search videos on the internet to learn about this topic.

Visit http://www.gcflearnfree.org/email101/4.4 to learn about using email in the workplace.

Identify and list the differences between email etiquette for personal use vs. in the workplace.

Participate in a discussion about income vs. expenditure. Explain that if your income is greater than your expenses, you will have money left over to save, spend and share. If your expenses are greater than your income, however, you will have to make some changes in order to avoid getting into debt.

Play the Grocery Game. Give learners a grocery list and have them calculate in a spreadsheet how much everything will cost. Identify places where you could save money by buying alternative cheaper items.

Participate in a discussion about how much money a teenager needs to "live" each month. Write responses on the board. Ask learners to identify how they spend money (answers may include clothing, entertainment, savings, etc.). Ask learners how they obtain the money they spend. Answers may include allowance from parents, chores, jobs, gifts, etc. Rewrite the income and expense items in the form of a monthly budget.

Choose one of the templates for resume writing in Microsoft Office Online and practice to type your resume.

Week 5-6:

Make a collage or poster using pictures from brochures illustrating filing and indexing.

What are the requirements of a good filing system? Create a checklist in a new document with requirements.

Arrange a visit to the administrative office and inspect their filing system using the checklist.

Understands guidelines regarding online predators.

Practice to type a cover letter by using the template in Microsoft Online.

Week 7-8:

Complete the worksheet by matching the correct picture with the method of classification.

Participate in a discussion about the different ways in which paper-based files can be stored for e.g. horizontal, vertical, lateral, tubular, cabinets, concertina files and folders. Find pictures to illustrate the different types of files and make a collage.

Display different folders that must be filed correctly in the class. Some folders are alphabetical and some folders are numeric. Group together and sort. File in a cabinet. View http://www.gcflearnfree.org/internetsafety/7 to learn about smart social networking.

Create a PowerPoint Presentation illustrating the important tips you learned about social networking safety, using words and pictures.

Understand guidelines on how to stay safe when using social media.

Participate in a discussion of ways to ensure job success. List key words in a new document using WordArt.

Display different types of clothes and accessories in the class. Learners' show and tell if the clothes are appropriate or inappropriate workplace attire.

Search the internet for images showing hygiene tips. Copy and paste images in a new document and discuss in pairs.

4   ASSESSMENT

4.1   Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

4.2   Assessment principles

4.2.1   Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

4.2.2   Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on

assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

4.2.3   Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

* Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;

* Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;

* Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;

* Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;

* Write the date of expected completion of the task in the learner's book;

* Compile a suitable assessment tool; and

* Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

Formal School-Based Assessments			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity	Minimum of 1 worksheet/test/activity	Minimum of 1 worksheet/test/activity	Minimum of 1 worksheet/test/activity

per term in order for 20 % of rating codes to reflect on theoretical knowledge	per term in order for 20 % of rating codes to reflect on theoretical knowledge	per term in order for 20 % of rating codes to reflect on theoretical knowledge	per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
- social adjustment and responsibility;
- moral accountability and ethical work orientation;
- resilience and adaptability;
- economic participation and entrepreneurial skills; and
- nation-building.

The principles that drive these objectives are:

- *Integration*

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- *Relevance*

To be dynamic and responsive to workplace needs and a range of employment fields.

- *Credibility*

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- *Coherence*

To work within a consistent framework of principles.

- *Flexibility*

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- *Participation*

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- *Access*

To address barriers to learning at each level to facilitate learners' progress.

- *Progression*

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- *Articulation*

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- *Validity of assessments*

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- *Reliability*

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- *Fairness and transparency*

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class

- Lack of clarity regarding topic, content or skill being assessed

- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3   Managing assessment

4.3.1 Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

Progress with the curriculum

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

  Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

  Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?

- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.

- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

4.3.2   Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

4.3.3   Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

4.3.4   Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing and assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learners must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Analytical descriptive rubrics focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

Task lists and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or

- Provide answers.

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

The learners Evidence must at least include:

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

4.4   School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

The following should at least be included in the Teacher's Assessment or Planning and Assessment File:

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The learners Portfolio of Evidence must at least include:

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

4.5   Assessment programme across the five years

Assessment across the 5 years

Assessment is formally recorded during four (4) practical sessions with a **minimum of four (4) skills** reported. Learners, regardless of abilities, shall be assessed on the same skill. The teaching plan includes **three suggested activities** to be taught over the two or three years for the three topics for every two weeks. (Activity 1 is suggested for the first year the learner is in the grade, activity 2 for the second year the learner is in the grade and activity 3 for the third year the learner is in the grade). Activities should be chosen depending on resources, time available and level of understanding of learners. The teacher will **choose the assessment goal** for the relevant activity that was done. The following serves as suggestion of skills to record and report on.

Grade 4 – Practical assessment tasks: choose a **minimum of four (4)** per term

– Theoretical assessment tasks: choose a **minimum of one (1)** per term

TERM 1	
Week	**Assessment task**
1-2	Identify, point out or name the different parts of the computer.
	Identify, point out or name the different components on the keyboard i.e. the function, typing, numeric, control, windows, shift, alt, enter and cursor keys.
	Understand healthy personal habits for e.g. brush your teeth twice daily, shower or bath once a day, wash your hair regularly and wash your hands often.
3-4	Understand the basic operations on a computer: switch the computer on and off, move and click the mouse correctly, identify the basic keys on the keyboard, identify the icons of the programmes on the computer and exit the programmes.
	Identify, point out or name the different parts of the keyboard that are used for entering and editing (enter, backspace, space bar, delete keys and navigation/cursor keys (arrows for up, down, left and right).
	Understand the importance of personal grooming habits for customer services.
5-6	Demonstrate the correct typing position and ergonomics.
	Demonstrate basic editing features in a word processor: to delete, select, copy and paste, cut and paste, drag and drop, find and replace.
	Understand dress code that is in accordance with a specific work place requirement.
7-8	Understand how to take care of a computer by cleaning the peripherals and using removable devices carefully and correctly.
	Understand basic operations on the computer: open a programme, navigate the desktop moving through windows, save a document, close a document and activate an existing document.
	Understand the basic terms related to HIV and AIDS.

TERM 2	
Week	**Assessment task**
1-2	Review the different parts of the computer, e.g. screen, keyboard, mouse, system unit and printer. Review how to take care of the different parts of the computer. Review different electronic devices, e.g. tablets, cell phones, mp3 players, removable disks, CD's and cameras.
	Identify, point out or name the components on the keyboard relating to the home row alphabet keys (asdfjkl ;).
	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. liquids, stairs, windows, carpets, stacked items, plugs, sharp edges of furniture etc.
3-4	Identify, point out or name general office equipment and what they are used for.
	Identify, point out or name the components on the keyboard relating to the top row alphabet keys (qwertyuiop).
	Identify and or list the basic principles of fire safety and what to do if a fire breaks out in the office.
5-6	Understand general office equipment: staplers, punches and a guillotine.
	Identify, point out or name the components on the keyboard relating to the bottom row alphabet keys (zxcvbnm).
	Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains.
7-8	Understand the basic operation of a photocopying and fax machine.
	Identify, point out or name the home, bottom and top row on the keyboard and understand the correct typing position.
	Identify, point out or name items needed in a first aid kit:first-aid manual, sterile gauze pads of different sizes, adhesive tape, aadhesive bandages in several sizes, elastic bandage, a splint, antiseptic wipes, soap, antiseptic solution , sharp scissors, safety pins, thermometer, plastic non-latex gloves, mouthpiece for administering CPR and list of emergency phone numbers.
TERM 3	
Week	**Assessment task**
1-2	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. loose carpets, faulty electrical wiring, broken windows, blocked fire escapes, stacked filing, heaters and open cupboards and drawers.
	Understand basic operations with tables: insert a table, change or delete borders, shading, vertical text, different alignment of cells and columns, insert or delete columns or rows, merge and split cells.
	Understand basic telephone etiquette.
3-4	Understand the basic principles of office safety i.e. things that are dangerous in the office for e.g. loose carpets, faulty electrical wiring, broken windows, blocked fire escapes, stacked filing, heaters and open cupboards and drawers.
	Understand basic operations with headers and footers: typing capital letters and using the header / footer function.
	Speak professionally to clients over the telephone using general telephone etiquette.
5-6	Identify, point out or name official safety signs in the office.
	Understand basic formatting features: bold, italics and underline.
	Understand the difference between "needs" and "wants" concerning personal finance.
7-8	Understand an emergency evacuation drill.

	Understand basic formatting features: change the font type, size and colour.
	Understand personal income vs. expenditure concerning personal finance.

TERM 4	
Week	**Assessment task**
1-2	Understand the requirements for a successful reception area: verbal communication and non-verbal communication.
	Understand basic formatting features: change alignment (left, center, right, and justify) and the line spacing of the text.
	Show an understanding about the need for ethics in the workplace.
3-4	Understand the requirements for a successful reception area: characteristics of the office worker.
	Understand special characters on the computer: type special characters, symbols and punctuation marks available on the keyboard (!@#$%^&*?<>.,)
	Understand the basic rights and responsibilities of the office worker.
5-6	Understand the requirements for a successful reception area: effective communication
	Demonstrate the page layout features: change the A4 orientation to landscape or portrait, change the paper size and page margins.
	Understand the types of customers one can expect to come across in the work environment.
7-8	Understand the requirements for a successful reception area: human relations.
	Demonstrate basic operations of the computer: how to print a document.
	Understand how to greet a customer correctly.

Grade 5 – Practical assessment tasks: choose a **minimum of four (4)** per term

– Theoretical assessment tasks: choose a **minimum of one (1)** per term

TERM 1	
Week	**Assessment task**
1-2	Identify, point out or name the different parts of the computer.
	Demonstrate knowledge of the parts of the keyboard and use the correct typing position: the function, typing, numeric, control, windows, shift, alt, enter and cursor keys.
	Understand healthy personal habits and basic hygiene.
3-4	Demonstrate how to take care of a computer by cleaning the peripherals and using removable devices carefully and correctly.
	Use the keyboard skilfully and accurately by typing the home row (asdfgh;lkj), top row (qwertyuiop) and bottom row (zxcvbnm), inserting a capital letter, using bold, italics and underline, change the font type and size and punctuation and special characters.
	Understand unhealthy personal habits and bad basic hygiene and the basic principles of sick leave.
5-6	Demonstrate basic operations on the computer: switch the computer on and off, move and click the mouse correctly, identify, point out or name the basic keys on the keyboard, the names and icons of the programmes on the computer and how to exit the programmes.
	Demonstrate basic editing features in a paragraph and tables: text selection, copy, paste, insert letters or words, delete letters or words, change order of words, insert or delete rows and columns, change borders and shadings, change cell alignment, change text direction, save with a new name.

	Interpret body language in a business environment.
7-8	Use general office equipment and understand the basic operation of a photocopying, fax and shredding machine.
	Demonstrate basic file management.
	Understand different methods of handshakes and the importance of personal space.

TERM 2

Week	Assessment task
1-2	Understand different types of office layouts: open plan, cubicle, corridor or panoramic layouts.
	Demonstrate basic operations with shapes: insert and edit a shape.
	Understand basic first aid procedures for nose bleeds, cuts, scratches, fainting, bruising and sprains.
3-4	Interpret a basic office floor plan.
	Demonstrate how to insert a picture or clip art.
	Identify, point out or name potential hazards in the office environment.
5-6	Understand what furniture is used in an office environment.
	Demonstrate the use of text boxes and WordArt and their effects.
	Understand the need to be punctual at work, the smoking policy and good listening skills.
7-8	Understand why office cleanliness is important.
	Demonstrate basic operations with pictures: edit a picture.
	Understand the need for a positive attitude to work, to keep your colleagues informed about work activities and code of conduct in the workplace.

TERM 3

Week	Assessment task
1-2	Understand basic principles of mailing systems.
	Demonstrate basic formatting features on the computer: type a paragraph using bullets and numbering.
	Differentiate between "needs" and wants" concerning personal finance.
3-4	Understand basic principles of mailing systems.
	Demonstrate basic formatting features on the computer: indents and tabs.
	Understand the basic personal financial principals of income vs. expenditure for example food, shelter, water air, bicycle, toys, sweets, bread or clothing.
5-6	Understand and name unsafe practices, hazards and dangerous substances and how to reduce or remove them.
	Understand the calculator utility.
	Demonstrate knowledge of banking services regarding accounts, credit card facilities and ATM use.
7-8	Understand the need for and use of fire fighting equipment in the workplace.

	Demonstrate the use of the spelling and grammar tool
	Understand and deal with conflict in the office environment.

TERM 4

Week	Assessment task
1-2	Understand the difference between assets and consumables and how they are monitored and replaced.
	Demonstrate an understanding of electronic mail.
	Demonstrate an understanding of how to prepare a resume.
3-4	Demonstrate an understanding of how to store stock safely and to use an inventory checklist.
	Demonstrate an understanding of electronic mail.
	Demonstrate an understanding of how to prepare a resume.
5-6	Demonstrate an understanding of basic filing.
	Demonstrate and understanding of internet safety.
	Demonstrate an understanding of how to prepare a cover letter for a resume.
7-8	Demonstrate an understanding of basic filing.
	Demonstrate knowledge and understanding of responsibilities when learning about and using social media.
	Demonstrate an understanding of characteristics to ensure job success, workplace attire and personal hygiene.

4.6   Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;

- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

4.7   Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation

practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.

- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.

- The assessments and marking are of an acceptable standard and consistency.

- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.

- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.8   General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);

- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*

- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements* (2011);

- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres* (2013);

- *Policy on Screening, Identification, Assessment and Support* (2014);

- *Guidelines for Full-service/Inclusive Schools* (2010);

- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment* (2016).

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The curriculum for Office Administration is based on the following SAQA Qualification and Unit Standards':

SAQA Qualification ID	Qualification Title
*23833	National Certificate: Business Administration Services Subfield: Office Administration, NQF level 2
61755	General Education and Training Certificate: Business Practice Subfield: Finance, Economics and Accounting

SAQA: Unit Standard Number	Title
US ID 61755	Use fundamental skills in an office environment Incorporate life skills in an employment or self-employment situation Understand basic business knowledge and attitude
US ID 116932	Operate a personal computer system
US ID 115091	Understand safety, health and environmental requirements
US ID 9357	Develop keyboard techniques to key-in alpha and numeric text, symbols and special characters

US ID 117924	Use a Graphical User Interface (GUI) based word processor to create, edit and format documents
US ID 7570	Produce a variety of office documents according to acceptable business guidelines
*US ID 116945	Use electronic mail to send and receive messages
US ID 116931	Use graphical user interface (GUI) based web browser to search the internet
*US ID 110082	Understand and apply good customer service
US ID 12537	Identify, point out or name and apply good values and ethics in the workplace
US ID 243189	Managing personal finance
US ID 14656	Demonstrate an understanding of sexuality and STD's
US ID 243193	Practice good health, grooming habits and office etiquette
	Demonstrate knowledge and correct use of office equipment and mailing systems
*US ID 14351	Maintain and manage the reception area
*US ID 14338	Attend to customer enquiries in an office setting
*US ID 14355	Maintain and manage storage area/Order and distribute office supplies
*US ID 14352	Manage a diary for self and others
	Understand the different filing methods and –systems and are up to date with filing accessories
	Demonstrate an understanding of the job application process
*US ID 110064	Contribute to the health and safety of the workplace
*US ID 7571	Demonstrate the ability to use electronic mail software to send and receive messages
*US ID 8104	Operate and take care of equipment in an office environment
*US ID 14348	Process incoming and outgoing telephone calls
*US ID 10717	Examine the applications of the Basic Conditions of Employment Act and its effect on earnings in own contract
*US ID 7568	Demonstrate knowledge of and produce word processing documents using basic functions
US ID 243189	Manage personal finances

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