

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

INFORMATION AND COMMUNICATION TECHNOLOGY

SYLLABUS FOR PRIMARY SCHOOLS

STANDARD V-VI

© Ministry of Education and Vocational Training, Zanzibar, 2009

All rights reserved. No part of this publication may be reproduced, reported, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner.

PREPARED BY:

THE DEPARTMENT OF CURRICULUM AND EXAMINATIONS

P.O. BOX 3070

ZANZIBAR.

TABLE OF CONTENTS

	Page
INTRODUCTION	iv
Reasons for Development of the New Primary Education Curriculum	iv
Importance of ICT	V
Goals of Education in Zanzibar	V
General Objectives of Primary Education	vi
General Subject Competences	
General Subject Objectives	Vii
Selection of Topics	viii
Structure of the Syllabus	
STANDARD V	
COMPETENCES	1
OBJECTIVES	
STANDARD VI	
COMPETENCES	31
OBJECTIVES	31

INTRODUCTION

This syllabus is for a new subject called Information and Communication Technology (ICT) to be taught in Standard V and VI. ICT has been introduced in order to strengthen pupils' ability to search for knowledge, skills and information using both traditional and modern technology. This introduction gives explanations on the background to the improved (2009) curriculum and the importance of ICT. These are followed by the Goals of Education in Zanzibar, Objectives of Primary Education in Zanzibar and lists of general subject competences and objectives. Then there are explanations on both the selection of topics as well as the components of the teaching/learning tables.

Reasons for the Development of the New Primary Education Curriculum

In 2008/09 the Revolutionary Government of Zanzibar undertook the revision, condensation and improvement of the curriculum for primary education. Its goal was to make the curriculum conform with the focus of Zanzibar Education Policy (2006). The policy seeks to improve the unsatisfactory structure, quality and relevance of primary education. Furthermore, it makes pre-primary education part of basic education. Similarly, it reduces the primary education from seven (7) to six (6) years. Finally, the policy provides that English shall be used as a medium of instruction for some of the subjects in standard V and VI. Other reasons for the revision, condensation and improvement of the curriculum were as follows:

- Government response to global trends regarding social, scientific and technological changes/advancements.
- Government response to public pressure for expanding access and promoting the quality of education.
- Government response to the findings of the 2008 Needs Assessment Survey for Primary Curriculum Review.

The 2008 survey pointed out the following weaknesses in the 1998 curriculum:

- Failure to promote communication skills and creative thinking.
- Inadequate focus on the needs of the disadvantaged learners/pupils, cross-cutting issues, life-skills and globalization.
- The predominance of teacher-centred approaches (instead of learner-centred ones).

- Overuse of theoretical teaching/learning (instead of applying interactive or participatory techniques).
- Minimal assignments geared to English usage and the teaching/learning of English language.

In response to those challenges the government made some basic decisions. For example, it directed that primary education shall be competence – based in order to enable the pupils to develop basic skills and attitudes needed by the society. The other decision was that new subjects be designed and developed to cater for the rapid scientific and technological changes taking place. ICT is one of the subjects introduced for that purpose. It was further resolved that the primary education curriculum be linked carefully with both the pre-primary and secondary level curricula. This caution aimed at avoiding repetition or duplication of subject content across these levels.

Importance of ICT

ICT as a subject shall enable pupils to applying both traditional and modern ICT facilities to access new knowledge, skills and attitudes. As a result it will facilitate the process of teaching and learning very considerably. Furthermore, ICT shall enable pupils to acquire and exchange information, knowledge and skills thus eventually accelerating both personal and community development.

Goals of Education in Zanzibar

The overall goals of education in Zanzibar are:-

- 1. To promote and sustain cultural values, attitudes, customs of the peoples of Zanzibar/Tanzania to enhance unity and cultural identity.
- 2. To promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society.

- 3. To enable every citizen to understand and respect the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- 4. To promote and enable rational use, management and conservation of the environment.
- 5. To instill love and respect for work, self and wage employment, self work discipline and best performance.
- 6. To inculcate principles and practices of tolerance, peace, love, justice, understanding, Human Rights and fundamental freedoms, national unity and international cooperation as enshrined in the international basic charters.

General Objectives of Primary Education

The general objectives of primary education in Zanzibar are as follows:

- 1. To enable all children of school going age develop and sustain strong foundations of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.
- 2. To enable learners understand the application of science and technology and recognize its contribution to national and international development.
- 3. To lay, develop and sustain in learners strong foundations of thinking skills and inquisitiveness in order to understand their environment and social relationships.
- 4. To enable the learners understand how past events influence present events as well as future ones.
- 5. To discover learner's talents from their early age in order to sustain and develop them.
- 6. To lay strong foundations of skills of observation, thinking and co-operation in solving problems which hinder their personal development and the development of their society.
- 7. To prepare learners for joining secondary education.
- 8. To enable the learners develop mental abilities and interest in continuous search for knowledge.

- 9. To familiarize learners with productive vocational activities and promote their readiness for fulfillment of their social responsibilities.
- 10. To enable learners recognize and uphold national unity as well as the cooperation between their nation and other nations and people.
- 11. To enable the learners develop acceptable moral, cultural and ideological values in order to promote patriotism and enable them to understand their country's historical, political and social situation.
- 12. To develop and sustain learners' self discipline, observance of gender equality and maintenance of personal and other peoples' health.
- 13. To enable the learners develop habits of smartness, cleanliness and proper use of their leisure time.
- 14. To promote learners' love for their environment and interest in environmental conservation.

General Subject Competences

This curriculum is competence - based. Therefore, after studying ICT up to Standard VI the pupils shall demonstrate ability to:

- 1. Identify and use communication media.
- 2. Use libraries and ICT facilities for acquiring information, knowledge, skills and entertainment.
- 3. Use computer as an information and communication device.

General Subject Objectives

The objectives of teaching ICT in primary schools are to enable the pupils to:-

- 1. Acquire skills of identifying and using communication media.
- 2. Understand the application of ICT facilities for communication and acquisition of useful skills.
- 3. Develop skills of using computer and internet for communication.

4. Understand the application of library facilities for acquiring knowledge and useful skills.

Selection of Topics

This syllabus consists of topics picked from two themes: information and communication. The topics and sub-topics are arranged in such away that knowledge and skills acquired in Standard V form the basis for learning other aspects of the given topics in Standard VI. Teachers are advised to teach related topics in the same order as presented in the syllabus. The following table shows the selected main topics, the distribution of their sub-topics in the two classes and their sequence.

S/NO.	MAIN TOPICS	STANDARD V	STANDARD VI
1.	Telephones.	V	V
2.	Postal services.	V	V
3.	Publications.	V	V
4.	Library.	V	V
5.	Radio.	V	V
6.	Television.	V	V
7.	Introduction to Computer.	V	V
8.	Internet.	V	V
9.	Electronic mail.	V	V

Structure of the Syllabus

This syllabus consists of two main sections: the preliminary matters and the teaching and learning tables.

Preliminary matters

This section consists of the cover page, title page, issuing authority page and the table of contents. Then there is information on the background to the new curriculum, Goals of Education in Zanzibar and General Objectives of Primary Education. Other matters include the general competences in ICT, the general objectives of ICT and information on the components of the teaching/learning tables.

Teaching and Learning tables

There are two teaching/learning tables carrying content for Standard V and VI. Each table starts with lists of class level competences and objectives. Those are followed by a table with six columns with the following headings: topics/sub-topics; specific objectives; teaching/learning techniques, materials/aids; assessment and periods. The following are explanations on each of the components listed above.

Topics/Sub-topics

The main topics reflect the subject content to be taught/learnt. Under each main topic follow its sub-topics. These determine the scope of coverage of the main topic.

Specific Objectives

These are statements about knowledge, skills and attitude that learners should achieve after being taught or learning the given subtopic. For each specific objective there is corresponding content in the form of a sub-topic. Specific objectives suggest the scope of the content to be taught/learnt at each level. They also guide the teacher in the development of lesson objectives as well as in the teaching process. Specific objectives focus each pupils. Therefore, teachers ought to apply sign language and hearing aids for pupils with hearing impairment. Tactile materials, materials in Braille notation and the Braille machine shall be applied for pupils with visual impairment. For the other categories of pupils with special needs, teachers should follow current policies and procedures as well as apply appropriate techniques and materials.

Teaching/Learning Techniques

This column consists of some recommendable teaching/learning techniques such as brain storming, demonstration, study visits, short lecture and group discussion. Participatory or learner – centred techniques are proposed because they promote interaction and activity – based teaching and learning. Therefore, they enable the pupils to construct meaning from what they learn. Teachers are encouraged to read extensively materials on participatory or learner – centred techniques. This will enable them to select the most suitable techniques to apply when teaching.

Materials/Aids

These are suggestions of teaching materials/aids for given topics/sub-topics. Textbooks and teacher's guides are among the essential textual materials. Teachers are encouraged to apply other suitable resources at their disposal. Moreover, it is advisable for teachers to improvise or make materials/aids for effective teaching/learning of this subject. Furthermore, pupils should be encouraged to improvise, design and make teaching/learning aids using inexpensive raw materials available in their environment.

Assessment

In this column are given suggestions about assessment of pupils' achievement of teaching/learning objectives. Assessment should be done on all instructional objectives. Varieties of ways of assessment should be applied and given daily, weekly, monthly, at the end of the term and at the end of the academic year.

Periods

This column shows the estimated number of periods for teaching a given topic. They are calculated on the basis of the number of days in the academic year (224) divided by the number of teaching days per week and multiplied by the number of periods per week. The total number of periods is further divided by the number of sub-topics in the syllabus to get the average number of periods per sub-topic. Four (4) periods are reserved for tests and examinations. However, the teacher may slightly adjust the estimated number of periods for a given topic or sub-topic depending on the needs of his/her class.

ICT as a subject has been allocated two (2) periods per week. From Monday to Thursday, during the morning shift, the duration of each period shall be 40 minutes. It shall be 35 minutes in the afternoon shift. On Fridays the duration of each period shall be 30 minutes only. The allocated time should be utilized fully. Lost instructional time should be compensated through the school's local arrangements.

THE PRINCIPAL SECRETARY MINISTRY OF EDUCATION AND VOCATIONAL TRAINING ZANZIBAR

STANDARD V

COMPETENCES

After studying ICT subject in Standard V the pupils shall demonstrate the ability to:-

- 1. Identify means of communications and use them appropriately.
- 2. Identify and use postal services appropriately.
- 3. Collect information from various mass communication media and use it appropriately.
- 4. Identify and apply library regulations and use the library facilities effectively.
- 5. Identify and explain basic computer elements and use the computer operating system.
- 6. Explain the meaning of internet and access it.
- 7. Register e-mail address and send and receive e-mail messages.

OBJECTIVES

After studying ICT subject in Standard V the pupils shall be able to:-

- 1. Know the various means of communications and their application.
- 2. Acquire skills of identifying library regulations and using library facilities effectively.
- 3. Understand postal services and their application.
- 4. Understand basic computer elements and computer operations.
- 5. Acquire skills of accessing and applying internet services.

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
1. TELEPHONE	The pupil should be	By using the brainstorming	1. Pictures that show	Can the pupil	2
a) Communication.	able to:	technique, the teacher to guide	different means of	explain the	
	(i) Explain the	pupils to explain the meaning of	communication.	meaning of	
	meaning of	communication.	2. Tactile pictures	communication?	
	communication.		showing different		
			means of		
			communication.		
	(iii) Identify	By using the brainstorming	Means of	Can the pupil	
	different means of	technique the teacher to guide pupils	communication	identify different	
	communication.	to identify different means of	devices, (example	means of	
		communication.	drums, telephones	communication?	
			ropes and fire).		
b) Uses of	The pupil should be	By using the brainstorming	1. Telephones.	Can the pupil	2
Telephones.	able to:	technique, the teacher to guide	2. Models of	mention the	
	(i) Mention the	pupils to mention the applications of	telephones.	applications of	
	applications of	telephones.		telephones?	
	telephones.				

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	(ii) List the places	By using the question and answers	1. Drawings /diagrams	Can the pupil list	
	where telephone	technique, the teacher to guide	of the places where	the places where	
	use is not allowed.	pupils to list the places where	telephone use is not	telephone use is	
		telephone use is not permitted.	permitted.	not permitted?	
			2. Tactile drawing/		
			diagrams of the places		
			where telephone use is		
			not permitted.		
			3. Diagram of symbols		
			of restriction of		
			telephones use.		
			4. Tactile diagram of		
			symbols of restriction		
			of telephones use.		
c) Care of	The pupil should be	By using the question and answers	1. Pictures/ charts that	Can the pupil	2
Telephones.	able to:	technique, the teacher to guide	show things that can	identify things	
	(i) Identify things	pupils to identify things that cause	cause defect to the	that cause defects	
	that cause defects to	defects to the telephones.	telephones (e.g. water,	to the telephones?	
	the telephones.		fire, chemicals).		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			2. Tactile		
			pictures/charts showing		
			things that can cause		
			defect to the		
			telephones.		
	(ii) List methods of	By using the brainstorming	1. Mobile phones.	Can the pupil list	
	handling	technique, the teacher to guide	2. Table phones.	the methods of	
	telephones.	pupils to list the methods of	3. Model of mobile	handling	
		handling telephones.	phones.	telephones?	
			4. Model of table		
			Phones.		
			5. Telephone user		
			manuals.		
			6. Telephone user		
			manuals in Braille		
			notation.		
d) Emergency	The pupil should be	By using the short lecture technique,	1. Pictures / charts that	Can the pupil	2
Telephone Numbers.	able to:	the teacher to guide pupils to explain	show the incidents for	explain the	
	(i) Explain the	the meaning of emergency telephone	making emergency	meaning of	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	meaning of	numbers.	calls, (e.g. case of fire	emergency	
	emergency		and accident).	telephone	
	telephone numbers.		2. Tactile pictures/	numbers?	
			charts showing the		
			incidents for making		
			emergency calls.		
	(ii) Explain the	By using the group discussion	1. Pictures/ charts that	Can the pupil	
	importance of	technique, the teacher to guide	show the incidents of	explain the	
	emergency	pupils to explain the importance of	making emergency call,	importance of	
	telephone numbers.	emergency telephone numbers.	eg fire break out.	emergency	
				telephone	
			2. Tactile pictures	numbers?	
			charts showing the		
			incidents for making		
			emergency call.		
	(iii) Identify places	By using the question and answers	1. Drawings/ diagrams	Can the pupil	
	where emergency	technique, the teacher to guide	of the places where	identify the places	
	telephone numbers	pupils to identify places where	emergency telephone	where emergency	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	are applied.	emergency telephone numbers are	numbers are used.	telephone	
		used.	2. Tactile drawings/	numbers are	
			diagrams of the places	used?	
			where emergency		
			telephone numbers are		
			used.		
	(iv) List the	By using the individual assignment	1. Chart that shows	Can the pupil list	
	emergency	technique, the teacher to guide	emergency telephone	down emergency	
	telephone numbers.	pupils to list emergency telephone	numbers.	telephone	
		numbers.	2. Tactile chart	numbers?	
			showing emergency		
			telephone numbers.		
2. POSTAL	The pupil should be	By using the field trip technique,	1. Registered envelope.	Can the pupil	3
SERVICES.	able to:	the teacher to guide pupils to visit	2. Registered envelope	send articles	
a) Sending and	(i) Send various	post office to see how to send	written in Braille	using register?	
Receiving	articles using	various articles using register.	notation.		
Registers.	register.				

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	(ii) Receive various	By using the field trip technique, the	1. Registered envelope.		
	articles using	teacher to guide pupils to visit post	2. Registered		
	register.	office to see how to receive various	envelope written in		
		articles using register.	Braille notation.		
b) Sending and	The pupil should	1. By using the demonstration	1. Money order form.	Can the pupil	3
Receiving Money	able to:	technique, the teacher to guide	2. Money order form in	send money using	
Orders.	(i) Send money	pupils to fill appropriate forms of	Braille notation.	money order?	
	using money order.	money order.			
		2. By using the field trip technique,			
		the teacher to guide pupils to visit			
		post office to see how to send			
		money using money order.			
	(ii) Receive money	1. By using the demonstration	1. Money order form.	Can the pupil	
	using money order.	technique, the teacher to guide	2. Money order form in	receive money	
		pupils to fill appropriate forms of	Braille notation.	using money	
		money order.		order?	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		2. By using the field trip technique,			
		the teacher to guide pupils to visit			
		post office to see how to receive			
		money using money order.			
c) Express Mail	The pupil should be	1. By using the demonstration	1. Express mail	Can the pupil	3
Services.	able to:	technique, the teacher to guide	services form.	send money using	
	(i) Send items using	pupils to fill appropriate form of	2. Express mail	express mail	
	express mail	express mail services.	services form in	services?	
	services.		Braille notation.		
		2. By using the field trip technique,	3. Textbook.		
		the teacher to guide pupils to visit	4. Textbook in Braille		
		post office to see how to send	notation.		
		money using express mail services.			

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	(ii) Receive money	1. By using the demonstration	1. Express mail	Can the pupil	
	using express mail	technique, the teacher to guide	services form.	receive money	
	services.	pupils to fill appropriate forms of	2. Express mail	using express	
		express mail services.	services form in	mail services?	
			Braille notation.		
		2. By using the field trip technique,			
		the teacher to guide pupils to visit			
		post office to see how to receive			
		money using express mail services.			
3. PUBLICATIONS	The pupil should be	By using the observation technique,	1. Newspapers.	Can the pupil	8
a) Newspapers and	able to:	the teacher to guide pupils to explain	2. Magazines.	explain the	
Magazines.	(i) Explain the	the differences between newspapers	3. Newspapers	differences	
	differences between	and magazines.	extracts in Braille	between	
	newspapers and		notation.	newspapers and	
	magazines.		4. Textbook.	magazines?	
			5. Textbook Braille		
			notation.		
			6. Magazine in		
			extracts in Braille		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			notation.		
	(ii) Explain the	By using the group discussion	1. Newspapers.	Can the pupil	
	importance of	technique, the teacher to guide	2. Magazines.	explain the	
	newspapers and	pupils to explain the importance of	3. Newspapers in	importance of	
	magazines.	newspapers and magazines.	Braille notation.	newspapers and	
			4. Magazines in	magazines?	
			Braille notation.		
	(iii) Select	By using the observation technique,	1. Newspapers.	Can the pupil	
	important headlines	the teacher to guide pupils to select	2. Magazines.	choose important	
	from newspapers	important headlines from	3. Newspapers	headlines from	
	and magazines	newspapers and magazines	extracts in Braille	newspapers and	
	according to his/her	accordingly to their demand.	notation.	magazines?	
	demand.		4. Magazines		
			extracts in Braille		
			notation.		
	(iv) Keep	By using the question and answers	1. Newspapers.	Can the pupil	
	newspapers and	technique, the teacher to guide	2. Newspapers	keep newspapers	
	magazines for	pupils to explain how to keep	extracts in Braille	and magazines for	
	future reference.	newspapers and magazines for	notation.	future reference?	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		future reference.	3. Magazines.		
			4. Magazines		
			extracts in Braille		
			notation.		
	(v) Explain	By using the brain storming	1. Newspapers.	Can the pupil	
	advantages and	technique, the teacher to guide	2. Magazines.	explain the	
	disadvantages of	pupils to explain the advantages and	3. Newspapers	advantages and	
	magazines.	disadvantages of newspapers and	extracts in Braille	disadvantages of	
		magazines.	notation.	newspapers and	
			4. Magazines extracts	magazines?	
			in Braille notation.		
	(vi) Design simple	1. By using the demonstration	1. Paper.	Can the pupil	
	magazines that hold	technique, the teacher to guide	2. Pen/Pencil	design a simple	
	specific	pupils to design a simple magazine.	3. Coloured pencil.	magazine?	
	information.		4. Braille machine.		
		2. By using the group work	5. Ruler.		
		technique, the teacher to guide pupil	6. Glue		
		to design a simple magazine.	7. Knife.		
			8. Scissors.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			9. Sample of		
			designed		
			magazines.		
			10. Sample of		
			designed		
			magazines in		
			Braille notation.		
b) Brochures.	The pupil should be	By using the short lecture technique,	1. Brochures.	Can the pupil	6
	able to:	the teacher to guide pupils to explain	2. Brochures in	explain the	
	(i) Explain the	the meaning of brochures.	Braille notation.	meaning of	
	meaning of		3. Textbook.	brochures?	
	brochures.		4. Textbook in Braille		
			notation.		
	(ii) Explain the uses	By using the group discussion	1. Brochures.	Can the pupil	-
	of brochures.	technique, the teacher to guide	2. Brochures in	explain the uses	
		pupils to explain the uses of	Braille notation.	of brochures?	
		brochures.			
	(iii) Design simple	1. By using the demonstration	1. Paper.	Can the pupil	-
	brochures that	technique, the teacher to guide	2. Pen/Pencil	design a simple	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	contain specific	pupils to design a simple brochure.	3. Coloured pencil.	brochure?	
	information.		4. Ruler.		
		2. By using the group work	5. Glue		
		technique, the teacher to guide	6. Samples of		
		pupils to design simple brochures.	designed		
			brochures.		
			7. Knife		
			8. Scissors.		
			9. Samples of		
			brochures in		
			Braille notation.		
			10. Braille machines.		
4. LIBRARY	The pupil should be	By using the field trip technique, the	1. Pictures of different	Can the pupil	2
Types of Libraries.	able to identify	teacher to guide pupils to visit	types of libraries.	identify the types	
	types of libraries.	different types of libraries to identify	2. Tactile pictures of	of libraries?	
		types of libraries.	different libraries.		
5. RADIO	The pupil should be	By using the short lecture technique,	1. Radio receiver.	Can the pupil	3
Radio System.	able to:	the teacher to guide pupils to explain	2. Picture showing	explain the	
	(i) Explain the	the concept of radio system.	radio studio.	concept of radio	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	concept of radio		3. Tactile pictures of	system?	
	system.		radio studio.		
			4. Picture showing		
			radio transmitter.		
			5. Tactile picture of		
			radio transmitter.		
			6. Chart showing		
			radio system block		
			diagram.		
			7. Tactile chart		
			showing radio		
			system block		
			diagram.		
	(ii) Identify the	1. By using the group discussion	1. Radio receiver.	Can the pupil	
	components of	technique, the teacher to guide	2. Picture showing	identify the	
	radio system.	pupils to identify the components of	radio studio.	components of	
		radio system.	3. Tactile picture	the radio system?	
			showing radio		
			studio.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		2. By using the drawing technique,	4. Picture showing		
		the teacher to guide pupils to draw	radio transmitter.		
		the components of radio system.	5. Tactile picture		
			showing radio		
			transmitter.		
			6. Chart showing		
			radio system		
			block diagram.		
			7. Tactile chart		
			showing radio		
			system block		
			diagram.		
6. TELEVISION	The pupil should be	By using the short lecture technique,	1. Television receiver.	Can the pupil	2
Television System.	able to:	the teacher to guide pupils to explain	2. Pictures	explain the	
	(i) Explain the	the concept of television system.	showing TV	concept of	
	concept of		studio.	television	
	television system.		3. Tactile picture	system?	
			showing TV studio.		
			4. Picture showing TV		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			transmitter.		
			5. Tactile picture		
			showing TV		
			transmitter.		
			6. Schematic		
			chart of TV system.		
			7. Tactile schematic		
			chart of TV		
			system.		
			8. Textbook.		
			9. Textbook in Braille		
			notation.		
	(ii) Identify the	1. By using the group discussion	1. Television receiver.	Can the pupil	
	components of the	technique, the teacher to guide	2. Pictures showing	identify the	
	television system.	pupils to identify the components of	TV studio.	components of	
		the television system.	3. Tactile pictures	the television	
			showing TV studio.	system?	
		2. By using the drawing technique,	4. Pictures showing		
		the teacher to guide pupils to draw	TV transmitter.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		components of television system.	5. Tactile pictures		
			showing TV		
			transmitter.		
7. INTRODUCTION	The pupil should be	By using the short lecture technique,	1. Computer.	Can the pupil	1
TO COMPUTER	able to explain the	the teacher to guide pupils to explain	2. Drawing/ diagram	explain the	
a) Concept of	concept of a	the concept of computer.	of computer.	concept of a	
Computer.	computer.		3. Tactile drawing/	computer?	
			diagram of		
			computer.		
b) Basic Elements of	The pupil should be	1. By using the demonstration	1. Basic elements of	Can the pupil	6
Computer.	able to:	technique, the teacher to guide	computer, (e.g.	identify the basic	
	(i) Identify basic	pupils to identify basic elements of a	keyboard, mouse and	elements of a	
	elements of a	computer.	monitor).	computer?	
	computer.		2. Diagrams/ charts		
		2. By using the practice technique,	that show basic		
		the teacher to guide the pupil to	elements of		
		identify the basic elements of a	computer, (e.g.		
		computer.	keyboard, mouse and		
			monitor).		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			3. Tactile diagrams/		
			charts showing basic		
			elements of		
			computer.		
			4. Textbook.		
			5. Textbook in Braille		
			notation.		
	(ii) Explain the	By using the group discussion	1. Basic elements of	Can the pupil	
	functions of the	technique, the teacher to guide	computer, (e.g.	explain the	
	basic elements of a	pupils to explain the functions of the	keyboard, mouse and	functions of the	
	computer.	basic elements of a computer.	monitor).	basic elements of	
			2. Diagrams/ charts that	a computer?	
			show basic elements		
			of computer, (e.g.		
			keyboard, mouse and		
			monitor).		
			3. Tactile diagrams/		
			charts showing basic		
			elements of		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			computer.		
	(iii) Use basic	1. By using the demonstration	Basic elements of	Can the pupil use	
	elements of a	technique, the teacher to guide	computer, e.g.	the basic elements	
	computer.	pupils to use basic elements of a	keyboard, monitor and	of a computer?	
		computer.	mouse.		
		2. By using the practice technique,			
		the teacher to guide pupils to use			
		basic elements of a computer.			
c) Turning ON and	The pupil should be	1. By using the demonstration	1. Computer.	Can the pupil turn	2
OFF a Computer.	able to:	technique, the teacher to guide	2. Switch socket.	ON a computer?	
	(i) Apply	pupils to turn ON a computer.	3. UPS.		
	appropriate		4. Voltage stabilizes.		
	procedure of	2. By using the practice technique,	5. Drawings/		
	turning ON a	the teacher to guide pupils to turn	charts that show the		
	computer.	ON a computer.	procedures of		
			turning ON a		
			computer.		
			6. Tactile drawings/		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
			charts showing the		
			procedure of turning		
			ON a computer.		
	(ii) Apply	1. By using the demonstration	1. Computer.	Can the pupil turn	
	appropriate	technique, the teacher to guide	2. Switch socket.	OFF a computer?	
	procedures of	pupils to turn OFF a computer.	3. UPS.		
	turning OFF a		4. Voltage stabilizes.		
	computer.	2. By using the practice technique,	5. Drawings/ Charts		
		the teacher to guide pupils to turn	that show the		
		OFF a computer.	procedures of		
			turning OFF a		
			computer.		
			6. Tactile drawings/		
			charts showing		
			procedures of		
			turning OFF a		
			computer.		

ERIODS

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
e) Files and Folders.	The pupil should be	By using the demonstration	1. Spring/ flat file.	Can the pupil	10
	able to:	technique, the teacher to guide	2. Drawer.	explain:	
	(i) Explain the	pupils to explain the meaning of file	3. Samples of	1. The meaning of	
	meaning of files	and folder.	drawer.	file?	
	and folders.		4. Cupboard with	2. The meaning of	
			draws.	folder?	
			5. Drawing of		
			cupboard.		
			6. Tactile drawing of		
			cupboard.		
			7. Computer with		
			operating system.		
			8. Computer with		
			narrator.		
	(ii) Create a folder.	1. By using the demonstration	1. Computer with	Can the pupil	
		technique, the teacher to guide	operating system.	create a folder?	
		pupils to create a folder.	2. Computer with		
			narrator software.		
		2. By using the practice technique,	3. Textbook.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		the teacher to guide pupils to create	4. Textbook in Braille		
		a folder.	notation.		
	(iii) Copy files and	1. By using the demonstration	1. Computer with	Can the pupil:	
	folders.	technique, the teacher to guide	operating system.	1. Copy files?	
		pupils to copy files and folders.	2. Computer with	2. Copy folders?	
			narrator software.		
		2. By using the practice technique,	3. Textbook.		
		the teacher to guide pupils to copy	4. Textbook in Braille		
		files and folders.	notation.		
	(iv) Delete files and	1. By using the demonstration	1. Computer with	Can the pupil:	
	folders.	technique, the teacher to guide	operating system.	1. Delete files?	
		pupils to delete files and folders.	2. Computer with	2. Delete folder?	
			narrator software.		
		2. By using the practice technique,			
		the teacher to guide pupils to delete			
		files and folders.			
f) Operating System	The pupil should be	1. By using the demonstration	1. Computer with	Can the pupil	6
Applications.	able to:	technique, the teacher to guide	operating system.	open pre-installed	
	(i) Open pre-	pupils to open pre-installed	2.Computer with	programs	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	installed programs	programs.	narrator software.	correctly?	
	correctly.	2. By using the practice technique,			
		the teacher to guide pupils to open			
		pre-installed programs.			
	(ii) Close pre-	1. By using the demonstration	1. Computer with	Can the pupil	
	installed programs	technique, the teacher to guide	operating system.	close pre-installed	
	correctly.	pupils to close pre-installed	2. Computer with	programs	
		programs.	narrator software.	correctly?	
			4. Textbook.		
		2. By using the practice technique,	5. Textbook in Braille		
		the teacher to guide pupils to close	notation.		
		pre-installed programs.			
	(iii) Apply pre-	1. By using the demonstration	1. Computer with	Can the pupil use	
	installed programs	technique, the teacher to guide	operating system.	pre-installed	
	correctly.	pupils to use pre-installed programs.	2. Computer with	programs	
			narrator software.	correctly?	
		2. By using the practice technique,	4. Textbook.		
		the teacher to guide pupils to use	5. Textbook in Braille		
		pre-installed programs.	notation.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
8. INTERNET	The pupil should be	By using the short lecture technique,	1. Computer with	Can the pupil	1
a) Concept of Internet	able to explain the	the teacher to guide pupils to explain	internet.	explain the	
	concept of internet.	the concept of internet.	2. Computer with	concept of	
			narrator software.	internet?	
			3. Charts showing		
			internet		
			communication		
			network.		
			4. Tactile charts		
			showing internet		
			communication		
			network.		
b) Opening the	The pupil should be	By using the short lecture technique,	1.Computer connected	Can the pupil	6
Website.	able to:	the teacher to guide pupils to explain	with internet.	explain the	
	(i) Explain the	the concept of web browser.	2. Computer with web	concept of web	
	concept of web		browser software.	browser?	
	browser.		3.Computer with		
			narrator software.		
			4.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	(ii) Explain the	By using the short lecture technique,	1. Computer connected	Can the pupil	
	concept of web-site.	the teacher to guide pupils to explain	with internet.	explain the	
		the concept of web site.	2. Computer with	concept of web	
			narrator software.	site?	
	(iii) Open the web	1. By using the demonstration	1. Computer connected	Can the pupil	
	browser.	technique, the teacher to guide	with internet.	open the web	
		pupils to open the web browser.	2. Computer with web	browser?	
			browser software.		
		2. By using the practice technique,	3. Computer with		
		the teacher to guide pupils to open	narrator software.		
		the web browser.			
	(iv) Close the web	1. By using the demonstration	1. Computer with web	Can pupil close	
	browser.	technique, the teacher to guide	browser.	the web browser?	
		pupils to close the web browser.	2. Computer connected		
		2. By using the practice technique,	with internet.		
		the teacher to guide pupils to close	3. Computer with		
		the web browser.	narrator software.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	(v) Use internet	1. By using the demonstration	1. Computer with web	Can the pupil use	
	address to open the	technique, the teacher to guide	browser.	internet address to	
	website.	pupils to use internet address to open	2. Computer connected	open the website?	
		the web site.	with internet.		
			3. Computer with		
		2. By using the practice technique,	narrator software.		
		the teacher to guide pupils to use	4. Textbook.		
		internet address to open the web site.	5. Textbook in Braille		
			notation.		
9. ELETRONIC	The pupil should be	By using the short lecture technique,	1. Computer with	Can the pupil	1
MAIL	able to explain the	the teacher to guide pupils to explain	internet.	explain the	
a) Concept of	concept of	the concept of electronic mail	2. Computer with	concept of	
Electronic Mail	electronic mail	(e-mail).	narrator software.	electronic mail?	
(e – mail).	(e-mail).				
b) E-mail	The pupil should be	1. By using the demonstration	1. Computer with	Can the pupil	4
Registration.	able to:	technique, the teacher to guide	internet.	make electronic	
	(i) Apply the	pupils to make	2. Computer with	mail registration?	
	appropriate	e-mail registration.	narrator software.		
	procedures for e-	2. By using the practice technique,			

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
	mail registration.	the teacher to guide pupils to make			
		e-mail registration.			
	(ii) Log in the	1. By using the demonstration	1. Computer with	Can the pupil log-	
	e- mail account.	technique, the teacher to guide	internet.	in the e-mail	
		pupils to log – in the e-mail account.	2. Computer with	account?	
			narrator software.		
		2. By using the practice technique			
		the teacher to guide pupils to log in			
		the e-mail account.			
	(iii) Log out the	1. By using the demonstration	1. Computer with	Can the pupil log	
	e-mail account.	technique, the teacher to guide	internet.	out the e-mail	
		pupils to log-out the e-mail account.	2. Computer with	account?	
			narrator software.		
			3. Textbook.		
		2. By using the practice technique,	4. Textbook in Braille		
		the teacher to guide pupils to log-out	notation.		
		the e-mail account.			
c) Sending and	The pupil should be	1. By using the demonstration	1. Computer with	Can the pupil	2
Receiving Electronic	able to:	technique, the teacher to guide	internet.	send new e-mail	

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
mail (e-mail).	(i) Send new	pupils to send new e-mail messages.	2. Computer with	messages?	
	electronic mail		narrator software.		
	messages.	2. By using the practice technique,			
		the teacher to guide pupils to send			
		new e-mail messages.			
	(ii) Open the	1. By using the demonstration	1. Computer with	Can the pupil	
	received e-mail	technique, the teacher to guide	internet.	open the received	
	messages.	pupils to open the received e-mail	2. Computer with	e-mail messages?	
		massages.	narrator software.		
		2. By using the practice technique,			
		the teacher to guide pupils to open			
		the received e-mail messages.			
	(iii) Reply to the	1. By using the demonstration	1. Computer with	Can the pupil	
	received e-mail	technique, the teacher to guide	internet.	reply to the	
	messages.	pupils to reply to the received e-mail	2. Computer with	received e-mail	
		messages.	narrator software.	messages?	
			4. Textbook.		

TOPICS/	SPECIFIC	TEACHING/	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	LEARNING TECHNIQUES			
		2. By using the practice technique,	5. Textbook in Braille		
		the teacher to guide pupils to reply	notation.		
		to the received e-mail messages.			
	(iv) Delete e-mail	1. By using the demonstration	1. Computer with	Can the pupil	
	messages	technique, the teacher to guide	internet.	delete e-mail	
		pupils to delete e-mail messages.	2. Computer with	messages?	
			narrator software.		
		2. By using the practice technique,			
		the teacher to guide pupils to delete			
		e-mail messages.			

STANDARD VI

COMPETENCES

After studying ICT subject in Standard VI the pupils shall demonstrate the ability to :-

- 1. Identify means of communications and use them appropriately.
- 2. Collect and use information from mass communication media appropriately.
- 3. Identify basic computer applications and use them appropriately.
- 4. Use internet for searching and acquiring information.
- 5. Send and receive e-mail attachments.
- 6. Identify and use library documents.
- 7. Identify and use postal service appropriately.

OBJECTIVES

After studying ICT subject in Standard VI the pupils shall be able to:-

- 1. Develop skills of acquiring and using information from mass communication media.
- 2. Understand basic computer applications and their application.
- 3. Develop skills of using internet for searching and acquiring appropriate information.
- 4. Develop skills of identifying and using library services appropriately
- 5. Acquire skills of identifying means of communication and their appropriate application.

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
1. TELEPHONES	The pupil should be able	By using the short lecture	1. Radio call.	Can the pupil	4
a) Radio Call	to:	technique, the teacher to guide	2. Drawing of radio	explain the	
	(i) Explain the concept of	pupils to explain the concept of	call.	concept of radio	
	radio call.	radio calls.	3. Tactile drawing of	call?	
			radio call.		
	(ii) Explain the	By using the brain storming	1. Pictures showing	Can the pupil	
	applications of radio calls	technique, the teacher to guide	various areas where	explain the	
	in different areas.	pupils to explain applications of	radio calls are used.	applications of	
		radio calls in different areas.	2. Tactile pictures	radio calls?	
			showing various		
			areas where radio		
			calls are used.		
b) Fax	The pupil should be able	By using the short lecture	1. Fax machine.	Can the pupil	4
	to:	technique, the teacher to guide	2. Drawing of fax	explain the	
	(i) Explain the concept of	pupils to explain the concept of	machine.	concept of fax?	
	fax.	fax.	3. Tactile drawing of		
			fax machine.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Explain the	By using the short lecture	1. Fax machine.	Can the pupil	
	procedures of sending	technique, the teacher to guide	2. Fax machine user	explain the	
	information through fax.	pupils to explain the procedures	manual.	procedures of	
		of sending information through	3. Fax machine user	sending	
		fax.	manual in Braille	information	
			notation.	through fax?	
	(iii) Explain the	By using the short lecture	1. Fax machine	Can the pupil	
	procedures of receiving	technique, the teacher to guide	2. Fax machine user	explain the	
	information through fax.	pupils to explain the procedure of	manual.	procedures of	
		receiving information through	3. Diagram of fax	receiving	
		fax.	machine.	information	
			4. Fax machine user	through fax?	
			manual in Braille		
			notation.		
			5. Tactile diagram of		
			fax machine.		
	(iv) Use fax to send and	1. By using the demonstration	1. Fax machine.	Can the pupil:	
	receive information.	technique, the teacher to guide	2. Fax machine user	1. Send	
		pupils to send and receive	manual.	information	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		information through fax.	3. Fax machine user	through fax?	
			manual in Braille	2. Receive	
		2. By using the practice	notation.	information	
		technique, the teacher to guide		through fax?	
		pupils to send and receive			
		information through fax.			
2. POSTAL	The pupil should be able	1. By using the demonstration	1. Form for	Can the pupil	4
SERVICES	to:	technique, the teacher to guide	sending parcels.	send parcels	
a) Sending and	(i) Send parcels through	pupils to fill appropriate forms of	2. Form for sending	through the post	
Receiving Parcels.	the post office.	sending parcels.	parcels in Braille	office?	
		2. By using the study visit	notation.		
		technique, the teacher to guide	3. Textbook.		
		pupils to visit post office and	4. Textbook in Braille		
		learn how to send parcels through	notation.		
		post office.			
	(ii) Receive parcels	By using the field trip technique,	Parcel.	Can the pupil	
	through the post office.	the teacher to guide pupils to		receive parcels	
		visit post office to see how to		through the post	
		receive parcels through the post		office?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		office.			
b) Express Money	The pupil should be able	1. By using demonstration	1. Express money	Can the pupil	4
Order.	to:	technique, the teacher to guide	order form.	send money by	
	(i) Send money by	pupils to fill the forms of sending	2. Express money	express money	
	express money order.	money by express money order.	order form in	order?	
			Braille notation.		
		2. By using the field trip	3. Text book.		
		technique the teacher to guide	4. Text book in Braille		
		pupils to visit post office to see	notation.		
		how to send money by express			
		money order.			
	(ii) Receive money by	1. By using the demonstration	1. Express money	Can the pupil	-
	express money order.	technique, the teacher to guide	order form.	receive money by	
		pupils to fill the forms of	2. Express money	express money	
		receiving money by express	order form in	order?	
		money order.	Braille notation.		
		2. By using the field trip			
		technique, the teacher to guide			

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		pupils to visit post office to see			
		how to receive money by express			
		money order.			
c) Telegram Money	The pupil should be able	1. By using the demonstration	1. Telegram money	Can the pupil	4
Order.	to:	technique, the teacher to guide	order form.	send money by	
	(i) Send money by	pupils to fill the forms of	2. Telegram money	telegram money	
	telegram money order	telegram money order.	order form in	order?	
			Braille notation.		
		2. By using the field trip	3. Textbook.		
		technique, the teacher to guide	4. Textbook in Braille		
		pupils to visit a post office to see	notation.		
		how to send money by telegram			
		money order.			
	(ii) Receive money by	1. By using the demonstration	1. Telegram money	Can the pupil	-
	telegram money order.	technique the teacher to guide	order form.	receive money by	
		pupils to fill the forms of	2. Telegram money	telegram money	
		telegram money order.	order form in Braille	order?	
		2. By using the field trip	notation.		
		technique, the teacher to guide			

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		pupils to visit post office to see			
		how to receive money by			
		telegram money order.			
d) Electronic Fund	The pupil should be able	1. By using the demonstration	1. Electronic fund	Can the pupil	4
Transfer.	to:	technique, the teacher to guide	transfer form.	send money by	
	(i) Send money by	pupils to fill the forms of	2. Electronic fund	electronic fund	
	electronic fund transfer.	electronic fund transfer.	transfer form in	transfers?	
			Braille notation.		
		2. By using the field trip	3. Text book.		
		technique, the teacher to guide	4. Text book in Braille		
		pupils to visit a post office to see	notation.		
		how to send money by electronic			
		fund transfer.			
	(ii) Receive money by	1. By using the demonstration	1. Electronic fund	Can the pupil	-
	electronic fund transfer.	technique, the teacher to guide	transfer form.	receive money by	
		pupils to fill the forms of	2. Electronic fund	electronic fund	
		electronic fund transfer.	transfer form in	transfer?	
			Braille notation.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		2. By using the field trip			
		technique, the teacher to guide			
		pupils to visit a post office to see			
		how to receive money by			
		electronic fund transfer.			
3. PUBLICATIONS	The pupil should be able	By using the question and	1. Books.	Can the pupil	4
a) Books and	to:	answers technique, the teacher to	2. Books in Braille	identify the titles	
Pamphlets.	(i) Identify titles and	guide pupils to identify titles and	notation.	and authors of	
	authors of books.	authors of books.		books?	
	(ii) Identify titles and	By using the question and	1. Pamphlets.	Can the pupil	
	writers of pamphlets.	answers technique, the teacher to	2. Pamphlets in Braille	identify titles and	
		guide pupils to identify titles and	notation.	writers of	
		writers of pamphlets.		pamphlets?	
	(iii) Find information	1. By using the demonstration	1. Books.	Can the pupil find	
	using table of contents	technique, the teacher to guide	2. Books in Braille	information using	
	and index of books.	pupils to find information using	notation.	table of contents	
		table of contents and index of	3. Textbook.	and index of	
		books.	4. Textbook in Braille	books?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		2. By using the practice	notation.		
		technique, the teacher to guide			
		pupils to find information using			
		table of contents and index of			
		books.			
	(iv) Find information	1. By using the demonstration	1. Pamphlets	Can the pupil find	
	using table of contents of	technique, the teacher to guide	2. Pamphlets in Braille	information using	
	pamphlets.	pupils to find information using	notation.	table of contents	
		table of contents of pamphlets.		of pamphlets?	
		2. By using the practice			
		technique, the teacher to guide			
		pupils to find information using			
		table of contents of pamphlets.			
b) Posters.	The pupil should be able	By using the short lecture	1. Posters.	Can the pupil	5
	to:	technique, the teacher to guide	2. Tactile posters.	explain the	
	(i) Explain the concept of	pupils to explain the concept of a		concept of a	
	a poster.	poster.		poster?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Explain the uses of	By using the brain storming	1. Posters.	Can the pupil	
	posters	technique, the teacher to guide	2. Tactile posters.	explain the uses	
		pupils to explain the uses of		of posters?	
		posters.			
	(iii) Design posters that	1. By using the demonstration	1. Manila paper.	Can the pupil	
	contain specific	technique the teacher to guide	2. Marker pen.	design posters	
	messages.	pupils to design posters.	3. Water colour.	that contain	
			4. Brushes.	specific	
		2. By using the assignment	5. Poster colour.	messages?	
		technique, the teacher guide	6. Saw.		
		pupils to design posters.	7. Soft wood.		
			8. Nails.		
			9. Hammer.		
			10. Braille machine.		
4. LIBRARY	The pupil should be able	By using the short lecture	1. Drawing showing	Can the pupil	3
Documentation.	to:	technique, the teacher to guide	various types of	explain the	
	(i) Explain the concept of	pupils to explain the concept of	library	concept of	
	documentation.	documentation.	documentation.	documentation?	
			2. Tactile drawing		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			showing various		
			types of library		
			documentation.		
	(ii) Explain different	By using the assignment	1. Drawing showing	Can the pupil	
	types of documentation	technique, the teacher to guide	various types of	explain the	
	available in a library.	pupils to explain the different	library	different types of	
		types of documentation available	documentation.	documentation	
		in a library.	2. Tactile drawings	available in a	
			showing various	library?	
			types of library		
			documentation.		
	(iii) Explain the	By using the group discussion	1. Drawing showing	Can the pupil	
	importance of	technique, the teacher to guide	different types of	explain the	
	documentation in a	pupils to explain the importance	library	importance of	
	library.	of documentation in a library.	documentation.	documentation in	
			2. Tactile drawing	a library?	
			showing different		
			types of library		
			documentation.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
5. RADIO	The pupil should be able	By using the short lecture	1. Radio.	Can the pupil	3
Radio Frequencies.	to:	technique, the teacher to guide	2. Model of radio.	explain the	
	(i) Explain the concept of	pupils to explain the concept of	3. Drawing of radio.	concept of	
	radio frequency bands.	radio frequency bands.	4. Tactile drawing	frequency bands?	
			of radio.		
			5. Chart of radio		
			frequency bands.		
			6. Tactile chart of		
			radio frequency		
			bands.		
	(ii) Identify radio	By using the demonstration	1. Radio.	Can the pupil	
	frequency bands.	technique, the teacher to guide	2. Model of radio.	identify radio	
		pupils to identify radio frequency	3. Drawing of radio.	frequency bands?	
		bands.	4. Tactile drawing		
			of radio.		
			5. Charts of radio		
			frequency bands.		
			6. Tactile chart of		
			radio frequency		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			bands.		
	(iii) Apply radio	By using the group work	1. Radio.	Can the pupil	
	frequency bands for	technique, the teacher to guide	2. Model of radio	apply radio	
	tuning radio stations.	pupils to apply radio frequency	3. Chart of radio	frequency bands	
		bands for tuning radio station.	frequency bands.	for tuning radio	
			4. Tactile chart of	stations?	
			radio frequency		
			bands.		
6. TELEVISION	The pupil should be able	By using the question and	1. TV antenna	Can the pupil	6
a) Television Antenna.	to:	answers technique, the teacher to	2. Model of TV	explain the	
	(i) Explain the meaning	guide pupils to explain the	antenna.	meaning of an	
	of an antenna.	meaning of an antenna.	3. Drawing of TV	antenna?	
			antenna.		
			4. Tactile drawing		
			of TV antenna.		
	(ii) Explain the	By using the question and	1. TV antenna.	Can the pupil	
	importance a TV	answers technique, the teacher to	2. Model of TV	explain the	
	antenna.	guide pupils to explain the	antenna.	importance of TV	
		importance of TV antenna.	3. Drawing of TV	antenna?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			antenna.		
			4. Tactile drawing		
			of TV antenna.		
	(iii) Connect TV antenna	By using the demonstration	1. TV.	Can the pupil	
	appropriately.	technique, the teacher to guide	2. TV antenna.	connect TV	
		pupils to connect TV antenna	3. Booster.	antenna	
		appropriately.	4. Instruction	appropriately?	
			manual.		
			5. Instruction		
			manual in Braille		
			notation.		
			6. Coaxial cable.		
			7. Pole.		
			8. Wire cutter.		
			9. Screw driver.		
			10. Knife.		
	(iv) Construct simple TV	By using the project technique,	1. Drawing of TV	Can the pupil	
	antenna.	the teacher to guide pupils to	antenna.	construct simple	
		construct simple TV antenna	2. Tactile drawing	TV antenna?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		using local available materials.	of TV antenna.		
			3. Aluminium bars.		
			4. Tools such as:		
			cable, glue		
			pieces of wood,		
			knife, Nails,		
			saw, Hammer,		
			pieces of paper,		
			pole.		
b) Television Channel	The pupil should be able	1. By using the demonstration	1. TV.	Can the pupil use	4
Settings.	to:	technique, the teacher to guide	2. TV instruction	the contents of	
	(i) Use the contents of	pupils to use the contents of	manual.	television menu?	
	television menu.	television menu.	3. TV instruction		
			manual in Braille		
		2. By using the practice	notation.		
		technique, the teacher to guide	4. Textbook.		
		pupils to use the contents of	5. Textbook in Braille		
		television menu.	notation.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Search television	1. By using the demonstration	1. TV.	Can the pupil	
	channels correctly.	technique, the teacher to guide	2. TV instruction	search television	
		pupils to search television	manual.	channels	
		channels correctly.	3. TV instruction	correctly?	
			manual in Braille		
		2. By using the practice	notation.		
		technique, the teacher to guide			
		pupils to search TV channels.			
7. INTRODUCTION	The pupil should be able	By using the short lecture	1. Computer hardware,	Can the pupil	4
ТО	to:	technique, the teacher to guide	(example, keyboard,	explain the	
COMPUTER.	(i) Explain the concept of	pupils to explain the concept of a	mouse).	concept of	
a) Hardware and	computer hardware.	computer hardware.	2. Models of computer	computer	
Software.			hardware.	hardware?	
			3. Drawings and		
			diagrams of		
			computer hardware.		
			4. Tactile drawings		
			and diagrams of		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			computer hardware.		
	(ii) Identify different	By using the question and	1. Computer	Can the pupil	
	components of computer	answers technique, the teacher to	hardware.	identify different	
	hardware.	guide pupils to identify different	2. Models of	components of	
		components of computer	computer	computer	
		hardware.	hardware.	hardware?	
			3. Drawings and		
			diagrams of		
			computer		
			hardware.		
			4. Tactile drawings		
			and diagrams of		
			computer		
			hardware.		
	(iii) Explain the meaning	By using the short lecture	1. Computer with	Can the pupil	
	of computer software.	technique, the teacher to guide	installed software,	explain the	
		pupils to explain the meaning of	(e.g. application	meaning of	
		computer software.	software and system	computer	
			software).	software?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			2. Computer with		
			narrator.		
	(iv) Identify different	By using the short lecture	1. Computer with	Can the pupil	
	types of computer	technique, the teacher to guide	installed software	identify types of	
	software.	pupils to identify types of	e.g. application	computer	
		computer software.	software and system	software?	
			software.		
			2. Computer with		
			narrator.		
b) Word Processor	The pupil should be able	1. By using demonstration	1. Computer with word	Can the pupil	8
Application.	to:	technique, the teacher to guide	processor.	open word	
	(i) Open word processor	pupils to open word processor	2. Computer with word	processor	
	correctly.	correctly.	processor and	correctly?	
			Narrator.		
		2. By using the practice	3. Textbook.		
		technique, the teacher to guide	4. Textbook in Braille		
		pupils to open word processor	notation.		
		correctly.			

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Close word processor	By using the self discovery	1. Computer with word	Can the pupil	
	correctly.	technique, the teacher to guide	processor.	close word	
		pupils to close word processor	2. Computer with word	processor	
		correctly.	processor and	correctly?	
			Narrator.		
	(iii) Type in text	1. By using the demonstration	1. Computer with word	Can the pupil	
	correctly.	technique, the teacher to guide	processor.	type in the text	
		pupils to type in the text	2. Computer with word	correctly?	
		correctly.	processor and		
			narrator.		
		2. By using the practice	3. Paper with passage.		
		technique, the teacher to guide	4. Paper with passage		
		pupils to type in the text.	in Braille notation.		
	(iv) Edit text.	1. By using the demonstration	1. Computer with word	Can the pupil edit	
		technique, the teacher to guide	processor.	text in a word	
		pupils to edit text in a word	2. Computer with word	processor	
		processor document.	processor	document?	
			and narrator.		
			3. Word processor		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
		2. By using the practice	document.		
		technique, the teacher to guide			
		pupils to edit text in a word			
		processor document.			
	(v) Format text.	1. By using the demonstration	1. Computer with word	Can the pupil	
		technique, the teacher to guide	processor.	format the text?	
		pupils to format the text.	2. Computer with word		
			processor		
		2. By using practice technique,	and narrator.		
		the teacher to guide pupils to	3. Word processor		
		format the text.	document.		
	(vi) Print the word	1. By using the demonstration	1. Computer with word	Can the pupil	
	processor document.	technique, the teacher to guide	processor.	print word	
		pupils to print the word processor	2. Computer with word	processor	
		document.	processor	document?	
		2. By using the practice	and narrator.		
		technique, the teacher to guide	3. Word processor		
		pupils to print the word processor	document.		
		document.	4. Printer.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			5. Braille printer.		
			6. Printer papers.		
c) Spreadsheet	The pupil should be able	By using the demonstration	1. Computer with	Can the pupil	8
Application.	to:	technique, the teacher to guide	spreadsheet	open a	
	(i) Open a spreadsheet	pupils to open a spreadsheet	program.	spreadsheet	
	correctly.	correctly.	2. Computer with	correctly?	
			spreadsheet and		
			narrator.		
	(ii) Close a spreadsheet	By using the practice technique,	1.Computer with	Can the pupil	_
	correctly.	the teacher to guide pupils to	spreadsheet.	close a spread	
		close a spreadsheet correctly.	2. Computer with	sheet correctly?	
			spreadsheet and		
			narrator.		
	(iii) Differentiate	By using the question and	1.Computer with	Can the pupil	_
	between rows and	answers technique, the teacher to	spreadsheet.	differentiate	
	columns.	guide pupils to differentiate	2. Computer with	between columns	
		between columns and rows of a	spreadsheet and	and rows of a	
		worksheet.	narrator.	worksheet?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(iv) Insert data into	1. By using the demonstration	1. Computer with	Can the pupil	
	worksheet.	technique, the teacher to guide	spreadsheet.	insert data into	
		pupils to insert data into	2. Computer with	worksheet	
		worksheet.	spread sheet and	correctly?	
			narrator.		
		2. By using the practice	3. Data-sheet with		
		technique, the teacher to guide	data.		
		pupils to insert data into	4. Data - sheet with		
		worksheet.	data in Braille		
			notation.		
	(v) Edit entered data on a	1. By using the demonstration	Computer with spread	Can the pupil edit	
	worksheet.	technique, the teacher to guide pupils to	sheet.	the entered data	
		edit the entered data on a worksheet.	2. Computer with	on a worksheet?	
		2. By using the practice	spreadsheet and		
		technique,	narrator.		
		the teacher to guide pupils to edit	3. Spreadsheet		
		the entered data on a worksheet.	document.		
	(vi) Format data on a	1. By using the demonstration	1. Computer with	Can the pupil	
	worksheet.	technique, the teacher to guide	spreadsheet	format data on a	
		pupils to format data on a	2. Computer with	worksheet?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(vii) Print a worksheet correctly	worksheet. 2. By using the practice technique, the teacher to guide pupils to format data on a worksheet. 1. By using the demonstration technique, the teacher to guide pupils to print a worksheet. 2. By using the practice technique, the teacher to guide pupils to print a worksheet.	spreadsheet and narrator. 3. Spreadsheet Document. 1. Computer with spreadsheet. 2. Computer with spreadsheet and narrator. 3. Spreadsheet Document. 4. Printer.	Can the pupils print a worksheet correctly?	
			5. Braille printer.6. Printer papers.		
8. INTERNET	The pupil should be able	By using the short lecture,	1. Computer with	Can the pupil	4
a) Search Engines.	to:	technique, the teacher to guide	internet.	explain the	
	(i) Explain the meaning of search engine.	pupils to explain the meaning of search engine.	2. Computer with internet and	meaning of search engine?	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
			narrator.		
	(ii) Explain the functions	By using the group discussion	1. Computer with	Can the pupil	
	of search engine.	technique, the teacher to guide	internet.	explain the	
		pupils to explain the functions of	2. Computer	functions of	
		search engine.	with internet	search engine?	
			and narrator.		
	(iii) Identify the names of	By using the assignment	1. Computer with	Can the pupil	
	common search engines.	technique, the teacher to guide	internet.	identify the	
		pupils to identify the names of	2. Computer with	names of	
		common search engines.	internet and	common search	
			narrator.	engines?	
			3. Chart showing		
			various name of		
			search engines.		
			4. Tactile chart		
			showing various		
			names of search		
			engines.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(iv) Use search engine to	1. By using the demonstration	1. Computer with	Can the pupil	
	search for useful	technique, the teacher to guide	internet.	search for useful	
	information.	pupils to search for useful	2. Computer	information using	
		information using search engine.	with internet and	search engine?	
			narrator.		
		2. By using the practice			
		technique, the teacher to guide			
		pupils to search for useful			
		information using search engine.			
b) Downloading.	The pupil should be able	By using the short lecture	1. Computer with	Can the pupil	4
	to:	technique, the teacher to guide	internet.	explain the	
	(i) Explain the meaning	pupils to explain the meaning of	2. Computer with	meaning of	
	of downloading.	downloading.	internet and	downloading?	
			narrator.		
			3. Textbook.		
			5 . Textbook in Braille		
			notation.		

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	(ii) Download useful	1. By using the demonstration	1. Computer with	Can the pupil	
	information from the	technique, the teacher to guide	internet.	download useful	
	internet.	pupils to download useful	2. Computer with	information from	
		information from the internet.	internet and	the internet?	
		2. By using the practice	narrator.		
		technique, the teacher to guide			
		pupil to down load useful			
		information from the internet.			
9. ELETRONIC MAIL	The pupil should be able	1. By using the demonstration	1. Computer with	Can the pupil	4
a) Sending	to send e-mail	technique, the teacher to guide	internet.	send e-mail	
e-mail Attachments.	attachments	pupils to send e-mail attachments	2. Computer with	attachments	
	appropriately.	appropriately.	internet and	appropriately?	
		2. By using the practice	narrator.		
		technique, the teacher to guide			
		pupils to send e- mail			
		attachments appropriately.			
b) Receiving e-mail	The pupil should be able	1. By using the demonstration	1. Computer with	Can the pupil:	4
Attachments.	to receive e-mail	technique, the teacher to guide	internet.	1. Download	
	attachments	pupils to receive e-mail		e-mail	

TOPICS/	SPECIFIC	TEACHING/LEARNING	MATERIALS/ AIDS	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	TECHNIQUES			
	appropriately.	attachments appropriately.	2. Computer with	attachments	
			internet and	appropriately?	
		2. By using the practice	narrator.	2. Save e-mail	
		technique, the teacher to guide	3. Textbook.	attachments	
		pupils to receive e-mail	4. Textbook in Braille	appropriately?	
		attachments appropriately.	notation.		