



**Seventh-day Adventist  
Secondary Curriculum**

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# Keyboarding



**Institute for  
Christian  
Teaching**

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It is our wish that teachers will use this document to improve their teaching and so better attain the key objectives of Seventh-day Adventist education.

Sincerely



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## **CONTENTS**

<b>ACKNOWLEDGEMENTS</b>	<b>1</b>
<b>CONTENTS</b>	<b>2</b>
<b>SUGGESTIONS FOR USING THE FRAMEWORK</b>	<b>3</b>
<b>WHAT IS A FRAMEWORK?</b>	<b>4</b>
<b>WHO IS THE FRAMEWORK FOR?</b>	<b>4</b>
<b>FRAMEWORK OVERVIEW</b>	<b>5</b>
<b>PHILOSOPHY</b>	<b>6</b>
<b>RATIONALE</b>	<b>7</b>
<b>OBJECTIVES</b>	<b>8</b>
<b>VALUES</b>	<b>9</b>
<b>BIBLICAL REFERENCES FOR VALUES</b>	<b>12</b>
<b>GUIDELINES FOR SELECTING CONTENT WHICH INCLUDES VALUES</b>	<b>16</b>
<b>SKILLS</b>	<b>19</b>
<b>ASSESSMENT</b>	<b>22</b>
<b>A UNIT OVERVIEW ON HEALTHFUL LIVING</b>	<b>23</b>
<b>CORRELATION CHARTS</b>	<b>24</b>

# SUGGESTIONS FOR USING THE FRAMEWORK

There are many ways to use the framework in planning. For topics or units, try the following steps, summarizing your plan on a page or two.

Read the framework overview, philosophy, rationale, and objectives on pages 5-8 to gain a picture of the key emphases of your subject.

Check through the list of values on pages 9-11. An example is 'integrity'. Select those that need most emphasis, and write them down. Choose and record any scriptural references that complement the values. See pages 12-15 for these.

Read the suggestions on how to include values in keyboarding on pages 16-18. An example is matching content with adolescent concerns. Now add some ideas on teaching methods to your summary.

Refer to the set of skills on page 19, and select those that are applicable. An example is 'calculating'. There need not be numerous skills in a topic. Write these down.

For ideas about assessment, check page 22. Assessment must be linked with your teaching content, emphasis and methods. Jot down some ideas.

To see how values, skills and teaching methods can be worked into planning, look at the topic summary on page 23. You can now refine your own summary overview page, choosing the format which suits you best.

To make your overall planning more systematic, it could be helpful to use the correlation charts on pages 24, 25. See the instructions for using these on page 24. By this stage, the topic or unit should be taking on a values-oriented Adventist Christian perspective.

## **WHAT IS A FRAMEWORK?**

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content, emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This keyboarding framework contains: subject overviews; a philosophy; a rationale; aims; a list of values; a list of skills; suggestions about how to teach values; samples of how values are integrated into teaching content; guidelines on assessment; a flowchart to demonstrate unit planning procedure; and a set of correlation charts for planning.

In the framework there is acceptance of the requirement to teach the basic skills, topics and thematic links outlined in the various state syllabi. The document sets out some of these in checklists and gives practical suggestions which will be used in the preparation of course outlines, programs, units and lessons. It therefore becomes a basic reference point for teachers. No attempt has been made to replace an individual teacher's personal programs, but rather to guide the development of these programs. Overall, the framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is a tool teachers can use to help them either reinterpret state curriculum documents from an Adventist perspective, or to simply teach from that perspective if the subject is an elective one.

## **WHO IS THE FRAMEWORK FOR?**

The framework is primarily designed for all keyboarding teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show government authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involves creating courses from scratch, adding to state syllabi, or evaluating units and resources.

# FRAMEWORK OVERVIEW

**THIS KEYBOARDING  
FRAMEWORK  
ADVOCATES THE  
PURSUIT OF OBJECTIVES  
SUCH AS:**

- Being familiar with modern typing technology
- Developing accountability for work
- Developing keyboarding skills
- Developing perseverance

**IT IS DIRECTED BY  
BIBLICAL IDEAS SUCH  
AS:**

- Christians are stewards of God's resources
- Cooperation is important in life
- God expects us to be diligent in work
- Responsibility in making decisions is part of the Christian ethic

**IT EMPHASIZES VALUES  
SUCH AS:**

- Accountability
- Christian Stewardship
- Confidentiality
- Integrity
- Responsibility

**IT IS ACHIEVED BY  
ENABLING THE  
STUDENTS TO PERFORM  
SKILLS SUCH AS:**

- Communicating
- Following instructions
- Inquiring
- Thinking
- Valuing

## PHILOSOPHY

The Seventh-day Adventist commercial studies teacher believes that God exists, and that He is the creator and owner of all matter. God's existence is therefore the central reality that gives ultimate meaning to all knowledge in the domain of commercial studies. This view of reality is in harmony with the general philosophy of Seventh-day Adventist education.

Their view of God and his relationship to humans carries implications for the way Christians think the commercial world should operate. Human qualities which influence relationships in the commercial world are seen as being part of a broader picture - namely that there is conflict between good and evil in the world. Christians perceive that they should pursue good by living according to the authority of Biblical scripture, and by trying to apply its principles to their lifestyle.

An important principle of scripture for the commercial world is justice, which is expressed partly in good stewardship of resources, in the value of individuals, and in integrity. Firstly, as people interact with others, they are seen to be both a dependant and an integral part of the commercial environment. They therefore bear responsibility to maintain and reconstruct the quality of that environment. Secondly, each individual is seen as possessing dignity and worth. Therefore financial relationships are to reflect the concept that man is individually valuable and special in God's sight. Thirdly, individuals are called on to develop moral values, to develop empathy with others, and to act out their values and convictions with integrity in their commercial transactions.

Committed Christians who can relate to others with integrity, will also be good citizens who can adequately serve the needs of the community. Such citizens are required to make responsible decisions and stand by them in the long-term. Responsibility in decision-making is therefore an important part of the Christian ethic. This ethic is focused on the need for people to act unselfishly for the good of others, and to build positive financial and personal relationships, both with other people and with God.



## **RATIONALE**

Keyboarding refers to the ability to efficiently produce accurate copy of printed material by touch typing. This ability assists personal development, and is an important component of education for numerous reasons.

When students learn keyboarding, they gain an array of skills which permit versatility in attempting a range of life tasks. For example, typing is relevant to preparing school assignments, expanding leisure options, and participating in committee decisions at school or church.

These kinds of skills allow students to serve the community flexibly. There are many avenues for becoming involved in community life and meeting its needs. To illustrate, students can attempt volunteer work for organizations such as the Red Cross or their church. They can type for needy people such as the blind, or they can be secretaries for different kinds of clubs.

As students participate in the community and feel needed, and as they successfully master personal skills, they develop self-esteem. Such awareness of success is particularly important for the less academic.

Besides its relevance to preparing for life in a general way, there are other particular benefits from mastering keyboarding, which also help overall development. Effective typists learn to follow specific instructions carefully and accurately. They are required to notice detail and become particular about it. Further, they are required to use graphic design to display their work attractively and with impact. This skill makes demands on both their aesthetic sensitivity and their ability to arrange work logically. Attractive display in turn develops individuality of self-expression.

Keyboarding also teaches students to take responsibility for their decisions. Responsibility is learned in the process of managing time and productivity, in checking and proof reading, and is closely related to organizational ability. In a general sense, responsibility helps students become accountable to others for various kinds of resources.

Overall, mastery of keyboarding rewards student effort in obvious ways. It increases students' career potential by its wide applicability. It links students with awareness of changes in technology, and it enables them to communicate efficiently and develop their general language ability.



# OBJECTIVES

Keyboarding sets out to develop in students a range of attitudes, knowledge and skills. The broad objectives of the subject as taught in Adventist schools are listed here.

## **Typing Skills:**

To develop:

- Keyboard skills and associated techniques
- Accuracy and proof reading skills
- Production speed in a variety of content areas
- Display techniques and formatting
- Ability to type a variety of content with logic, clarity and consistency
- Ability to prepare masters for multiple copying
- Awareness of other keyboard equipment
- Familiarity with modern typing technology
- Training in the care and maintenance of equipment

## **Other Learning Skills:**

To develop:

- Reading and interpretation
- Language, composition and comprehension
- Personal and business communication
- Research
- Organisation
- Following instructions
- Decision-making
- Translation of information from one form to another
- Efficient use of time as related to Christian stewardship
- Accountability for work undertaken
- The ability to work independently
- Concentration and consistent application to tasks

## **Personal Development:**

To develop the following personal qualities, based on Biblical principles:

- Self-respect and confidence in oneself
- Respect for others
- Responsibility and reliability
- Integrity
- Patience and perseverance
- Initiative
- Originality
- Sound judgement
- Self-assessment through the presentation of quality work
- Ability to accept constructive criticism and learn from it
- Co-operation and group support
- Awareness and understanding of cultural and economic differences

# VALUES

Set out below are lists of values and concepts which are commonly encountered in keyboarding. It is envisaged that the teacher will take these values and concepts and apply them to commercial themes to develop teaching units which are distinctly Adventist in approach. This can be done while still following the suggested state syllabi in thematic content.

**Acceptance:**

Being agreeable to and content with the situation which cannot be changed under the present circumstances.

**Acceptance of Criticism:**

The disposition to receive direction and learn from it.

**Accountability:**

Responsibility to someone for one's own actions.

**Ambition:**

An eager desire for excellence, or a drive to achieve one's desired goals.

**Autonomy:**

The idea of being able to independently engage in decision-making processes.

**Career Awareness:**

An understanding and appreciation of the wide diversity of occupational choices, the ways in which individuals make these choices, and a knowledge that occupational choices should not be limited because of social class, sexual or ethnic stereotypes.

**Christian Stewardship:**

The responsible management of God's gifts.

**Confidentiality:**

The ability to be entrusted with another's confidence, secrets or private affairs.

**Contentment:**

Being satisfied with what one has in the present situation.

**Cooperation:**

Working with others and sharing responsibilities for a common purpose or benefit.

**Consideration:**

An attitude that gives attention to, and has regard for the rights, wishes, and views of others.

**Consistency:**

An adherence to a given principle or course of action.

**Diligence:**

Earnest and persistent effort exerted to accomplish a given task.

**Discernment/Discrimination:**

The ability to recognize and distinguish alternatives, to detect bias, and to make suitable judgement and choices.

**Display:**

The attractive layout of material.

**Diversity:**

Respect, understanding and acceptance of individuals with differing lifestyles and beliefs.

**Efficiency:**

Optimum allocation of resources so as to achieve competent performance.

**Excellence:**

The adaptation and use of skills and abilities to reach a higher level of achievement.

**Faith:**

Belief or trust in a person, value, or institution which is not based entirely on proof.

**Foresight:**

A perception that present effort is necessary for future success. Insight into future trends.

**Honesty:**

The quality of being truthful, creditable and honourable in principles, intentions and actions.

**Humility:**

The quality of having a modest sense of one's own significance.

**Individuality:**

The unique characteristics that make people distinctive and enable them to make varying but useful contributions.

**Initiative:**

The inclination and ability to originate ideas and actions.

**Integrity:**

The qualities of honesty, personal honour, credibility and adherence to moral principles even under stress.

**Justice:**

Being fair or impartial in dealing with others.

**Love:**

Selfless and benevolent concern for the welfare of others.

**Mission:**

A sense of direction in life. To develop a sense of mission, one needs to have a priority of values and a sense of identity with a worthwhile cause. It entails sensitivity to the spiritual, physical, mental and emotional needs of others through involvement as good citizens, concerned neighbours and Christian witnesses.

**Meticulousness:**

Extreme care for detail.

**Morality:**

The rightness or wrongness of human behaviour and conduct based on scriptural ethical principles.

**Optimism:**

A disposition to see difficulties or failures positively, and as a part of life.

**Organisation:**

The arrangement of time and information.

**Originality:**

The ability to create and innovate.

**Participation:**

A personal involvement in a variety of individual and cooperative community, civic, social and church activities which will enrich the community.

**Patience:**

The ability to endure trying situations involving work or people.

**Perseverance:**

The steady persistence in a course of action, a purpose or state. Maintaining a purpose in spite of difficulty or obstacles.

**Preparation:**

Personal involvement in making provision for future events. This may include thinking ahead, doing groundwork and considering all possible options.

**Reliability:**

Having and showing dependence and trust.

**Respect:**

A demonstration of regard for the feelings of others, particularly those in a position of authority in society.

**Responsibility:**

An understanding and appreciation of the rights, privileges and duties involved in the participation of individual or corporate actions.

**Self-Confidence:**

Confidence in one's own powers and judgement.

**Self-worth:**

In view of being a unique part of creation, having value as an individual.

**Service:**

The act of recognizing, responding and ministering to the needs of others.

**Unselfishness:**

Caring for the welfare and interests of others.

**Work-ethic:**

A belief that productive work is a necessary part of a balanced lifestyle.

# BIBLICAL REFERENCES FOR VALUES

The following list of Biblical references is provided to give more information about some of the values listed in this framework. The list is not exhaustive, and can be added to in future. It is intended that teachers refer to the list to increase their consciousness of the possible place of scripture in their subject content.

## **Acceptance:**

Philippians 4:11

- Be content and accept each situation you find yourself in.

## **Accountability:**

Matthew 12:36

Romans 14:12

- Every man will render an account of his works.
- Each will give account of himself to God.

## **Ambition:**

1 Corinthians 12:31

Proverbs 11:4

- Desire higher (spiritual) gifts.
- Riches do not profit in the day of wrath.

## **Authority:**

Titus 3:1

Romans 13:1-7

- Be submissive to rulers and authorities, obedient, and give honest work.
- Be subject to authorities, for they have been instituted by God.

## **Benevolence:**

Acts 11:29

1 Corinthians 13:3

11 Corinthians 9:6-15

Proverbs 11:24,25

11 Corinthians 8:9-15

Romans 12:8

Luke 12:33

- Send relief to the brethren.
- If I give away all I have but don't have love I gain nothing.
- God loves a cheerful giver.
- Man gives freely yet grows richer.
- Your abundance should supply others' wants.
- Let him give generously.
- Sell your possessions and give to the poor.

## **Christian Stewardship:**

Luke 12:32-34

Luke 19:11-26

Luke 8:3

Luke 12:42-44

1 Peter 4:10

- Provide for yourself a treasure in heaven.
- Parable of the pounds.
- Financial support for Jesus and the disciples.
- The faithful and wise manager.
- Each should use the gifts he has received to serve others.

## **Citizenship:**

Philippians 3:20

1 Peter 3:8,9

Jeremiah 29:7

- We are citizens of heaven.
- Live in harmony with one another.
- Seek peace and prosperity of the city.

## **Contentment:**

Luke 3:14

Matthew 20:1-16

Hebrews 13:5

1 Timothy 6:6-9

- Be content with your pay.
- Workers in the vineyard.
- Be content. God has said, "never will I leave you".
- Godliness with contentment is great gain.

**Cooperation:**

Exodus 17:12

Nehemiah 4:16,17

Nehemiah 2:17,18

- Aaron and Hur held up Moses' hands because he was tired.
- Half the men worked while the other half were armed to protect them.
- Let us start rebuilding the walls of Jerusalem.

**Diligence:**

Deuteronomy 6:17,18

Proverbs 10:4

Proverbs 12:24

Genesis 39:8

Esther 10:2-3

11 Thessalonians 3:6-13

1 Thessalonians 3:2

- Be sure to keep the commands of God.
- Diligent hands bring wealth.
- Diligent hands will rule.
- Joseph in charge of Potiphar's house.
- Recognition of Mordecai.
- Warning against idleness — never tire of doing what is right.
- Whatever you do, work at it with all your heart.

**Equality:**

John 3:16

Romans 3:9-12

Proverbs 22:2

Galatians 4:28

11 Corinthians 8:14

- Whoever believes in Him will have eternal life.
- Jews and Gentiles alike are all under sin.
- The Lord is the maker of them all.
- Now you . . . are children of promise.
- As a matter of equality your abundance should supply others wants and vice versa.

**Faith:**

Romans 1:17

Romans 4:18-20

Ephesians 6:16

- The righteous will live by faith.
- Abraham . . . was strengthened in his faith and gave glory to God.
- Take up the shield of faith.

**Freedom:**

John 8:32

Romans 6:18

1 Peter 2:16

Galatians 5:1

- The truth will set you free.
- You have been set free from sin.
- Live as free men.
- It is for freedom that Christ has set us free.

**Honesty:**

Proverbs 20:10

Proverbs 10:2

Proverbs 11:3

11 Corinthians 8:20,21

Deuteronomy 25:15,16

Leviticus 19:35,36

- Differing weights and differing measures, the Lord detests them both.
- Ill-gotten treasures are of no value.
- The integrity of the upright guides them.
- We are taking pains to do what is right.
- You must have accurate and honest weights.
- Do not use dishonest standards when measuring.

**Humility:**

Philippians 2:8

Luke 18:13,14

Deuteronomy 8:3

Proverbs 22:4

James 4:10

Ephesians 4:2

- He humbled himself and became obedient to death.
- The prayer of the tax collector . . . he who humbles himself will be exalted.
- He humbled you . . . to teach you that man does not live on bread alone.
- Humility and the fear of the Lord bring wealth and honour and life.
- Humble yourselves before the Lord and he will lift you up.
- Be completely humble and gentle.

**Justice:**

Psalms 98:9  
Psalms 99:4  
Genesis 18:19

Colossians 4:1  
Amos 5:15

Deuteronomy 27:19  
Deuteronomy 32:4  
Jeremiah 22:15

- He will judge the world in righteousness.
- The King is mighty, He loves justice.
- Keep the way of the Lord by doing what is right and just.
- Provide your slaves with what is right and fair.
- Hate evil, love good; maintain justice in the courts.
- Cursed is the man who withholds justice.
- His ways are just.
- He did what was right and just.

**Lifestyle:**

Proverbs 11:24

Proverbs 11:28  
Proverbs 11:27  
Proverbs 11:17  
Romans 13:8  
John 6:12  
Haggai 1:5-11

James 1:5

- He who refreshed others will himself be refreshed.
- He who trusts in his riches will fall.
- He who seeks good finds good will.
- A kind man benefits himself.
- Let no debt remain outstanding.
- Let nothing be wasted.
- Each were busy with their own houses but should have attended to the Lord's house first and then they would prosper.
- If any lack wisdom he should ask God.

**Love:**

Leviticus 10:18  
John 3:16  
Hebrews 13:1  
James 2:8  
1 Peter 4:18

- Do not seek revenge . . . love your neighbour.
- God loved and gave His Son.
- Keep on loving each other as brothers.
- Love your neighbour as yourself.
- Love removes fear.

**Mission/Service:**

Matthew 28:19  
Acts 16:9  
1 Peter 4:11  
Acts 1:8

Romans 12:11  
Galatians 5:13  
John 12:26  
Colossians 3:23,24

- God can make disciples of all nations.
- Come over to Macedonia and help us.
- Serve in the strength God provides.
- You will be my witnesses to the ends of the earth.
- Keep your spiritual fervour, serving the Lord.
- Serve one another in love.
- My Father will honour the one who serves Me.
- Whatever you do, do with all your heart.

**Morality:**

(Good vs Evil)  
(Principles of right conduct)  
Galatians 5:19-23

Hebrews 8:10

- Sinful acts are in contrast to way of God's Spirit and there is no law against the fruits of the spirit.
- I will put my laws in their minds.

**Perception:**

(Awareness)

11 Samuel 12:19  
John 6:15  
John 4:19  
1 Samuel 3:8  
Nehemiah 6:16

Matthew 21:45

- David notices his servants whispering.
- Jesus knew they intended to make Him king
- I can see that you are a prophet.
- Eli realized that God was calling Samuel.
- Our enemies realized that this work had been done with the help of God.
- Chief priest and Pharisees knew Jesus was talking about them in His parables.



Luke 8:46

**Perseverance:**

James 1:3

**Respect:**

1 Timothy 6:1

**Responsibility:**

John 19:26,27

1 Samuel 20:4

Luke 19:1-10

Philippians 2:22

Matthew 20:1-16

**Tolerance:**

Romans 14:1

**Trust:**

Matthew 25:14-30

Psalms 91:15

Daniel 3:17

**Truth:**

Proverbs 12:12

**Unselfishness:**

Philippians 2:3

1 Corinthians 13:4

1 Corinthians 10:24

Philippians 2:30

Daniel 5:17

Acts 4:34,35

**Work-Ethic:**

Genesis 3:19

Exodus 34:21

Exodus 20:8-11

2 Thessalonians 3:10

- Jesus said "someone touched me".
- Testing of your faith develops perseverance
- All slaves should give respect to their names.
- Jesus gave John the responsibility to look after His mother.
- Jonathan told David he would do whatever he wanted him to do even though his life was in danger.
- Zacchaeus
- Timothy has proved himself.
- Parable of the workers in the vineyard.
- Don't pass judgement on those with weaker faith.
- Parable of the talents.
- He will call upon me and I will answer Him.
- The God we serve is able to save us.
- The Lord delights in men who are truthful.
- Consider others better than yourselves.
- Love is not self-seeking.
- Nobody should seek his own good but the good of others.
- Epaphroditus almost died for the work of Christ.
- Daniel rejected the king's gifts but still interpreted the writing.
- Money was distributed to those who needed it.
- By sweat of his brow shall a man eat bread.
- Six days shalt thou work and the seventh rest.
- The rest day is the Sabbath of the Lord.
- If a person doesn't work he shouldn't eat.

# **GUIDELINES FOR SELECTING CONTENT WHICH INCLUDES VALUES**

When selecting content which is a vehicle for keyboarding skill development, teachers should keep some guidelines in mind. A list of suggestions is set out below.

1. Make selections interesting and relevant to adolescent concerns.
2. Choose a range of topics and issues so that neither the religious nor the secular emphasis is overdone.
3. Where possible avoid being trite. For example lists of Biblical places or characters are not valuable in themselves. Themes or values which lie behind actions are more important.
4. Ensure that content reflects a range of important issues for adolescents.
5. Avoid articles which display sexist attitudes.
6. Choose positive value-based materials at every opportunity, rather than allowing material to be merely superficial or neutral.
7. Attempt to be thematic, and in so doing, aim to present a balance of values.
8. Attempt to include practical, real life situations in keyboarding assignments which involve minutes, meetings, letters and displays.

## **EXAMPLES OF MATERIAL FOR CONTENT**

Changing Menu and Recipe Content:

- Vegetarian alternatives
- Substitute alcoholic beverages
- Substitute tea/coffee

Changing Dates of Events:

- Saturday for Sunday
- Dance for Social
- Itineraries - travel on Sabbath

Letters:

- Christian manner for complaint and rebuke letters
- Include letters on mission, volunteer, community service
- Change focus of letters eg:
  - Inter-christian school sports instead of just sports
- Place letters in a Biblical context eg:
  - Moses writing to Pharoah
  - Noah ordering supplies for ark

#### Letters (cont'd):

- Encourage letters of thanks
- Letters to bereaved and unfortunate as found in newspapers or local church or community
- Letters to investigate community organisation eg Red Cross, World Vision

#### Tabulation:

- ADRA statistics
- Statistics on church growth and decline in finances and membership
- Stock from Christian bookshops
- List Christian singers and songs
- Biblical and current measurements and weights and geography - names of families
- Comparisons of beliefs
- Bible books eg:
  - Books
  - Authors
  - Characteristics
  - Number of chapters

#### Display:

- Catchy Biblical texts
- Themes such as faith, love, praise
- Aphorisms (adage) - value sayings from a range of sources
- Advertisements - content from worthy magazines covering all kinds of issues such as:
  - Smoking
  - Drugs
  - AIDS
  - Child abuse
- Brochures from sources such as Health Department, Church Ministries Department, nutrition.
- Literary work such as poems, plays, articles with a value emphasis

#### Meetings:

- Make the content relevant to their immediate interests
- Executive committee minutes of volunteer groups

#### Straight Copy/Manuscript Work:

- Adolescent issues eg:
  - Music
  - Relationships
  - Dress
  - Wealth
  - Worship
- Biographies
- Nature stories - National Geographic

### Straight Copy/Manuscript Work (cont'd):

- Adolescent life eg:
  - Struggle
  - Success
  - Self-esteem
  - Leisure
  - God
  - Steps to Christ
  - The earth-creation
  - Nature
  - Environment
  - Relationships
    - Family
    - Friends
- Prophecy
  - Current events
  - Your church
  - Supernatural
  - Stewardship
- Mortality
  - Grief
  - Pain
- Life of Christ
- Your mission - career

### Filling in of Forms:

- Application for volunteer service abroad
- Church employment
- Application for school, college, nursing, business
- Application for a passport:
  - Honesty
  - Character
  - Care of
- Subscriptions to worthy magazines

### Receptionist/Telephonist Duties:

- Dress
  - Modesty
  - Simplicity
  - Grooming (tidy, clean)
- Warmth
- Courtesy
- Vibrance
- Helpfulness
- Empathy
- Patience

# SKILLS

Below are listed two groups of skills which are thought important to develop in order to learn keyboarding. The first list sets out skills which are broader than keyboarding technique, and the second sets out more specific keyboarding skills. The lists are not exhaustive, and they are not intended to be prescriptive. They are included rather to help teachers check that the basics are touched on somewhere in their courses in a systematic way. It is recognized that some state syllabi may include skills which are not listed here.

## General:

### Inquiry skills:

- Asking questions and identifying problems
- Communicating conclusions
- Gathering data
- Organizing, interpreting and analysing data

### Thinking skills:

- Developing a sense of place and space
- Developing a sense of time
- Developing the abilities to recall, classify, analyse, evaluate
- Developing the ability to study independently

### Valuing and decision-making skills:

- Identifying values and emotions, and conflicts between value positions
- Making decisions based on evidence
- Acting out values and emotions appropriately

### Communication and data processing skills:

- Calculating
- Graphic design
- Discussing
- Listening
- Note taking
- Observing
- Questioning
- Reading
- Recording
- Reporting
- Tabulating
- Visual presentation

## Specific:

GENERAL	SPECIFIC	APPLICATION
1. Keyboarding skills and associated techniques	<ul style="list-style-type: none"> <li>• The use of the keyboard, including figures, upper case characters, superior and inferior characters</li> <li>• The formation of common combination characters</li> <li>• The use of the principle mechanisms of the typewriter</li> <li>• Horizontal and vertical centring</li> <li>• Tabulation techniques</li> <li>• Proof reading and the use of common forms of removing errors</li> <li>• The use of specialised methods of correction including half-space correcting, squeezing, spreading and backwards feeding</li> <li>• Re-insertion and alignment of paper</li> <li>• Ruling horizontal and vertical</li> <li>• Pivoting</li> </ul>	<p>All tasks</p> <p>All tasks</p> <p>All tasks</p> <p>All tasks</p> <p>Columnar work - with figures and/or words; centered or block column headings</p> <p>All tasks</p> <p>All tasks</p> <p>All tasks</p> <p>Columnar work, boxes for information on forms (black ball-point, underscoring or a combination of both)</p> <p>Display requiring straight right margin</p>
2. The following of instructions	<ul style="list-style-type: none"> <li>• In amended material</li> <li>• As to presentation required</li> </ul>	<p>All tasks</p> <p>All tasks</p>
3. The selection and use of appropriate materials	<ul style="list-style-type: none"> <li>• Size and weight of paper and envelopes</li> <li>• Printed forms</li> <li>• Letterhead paper</li> <li>• Carbon paper</li> <li>• Removal of errors</li> </ul>	<p>All tasks</p> <p>Memo, typing on forms</p> <p>Letters of businesses and organisations</p> <p>Letters, memos, reports</p> <p>All tasks</p>
4. Judgement as to layout and the horizontal and vertical placement of type-written material	<ul style="list-style-type: none"> <li>• In an acceptable layout</li> <li>• On ruled lines</li> </ul>	<p>All tasks (except letters, which will be examined in full block only)</p> <p>Memo (using printed forms), forms</p>

	<ul style="list-style-type: none"> <li>• Within indicated spaces</li> <li>• In relation to letterhead</li> </ul>	Labels, forms, ruled spaces, envelopes (including special instructions, postal codes and overseas addresses) Letters
5. Arrangement of information in patterns for logic and impact	<ul style="list-style-type: none"> <li>• Treatment of headings, side headings, sub headings and subject headings</li> <li>• The use of space to separate sections and emphasize headings</li> <li>• References, attention lines, enclosures, indication of carbon copy distribution</li> <li>• Types of paragraphs, simple insets, numbering of paragraphs and sub-paragraphs</li> <li>• Copying of Roman numerals I-X, amounts of money, the commonly used metric symbols, time including 24-hour clock, figures including totals and sub-totals</li> <li>• Devices for joining separated material—leader dots, hyphen, reference marks and footnotes, continuation sheets, page numbers</li> </ul>	All tasks  All tasks Letters, memos, reports  All tasks All tasks  All tasks
6. Language skills and the use of the English Dictionary	<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Spelling</li> <li>• Use of capital letters</li> <li>• Proof reading</li> </ul>	All tasks All tasks All tasks All tasks
7. Composition	<ul style="list-style-type: none"> <li>• Sentence and paragraph construction form information provided</li> </ul>	Short, simple personal letters: requesting information, answering advertisements of application

**\*\* NOTE:** Where 'all tasks' appears, this includes letters, tabular work, forms, labels, memoranda, envelopes, notices of meeting, agenda, minutes of meetings, itineraries, advertisements, reports, programmes and menus (including in folded form), and simple financial statements (vertical form only).

The above table is extracted from the New Zealand Keyboarding Syllabus for School Certificate.



## ASSESSMENT

Teachers can employ a variety of tactics to assess the learning of values in keyboarding. Some of these are direct, and others are more indirect. Some possibilities are listed below.

1. For some assignments, teachers can assign marks to attitudes as well as to skill mastery. For example, self-organization, preparation, punctuality and cooperation are qualities which could be marked. Decisions must be made about the weighting of these marks in relation to marks for skill mastery.
2. Teachers need not always assign marks for attitudes displayed, but they could build up a set of descriptions of a student's attitudes. In this way a profile of a student could be made up over time. Attitudes assessed could for example include: courtesy, optimism, perseverance, patience, and the attitudes mentioned above.
3. Some values are already marked in the course of normal assessment. Teachers need to be aware of these as being positive values. These include: accuracy, speed, neatness, organization, attention to detail, originality, aesthetic sensitivity, and ability to follow instructions.
4. A range of decision-making skills overlap with values which relate to aesthetic sensitivity. Students must make many decisions about factors such as paper use, margins, suiting the topic to the theme, layout, division of words, and envelope size. These can be seen as being oriented to decision-making. Decision-making is also exhibited in the composition of more advanced letters, and in following guidelines.
5. Teachers can use assessment in an informal way over time to motivate students to display positive attitudes. For example, a teacher could nominate 'the keyboard operator of the week' as being a person who keeps the work area neat, who puts the chair back, who is punctual, and who uses time well.

# **A UNIT OVERVIEW ON HEALTHFUL LIVING**

This page of the framework shows an example of a summary of a unit of work. This summary uses headings and content from the various elements of the framework and draws them together to provide a skeleton for more detailed planning.

## **OBJECTIVES:**

At the end of this unit students will be able to:

- Present work in a balanced and attractive manner using basic rules of display.
- Learn the value of healthful living.

## **SKILLS:**

Display:

- Accuracy
- Bolding
- Centering
- Consistency
- Originality
- White space

## **VALUES:**

- Display of aesthetic sense
- Organisation
- Originality
- Patience
- Perseverance
- Stewardship of time
- Wise decision-making

## **BIBLE TEXTS:**

- 1 Corinthians 10:31 "Do all to the glory of God."
- 1 Corinthians 14:40 "Everything should be done in an orderly way."

## **TEACHING METHODS:**

- Use straight copy, menus and/or advertisements and letters to get across values of healthful living.
- Display posters on health.
- Thought for week - use a Bible text etc.

## **ASSESSMENT:**

Use aspects of healthful living. Give marks for:

- Originality
- Neatness
- Presentation
- Accuracy

## CORRELATION CHARTS

To make your overall planning more systematic, it could be helpful to use the correlation charts on the following pages. You can develop each chart to make an overview of the use of values and skills in your course, unit or topic. When using the charts, write the title of your units vertically. These charts do not show all elements of the framework, yet they do show some key elements of the framework in condensed form. You could use them as an alternative to flowcharts. The main thing is to develop your own style of planning more systematically.

										T O P I C S	CORRELATION CHART SKILLS
										Inquiry skills:	
										Asking questions and identifying problems	
										Communicating conclusions	
										Gathering data	
										Organizing, interpreting and analysing data	
										Thinking Skills:	
										Developing a sense of place and space	
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										Reporting	
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										Visual Presentation	