

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM03 TASK: Operate a rotary calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Key</p> <p>Depress</p> <p>Mechanical</p> <p>Add +</p> <p>Subtract -</p> <p>Multiply x</p> <p>Listing</p> <p>Non-listing</p> <p>*Check with Office and Business Instructor to determine the procedures and codes that the student needs to know for the machines being used.</p>	<p>Respond properly to the codes for the mathematical procedures.</p> <p>Copy and record accurately the numbers being used in the computations.</p>	<p>• Special attention must be given to the need for accuracy.</p>

Supportive Instructional Materials:

TASK: Operate a key punch machine

Student Name: \_\_\_\_\_

Code: OBO - OM04

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods			
		Task-Related Competencies	Instructional Materials Title	Media Bib.	
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models of key punch machines.</li> <li>2. name and describe the operation of each of the operating features of a given key punch machine.</li> <li>3. identify the basic keyboard arrangement of key punch machine.</li> <li>4. describe the layout of the key punch card design.</li> <li>5. identify the specific codes of a program card and functions performed by each.</li> <li>6. perform the following procedures in operating a key punch machine:                             <ol style="list-style-type: none"> <li>a. load blank cards in stacker.</li> <li>b. insert program card.</li> <li>c. set machine switches for operation.</li> <li>d. set machine switches for automatic operations.</li> <li>e. keypunch data from source document to punched cards.</li> <li>f. clear punch and read station.</li> <li>g. remove cards from stacker.</li> <li>h. remove blank cards from hopper.</li> <li>i. remove card and turn machine off.</li> <li>j. clean up work area.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students perform the job task by operating a key punch machine by performing teacher-prepared jobs.</li> <li>• Students review instructional media (workbooks and films) on key punch operation.</li> </ul>	Key punch machine	1	
Involved			ILP/DP (jobs for key punch)	14	24
Productive			"Introduction to IBM Punch-Card Data Processing"	14	25
Employable			"Introductory Data Processing Teaching Guide"	14	26
			PDL-IBM Card Punch Operator Training (captioned film for Deaf)	8	120
			Business Data Processing	14	121

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Release key	First finger	<p>Understand the meaning of 200 cards per hour at 3% accuracy.</p> <p>Stress accuracy in copying, recording, or otherwise duplicating numbers or procedures.</p> <p>Understand the meaning of 100% accurate!</p>
Numbers	Home key	
Symbols	Control lever	
Numeric shift		
Card hopper		
Program drum		
Multiple punch key		
Lock up		
Back space key		
Release locking		
Cross off		
Full out		
Column		
Field		
Three middle fingers		
Supportive Instructional Materials:		
Captioned films (see front side of task sheet)		

TASK: Operate a collator

Code: OBO - OM05

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods	
		Task-Related Competencies	Instructional Materials
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify different models of collating machines.</li> <li>2. name and describe the operation of each of the component features of a given collator.</li> <li>3. describe the operations performed by a collator:                             <ol style="list-style-type: none"> <li>a. sequence checking</li> <li>b. selecting</li> <li>c. merging</li> <li>d. matching.</li> </ol> </li> <li>4. describe the procedures for setting up and operating the given machine to perform specific operations.</li> <li>5. perform the following procedures in operating the collator:                             <ol style="list-style-type: none"> <li>a. arrange the cards for processing.</li> <li>b. turn on the main line switch.</li> <li>c. insert the proper control panel in the receptacle.</li> <li>d. run a complete job according to the requirements of a given operation.</li> <li>e. joggle the cards and place them in the appropriate hopper.</li> <li>f. operate the machine.</li> <li>g. in instances of an error stop the machines:</li> </ol> </li> </ol>	Title	Media Bib.
Involved		<p>Students review illustrated workbook information on operation of the collator.</p> <ul style="list-style-type: none"> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Students perform the job tasks by operating a collator performing various teacher-prepared jobs.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> </ul>	Collator
Productive	<p>A 3,4,6,7 NUMBERS</p> <p>B 2 APPLICATION</p> <p>C PHYSICAL</p> <p>D 1a,b,c,d 2a</p>		ILP/DP gives jobs for collator
Employable			

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Sequence checking Comparing Primary cards Secondary cards Selecting Matching Merging	Must be able to check the sequence of a set of cards accurately. Must be able to compare sequences among sets of cards.	

Supportive Instructional Materials:

SUBCLUSTER: OFFICE MACHINE OPERATORS

TASK: Operate a collator

Code: OBO - OM05

Student Name: \_\_\_\_\_

Instructional Methods	Behavioral Task Knowledges/Task Skills											
<p style="text-align: center;">#3</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1) remove cards from the hoppers and stackers.</li> <li>2) press the error reset key.</li> <li>3) press the run-out key.</li> <li>4) check the cards for the misfiled card.</li> <li>5) manually file the checked cards.</li> <li>6) restart machine.</li> </ol>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Instructional Materials</th> </tr> <tr> <th style="width: 80%;">Title</th> <th style="width: 20%;">Media Bib.</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"> </td> <td> </td> </tr> </tbody> </table>	Instructional Materials		Title	Media Bib.			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 100%;">Task-Related Competencies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">KNOWLEDGE</td> </tr> <tr> <td style="text-align: center;">NUMBERS</td> </tr> <tr> <td style="text-align: center;">APPLICATION</td> </tr> <tr> <td style="text-align: center;">PHYSICAL</td> </tr> </tbody> </table>	Task-Related Competencies	KNOWLEDGE	NUMBERS	APPLICATION	PHYSICAL
Instructional Materials												
Title	Media Bib.											
Task-Related Competencies												
KNOWLEDGE												
NUMBERS												
APPLICATION												
PHYSICAL												

SUBCLUSTER: \_\_\_\_\_

TASK: \_\_\_\_\_

## Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Suggestions:

Supportive Instructional Materials:

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods			
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>name and describe the operation of the operating features of a given sorter.</li> <li>describe the operations performed by a sorter:                             <ol style="list-style-type: none"> <li>numerical sorting</li> <li>alphabetic sorting</li> <li>block sorting</li> <li>card selection.</li> </ol> </li> <li>perform the following procedures in operating the sorter:                             <ol style="list-style-type: none"> <li>arrange the cards for processing according to given directions.</li> <li>turn on main line switch.</li> <li>make a complete run for a column or columns for a specific operation.</li> <li>remove cards from stackers in sequence.</li> <li>juggle the cards and place cards in tray for further processing.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Students perform the job task by completing various teacher-prepared jobs on the card sorter.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>Students review illustrated workbook information on operation of the card sorter.</li> </ul>	Task-Related Competencies	Instructional Materials	Media Bib.
Involved			Title		
Productive		KNOWLEDGE	Card sorter	1	
Employable		A 1,3 NUMBERS	ILP/DP gives jobs for the sorter	14	24
		B 1			
		APPLICATION			
		C 5,8			
		PHYSICAL			
		D 1a,b 2a			



SUBCLUSTER: OFFICE MACHINE OPERATORS

TASK: Operate a card sorter

: .0B0 - .0M06

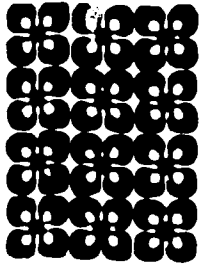
Basic Information for Cooperative Teaching

Suggestions:

Language of the Task	Quantitative Concepts
<p>Main line switch</p> <p>Sort brush</p> <p>Alphabetic data</p> <p>Numeric data</p> <p>Pockets or stackers</p> <p>Commutator switch</p>	<p>Recognize and identify specific column(s) on data cards.</p> <p>Removal of cards in <u>sequence</u> from stackers or pockets.</p> <p>Setting of sorting or commutator switch (13 possible switch positions)</p> <p>Distinguish between alphabetic and numeric</p>

Supportive Instructional Materials:

BEST COPY AVAILABLE



# **INSTRUCTIONAL MATERIALS BIBLIOGRAPHY**

# INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

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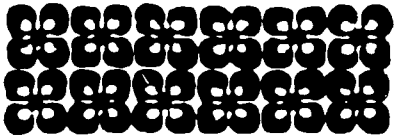
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# APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

# INSTRUCTIONAL MATERIALS CODE

## MEDIA CODE/INDEX

### Probable Learning Sensations

<u>Code</u>	<u>Media</u>	Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

## BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

## TASK-RELATED COMPETENCIES

*The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.*

### A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

### B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
  - a. read numbers and/or copy
  - b. count and/or record
3. Make change (money)
4. Measure
  - a. distance
  - b. weights - volume - balance
  - c. liquids - solids
  - d. time (measurement of)
  - e. degrees of circle
  - f. temperature, pressure and humidity
  - g. torque
  - h. electricity
  - i. vertical-horizontal
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

## TASK-RELATED COMPETENCIES, continued. . .

### C. COMPREHENSION AND PERFORMANCE

1. Forms
  - a. write
  - b. file, post and/or mail
2. Match
  - a. duplicate
  - b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

### D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
  - a. coordinate eyes and hands or fingers accurately
  - b. make precise movement
  - c. move fingers to manipulate objects
  - d. move hands skillfully - placing and turning motion
  - e. coordinate hand and foot
  - f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
  - a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
  - b. light work, 20#, requires a significant amount of standing or walking
  - c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
  - d. heavy work, frequent lifting and/or carrying up to 50#
  - e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
  - a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
  - b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
  - c. reaching - extending hands and arms in any directions
  - d. crawling - moving on knees or hands and feet
  - e. kneeling - bend legs at knees to rest on knee or knees
  - f. stooping - bend downward and forward by bending legs and spine
  - g. bending - downward and forward by bending at the waist

# COMMON CLUSTER TASKS

Code: OBO - CT03      TASK: Operate a full-key adding machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Keyboard</p> <p>Addition problems</p> <p>Subtotal</p> <p>Total</p> <p>Subtraction problems</p> <p>Mixed problems</p> <p>Repeated amounts</p> <p>Decimals</p> <p>Multiplication problems</p> <p>Whole numbers</p> <p>Zeros</p> <p>Division problems</p> <p>Finger manipulation</p> <p>Speed</p> <p>Accuracy</p>	<p>Student must have the concept of adding, subtracting, multiplying, and dividing. The student does not necessarily have to be able to actually add, subtract, multiply and divide without the aid of the machine.</p>	<ul style="list-style-type: none"> <li>• The constant need to accurately copy on machine.</li> </ul>

**Supportive Instructional Materials:**



# COMMON CLUSTER TASKS

TASK: Operate a spirit (ditto) duplicating machine

Code: OBO - CT04

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
<p>Introduced</p> <p>Involved</p> <p>Productive</p> <p>Employable</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models of fluid duplicators.</li> <li>2. identify and describe the operation of the major control components of a given fluid duplicator.</li> <li>3. select the appropriate grade of paper for spirit reproduction process.</li> <li>4. perform the following procedures in operating a given fluid duplicator with the end result of legible copies:                             <ol style="list-style-type: none"> <li>a. checks and/or adds to the solvent supply.</li> <li>b. primes the wick.</li> <li>c. adjusts the machine roller pressure.</li> <li>d. adjusts the fluid flow.</li> <li>e. attaches the master.</li> <li>f. loads paper on feed tray and adjusts the guides.</li> <li>g. sets machine copy counter.</li> <li>h. checks the copies for clarity as they come off the machine and adjusts machine accordingly.</li> <li>i. operates machine electrically or manually.</li> <li>j. periodically checks the quality of the reproduction during run.</li> <li>k. resets machine copy counter.</li> <li>l. closes down and cleans area and machine following use.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students view films and filmstrip related to the task.</li> <li>• Students perform the job task by typing a master from rough draft and running copies (number to be determined by teacher).</li> <li>• Teacher or para-professional illustrates how to operate ditto machine to a small group of students.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>
	<p><b>Task-Related Competencies</b></p> <p>KNOWLEDGE A 2,3,4,5,7,9</p> <p>NUMBERS B 2,4b,c</p> <p>APPLICATION C 5,8</p> <p>PHYSICAL D 1a,b,c,d 2b 3a,c</p>	<p><b>Instructional Materials</b></p> <p style="text-align: center;">Title</p> <p>Spirit duplicator</p> <p>"Mimeograph Techniques"</p> <p>"The Stencil"</p> <p>"Duplication by Spirit Method"</p> <p>"Fundamentals of Mimeographing"</p>
		<p><b>Media</b></p> <p>1</p> <p>8</p> <p>10</p> <p>8</p> <p>14</p>
		<p><b>Bib.</b></p> <p>31</p> <p>43</p> <p>12</p> <p>8</p>

## COMMON CLUSTER TASKS

Code: OB0 - GT04 TASK: Operate a spirit (ditto) duplicating machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Ditto machine</p> <p>Duplicating fluid</p> <p>Pressure lever</p> <p>Feed tray</p> <p>On-off switch</p> <p>Counter</p> <p>Drum and clamp</p> <p>Feed lever single copy multiple copy</p> <p>Ditto pack carbon tissue master</p>	<p>Set quantity control at proper setting.</p> <p>Ability to estimate the amount of fluid left in a gallon container by lifting the container.</p>	<ul style="list-style-type: none"> <li>● Show students various machines around school.</li> <li>● Give students practice assignments to work on.</li> </ul>
<p><b>Supportive Instructional Materials:</b> Field trip to see various machines in operation, if possible Gallon containers</p>		

COMMON CLUSTER TASKS

TASK: Operate a mimeograph duplicating machine

Student Name: \_\_\_\_\_



File: OBO - CT05

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the major component parts of a given mimeograph duplicator.</li> <li>2. perform the following operating procedures:                             <ol style="list-style-type: none"> <li>a. checks and fills the ink supply.</li> <li>b. loads paper on the feed table.</li> <li>c. adjusts the receiving tray.</li> <li>d. sets the copy counter.</li> <li>e. attaches the stencil to the cylinder.</li> <li>f. operates machine electrically or manually.</li> <li>g. removes the stencil.</li> <li>h. cleans the machine and rollers.</li> <li>i. resets copy counter.</li> <li>j. closes down and cleans area and machine following use.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher provides oral instruction or explanation on operation of the mimeograph duplicating machine.</li> <li>• Students perform the job task by typing a stencil from rough draft and running copies (number to be determined by teacher).</li> <li>• Students view films and filmstrip related to the task.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> </ul>
Involved		
Productive		
Employable		

# COMMON CLUSTER TASKS

Code: OBO- CT05 TASK: Operate a mimeograph duplicating machine

Suggestions:

Language of the Task	Basic Information for Cooperative Teaching	Quantitative Concepts
Reproduce Ink supply Feed table Receiving tray Set Reset Copy counter Stylus Stencil Correction fluid Cylinder Perforated drum Rotate Electrically operated Manually operated	Set quantity control at proper setting. Estimate the amount of liquid in a gallon container by lifting.	

**Supportive Instructional Materials:**

Gallon containers

20

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models of paper collators.</li> <li>2. name and describe the operation of the operating features of a given paper collator.</li> <li>3. demonstrate the operation performed by a paper collator.</li> <li>4. perform the procedure for inserting and removing paper from the collator.</li> </ol>	<ul style="list-style-type: none"> <li>• Teacher provides basic individualized instruction on operation of the paper collator.</li> <li>• Students perform the job task by operating a paper collator to collate papers which may be a school handout, flier, etc.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>
Involved		
Productive		
Employable		
	Task-Related Competencies	Instructional Materials
KNOWLEDGE		Title
A 1,3		Paper collator
NUMBERS		1
B 1		
APPLICATION		
C 5,8		
PHYSICAL		
D 1a,b		
2a		

# COMMON CLUSTER TASKS

Code: OBO - CT06 TASK: Operate a paper collator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Efficient Rapid Hand-gathering Inefficient Time consuming Hand operated Electrically operated	Importance of sequencing both numerically and alphabetically.	<ul style="list-style-type: none"> <li>Consider first of all the importance of including every page and in the right sequence. This would include the reaction of a client if the material were not organized properly.</li> </ul>
Supportive Instructional Materials:		

COMMON CLUSTER TASKS

TASK: Operate a printing calculator

Code: OBO - CT07

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
		Task-Related Competencies	Instructional Materials	
Introduced		Title	Media	Bib.
Involved	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and describe different models of printing calculators.</li> <li>2. identify the basic keyboard arrangement of a given printing calculator.</li> <li>3. describe the procedures for operation of the basic controls of a printing calculator.</li> <li>4. perform the following operations with a given printing calculator:                             <ol style="list-style-type: none"> <li>a. addition</li> <li>b. subtraction</li> <li>c. division</li> <li>d. multiplication</li> <li>e. combined operations.</li> </ol> </li> <li>5. employ the operation or combined operations to demonstrate the following applications:                             <ol style="list-style-type: none"> <li>a. simple discount</li> <li>b. chain discount</li> <li>c. percentage</li> <li>d. invoicing</li> <li>e. payroll</li> <li>f. sales totals.</li> </ol> </li> <li>6. change the tape and ribbon on a printing calculator with accuracy to suit manufacturer's specifications.</li> </ol>	<ul style="list-style-type: none"> <li>• Students review appropriate workbook exercises.</li> <li>• Students perform the job task by operating a printing calculator to obtain answers to teacher-prepared math problems and recording answers.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>	<p>Calculator</p> <p>"How to Use Business Machines"</p>	<p>1</p> <p>14</p> <p>117</p>
Productive		<p>KNOWLEDGE</p> <p>A 3,7</p> <p>NUMBERS</p> <p>B 2</p> <p>APPLICATION</p> <p>C 2,5,8</p> <p>PHYSICAL</p> <p>D 1a,b,c</p> <p>2a</p>		
Employable				

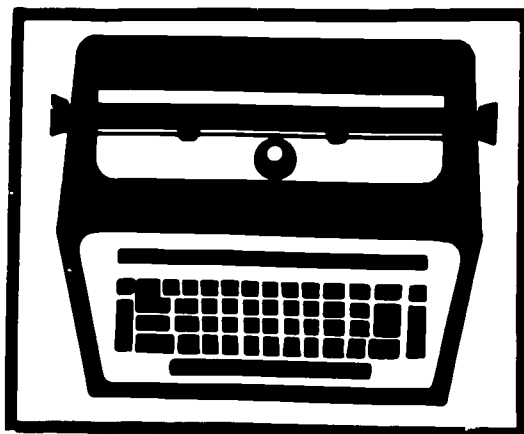
# COMMON CLUSTER TASKS

Code: QBQ - CT07 TASK: Operate a printing calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Printing</p> <p>Listing</p> <p>Ten-key</p> <p>Full-key</p> <p>Columns</p> <p>Addition</p> <p>Multiplication</p> <p>Division</p> <p>Subtraction</p> <p>Register</p> <p>Roll of tape</p> <p>Operate by touch</p> <p>Clear machine</p> <p>Depress key</p> <p>Handle</p>	<p>Motor bar</p> <p>Copy and record numbers accurately.</p>	<ul style="list-style-type: none"> <li>● Emphasis is placed on checking for accuracy since accuracy is the only acceptable performance.</li> </ul>
Supportive Instructional Materials:		



**GENERAL  
OFFICE  
CLERKS**



INSTRUCTIONAL TASK MODULES

- |      |  |      |  |
|------|--|------|--|
| G001 | Type correspondence                                | G014 | Handle incoming mail                                       |
| G002 | Type and prepare tables/tabulations                | G015 | Handle outgoing mail                                       |
| G003 | Type and prepare forms                             | G016 | Perform visitor receptionist duties                        |
| G004 | Type, check, and distribute customer's orders      | G017 | Use voice correctly  |
| G005 | Type and/or prepare purchasing documents           | G018 | Handle incoming phone calls                                |
| G006 | Type and prepare stencils and masters              | G019 | Place local and long distance phone calls                  |
| G007 | Type manuscripts and reports                       | G020 | Retrieve materials, information, or record data from files |
| G008 | Proofread prepared materials                       | G021 | Update files   |
| G009 | Compute sales and billings for accounts receivable | G022 | Receive payments over the counter                          |
| G010 | Clean and maintain a typewriter                    | G023 | Disburse petty cash funds                                  |
| G011 | Apply basic English skills                         | G024 | Prepare the payroll  |
| G012 | Use the dictionary                                 | G025 | Operate a belt-type dictating (transcribing) unit          |
| G013 | Use reference books and indexes                    | G026 | Operate an addressing machine                              |

TASK: Type correspondence

Code: OBO - G001

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and select the appropriate envelope and stationary sizes for a given correspondence.</li> <li>2. perform the following correspondence typing job skills:                             <ol style="list-style-type: none"> <li>a. obtain a mailable copy and arrange materials attractively on the page.</li> <li>b. types a letter in the following formal style - full blocked.</li> <li>c. types and prepares a personal letter.</li> <li>d. uses chain feeding techniques in typing.</li> <li>e. prepares carbon copies of letters.</li> <li>f. types letter notations.</li> <li>g. types specific information onto a prepared form letter.</li> <li>h. types addresses on envelopes, cards, letterheads, etc.</li> <li>i. uses appropriate paragraphing and enumeration in a specific correspondence.</li> <li>j. types two-page or multiple page letters.</li> <li>k. proofreads copy for errors.                                     <ol style="list-style-type: none"> <li>1) corrects typing errors by using eraser, liquid paper, or ko-rec-type.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Students perform the job task by typing mailable copy (copy that is error free) in letter form from teacher-prepared material.</li> <li>• Students review illustrated text materials, charts, and work-book texts.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>
Productive		
Employable		
Task-Related Competencies	<p><b>KNOWLEDGE</b> A 3,7,8,9</p> <p><b>NUMBERS</b> B 4a,5,6</p> <p><b>APPLICATION</b> C 2,5,6,8</p> <p><b>PHYSICAL</b> D 1a,b,c,d 2a</p>	<p><b>Instructional Materials</b></p> <p><b>Title</b></p> <p>Typewriter</p> <p>Transparencies for letter style and envelopes</p> <p><u>Office Practice for Typists</u> (rough draft material)</p> <p><u>Practical Office Typewriting</u></p> <p>Gregg Typing Book, I &amp; II</p> <p>Gregg Letter Style Charts</p> <p>"Basic Letter Typing"</p>
		<p><b>Media</b></p> <p>1</p> <p>12</p> <p>13</p> <p>13</p> <p>13,14</p> <p>16</p> <p>5</p>
		<p><b>Bib.</b></p> <p>23</p> <p>35</p> <p>36</p> <p>122</p> <p>123</p> <p>75</p>

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Original copy Enumeration</p> <p>Final copy Proof read</p> <p>Mailable copy Multiple</p> <p>Carbon copy Signature line</p> <p>Carbon paper Post script</p> <p>Letter style Liquid paper</p> <p>Full block Ko-rec-type (brand)</p> <p>Personal</p> <p>Business</p> <p>Letterhead</p> <p>Inside address</p> <p>Return address</p> <p>Date line</p> <p>Salutation</p> <p>Paragraphing</p>	<p>Match stationery to envelope size.</p> <p>Count for vertical spacing.</p> <p>Count for back-spacing from vertical center of sheet to center titles, etc.</p>	<p>• Blind students transcribe from braille.</p> <p>• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.</p>
<p><b>Supportive Instructional Materials:</b>            Samples of letter styles from Vocational Office and Business instructor</p>		

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																																				
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different types or styles of tables.</li> <li>2. identify typical applications of specific types of tables.</li> <li>3. perform the following tabulation typing job skills obtaining a mailable copy:               <ol style="list-style-type: none"> <li>a. centers a column heading horizontally.</li> <li>b. centers a column vertically.</li> <li>c. types several problems centering them, vertically and horizontally.</li> <li>d. horizontally and vertically centers a table by determining the key line (the longest line in each column plus the spaces between the columns).</li> <li>e. sets and adjusts tab stops and margins for columns.</li> <li>f. spaces and or spreads titles.</li> <li>g. types and tabulates information in the columns correctly.</li> <li>h. proofreads and corrects errors before removing paper from the typewriter.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students perform the job task by typing tables, then horizontally and vertically from teacher-prepared materials (problems should progress from simple to complex).</li> <li>• Teacher demonstrates backspace centering visually on the board or on the overhead projector. Students need to set-up the problem visually on paper.</li> <li>• Teacher must go through each step in the procedure for one column and two or more column centering with each student.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>																																				
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Productive																																						
Employable																																						
	<table border="1"> <thead> <tr> <th data-bbox="869 907 952 1139">Task-Related Competencies</th> <th data-bbox="869 265 952 907">Instructional Materials Title</th> <th data-bbox="869 171 952 265">Media</th> <th data-bbox="869 82 952 171">Bib.</th> </tr> </thead> <tbody> <tr> <td data-bbox="952 907 1020 1139">KNOWLEDGE</td> <td data-bbox="952 265 1020 907">Typewriter</td> <td data-bbox="952 171 1020 265">1</td> <td data-bbox="952 82 1020 171">23</td> </tr> <tr> <td data-bbox="1020 907 1065 1139">A 3,7,8,9</td> <td data-bbox="1020 265 1065 907">Transparencies from ILP/CT Lesson 8-11</td> <td data-bbox="1020 171 1065 265">12</td> <td data-bbox="1020 82 1065 171"></td> </tr> <tr> <td data-bbox="1065 907 1118 1139">NUMBERS</td> <td data-bbox="1065 265 1118 907">Office Practice for Typists (rough draft)</td> <td data-bbox="1065 171 1118 265">13</td> <td data-bbox="1065 82 1118 171">35</td> </tr> <tr> <td data-bbox="1118 907 1171 1139">B 2,4a,5,6</td> <td data-bbox="1118 265 1171 907">Practical Office Typewriting</td> <td data-bbox="1118 171 1171 265">13</td> <td data-bbox="1118 82 1171 171">36</td> </tr> <tr> <td data-bbox="1171 907 1217 1139">APPLICATION</td> <td data-bbox="1171 265 1217 907">"Typing Methods and Shortcuts"</td> <td data-bbox="1171 171 1217 265">5</td> <td data-bbox="1171 82 1217 171">69</td> </tr> <tr> <td data-bbox="1217 907 1270 1139">C 2,5,6,8</td> <td data-bbox="1217 265 1270 907">"A Secretary's Day at Lenox, Inc."</td> <td data-bbox="1217 171 1270 265">14</td> <td data-bbox="1217 82 1270 171">70</td> </tr> <tr> <td data-bbox="1270 907 1323 1139">PHYSICAL</td> <td data-bbox="1270 265 1323 907">"Basic Forms Typing and Basic Tabulation Typing"</td> <td data-bbox="1270 171 1323 265">5</td> <td data-bbox="1270 82 1323 171">71</td> </tr> <tr> <td data-bbox="1323 907 1451 1139">D 1a,b,c,d 2a</td> <td data-bbox="1323 265 1451 907">"Tabulation Typing"</td> <td data-bbox="1323 171 1451 265">14</td> <td data-bbox="1323 82 1451 171">124</td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials Title	Media	Bib.	KNOWLEDGE	Typewriter	1	23	A 3,7,8,9	Transparencies from ILP/CT Lesson 8-11	12		NUMBERS	Office Practice for Typists (rough draft)	13	35	B 2,4a,5,6	Practical Office Typewriting	13	36	APPLICATION	"Typing Methods and Shortcuts"	5	69	C 2,5,6,8	"A Secretary's Day at Lenox, Inc."	14	70	PHYSICAL	"Basic Forms Typing and Basic Tabulation Typing"	5	71	D 1a,b,c,d 2a	"Tabulation Typing"	14	124	
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D 1a,b,c,d 2a	"Tabulation Typing"	14	124																																			

SUBCLUSTER: GENERAL OFFICE CLERKS  
 Code: OBO - G002 TASK: Type and prepare tables/tatulations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Horizontally Vertically Tab key Tab set Tab clear Horizontal setting Vertical centering Columns Count lines and strokes	Divide by 2. Add 2 column figures Backspace Add and subtract to determine backspace centering.	<ul style="list-style-type: none"> <li>Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information.</li> </ul>
Supportive Instructional Materials:		

TASK: Type and prepare forms

Code: OB0 - G003

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and describe the purpose of or function served by specific office forms:                             <ol style="list-style-type: none"> <li>a. account statement</li> <li>b. bill of sale</li> <li>c. billing forms</li> <li>d. invoice</li> <li>e. purchase order</li> <li>f. purchase requisition</li> <li>g. payroll sheet</li> <li>h. memo</li> <li>i. telephone message form.</li> </ol> </li> <li>2. perform the following job skills obtaining a mailable copy:                             <ol style="list-style-type: none"> <li>a. types and prepares an interoffice memo in blocked form.</li> <li>b. updates and types a statement of account.</li> <li>c. types and checks a bill of sale.</li> <li>d. types a balance sheet.</li> <li>e. types legible carbon copies of forms if given teacher instruction.</li> <li>f. types in specific information on a form letter.</li> <li>g. types on a postal card form.</li> <li>h. aligns and spaces specific forms.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher provides an oral explanation of task, using illustrated, teacher-made transparencies.</li> <li>• Students perform the job tasks by typing specified information as given by the teacher on the appropriate form (both oral and written directions).</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> <li>• Students review illustrated texts and workbooks.</li> <li>• Students review sound/slide programs.</li> </ul>
Involved		
Productive		
Employable		
Task-Related Competencies	<p><b>KNOWLEDGE</b></p> <p>A 3,7,8,9</p> <p><b>NUMBERS</b></p> <p>B 2,5,6</p> <p><b>APPLICATION</b></p> <p>C 1,2,3,5</p> <p><b>PHYSICAL</b></p> <p>D 1a,b,c,d 2a</p>	<p><b>Instructional Materials</b></p> <p><b>Title</b></p> <p>Typewriter Transparencies ILT/CT INVOICE CT44, MEMO CT22, P.O. CT71, PHONE CT111.</p> <p>Office Practice for Typists (rough draft material)</p> <p>Practical Office Typewriting</p> <p>"Basic Forms Typing and Basic Tabulation Typing"</p> <p>"Business Forms"</p> <p><b>Media</b></p> <p>1</p> <p>12</p> <p>13</p> <p>13</p> <p>5</p> <p>12</p> <p><b>Bib.</b></p> <p>23</p> <p>35</p> <p>36</p> <p>71</p> <p>106</p>

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Original copy Enumeration	Must know how to align material.	<ul style="list-style-type: none"> <li>• Demonstration by school secretary.</li> <li>• Contact Michigan School for the Blind for Braille and large print material.</li> <li>• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.</li> </ul>
Final copy Proof read	Check accuracy of columnized figures in forms with an adding machine.	
Mailable copy Multiple		
Carbon copy Signature line		
Carbon paper Post script		
Letter style Liquid paper		
Full block Ko-rec-type (brand name)		
Personal Balance sheet		
Business Form letter		
Letterhead Guide words		
Inside address Variable line spacer		
Return address Aligning scale		
Date line		
Salutation		
Paragraphing		
Supportive Instructional Materials:		
Resource person - Secretary		
Ten-key adding machine		

TASK: Type, check, and distribute customer orders

Code: OBO - G004

Student Name: \_\_\_\_\_

Student Progress Introduced Involved Productive Employable	<p><b>Behavioral Task Knowledges/Task Skills</b></p> <p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic procedures/techniques for handling customer orders:                         <ol style="list-style-type: none"> <li>a. receives new order or order changes.</li> <li>b. checks for order accuracy, available commercial time, or total of orders.</li> <li>c. sorts orders.</li> <li>d. computes extensions/weights.</li> <li>e. records order information:                                 <ol style="list-style-type: none"> <li>1) order number</li> <li>2) item description</li> <li>3) quantity sold</li> <li>4) cost</li> <li>5) shipping date.</li> </ol> </li> <li>f. types order.</li> <li>g. proofreads and duplicates if necessary.</li> <li>h. distributes copies.</li> <li>i. files orders appropriately.</li> </ol> </li> </ol>	<p><b>Instructional Methods</b></p> <ul style="list-style-type: none"> <li>• Teacher encourages small peer group cooperation and inter-action.</li> <li>• Cooperating teachers may wish to organize a student-run business in which this task may be taught by simulation.</li> <li>• Students perform the job task by handling customer orders according to teacher given instructions and materials.</li> <li>• Students review illustrated workbooks.</li> </ul>								
<p><b>Task-Related Competencies</b></p> <p><b>KNOWLEDGE</b></p> <p>A 2,3,6,7,8,9</p> <p><b>NUMBERS</b></p> <p>B 2</p> <p><b>APPLICATION</b></p> <p>C 1,3,5,8</p> <p><b>PHYSICAL</b></p> <p>D 1a,b,d 2a/b</p>	<p><b>Instructional Materials</b></p> <table border="1"> <thead> <tr> <th data-bbox="897 84 942 262">Title</th> <th data-bbox="897 262 942 367">Media</th> <th data-bbox="897 367 942 913">Bib.</th> </tr> </thead> <tbody> <tr> <td data-bbox="942 84 986 262"><u>Office Practice for Typists</u></td> <td data-bbox="942 262 986 367">13</td> <td data-bbox="942 367 986 913">35</td> </tr> <tr> <td data-bbox="986 84 1031 262"><u>Practical Office Typewriting</u></td> <td data-bbox="986 262 1031 367">13</td> <td data-bbox="986 367 1031 913">36</td> </tr> </tbody> </table>	Title	Media	Bib.	<u>Office Practice for Typists</u>	13	35	<u>Practical Office Typewriting</u>	13	36
Title	Media	Bib.								
<u>Office Practice for Typists</u>	13	35								
<u>Practical Office Typewriting</u>	13	36								



**SUBCLUSTER: GENERAL OFFICE CLERKS**

Code: OBO - G004 TASK: Type, check, and distribute customer orders

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
<p>Extension</p> <p>Weights</p> <p>Order number</p> <p>Item description</p> <p>Quantity sold</p> <p>Cost</p> <p>Shipping date</p>	<p>Understand weights</p>
<p>Suggestions.</p> <ul style="list-style-type: none"> <li>• Contact Michigan School for the Blind for braille and large print materials.</li> <li>• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.</li> <li>• Give students opportunity to read many different handwritings.</li> </ul>	
<p>Supportive Instructional Materials:</p>	

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
<p>Introduced</p> <p>Involved</p> <p>Productive</p> <p>Employable</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic procedures/techniques for typing purchase documents:               <ol style="list-style-type: none"> <li>a. receives written and/or oral requests for orders.</li> <li>b. sorts requisitions by department.</li> <li>c. checks each for completeness.</li> <li>d. types information on purchase order form.</li> <li>e. proofreads and corrects form.</li> <li>f. obtains approving signature.</li> <li>g. records pertinent information.</li> <li>h. files copy.</li> <li>i. delivers/mails original.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher concentrates his effort with students having difficulty.</li> <li>• Students perform the job task by typing purchase orders from written and/or oral requests (teacher-prepared).</li> <li>• Students review illustrated workbooks.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> </ul>
	<p>Task-Related Competencies</p> <p>KNOWLEDGE A 2,3,6,7,8</p> <p>NUMBERS B 2</p> <p>APPLICATION C 3,4,5,8</p> <p>PHYSICAL D 1a,b,d 2a</p>	<p>Instructional Materials</p> <p>Title</p> <p>Typewriter 1</p> <p>Transparencies ILP/CT 12 23</p> <p>Actual forms 1</p> <p><u>Office Practice for Typists</u> 13 35</p> <p><u>Practical Office Typewriting</u> 13 36</p>

**SUBCLUSTER: GENERAL OFFICE CLERKS**

Code: OBO - G005 TASK: Type and/or prepare purchasing documents

**Basic Information for Cooperative Teaching**

Language of the Task	Quantitative Concepts	Suggestions:
Purchase requisition	Know the value of consecutive recording.	<ul style="list-style-type: none"> <li>• Give students opportunity to read many different handwritings.</li> <li>• Assist students in improving judgment and decision-making skills.</li> </ul>
Extensions	Copy and record accurately in use of adding machines and/or calculators.	
Merchandise received		
Consecutively		
Buyer's memorandum		
Purchase order		
Original copy		
Stock clerk		
Shipping date		
Supplier		
Purchasing agent		
Quantities		
Wholesaler		
Buyer		
Purchase invoice		
Verify		

Supportive Instructional Materials:

TASK: Type and prepare stencils and masters

Code: OB0 - G006

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																																					
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different types of stencils and masters commonly prepared on a typewriter.</li> <li>2. demonstrate the following procedures in typing and preparing specific types of stencils and masters:               <ol style="list-style-type: none"> <li>a. ruling lines on stencils.</li> <li>b. selecting appropriate typewriter.</li> <li>c. selecting appropriate type stencil indicator.</li> <li>d. use of backing sheets.</li> <li>e. positioning/aligning techniques.</li> <li>f. proofreading stencil before removing from typewriter to obtain a mailable copy.</li> <li>g. make corrections</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students type and prepare stencils and masters for other instructors in the school.</li> <li>• Students perform the job task by typing masters and stencils from handwritten and/or typewritten copy.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> </ul>																																					
Involved		<p style="text-align: center;">Instructional Materials</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Task-Related Competencies</th> <th style="width: 20%;">Title</th> <th style="width: 10%;">Media</th> <th style="width: 10%;">Bib.</th> </tr> </thead> <tbody> <tr> <td>KNOWLEDGE</td> <td>Typewriter Transparencies from ILP/CT Lesson 58-62</td> <td>1</td> <td>23</td> </tr> <tr> <td>NUMBERS</td> <td>"Mimeograph Techniques" "The Stencil"</td> <td>8</td> <td>31</td> </tr> <tr> <td></td> <td>"Duplication by Spirit Method"</td> <td>10</td> <td>43</td> </tr> <tr> <td>APPLICATION</td> <td>"Fundamentals of Mimeographing" Office Practice for Typists (rough Draft material)</td> <td>8</td> <td>12</td> </tr> <tr> <td></td> <td>Practical Office Typewriting</td> <td>14</td> <td>8</td> </tr> <tr> <td></td> <td></td> <td>13</td> <td>35</td> </tr> <tr> <td>PHYSICAL</td> <td></td> <td>13</td> <td>36</td> </tr> <tr> <td>D 1a,b,c,d 2b</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Task-Related Competencies	Title	Media	Bib.	KNOWLEDGE	Typewriter Transparencies from ILP/CT Lesson 58-62	1	23	NUMBERS	"Mimeograph Techniques" "The Stencil"	8	31		"Duplication by Spirit Method"	10	43	APPLICATION	"Fundamentals of Mimeographing" Office Practice for Typists (rough Draft material)	8	12		Practical Office Typewriting	14	8			13	35	PHYSICAL		13	36	D 1a,b,c,d 2b			
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Productive																																							
Employable																																							

**SUBCLUSTER:** GENERAL OFFICE CLERKS

**Code:** 000 - 0006 **TASK:** Type and prepare stencils and masters

**Basic Information for Cooperative Teaching**

Language of the Task	Machines Duplicating Photocopy Mimeo	Quantitative Concepts
Stencil duplication Stencil protective sheet top edge paper guide cushion sheet correction fluid Ink Copy paper Stencil duplicator cylinder impression roller clamp on/off switch	Number of copies per stencil Number of copies per master	
Fluid duplication Master master sheet carbon sheet tissue sheet Razor blade Fluid duplicator copy paper feed roller revolving drum-clamp on/off switch fluid regulator Spirit master Offset master Offset press		

**Suggestions:**

- Keep record of student experience to be sure that not all the work is done by a few students.

**Supportive Instructional Materials:**

Pictorial drawings or photograph  
 Examples of masters and duplicate copies  
 Instructions with machines or with paper suppliers

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
		Task-Related Competencies	Instructional Materials Title	Media Bib.
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>identify different types of office manuscripts and reports:                             <ol style="list-style-type: none"> <li>articles</li> <li>general releases</li> <li>short reports</li> <li>data sheets</li> </ol> </li> <li>identify the accepted margin sizes for specific manuscripts/reports.</li> <li>center and align manuscripts/reports horizontally and vertically.</li> <li>identify and describe the appropriate format for article manuscripts, data sheets, general releases, and short reports.</li> <li>position and type titles, subtitles, paragraph headings, and side headings on reports/manuscripts.</li> <li>accurately enumerate, paragraph and include quotations in reports/manuscripts.</li> <li>determine and type position of footnotes at bottom of a page.</li> <li>arrange and type standard title pages, table of content, and bibliographies for manuscripts/reports.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher provides individualized demonstration of and discusses procedures for typing manuscripts and reports.</li> <li>Students perform the job task by typing reports/manuscripts (handwritten and/or typewritten) according to the procedures and styles presented in class.</li> <li>Students review appropriate illustrated workbooks, transparencies, and sound/slide programs.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>	<p>Teacher-prepared transparencies  <u>Reference Manual for Stenographers and Typists</u>  <u>Office Practice for Typists</u>                      (rough draft material)  <u>Practical Office Typewriting</u>                      "Typing the Manuscript"                      "Display Typing Principles and Pattern and Manuscript"                      "A Secretary's Day at Lenox, Inc."</p>	<p>12 17                      14 17                      13 35                      13 36                      12 107                      5 73                      14 70</p>
Involved				
Productive				
Employable				

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
<p>Types of headings            side            paragraph            centered</p> <p>Composition</p> <p>Report</p> <p>Trim paper</p> <p>Manuscript</p> <p>Magazine article</p> <p>News release</p> <p>Footnotes</p>	<p>Copy and record accurately</p>
<p>Suggestions:</p> <ul style="list-style-type: none"> <li>● Identify footnotes on manuscripts and reports.</li> <li>● Notice other techniques like underlining, etc.</li> <li>● Give student opportunity to read many different handwritings.</li> <li>● Speak distinctly and slowly, use simple sentences and look directly at lip reading deaf students.</li> </ul>	

Supportive Instructional Materials:  
 Manuscripts and reports

SUBCLUSTER: GENERAL OFFICE CLERKS  
 TASK: Type manuscripts and reports  
 Issue: OBO - G007

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <p>9. type manuscripts/reports for articles, general releases, short reports:</p> <p>a. if desired by instructor, type legible carbon copies for the above items.</p> <p>10. identify the information commonly included in a data sheet and type one.</p>	Task-Related Competencies	Instructional Materials	
Involved		KNOWLEDGE	Title	Media
Productive		NUMBERS		
Employable		APPLICATION		
	PHYSICAL			





SUBCLUSTER: \_\_\_\_\_

TASK: \_\_\_\_\_

## Basic Information for Cooperative Teaching

Language of the Task

Quantitative Concepts

Suggestions:

Supportive Instructional Materials:

Student Name: \_\_\_\_\_

Student Progress Introduced Involved Productive Employable	<b>Behavioral Task Knowledges/Task Skills</b>  Given the necessary tools, materials, equipment, and requisite knowledge, the learner will :  1. identify and describe the meaning of common proofreader's marks.  2. receive a rough draft with proof-reader's marks and type a final copy.  3. proofread manuscripts, reports, and other prepared materials for: a. spelling b. capitalization c. typographical errors d. paragraphing e. accuracy of dates f. complete sentences g. correct punctuation h. verb/subject agreement i. agreement of addresses and other information on paper surfaces of the report, letter, etc. j. omitted words/phrases k. verify figures.	<b>Instructional Methods</b>  <ul style="list-style-type: none"> <li>• Students review illustrated transparencies and workbooks.</li> <li>• Teacher and students discuss importance of accurate proof-reading.</li> <li>• Students perform the job task by typing a final copy from rough draft material that contains proofreader's marks.</li> <li>• Teacher concentrates his effort with students having diffi-culty.</li> </ul>
<b>Task-Related Competencies</b>	<b>Instructional Materials</b>	
KNOWLEDGE  A 3  NUMBERS  B 2  APPLICATION  C 6,8  PHYSICAL D 1a, 2a	Title  Transparencies ILP/CT, Lessons 21, 100-105 Rough draft material from ILP/CT Lessons 21, 100-105 <u>Office Practice for Typists</u> <u>Practical Office Typewriting</u> <u>Gregg Typing Books, I &amp; II</u> "Scheaffer Teaching Aids"	Media 12 13,14 13 13 14 14  Bib. 23 23 35 36 125 72

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Proofreading is extremely difficult for the deaf because of their poor language structure. Initially, it is very difficult to get them to proofread and do a good job of it. Having been able to "get away" with small mistakes in language and other areas before, they come into class with the same attitude — little mistakes don't count. It usually takes about one quarter to develop good proofreading abilities.</li> <li>• Basic sentence structure and punctuation skills are important.</li> <li>• Provide opportunities for dictionary work to check correct spelling.</li> <li>• Demonstration of correct and incorrect procedures to highlight the importance of correctness.</li> </ul>

Supportive Instructional Materials:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
<p>Introduced</p> <p>Involved</p> <p>Productive</p> <p>Employable</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic procedures/techniques for computing sales and billings:               <ol style="list-style-type: none"> <li>a. sorts and stamps the sales data being received.</li> <li>b. locates customer file and checks for accuracy.</li> <li>c. corrects any errors (if additional information or approval is needed to correct error, notify supervisor).</li> <li>d. computes amounts received.</li> <li>e. verifies totals.</li> <li>f. types and proofreads bills/reports.</li> <li>g. records sales data.</li> <li>h. disseminates and files copies as appropriate.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students organize a field trip to local department store or credit union to see their accounts receivable operation and billing procedures.</li> <li>• Students perform the job task by simulating the procedures for handling accounts receivable using teacher prepared forms and bills.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>
Task-Related Competencies		Instructional Materials
<p>KNOWLEDGE</p> <p>A 2,3,5,6,7,8</p> <p>NUMBERS</p> <p>B 2,3,5,6</p> <p>APPLICATION</p> <p>C 3,5,6,8</p> <p>PHYSICAL</p> <p>D 1a,b 2a</p>	Title	Media

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
<p>Retail</p> <p>Wholesale</p> <p>Tagging price tag code</p> <p>Sales slip</p> <p>Tally sheet</p> <p>Summaries</p> <p>Merchandise sold</p> <p>Compute weekly</p> <p>Sales record</p>	<p>Compute amounts received*</p> <p>Make change.</p> <p>*Check with Office and Business vocational instructor to determine basic clerical arithmetic.</p>

Suggestions:

- Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to individual).
- Stress the importance of a personality that relates well with the public and also a strength of character that the customer will respect.

Supportive Instructional Materials:

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>change carbon or fabric ribbons when necessary contained in cartridges or reels depending on typewriter model.</li> <li>clean type faces with a brush and fluid solvent when necessary.</li> <li>dust the machine daily with a soft brush or cloth.</li> <li>cover the machine daily.</li> </ol>	<ul style="list-style-type: none"> <li>Students perform the job task by cleaning type or changing ribbon when necessary.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>
Involved		
Productive		
Employable		

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**TASK: Clean and maintain a typewriter**



Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Ribbon Winding pattern Spools Sockets Paper bail rolls Alcohol Type bars Post Cylinder Carriage Cartridge Reel	Time schedule for cleaning of typewriter.	<ul style="list-style-type: none"> <li>Acquaint students with the materials used when maintaining a typewriter.</li> </ul>
<b>Supportive Instructional Materials:</b> Gregg General Typing I, McGraw Hill Book Company		

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledge/Task Skills	Instructional Methods
Introduced		
Involved		
Productive		
Employable		
	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. demonstrate the ability to apply the rules of basic English to business documents, covering the following:               <ol style="list-style-type: none"> <li>a. punctuation</li> <li>b. grammar</li> <li>c. capitalization</li> <li>d. numbers</li> <li>e. abbreviations.</li> </ol> </li> <li>2. use <u>Reference Manual for Office Personnel</u> to apply these skills correctly to all daily assignments when uncertain of basic English application.</li> </ol>	<ul style="list-style-type: none"> <li>• Students will complete "Basic English, Individualized Learning Project" assignment.</li> <li>• Teacher or para-professional discusses with each individual student the use of the Reference Manual.</li> </ul> <p>(This task is one which must be continually reinforced and worked on over an extended period of time.)</p>



Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Prefix	
Suffix	
Hyphenation	
Contraction	
Homonym	
Synonym	
Spelling rules	
Syllables	

Suggestions:

- See the office teacher to discuss the essential English skills to be reinforced for specific students.

Supportive Instructional Materials:

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>locate words in the dictionary through the use of guide words.</li> <li>locate words in the dictionary through the use of entry words.</li> <li>use a dictionary to determine the correct pronunciation of a given word.</li> <li>locate and select the appropriate meaning or definition of words in the dictionary.</li> <li>use a dictionary to determine the correct spelling of a given word.</li> <li>recognizes errors in rough draft copy and applies dictionary rules for proof-reading corrections.</li> </ol>	<ul style="list-style-type: none"> <li>Students perform the job task by identifying errors in rough draft copy and applying dictionary rules for proofreading corrections.</li> <li>Students review films and illustrated workbook exercises describing how to use the dictionary.</li> <li>Teacher encourages small peer group cooperation and interaction.</li> </ul>
Involved		
Productive		
Employable		
Task-Related Competencies	<p>KNOWLEDGE</p> <p>A 3,7</p> <p>NUMBERS</p> <p>APPLICATION</p> <p>C 6</p> <p>PHYSICAL</p> <p>D 1a, 2a</p>	<p>Instructional Materials</p> <p>Title</p>
		<p>Media</p>
		<p>Bib.</p>
		<p>"Improve Your Spelling"              "Look It Up!"              Reference ILP/CT Lesson 91  <u>Vocational English Book I</u>              Large Print Dictionary              Braille Dictionary              "Dictionaries"              The Dictionary Game</p> <p>8 22              8 29              14 23              14 27              2 126              2 126              10 102              3 109</p>

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**Code: OBO - G012 TASK:** Use the dictionary

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
<p>Guide words</p> <p>Entry words</p> <p>Hyphenation symbols</p> <p>Syllabication symbols</p> <p>Proofreading</p>	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>• Explain the convenience of the alphabet in dictionary work.</li> <li>• Drill to develop skill in using dictionary.</li> </ul>

**Supportive Instructional Materials:**  
Dictionary

TASK: Use reference books and indexes

Code: 0B0 - G013

Student Name: \_\_\_\_\_

Student Progress Introduced Involved Productive Employable	<b>Behavioral Task Knowledges/Task Skills</b>  Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. name and briefly describe the information contained in selected office reference books and indexes.  2. determine from a given situation the reference needed to obtain the specific information.  3. obtain specific given information from each of the following reference manuals: a. telephone directory (regular and classified). b. <u>Reference Manual for Stenographers and Typists.</u> c. <u>U.S. Office Postal Guide.</u> d. <u>National ZIP Code Directory.</u> e. <u>Ballinger's Postal and Shipping Guide.</u> f. <u>Leonards Guide for Parcel Post, Express, Freight Rates and Routing.</u> g. <u>Hotel and Motel Red Book.</u> h. <u>Thesaurus.</u> i. dictionary. j. 20,000 Words or Word Finder. k. city directory.  4. applies information in rough and final drafts.	<b>Instructional Methods</b>  <ul style="list-style-type: none"> <li>Each student should have a pocket dictionary, 20,000 words, and a copy of reference manual for stenographers and typists to be used throughout the course.</li> <li>Students perform the job task by looking up teacher-specified information and applying it to rough and final draft copy production.</li> <li>Students view filmstrip on use of the dictionary and other reference books.</li> <li>Teacher encourages small peer group cooperation and inter-action.</li> </ul>
<b>Task-Related Competencies</b>  <b>KNOWLEDGE</b> A 3,7  <b>NUMBERS</b> B 2  <b>APPLICATION</b> C 5,6,8  <b>PHYSICAL</b> D 1a, 2a		<b>Instructional Materials</b>  <b>Title</b>  Reference ILP/CT, Lessons 92-94  Dictionary and other reference books
		<b>Media Bib.</b>  14 23  10 111

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**Code: JBO - G013 TASK: Use reference books and indexes**

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Reference book</p> <p>Index</p> <p>Classified section in telephone book</p> <p>Postal guide</p> <p>ZIP code</p> <p>ZIP code directory</p> <p>Shipping guide</p> <p>Routing</p> <p>Thesaurus</p> <p>City directory</p>	<p>To use postal directory, must be able to multiply postal rate by weight (5-column addition).</p> <p>Use flash cards for multiplication.</p> <p>Decimals ~ multiplying and adding with dollar/cents figures.</p> <p>Addition ~ 5-column.</p>	
Supportive Instructional Materials:		

TASK: Handle incoming mail

Code: OBO - G014

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
		Task-Related Competencies	Instructional Materials Title	Media Bib.
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. arrange mailing aids for ease and speed in use:               <ol style="list-style-type: none"> <li>a. letter opener</li> <li>b. time and date stamps</li> <li>c. stapler and paper clips (for fastening enclosures, etc.)</li> <li>d. transparent tape (to repair cuts in mail).</li> </ol> </li> <li>2. presort mail according to addressee.</li> <li>3. handle mail in order of urgency:               <ol style="list-style-type: none"> <li>a. telegrams, special-delivery, registered, certified</li> <li>b. airmail</li> <li>c. personal</li> <li>d. first-class</li> <li>e. ads, magazines, etc.</li> </ol> </li> <li>4. open mail quickly and efficiently:               <ol style="list-style-type: none"> <li>a. separate letters marked personal; open all other mail.</li> <li>b. job envelopes to be sure contents are at the bottom; open all letters with letter opener.</li> <li>c. check for enclosures; if any, attach behind letter.</li> <li>d. time and date stamp mail.</li> <li>e. underline and annotate letters.</li> <li>f. attach related materials to correspondence.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher will demonstrate operation of mail machine, attaching enclosures to mail, date and time stamping mail, opening mail with letter opener, jogging envelopes and filling out Mail Register.</li> <li>• Students will follow task skills 1, 2, and 3 for processing a stack of teacher-made incoming mail.</li> <li>• Students will complete "Handling Mail, Practical Application Exercise" for application of these skills.</li> <li>• Teacher arranges a field trip to large local mailroom and post office to observe procedures.</li> <li>• Students will spend 1 day in school office to handle incoming mail.</li> </ul>	<p>Mail room techniques ILP/CT Lesson 122 (includes transparencies)</p> <p>"Handling Incoming Mail, Practical Application Exercise"</p>	<p>12</p> <p>20</p> <p>23</p> <p>49</p>

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
<p>Incoming mail</p> <p>Annotating</p> <p>Underlining</p> <p>Referral slip</p> <p>Routing slip</p> <p>Enclosures</p> <p>Related materials</p> <p>Under separate cover</p> <p>Mail register</p> <p>Photocopies</p> <p>Forwarding mail</p>	<p>Suggestions:</p> <ul style="list-style-type: none"> <li>To give students practice using letter opener, removing contents of letter, attaching enclosures, date-stamping and time-stamping, give each one at least five letters in sealed envelopes (with some enclosures attached). Use old typing letters and envelopes.</li> <li>For vocabulary have students study the terms, complete all exercises on teacher-prepared study sheet, "Terms You Must Know" (Bib. Ref. 48), take quiz on terms. (Since some of these terms are difficult to grasp, and because the student must understand each term to succeed in this task, the quiz will enable the teacher to know whether or not each student understands the above terms. The quiz may be written or oral.)</li> <li>Work-a-day with school or department secretary to handle all incoming mail.</li> </ul>

Supportive Instructional Materials:

TASK: Handle incoming mail

Code: OBO - G014

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods														
Introduced																
Involved																
Productive																
Employable																
	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ul style="list-style-type: none"> <li>g. fill in Mail Register to keep accurate record of mail expected in another mailing.</li> <li>h. prepare referral and routing slips.</li> <li>i. stack mail in proper order and place on boss's desk.</li> </ul>															
		<table border="1"> <thead> <tr> <th colspan="2" data-bbox="866 1187 907 1315">Instructional Materials</th> </tr> <tr> <th data-bbox="866 1243 907 1315">Title</th> <th data-bbox="866 1315 907 1377">Media Bib.</th> </tr> </thead> <tbody> <tr> <td data-bbox="907 1187 960 1315">Task-Related Competencies</td> <td data-bbox="907 1315 960 1377"></td> </tr> <tr> <td data-bbox="960 1187 1000 1315">KNOWLEDGE</td> <td data-bbox="960 1315 1000 1377"></td> </tr> <tr> <td data-bbox="1000 1187 1041 1315">NUMBERS</td> <td data-bbox="1000 1315 1041 1377"></td> </tr> <tr> <td data-bbox="1041 1187 1082 1315">APPLICATION</td> <td data-bbox="1041 1315 1082 1377"></td> </tr> <tr> <td data-bbox="1082 1187 1123 1315">PHYSICAL</td> <td data-bbox="1082 1315 1123 1377"></td> </tr> </tbody> </table>	Instructional Materials		Title	Media Bib.	Task-Related Competencies		KNOWLEDGE		NUMBERS		APPLICATION		PHYSICAL	
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SUBCLUSTER:

Code: \_\_\_\_\_ - \_\_\_\_\_ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

TASK: Handle outgoing mail

Code: 080 - 0015

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																																										
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. simulate basic procedures for handling outgoing company mail:                             <ol style="list-style-type: none"> <li>a. receives outgoing mail.</li> <li>b. sorts by:                                     <ol style="list-style-type: none"> <li>1) local first-class.</li> <li>2) out-of-town first class.</li> <li>3) airmail.</li> <li>4) special mail.</li> <li>5) foreign.</li> </ol> </li> <li>c. weighs mail to determine postage on postal scale.</li> <li>d. sets and operates postage meter according to the class of mail and the date.</li> <li>e. bundles metered mail with ties according to classes.</li> <li>f. records department postage on postal fee form.</li> <li>g. places mail in appropriate bag for mailing.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher will demonstrate operating postage meter, bundling mail according to classes, recording department postal fee forms.</li> <li>• Students will complete "Practical Application Exercise, Handling Outgoing Mail".</li> <li>• Students will spend at least one day in office handling out-going mail.</li> <li>• Teacher arranges a field trip to local post office to see how mail is handled there.</li> </ul>																																										
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Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts	Suggestions:
<p>First class mail</p> <p>Second class mail</p> <p>Third class mail</p> <p>Fourth class mail</p> <p>Air mail</p> <p>Special class mail</p> <p>Chain feeding envelopes</p> <p>Parcel post scale</p> <p>Postage meter</p> <p>Postal Manual</p> <p>Zip Code Directory</p>	<p>Addition - adding numbers (pounds, ounces).</p> <p>Understanding of pounds, ounces, and weights.</p> <p>Multiplication - multiplying numbers of pounds by mail rates.</p>	<ul style="list-style-type: none"> <li>• For vocabulary, discuss each term with the class, have students study terms, give quiz on terms to be certain that each student understands the terms.</li> <li>• Review what a zip code is and teach class how to use the Zip Code Directory. Prepare worksheets for students with listings of real addresses, have students look up the correct Zip codes.</li> <li>• Require that students look up Zip codes from now on on all letters they type in class.</li> <li>• "Work-a-day" with the school or department secretary to process outgoing mail for that day.</li> </ul>

Supportive Instructional Materials:

The U.S. Postal Service Division may provide appropriate speakers and instructional materials for approximately five one-hour sessions in mail handling. At the completion of the seminar, each student qualifying will receive a proficiency certificate. This service varies with individual post offices.

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic techniques for receiving visitors:               <ol style="list-style-type: none"> <li>a. receives visitor.</li> <li>b. obtains name and pertinent information.</li> <li>c. determines nature of visit.</li> <li>d. following assessment of visitor, one of the following takes place:                   <ol style="list-style-type: none"> <li>1) directs to waiting room.</li> <li>2) notifies supervisor of visitor arrival.</li> <li>3) obtains information and answers visitor's request.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students and teacher review and discuss several actual case problems, and a film on office courtesy.</li> <li>• Students perform the job task by role-playing the positive and/or negative techniques for a receptionist when greeting a caller.</li> <li>• Each student works in school office for a day as receptionist.</li> <li>• Students rotate to act as class receptionist:               <ol style="list-style-type: none"> <li>1. make appointments for teacher with students, and</li> <li>2. greet class visitors, handle tours, etc.</li> </ol> </li> </ul>
Involved		
Productive		
Employable		
Task-Related Competencies		Instructional Materials
<p><b>KNOWLEDGE</b></p> <p>A 3,4,8,9 NUMBERS</p> <p>B 1,2 APPLICATION</p> <p>C 1,5,5,8 PHYSICAL</p> <p>D 1a,b,d 2a,b</p>	<p>Title</p> <p>Secretaries on the Spot (Case problems)</p> <p>Role-playing ILP/CT, Lessons 117-121 (transparencies)</p> <p>"Office Courtesy - Meeting the Public"</p>	<p>Media</p> <p>13</p> <p>12,14</p> <p>8</p> <p>Bib.</p> <p>10</p> <p>23</p> <p>33</p>

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**Code: OBO - G016 TASK: Perform visitor receptionist duties**

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Receptionist Reception desk Multi-line phone Umbrella racks Magazine stands Waiting area Graciousness Grooming Industry Tact Loyalty	Sequence for handling a multi-line phone. Accurately relate time to appointments. Write street and telephone numbers correctly.	<ul style="list-style-type: none"> <li>• Discuss the duties of a receptionist.</li> <li>• List on the board the difference between a good receptionist and a poor one.</li> <li>• Have students write a short script showing both the negative and positive reaction to a receptionist.</li> <li>• Role-play the script (also tape it so the students can listen to it afterward).</li> </ul>

**Supportive Instructional Materials:**

- Pictures
- Resource people

TASK: Use voice correctly

Code: OBO - G01Z

Student Name:

<p>Introduced</p>		
<p>Involved</p>		
<p>Predictive</p>		
<p>Employable</p>		
<p><b>Behavioral Task Knowledges/Task Skills</b></p> <p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>use his voice on the telephone in such a way that it is:             <ol style="list-style-type: none"> <li>correctly modulated.</li> <li>properly controlled.</li> <li>understandable.</li> <li>not monotonous.</li> </ol> </li> <li>demonstrate his ability to communicate with another person by:             <ol style="list-style-type: none"> <li>drawing a slip of paper containing a direction.</li> <li>explaining into a tape recorder how to accomplish and fulfill the task listed in the direction so well that another student can "act out" his directions and successfully complete the given task.</li> </ol> </li> </ol>	<p><b>Instructional Methods</b></p> <ul style="list-style-type: none"> <li>Teacher and students discuss the importance of voice in creating first impressions, the qualities of a good voice, and why correct pronunciation is important.</li> <li>Students will read one-minute tongue twisters. Tape record and play these back for students so they can determine if they used the qualities of good voice.</li> <li>Students will practice using emotion in their voices by preparing a one-minute presentation conveying some emotion (poem, self-made reading, etc.). Class members try to guess emotion from tones used in voice. Tape this so it can be played back.</li> <li>Each student will draw a slip of paper from the teacher on which a direction is listed. He will then explain into a tape recorder how to successfully accomplish that task. After each presentation is recorded, another student will act out the directions, by following them exactly as directed.</li> </ul>	
<p><b>Task-Related Competencies</b></p> <p>KNOWLEDGE</p> <p>A 4</p> <p>NUMBERS</p> <p>APPLICATION</p> <p>C 6,8</p> <p>PHYSICAL</p>	<p><b>Instructional Materials</b></p> <p>Title</p> <p>"Oral Communication"</p>	<p>Media Bib.</p> <p>12 79</p>

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: 080 - 6017 TASK: Use voice correctly

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Good voices                      Control</p> <p>First impression                Honest</p> <p>Modulation                        Fair</p> <p>Telephone voice</p> <p>Interpret</p> <p>Mature</p> <p>Potential</p> <p>Limitations</p> <p>Gracious</p> <p>Friendly</p> <p>Calm</p> <p>Cool</p> <p>Collected</p> <p>Mood</p>		<p>Impress upon the student that his facial and voice expressions aid in eye to eye conversation, but on the telephone the voice stands alone so the speaking voice must reflect these physical expressions.</p>

Supportive Instructional Materials:

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Handle incoming phone calls

Code: 080 - G018

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic techniques for handling incoming calls:                             <ol style="list-style-type: none"> <li>a. obtains caller's name.</li> <li>b. determines nature of call.</li> <li>c. determines whether or not you can answer question(s).</li> <li>d. if not, refer call to appropriate person.</li> <li>e. if possible to answer question, obtain needed information.</li> <li>f. relay information over phone.</li> <li>g. records call, message, order or appointment.</li> <li>h. deliver appropriate phone message to individual.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students view several films on correct techniques for handling incoming phone calls.</li> <li>• Students perform the job task by using the Teletrainer and role playing as directed by case problems.</li> <li>• Telephone Company representative will come to the class and put on programs related to BUSINESS TELEPHONE-GOOD USAGE, and THE VOICE OF YOUR OFFICE.</li> <li>• Students answer all calls in school office for one day.</li> </ul>
Involved		
Productive		
Employable		
	<p><b>Task-Related Competencies</b></p> <p>KNOWLEDGE A 3,7,8 NUMBERS B 2 APPLICATION C 1a,3,5,6,8 PHYSICAL D 1a,2a</p>	<p><b>Instructional Materials</b></p> <p><b>Title</b></p> <p>"Voice With a Smile" "Voice of Your Business" "Courtesy Counts" Teletrainer ILP/CT Lessons 109-116 including transparencies "Sound Business" "Telephone Courtesy" "A Manner of Speaking" "Correct Telephone Usage" "How to Lose Your Best Customer Without Really Trying"</p> <p><b>Media</b></p> <p>14 10 14 2 12,14 8 8 8 8 8</p> <p><b>Bib.</b></p> <p>91 92 93 42 23 38 41 1 9 64</p>



**SUBCLUSTER: GENERAL OFFICE CLERK**

Code: OBO - G018      TASK: Handle incoming phone calls

**Basic Information for Cooperative Teaching**

**Language of the Task**

Memo of call  
Transferring calls  
Answering service  
Hold buttons  
Telephone personality  
voice  
speech  
vocabulary  
courtesy

**Quantitative Concepts**

Sequence for handling calls on a multi-line phone.  
Accurately relate time to appointments.  
Write street and telephone numbers correctly.

**Suggestions:**

- Discuss telephone personality.
- Role play using teletrainer.
- Have students write their own scripts, then role play, tape their efforts. Play the tapes back so students can hear their efforts.
- Visit school offices and observe secretaries in action.
- Stress importance of good patient/aide communication skills with customers.

**Supportive Instructional Materials:**

Teletrainer  
Secretaries in action (field trip)

TASK: Place local and long distance phone calls

Code: OBO - GO19

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
		Task-Related Competencies	Instructional Materials	
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic procedures/ techniques for handling local and long distance calls:               <ol style="list-style-type: none"> <li>a. receives request to call.</li> <li>b. places call either direct dialing or through operator.</li> <li>c. contacts party being called.</li> <li>d. transfers call to caller.</li> <li>e. requests and obtains information:                   <ol style="list-style-type: none"> <li>1) records information.</li> <li>2) delivers requested information.</li> </ol> </li> </ol> </li> </ol>	Title	Media	Bib.
Involved		<ul style="list-style-type: none"> <li>• Students review illustrated transparencies and view films.</li> <li>• Students organize a field trip to Michigan Bell Telephone or contact a service representative from Bell Telephone to speak about telephone manners in an office.</li> <li>• Some large offices with switchboards will make arrangements for a student to "listen in" on calls made by their professionals. This allows students to hear how <u>real</u> calls are handled.</li> </ul>	Teletrainer from Michigan Bell ILP/CT Lessons 109-116 including transparencies "Sound Business" "Telephone Courtesy" "A Manner of Speaking" "Correct Telephone Usage"	2 14,14 8 8 8 8
Productive	<b>KNOWLEDGE</b> A 3,8 <b>NUMBERS</b> B 2 <b>APPLICATION</b> C 4,5,6,8 <b>PHYSICAL</b> D 1a,b 2a			
Employable				

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OBO- 6019 TASK: Place local and long distance phone calls

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Telephone directory</p> <p>Yellow pages</p> <p>Area code</p> <p>Station-to-station call</p> <p>Person-to-person call</p> <p>Direct-distance dialing</p> <p>Time factors</p> <p>Personal directory</p> <p>Operator</p>	<p>Sequence for placing long distance calls.</p>	<ul style="list-style-type: none"> <li>• Group students in pairs and have them practice making long distance calls on the teletrainer.</li> <li>• Stress importance of good patient/aide communication skills with customers.</li> </ul>
Supportive Instructional Materials:		
Teletrainer		

SUBCLUSTER: GENERAL OFFICE CLERKS

TASK: Retrieve materials, information, or record data from files

Student Name:

Code: 0B0 - G020

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																																												
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic alphabetic and subject filing systems:                             <ol style="list-style-type: none"> <li>a. identifies and indexes names according to the alphabetic filing system.</li> <li>b. determines the transposition and indexing of personal and/or business names.</li> <li>c. identifies and indexes businesses according to the subject filing system.</li> <li>d. practices alphabetic and subject filing on teacher-given materials.</li> </ol> </li> <li>2. identify and simulate basic procedures/techniques for locating information to be given orally or from file records:                             <ol style="list-style-type: none"> <li>a. receives written or oral request for file data.</li> <li>b. sorts requests if necessary.</li> <li>c. pulls folders or information from files.</li> <li>d. records data or duplicates needed information.</li> <li>e. prepares dispatch tickets when needed.</li> <li>f. mails or delivers requested information.</li> <li>g. refiles folders.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher organizes a field trip to local newspaper's filing office.</li> <li>• Students perform the job task by performing filing tasks from a quick filing practice kit (suggested kit: Gregg Quick Filing Practice).</li> <li>• Students view films and sound/slide programs.</li> <li>• Students perform the job task by following the procedure for locating information to be determined by teacher.</li> <li>• Students are assigned actual filing jobs in school offices or for service organizations.</li> </ul>																																												
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Productive																																														
Employable																																														
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**SUBCLUSTER: GENERAL OFFICE CLERKS**

**Task:** OBO- G020 **TASK:** Retrieve materials, information, or record data from files

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Alphabetizing	Chronological	<ul style="list-style-type: none"> <li>• Give students a number of names and ask them to find the address and phone number in the telephone directory.</li> <li>• Give a list of services and ask them to look in the yellow pages to find a company which could give the service.</li> <li>• Give a number of 5"x8" cards with names, addresses, occupations to each student then ask them to file the cards alphabetically by name, then by occupation.</li> <li>• Give students a list of abbreviations commonly used in filing, i.e. Geo. = George, Co. = Company, Inc. = Incorporated, Ft. = Fort, etc.). These will help students when filing.</li> </ul>
Filing	Vertical	
Personal name	Transpose	
Surname	Sequence	
Given name		
Full name		
Maiden name		
Business name		
Title		
Cross-referencing		
Subject filing		
File cabinet		
File folder		
Precede		
Manually		

**Supportive Instructional Materials:**

Telephone directory

TASK: Update files

Code: OBO - G021

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Materials			
		Task-Related Competencies	Title	Media Bib.	
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>identify and simulate basic procedures/techniques for updating files:               <ol style="list-style-type: none"> <li>checks auditing list of other sources for needed changes.</li> <li>pulls records from file.</li> <li>records new, updated information.</li> <li>refiles records.</li> <li>removes inactive folders.</li> <li>types new labels if needed.</li> <li>types list of address changes.</li> <li>files new/updated files.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Filing supervisor from a local company speaks to students (i.e. from insurance co.).</li> <li>Students perform the job task by updating teacher-prepared filing unit.</li> <li>Students perform the job task by typing a teacher-prepared list of names (list will include deleting and adding names) applying the rules of alphabetic filing.</li> </ul>	<p>"Charge and Transfer Methods"</p> <p>"Data Processing and Microfilming"</p>	5	97
Involved				5	97
Productive					
Employable					

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: OB0 - G021 TASK: Update files

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Follow-up file</p> <p>Chronological order</p> <p>Card tickler files</p> <p>Dated follow-up folders</p> <p>Pull records</p> <p>Inactive folders</p> <p>Remove</p> <p>Replace</p> <p>Renew</p>	<p>Time relationship to updating files</p>	<ul style="list-style-type: none"> <li>• Pull files from teacher's file cabinet, have student refile the records in the proper order.</li> </ul>

Supportive Instructional Materials:

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
<p>Introduced</p> <p>Involved</p> <p>Productive</p> <p>Employable</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>identify and simulate basic procedures/techniques for receiving payments:               <ol style="list-style-type: none"> <li>greet customer.</li> <li>receives payment/payment records.</li> <li>pulls customer's records.</li> <li>checks due date and bill amounts.</li> <li>computes bill amount, interest, change</li> <li>operates cash register or charge validator (if check is received, records additional information as requested by the company or supervisor).</li> </ol> </li> <li>records/stamps payment information.</li> <li>delivers merchandise, change and receipt to customer.</li> <li>files charge receipts.</li> <li>places money and/or check in safe or drawer.</li> </ol>	<ul style="list-style-type: none"> <li>Teacher organizes a field trip to credit department of large retail organization or credit union or loan office.</li> <li>Students perform the job task by role-playing customer/clerk payment situations.</li> <li>Teacher demonstrates filling out of forms (obtained from local firms) for receipt of payments.</li> <li>Students observe receiving payments over the counter in local store.</li> </ul>
<p><b>Task-Related Competencies</b></p> <p><b>KNOWLEDGE</b></p> <p>A 3,7,8,9</p> <p><b>NUMBERS</b></p> <p>B 2,3,5,6</p> <p><b>APPLICATION</b></p> <p>C 1a,3,5,6,8</p> <p><b>PHYSICAL</b></p> <p>D 1a,b,d 2a/b</p>	<p><b>Instructional Materials</b></p> <p>Title</p>	<p>Media</p> <p>Bib.</p>



**SUBCLUSTER: GENERAL OFFICE CLERKS**

Code: OBC- C022 TASK: Receive payment over the counter

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Payment record Customer ledger Checks Cash register cash register drawer amount keys department keys motor bar type of trans. key Receipts Courtesy	Money value. Correct change. Record payment. Sales slip: _____ items @ _____ each equals ?? Figure interest.	<ul style="list-style-type: none"> <li>• Students role play clerk and customer using cash register.</li> <li>• Use sales slips and receipts for <u>Math for Employment</u>.</li> <li>• Stress importance of good patient/ aide communication skills with customers.</li> </ul>

**Supportive Instructional Materials:**

- Mathematics for Employment
- Mafex Associates, Inc.
- Simulated or real money for making change

TASK: Disburse petty cash funds

Code: OBO - G023

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods	
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate basic procedures/ techniques for disbursement of petty cash funds:               <ol style="list-style-type: none"> <li>a. receives request for funds.</li> <li>b. assembles cash box and necessary forms.</li> <li>c. records disbursement on forms.</li> <li>d. prepares request slip for petty cash.</li> <li>e. writes checks.</li> <li>f. obtains approval needed.</li> <li>g. delivers cash/check to person requesting it.</li> <li>h. files copy of petty cash forms.</li> <li>i. tallies petty cash fund at end of day.</li> <li>j. requests reimbursement of petty cash funds.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher and students discuss problems from the case book.</li> <li>• Students perform the job task by disbursing funds from a simulated petty cash fund for various situations which are assumed office situations.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>	
Involved		Instructional Materials	
Productive		Task-Related Competencies	Media
Employable		KNOWLEDGE A 2,3,6,7,6 NUMBERS B 2,3,5 APPLICATION C 1a,b,5,8 PHYSICAL D 1a,b 2a	Title  Secretaries on the Spot  General Office Practice
			13 10 13 5

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**TASK: Disburse petty cash funds**

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Petty cash Petty cash box Voucher slips Authorized signatures	Work with making change. Practice counting cash. Work on having box balance at end of several transactions. Addition drills
<b>Suggestions:</b> <ul style="list-style-type: none"> <li>Using the cash register, have students role play customer/clerk situations.</li> <li>Old cartons, cans, and bottles can make the situation more realistic.</li> <li>Sale slips from <u>Mathematics for Employment</u> can also be very helpful.</li> <li>Have students tally up their receipts after several situations.</li> <li>Simulate sales with soft drinks - balance at end of day.</li> </ul>	

**Supportive Instructional Materials:**

- Sales slips
- Cartons and bottles

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods											
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify and simulate procedures and techniques for figuring payroll:               <ol style="list-style-type: none"> <li>a. determine earnings of general manager and office employ.</li> <li>b. compute earnings of salesmen.</li> <li>c. compute earnings of hourly production workers.</li> <li>d. compute earnings of piece-rate employees.</li> <li>e. list earnings of employees in payroll register.</li> <li>f. compute and enter FICA tax.</li> <li>g. compute and enter Income Tax withheld.</li> <li>h. compute other deductions:                   <ol style="list-style-type: none"> <li>1) group insurance</li> <li>2) hospital insurance</li> <li>3) union dues.</li> </ol> </li> <li>i. compute total deductions and net pay.</li> <li>j. total and balance the payroll register.</li> <li>k. pay the payroll:                   <ol style="list-style-type: none"> <li>1) complete currency analysis sheet.</li> <li>2) complete payroll change requisition.</li> <li>3) prepare a voucher check.</li> <li>4) prepare a pay envelope.</li> <li>5) prepare a paycheck.</li> </ol> </li> </ol> </li> <li>2. post to the employee's earning record.</li> </ol>	<ul style="list-style-type: none"> <li>• Students perform the job task by preparing payrolls for situations simulated by the teacher.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> </ul>											
Involved													
Productive													
Employable													
		<table border="1"> <thead> <tr> <th colspan="2" data-bbox="970 262 1008 903">Instructional Materials</th> </tr> <tr> <th data-bbox="970 262 1008 546">Task-Related Competencies</th> <th data-bbox="970 546 1008 903">Title</th> </tr> </thead> <tbody> <tr> <td data-bbox="1008 262 1085 903">KNOWLEDGE A 2,3,7,9 NUMBERS</td> <td data-bbox="1008 546 1085 903" rowspan="2">Clerical Payroll Procedures</td> <td data-bbox="1008 262 1085 546">Media</td> <td data-bbox="1008 546 1085 903">Bib.</td> </tr> <tr> <td data-bbox="1085 262 1162 903">B 2,3,5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,c,d 2a 3c,f,8</td> <td data-bbox="1085 546 1162 903">13</td> <td data-bbox="1085 546 1162 903">127</td> </tr> </tbody> </table>	Instructional Materials		Task-Related Competencies	Title	KNOWLEDGE A 2,3,7,9 NUMBERS	Clerical Payroll Procedures	Media	Bib.	B 2,3,5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,c,d 2a 3c,f,8	13	127
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B 2,3,5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,c,d 2a 3c,f,8		13	127										

SUBCLUSTER: GENERAL OFFICE CLERKS

Code: QBQ - G024 TASK: Preparing the payroll

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Time card</p> <p>Production record</p> <p>Regular rate</p> <p>Overtime rate</p> <p>Regular hours</p> <p>Commission</p> <p>Bonus</p> <p>Paycheck</p> <p>Payroll register</p> <p>Personnel record</p> <p>Employee's earning record</p> <p>Federal income tax</p> <p>FICA tax</p> <p>Hospital insurance</p> <p>Currency analysis sheet</p>	<p>Work with students on determining number of hours worked per day - per week.</p> <p>Work with students on calculating net pay - gross pay, deductions.</p> <p>Work with various units of time (seconds, minutes, hours, days, weeks, etc.)</p>	<ul style="list-style-type: none"> <li>• Students figure hour per week, overtime pay and the difference between net and gross pay.</li> </ul>

**Supportive Instructional Materials:**

Mathematics for Citizenship  
Mafex Associates, Inc.

TASK: Operate a belt type dictating/transcribing unit

Code: OB0 - G025

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods			
		Task-Related Competencies	Instructional Materials Title	Media Bib.	
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models or types of belt type transcribing/dictating equipment.</li> <li>2. identify the basic component parts of the dictating/transcribing machine.</li> <li>3. describe the procedures for setting up and operating a given dictating/transcribing unit.</li> <li>4. perform the following procedures/operations in operating a dictating/transcribing unit:                             <ol style="list-style-type: none"> <li>a. inserts the belt and index slip.</li> <li>b. adjusts the volume control.</li> <li>c. adjusts the speed control lever.</li> <li>d. adjusts the tone control.</li> <li>e. adjusts and operates the foot control.</li> <li>f. adjusts and operates the scanner.</li> <li>g. types material from dictating equipment.</li> <li>h. erases the belts.</li> </ol> </li> <li>5. cleans and dusts the dictating/transcribing units when necessary.</li> </ol>	<ul style="list-style-type: none"> <li>• Students view film on transcription techniques.</li> <li>• Students perform the job task by typing a rough draft copy of material from a teacher-prepared belt and typing a final copy.</li> <li>• Teacher encourages small peer group cooperation and interaction.</li> </ul>	<p>Dictating/transcribing unit Kits and manual "Machine Transcription Machine Techniques"</p>	<p>1 14 21 8 30</p>	
Involved					<p><b>KNOWLEDGE</b> A 3,7,9 <b>NUMBERS</b> B 2 <b>APPLICATION</b> C 2,5,8 <b>PHYSICAL</b> D 1a,b,c,d,e 2a</p>
Productive					
Employable					
Student Progress					

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**Code: OBO - G025 TASK: Operate a belt type dictating/transcribing unit**

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Earpiece or headset                      Belt or tape                      Indicator slip                      Speed control                      Volume control                      Tone control                      Root control                      Transcribing machine</p>	<p>Interpret numbers or graduation markings on controls of machine.</p>	<ul style="list-style-type: none"> <li>• Students identify the basic working parts of a dictating unit.</li> <li>• Explain its use in an office.</li> <li>• Develop a crossword puzzle for terms the students must know.</li> </ul>
Supportive Instructional Materials:		

**SUBCLUSTER: GENERAL OFFICE CLERKS**

**TASK:** Operate an addressing machine

Code: OBO - G026

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced		
Involved		
Productive		
Employable		
	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>name and describe the function of operating components of a given addressing machine.</li> <li>describe the procedures for setting up and operating a given addressing machine.</li> <li>perform the following procedures in operating a given addressing machine.               <ol style="list-style-type: none"> <li>mount pre-addressed labels on machine spindle.</li> <li>(or) adjust controls for specified numbers and letters to be imprinted.</li> <li>start the machine and observe the operation of themachine.</li> <li>return the machine to its non-use position.</li> <li>remove processed materials from the machine.</li> <li>check and stack processed materials.</li> </ol> </li> </ol>	<p>o Students perform the job task by operating addressing machine by processing material which has been designated by the teacher.</p> <p>o Para-professionais provide sustained involvement with students having difficulty with this task.</p> <p>o Teacher encourages small peer group cooperation and interaction.</p>
	<p><b>Task-Related Competencies</b></p> <p>KNOWLEDGE A 3,9 NUMBERS B 2 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d 2a</p>	<p><b>Instructional Materials</b></p> <p>Title</p> <p>Addressing machine Operator's manual</p>
		<p>Media Bib.</p> <p>1 13</p>



SUBCLUSTER: GENERAL OFFICE CLERKS

Je: 0BQ - G026 TASK: Operate an addressing machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Prepare plates metal plastic  Abbreviation state street road  Metal frame  Data recorder  Pull plate  Stamping envelopes	Copy and record numbers and information accurately.	
Supportive Instructional Materials:		

**OFFICE  
MACHINE  
OPERATORS**



INSTRUCTIONAL TASK MODULES

- OM01 Operate an offset duplicating machine
- OM02 Operate an electronic calculator
- OM03 Operate a rotary calculator
- OM04 Operate a key punch machine
- OM05 Operate a collator
- OM06 Operate a card sorter

TASK: Operate an offset duplicating machine

Code: OBO - OM01

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods		
		Task-Related Competencies	Instructional Materials Title	Media Bib.
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models of offset duplicating machines.</li> <li>2. identify and describe the operation of the major components of a given offset duplicator.</li> <li>3. select the appropriate grade of paper for the offset process.</li> <li>4. perform the following procedures in operating a given offset duplicator for a legible copy:               <ol style="list-style-type: none"> <li>a. places ink in the fountain.</li> <li>b. distributes ink to the rollers.</li> <li>c. fills the water fountain.</li> <li>d. distributes the water to the rollers.</li> <li>e. balances the ink and water solutions.</li> <li>f. places the master on the cylinder.</li> <li>g. moistens the master with etching solution.</li> <li>h. loads paper into the feed tray.</li> <li>i. operates duplicator, engaging solution rollers and feeding a few sheets into the machine.</li> <li>j. adjusts the machine to improve copy quality.</li> <li>k. duplicates desired number of copies.</li> <li>l. disengages rollers and feed mechanism following run.</li> <li>m. prepares mat for storage.</li> <li>n. removes mat from cylinder.</li> <li>o. closes down and cleans area and machine following use.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher or para-professional provides small group demonstration on operation of offset duplicating machine.</li> <li>• Students perform the job task by typing a master from rough draft and running copies (to be determined by teacher).</li> <li>• Teacher matches successful students who are interested in helping those having difficulty.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> </ul>	<p>Offset machine</p> <p>Contact A.B. Dick or Gestetner for further information and/or demonstration</p>	<p>1</p> <p>20</p> <p>18</p>
Involved				
Productive				
Employable				

**SUBCLUSTER: OFFICE MACHINE OPERATORS**

**Code: OBO - 0M01 TASK: Operate an offset duplicating machine**

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Duplicator	Close down	<p>• The comprehension of the meaning of numbers is not so important as being able to stop or start a given process at a definite <u>point</u> or <u>number</u>.</p>
Offset		
Photography		
Ink		
Etching solution		
Rollers		
Master		
Molten		
Feed tray		
Copy		
Disengage		
Feed mechanism		
Run		
Mat		
Plate		

**Supportive Instructional Materials:**

- Graduated flask or cup
- Water
- Mechanical counter



TASK: Operate an electronic calculator

Code: OFC - OM02

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																						
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>Identify the basic keyboard arrangement of a given electronic calculator.</li> <li>Describe the function or operation of the basic controls.</li> <li>Recognize the capabilities necessary to complete teacher-given job applications.</li> <li>Perform the following basic operations on an electronic calculator:               <ol style="list-style-type: none"> <li>addition</li> <li>subtraction</li> <li>multiplication</li> <li>division</li> <li>accumulative multiplication</li> <li>negative multiplication</li> <li>chain multiplication</li> <li>invoicing</li> <li>percentages</li> <li>simple discount</li> <li>chain discount.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Teacher directs a small group demonstration and discussion outlining operation of the electronic calculator.</li> <li>Students perform the job task by operating an electronic calculator to obtain answers to teacher-prepared math problems and recording answers.</li> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Teacher matches successful students who are interested in helping those having difficulty.</li> </ul>																						
Involved																								
Productive																								
Employable																								
	<table border="1"> <thead> <tr> <th data-bbox="869 890 945 1118">Task-Related Competencies</th> <th data-bbox="869 72 945 880">Instructional Materials</th> </tr> <tr> <td></td> <td><b>Title</b></td> </tr> </thead> <tbody> <tr> <td data-bbox="945 890 982 1118">KNOWLEDGE</td> <td data-bbox="945 72 982 880">Electronic calculator</td> </tr> <tr> <td data-bbox="982 890 1020 1118">A 3,7</td> <td data-bbox="982 72 1020 880">1,14</td> </tr> <tr> <td data-bbox="1020 890 1058 1118">NUMBERS</td> <td data-bbox="1020 72 1058 880">Office Machines Course, 4th ed.</td> </tr> <tr> <td data-bbox="1058 890 1096 1118">B 2</td> <td data-bbox="1058 72 1096 880">13</td> </tr> <tr> <td data-bbox="1096 890 1134 1118">APPLICATION</td> <td data-bbox="1096 72 1134 880">119</td> </tr> <tr> <td data-bbox="1134 890 1171 1118">C 2,5,8</td> <td></td> </tr> <tr> <td data-bbox="1171 890 1209 1118">PHYSICAL</td> <td></td> </tr> <tr> <td data-bbox="1209 890 1247 1118">D 1a,b,c</td> <td></td> </tr> <tr> <td data-bbox="1247 890 1285 1118">2a</td> <td></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials		<b>Title</b>	KNOWLEDGE	Electronic calculator	A 3,7	1,14	NUMBERS	Office Machines Course, 4th ed.	B 2	13	APPLICATION	119	C 2,5,8		PHYSICAL		D 1a,b,c		2a		
Task-Related Competencies	Instructional Materials																							
	<b>Title</b>																							
KNOWLEDGE	Electronic calculator																							
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D 1a,b,c																								
2a																								

SUBCLUSTER: OFFICE MACHINE OPERATORS  
 Code. 0B0 - QM02 TASK: Operate an electronic calculator

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Electronic Automatized Computer Repetitive Input Output Key depress Add + Subtract - Multiply x Percent % Discount Non-listing *Check with Office & Business instructor to determine the procedures and codes used on machine.	Understanding of the basic need to add, subtract, multiply, divide. Student does not necessarily have to be able to compute without machine.  Student must be able to make an accurate copy or duplicate the correct number on a machine.
Suggestions: <ul style="list-style-type: none"> <li>• Student must accurately react to numbers and coded symbols (add and subtract, etc.).</li> </ul>	

Supportive Instructional Materials:  
 Operator's manual

Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods															
<p>Introduced</p> <p>Involved</p> <p>Productive</p> <p>Employable</p>	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the basic keyboard arrangement of a given rotary calculator.</li> <li>2. recognize the capabilities necessary to complete teacher-given job applications.</li> <li>3. describe the procedures for operation of the basic controls of a rotary calculator.</li> <li>4. perform the following basic operations on a rotary calculator:               <ol style="list-style-type: none"> <li>a. addition</li> <li>b. subtraction</li> <li>c. multiplication</li> <li>d. division</li> <li>e. locate decimal position for a given operation</li> <li>f. accumulative multiplication</li> <li>g. negative multiplication</li> <li>h. simple discount</li> <li>i. chain discount</li> <li>j. percentages.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Teacher organizes a field trip to local businesses which use a variety of the types of machines being studied.</li> <li>• Students perform the job task by operating a rotary calculator to obtain answers to teacher-prepared math problems and recording answers.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Teacher concentrates his effort with students having difficulty.</li> </ul>															
	<p><b>Task-Related Competencies</b></p> <p><b>KNOWLEDGE:</b> A 3,7</p> <p><b>NUMBERS</b> B 2</p> <p><b>APPLICATION</b> C 2,5,8</p> <p><b>PHYSICAL</b> D 1a,b,c 2a</p>	<p><b>Instructional Materials</b></p> <table border="1"> <thead> <tr> <th>Title</th> <th>Media</th> <th>Bib.</th> </tr> </thead> <tbody> <tr> <td>Rotary calculator</td> <td>1</td> <td></td> </tr> <tr> <td>"Accounting and Calculating Machines"</td> <td>8</td> <td>2</td> </tr> <tr> <td>"Modern Business Machines"</td> <td>8</td> <td>32</td> </tr> <tr> <td>"How to Use Business Machines"</td> <td>14</td> <td>117</td> </tr> </tbody> </table>	Title	Media	Bib.	Rotary calculator	1		"Accounting and Calculating Machines"	8	2	"Modern Business Machines"	8	32	"How to Use Business Machines"	14	117
Title	Media	Bib.															
Rotary calculator	1																
"Accounting and Calculating Machines"	8	2															
"Modern Business Machines"	8	32															
"How to Use Business Machines"	14	117															

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OMO3 TASK: Operate a rotary calculator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Key</p> <p>Depress</p> <p>Mechanical</p> <p>Add +</p> <p>Subtract -</p> <p>Multiply x</p> <p>Listing</p> <p>Non-listing</p> <p>*Check with Office and Business Instructor to determine the procedures and codes that the student needs to know for the machines being used.</p>	<p>Respond properly to the codes for the mathematical procedures.</p> <p>Copy and record accurately the numbers being used in the computations.</p>	<ul style="list-style-type: none"> <li>• Special attention must be given to the need for accuracy.</li> </ul>

Supportive Instructional Materials:



Student Name: \_\_\_\_\_

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods																																					
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify the different models of key punch machines.</li> <li>2. name and describe the operation of each of the operating features of a given key punch machine.</li> <li>3. identify the basic keyboard arrangement of key punch machine.</li> <li>4. describe the layout of the key punch card design.</li> <li>5. identify the specific codes of a program card and functions performed by each.</li> <li>6. perform the following procedures in operating a key punch machine:                             <ol style="list-style-type: none"> <li>a. load blank cards in stacker.</li> <li>b. insert program card.</li> <li>c. set machine switches for operation.</li> <li>d. set machine switches for automatic operations.</li> <li>e. keypunch data from source document to punched cards.</li> <li>f. clear punch and read station.</li> <li>g. remove cards from stacker.</li> <li>h. remove blank cards from hopper.</li> <li>i. remove card and turn machine off.</li> <li>j. clean up work area.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students perform the job task by operating a key punch machine by performing teacher-prepared jobs.</li> <li>• Students review instructional media (workbooks and films) on key punch operation.</li> </ul>																																					
Involved																																							
Productive		<table border="1"> <thead> <tr> <th data-bbox="869 901 952 1129">Task-Related Competencies</th> <th data-bbox="869 259 952 901">Instructional Materials Title</th> <th data-bbox="869 155 952 259">Media</th> <th data-bbox="869 72 952 155">Bib.</th> </tr> </thead> <tbody> <tr> <td data-bbox="952 901 1005 1129">KNOWLEDGE</td> <td data-bbox="952 259 1005 901">Key punch machine</td> <td data-bbox="952 155 1005 259">1</td> <td data-bbox="952 72 1005 155"></td> </tr> <tr> <td data-bbox="1005 901 1065 1129">A 3,7,9</td> <td data-bbox="1005 259 1065 901">ILP/DP (jobs for key punch)</td> <td data-bbox="1005 155 1065 259">14</td> <td data-bbox="1005 72 1065 155">24</td> </tr> <tr> <td data-bbox="1065 901 1126 1129">NUMBERS</td> <td data-bbox="1065 259 1126 901">"Introduction to IBM Punch-Card Data Processing"</td> <td data-bbox="1065 155 1126 259">14</td> <td data-bbox="1065 72 1126 155">25</td> </tr> <tr> <td data-bbox="1126 901 1186 1129">B 2</td> <td data-bbox="1126 259 1186 901">"Introductory Data Processing Teaching Guide"</td> <td data-bbox="1126 155 1186 259">14</td> <td data-bbox="1126 72 1186 155">26</td> </tr> <tr> <td data-bbox="1186 901 1247 1129">APPLICATION</td> <td data-bbox="1186 259 1247 901">PDL-IBM Card Punch Operator Training (captioned film for Deaf)</td> <td data-bbox="1186 155 1247 259">8</td> <td data-bbox="1186 72 1247 155">120</td> </tr> <tr> <td data-bbox="1247 901 1307 1129">C 2,5</td> <td data-bbox="1247 259 1307 901">Business Data Processing</td> <td data-bbox="1247 155 1307 259">14</td> <td data-bbox="1247 72 1307 155">121</td> </tr> <tr> <td data-bbox="1307 901 1459 1129">PHYSICAL</td> <td data-bbox="1307 259 1459 901"></td> <td data-bbox="1307 155 1459 259"></td> <td data-bbox="1307 72 1459 155"></td> </tr> <tr> <td data-bbox="1459 901 1504 1129">D 1a,b,c,d 2a 3c,g</td> <td data-bbox="1459 259 1504 901"></td> <td data-bbox="1459 155 1504 259"></td> <td data-bbox="1459 72 1504 155"></td> </tr> </tbody> </table>	Task-Related Competencies	Instructional Materials Title	Media	Bib.	KNOWLEDGE	Key punch machine	1		A 3,7,9	ILP/DP (jobs for key punch)	14	24	NUMBERS	"Introduction to IBM Punch-Card Data Processing"	14	25	B 2	"Introductory Data Processing Teaching Guide"	14	26	APPLICATION	PDL-IBM Card Punch Operator Training (captioned film for Deaf)	8	120	C 2,5	Business Data Processing	14	121	PHYSICAL				D 1a,b,c,d 2a 3c,g				
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**SUBCLUSTER: OFFICE MACHINE OPERATORS**

Code: OBO - OM04 TASK: Operate a key punch machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Release key      First finger</p> <p>Numbers          Home key</p> <p>Symbols          Control lever</p> <p>Numeric shift</p> <p>Card hopper</p> <p>Program drum</p> <p>Multiple punch key</p> <p>Lock up</p> <p>Back space key</p> <p>Release locking</p> <p>Cross off</p> <p>Full out</p> <p>Column</p> <p>Field</p> <p>Three middle fingers</p>	<p>Understand the meaning of 200 cards per hour at 3% accuracy.</p> <p>Stress accuracy in copying, recording, or otherwise duplicating numbers or procedures.</p> <p>Understand the meaning of 100% accurate!</p>	
<p><b>Supportive Instructional Materials:</b></p> <p>Captioned films (see front side of task sheet)</p>		

TASK: Operate a collator

Code: OBO - 0M05

Student Name:

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods					
		Task-Related Competencies	Instructional Materials Title	Media Bib.			
Introduced	<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1. identify different models of collating machines.</li> <li>2. name and describe the operation of each of the component features of a given collator.</li> <li>3. describe the operations performed by a collator:                             <ol style="list-style-type: none"> <li>a. sequence checking</li> <li>b. selecting</li> <li>c. merging</li> <li>d. matching.</li> </ol> </li> <li>4. describe the procedures for setting up and operating the given machine to perform specific operations.</li> <li>5. perform the following procedures in operating the collator:                             <ol style="list-style-type: none"> <li>a. arrange the cards for processing.</li> <li>b. turn on the main line switch.</li> <li>c. insert the proper control panel in the receptacle.</li> <li>d. run a complete job according to the requirements of a given operation.</li> <li>e. joggle the cards and place them in the appropriate hopper.</li> <li>f. operate the machine.</li> <li>g. in instances of an error stop the machines:</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Students review illustrated workbook information on operation of the collator.</li> <li>• Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>• Students perform the job tasks by operating a collator performing various teacher-prepared jobs.</li> <li>• Teacher encourages small peer group cooperation and inter-action.</li> </ul>	<p>Collator</p> <p>ILLP/DP gives jobs for collator</p>	<p>1</p> <p>14</p> <p>24</p>			
Involved					KNOWLEDGE		
Productive					A 3,4,6,7		
Employable					NUMBERS		
					B 2		
	APPLICATION						
	C						
	PHYSICAL						
	D 1a,b,c,d						
	2a						

SUBCLUSTER: OFFICE MACHINE OPERATORS

Code: OBO - OM05 TASK: Operate a collator

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Sequence checking</p> <p>Comparing</p> <p>Primary cards</p> <p>Secondary cards</p> <p>Selecting</p> <p>Matching</p> <p>Merging</p>	<p>Must be able to check the sequence of a set of cards accurately.</p> <p>Must be able to compare sequences among sets of cards.</p>	
Supportive Instructional Materials:		

TASK: Operate a collator

Code: OBO - OM05

Student Name: \_\_\_\_\_

Behavioral Task Knowledges/Task Skills	Instructional Methods							
<p>Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:</p> <ol style="list-style-type: none"> <li>1) remove cards from the hoppers and stackers.</li> <li>2) press the error reset key.</li> <li>3) press the run-out key.</li> <li>4) check the cards for the misfiled card.</li> <li>5) manually file the checked cards.</li> <li>6) restart machine.</li> </ol>								
<p>Task-Related Competencies</p> <p>KNOWLEDGE</p> <p>NUMBERS</p> <p>APPLICATION</p> <p>PHYSICAL</p>	<p>Instructional Materials</p> <table border="1" style="width: 100%;"> <thead> <tr> <th data-bbox="904 259 952 1123">Title</th> <th data-bbox="904 64 952 259">Media</th> <th data-bbox="904 1305 952 2001">Bib.</th> </tr> </thead> <tbody> <tr> <td style="height: 300px;"></td> <td></td> <td></td> </tr> </tbody> </table>		Title	Media	Bib.			
Title	Media	Bib.						

SUBCLUSTER: \_\_\_\_\_

TASK: \_\_\_\_\_

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

Student Name: \_\_\_\_\_

Student Progress Introduced Involved Productive Employable	<b>Behavioral Task Knowledges/Task Skills</b>  Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:  1. name and describe the operation of the operating features of a given sorter.  2. describe the operations performed by a sorter: a. numerical sorting b. alphabetic sorting c. block sorting d. card selection.  3. perform the following procedures in operating the sorter: a. arrange the cards for processing according to given directions. b. turn on main line switch. c. make a complete run for a column or columns for a specific operation. d. remove cards from stackers in sequence. e. joggle the cards and place cards in tray for further processing.	<b>Instructional Methods</b>  <ul style="list-style-type: none"> <li>Teacher concentrates his effort with students having difficulty.</li> <li>Students perform the job task by completing various teacher-prepared jobs on the card sorter.</li> <li>Para-professionals provide sustained involvement with students having difficulty with this task.</li> <li>Students review illustrated workbook information on operation of the card sorter.</li> </ul>									
	<b>Task-Related Competencies</b>  KNOWLEDGE A 1,3 NUMBERS B 1 APPLICATION C 5,8 PHYSICAL D 1a,b 2a	<b>Instructional Materials</b>  <table border="1"> <thead> <tr> <th data-bbox="264 72 914 259">Title</th> <th data-bbox="264 259 914 362">Media</th> <th data-bbox="264 362 914 466">Bib.</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 72 914 259">Card sorter</td> <td data-bbox="264 259 914 362">1</td> <td data-bbox="264 362 914 466"></td> </tr> <tr> <td data-bbox="264 72 914 259">ILP/DP gives jobs for the sorter</td> <td data-bbox="264 259 914 362">14</td> <td data-bbox="264 362 914 466">24</td> </tr> </tbody> </table>	Title	Media	Bib.	Card sorter	1		ILP/DP gives jobs for the sorter	14	24
Title	Media	Bib.									
Card sorter	1										
ILP/DP gives jobs for the sorter	14	24									

SUBCLUSTER: OFFICE MACHINE OPERATORS

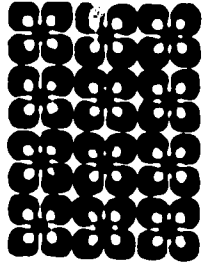
TASK: Operate a card sorter

Code: 0B0 - 0M06

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
<p>Main line switch</p> <p>Sort brush</p> <p>Alphabetic data</p> <p>Numeric data</p> <p>Pockets or stackers</p> <p>Commutator switch</p>	<p>Recognize and identify specific column(s) on data cards.</p> <p>Removal of cards in <u>sequence</u> from stackers or pockets.</p> <p>Setting of sorting or commutator switch (13 possible switch positions)</p> <p>Distinguish between alphabetic and numeric</p>	
Supportive Instructional Materials:		



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INSTRUCTIONAL MATERIALS BIBLIOGRAPHY  
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49. "Handling Incoming Mail, Practical Application Exercise", teacher-made project with teacher suggestions, performance objectives and directions for setting up the project (files, answer sheets, etc.). The project is set up so that students receive a realistic stack of incoming mail, which they must handle according to the procedures learned in the mail unit. Available through C. Dishaw, Career Opportunities Center, 2100 Weiss, Saginaw, Michigan 48602.
50. "Practical Application Exercise, Handling Outgoing Mail", teacher-made project with performance objectives and directions for grading. Student receives an "in-basket"-type assortment of jobs to be prepared for outgoing mail. This is a comprehensive project, and the student must be able to use the Zip Code Directory, City Directory, Postal Manual and postal scale, etc. Available through C. Dishaw, Career Opportunities Center, 2100 Weiss, Saginaw, Michigan 48602.
51. "You and Your Job", workbook, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227, 1967.
52. "Making the Most of Your Job Interview", New York Life Insurance Company area offices; pamphlet.
53. "How to Get and Hold the Right Job", pamphlet, Department of Labor, Michigan Employment Security Commission, Lansing, Michigan.
54. "What Employers Want", pamphlet, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
55. "Your First Job", pamphlet, Riverside Kiwanis Club, Saginaw, Michigan.
56. "Can I Get the Job", pamphlet, Public Relations Staff, General Motors, General Motors Building, Detroit, Michigan 48202.
57. "Preparing for the World of Work", sound filmstrip, Guidance Associates, Harcourt, Brace and Jovanovich, 757 Third Avenue, New York, N.Y. 10017.
58. "Opportunities in Clerical Work", film, available through most local instructional media centers.
59. "Busy Office, Busy People", (fair presentation), Education Enrichment Materials, 83 East Avenue, Norwalk, Connecticut, 06851.
60. "Tinker Toy Communication Game", copy available by writing to C. Dishaw, Career Opportunities Center, 2100 Weiss, Saginaw, Michigan 48602.

61. "Job Interview-Three Young Women", available through most local instructional media centers.
62. "Your Job Interview", Guidance Associates, Harcourt, Brace and Jovanovich, 757 Third Avenue, New York, New York 10017.
63. "Personal Grooming", Proctor and Gamble, P.O. Box 599, Cincinnati, Ohio 45201.
64. "How to Lose Your Best Customer Without Really Trying", movie, available through local Michigan Bell office.
65. "Applying for a Job", film, available through most local instructional media centers.
66. "Your Personality--The You Others Know", Guidance Associates, Harcourt, Brace and Jovanovich, 757 Third Avenue, New York, N.Y. 10017.
67. "Getting and Keeping Your First Job", Guidance Associates, Harcourt, Brace and Jovanovich, 757 Third Avenue, New York, N.Y. 10017.
68. "Teaching Typewriter Parts", a crossword puzzle by Mary L. Stout, Balance Sheet, May, 1973, page 351.
69. "Typing Methods and Shortcuts, Part 1", Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
70. "A Secretary's Day at Lenox, Inc.", Lenox, Inc.
71. "Basic Forms Typing and Basic Tabulation Typing", Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
72. "Scheaffer Teaching Aids", Educational Service Division, The W.A. Scheaffer Pen Co., Ft. Madison, Iowa.
73. "Display Typing Principles and Pattern and Manuscript", Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
74. "Dictionaries", a set of 40 transparencies, Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.
75. "Basic Letter Typing", Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
76. "ABC'S of Getting and Keeping a Job, Parts 1-8", Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.
77. "Care of Equipment", a set of transparencies, available through your local 3M office or Minnesota Mining and Manufacturing Co., 2501 Hudson Road, St. Paul, Minnesota 55119.

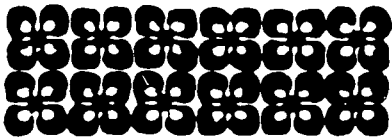
78. "Copying and Duplicating", a set of transparencies available through your local 3M office or Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119.
79. "Oral Communication", a set of transparencies available through your local 3M office or Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119.
80. "Business Office--Making Things Happen", Journal Films, 909 West Diversey Parkway, Chicago, Illinois 60614.
81. "Written Communication", a set of transparencies available through your local 3M office or Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119.
82. "Office Machines", a set of transparencies available through your local 3M office or Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119.
83. "Clerical Occupations and Responsibilities", a set of transparencies available through your local 3M office or Minnesota Mining and Manufacturing Company, 2501 Hudson Road, St. Paul, Minnesota 55119.
84. "Basic English, an Individualized Learning Project", ideas for setting up your own project to individualize basic English concepts, available through C. Dishaw, Career Opportunities Center, 2100 Weiss, Saginaw, Michigan 48602.
85. Punctuation: A Programmed Approach, an individualized approach to teaching punctuation, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
86. Reference Manual for Office Personnel, South-Western Publishing Co., 5101 Madison Avenue, Cincinnati, Ohio 45227.
87. Charm for Miss Teen, Whitcomb and Cochran, Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036, 1969.
88. Business Correspondence/30, Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
89. Duplicating Machine Processes--Stencil and Fluid, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
90. Spelling Drills and Exercises Programmed for the Typewriter, Gregg Division, McGraw-Hill Book Company, New York, N.Y. 10036.
91. "Voice with a Smile", available through Michigan Bell local office, pamphlet.
92. "The Voice of Your Business", filmstrip available through your local Michigan Bell office.

93. "Courtesy Counts", pamphlet, available through local Michigan Bell office.
94. "Machine Office Practice", practice set, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
95. "The 10-Key Adding Machine", Media Systems Corporation, sound, color slides.
96. "The Printing Calculator", Media Systems Corporation, sound color slides.
97. "Business Filing--A Series", (#1 - Charge and Transfer Methods; #2 - Alphabetic Correspondence; #3 - Data Processing and Microfilm; #4 - Types of Equipment; #5 - Alphabetizing Rules; #6 - Other Filing Systems), sound filmstrips, Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601.
98. "Improving Your Vocabulary", color film, Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601.
99. "Personality", Frame 1 of Effective Secretarial Practices, available through Sargent-Welch Scientific Co., 7300 N. Linder Avenue, Skokie, Illinois 60076, covers: personality, conduct, courtesy, industriousness, loyalty, etc., filmstrip.
100. "Performance", Frame 2 of Effective Secretarial Practices, available through Sargent-Welch Scientific Co., 7300 N. Linder Avenue, Skokie, Illinois 60076, Covers: neatness, accuracy, efficiency, thoroughness, responsibility, etc.
101. "Effective Communication", Lesson 3 of Effective Secretarial Practices, available through Sargent-Welch Scientific Co., 7300 N. Linder Avenue, Skokie, Illinois 60076, covers: the written word, the spoken word, etc.
102. "Dictionaries", filmstrip, covers simple definitions, what to find in it, special sections in it, Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y. 11435.
103. "What Makes a Typewriter Function", Part 1 of "Office Skills", transparencies, General Aniline and Film Corporation, Audio/Visual Order Department, 140 W. 51st Street, New York, N.Y. 10020.
104. "How to Make the Typewriter Work Better for You", Part 2 of "Office Skills", transparencies, General Aniline and Film Corporation, Audio/Visual Order Department, 140 W. 51st Street, New York, New York 10020.
105. "Writing a Letter", Part 3 of "Office Skills", transparencies, General Aniline and Film Corporation, Audio/Visual Order Department, 140 W. 51st Street, New York, New York 10020.



106. "Business Forms", Part 4 of "Office Skills", transparencies, General Aniline and Film Corporation, Audio/Visual Order Department, 140 W. 51st Street, New York, N.Y. 10020.
107. "Typing the Manuscript", Part 5 of "Office Skills" transparencies, General Aniline and Film Corporation, Audio/Visual Order Department, 140 W. 51st Street, New York, N.Y. 10020.
108. "Effective English for Business Communication", textbook, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
109. The Dictionary Game, available through J.C. Penney catalog.
110. Clerical and Civil Service Training, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
111. "Dictionary and Other Reference Books", filmstrip, Eye Gate House, 146-01 Archer Avenue, Jamaica, New York 11435.
112. "Mimeo and Fluid Techniques" available through A.B. Dick, Co.
113. New York Syllabus, University of New York, State Education Department, Albany, New York 12224.
114. "Word Call Drill Phrases" available through IBM.
115. "Fun Drills" available through IBM.
116. "Art of Transcription" available through IBM.
117. "How to Use Business Machines, 3rd Edition", Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
118. "EDL Controlled Reader Set 10-K" (set of filmstrips), Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
119. Office Machines Course, 4th ed., South-Western Publishing Co., 5101 Madison Avenue, Cincinnati, Ohio 45227.
120. "PDL IBM Card Punch Operator Training", Percepto-films, Perceptual Development Laboratories, 6767 Southwest Avenue, St. Louis, Mo.
121. Business Data Processing, Kahn (text and workbook) McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
122. Gregg Typing Book I and II, Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
123. Gregg Letter Style Charts, Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.

124. "Tabulation Typing" (workbook), South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.
125. Gregg Typing Book I and II, Gregg Division, McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036.
126. Large Print Dictionary and Braille Dictionary, Michigan School for the Blind, 715 Willow, Lansing, Michigan.
127. Clerical Payroll Procedures, South-Western Publishing Company, 5101 Madison Avenue, Cincinnati, Ohio 45227.



# APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

# INSTRUCTIONAL MATERIALS CODE

## MEDIA CODE/INDEX

### Probable Learning Sensations

<u>Code</u>	<u>Media</u>	Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

## BIBLIOGRAPHY REFERENCE

... complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the *Cluster Guide*.

## TASK-RELATED COMPETENCIES

*The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.*

### A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

### B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
  - a. read numbers and/or copy
  - b. count and/or record
3. Make change (money)
4. Measure
  - a. distance
  - b. weights - volume - balance
  - c. liquids - solids
  - d. time (measurement of)
  - e. degrees of circle
  - f. temperature, pressure and humidity
  - g. torque
  - h. electricity
  - i. vertical-horizontal
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

## TASK-RELATED COMPETENCIES, continued. . .

### C. COMPREHENSION AND PERFORMANCE

1. Forms
  - a. write
  - b. file, post and/or mail
2. Match
  - a. duplicate
  - b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

### D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
  - a. coordinate eyes and hands or fingers accurately
  - b. make precise movement
  - c. move fingers to manipulate objects
  - d. move hands skillfully - placing and turning motion
  - e. coordinate hand and foot
  - f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
  - a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
  - b. light work, 20#, requires a significant amount of standing or walking
  - c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
  - d. heavy work, frequent lifting and/or carrying up to 50#
  - e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
  - a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
  - b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
  - c. reaching - extending hands and arms in any directions
  - d. crawling - moving on knees or hands and feet
  - e. kneeling - bend legs at knees to rest on knee or knees
  - f. stooping - bend downward and forward by bending legs and spine
  - g. bending - downward and forward by bending at the waist