**Unit:** Internet  **Time:** 40 minutes

**Topics:** Introduction, history of internet, World Wide Web, Web page, Web browser, Internet service provider, Home page, hyperlinks, uniform resource locator (URL)

 **Week:** 1

**Day:** 1

**Objectives:**

Students should be able to:

* Define Internet
* Uses of internet
* Describe internet terms (worldwide web, web page, website, Home page, Web browser, URL, hyperlink and uniform resource locator (URL)

**Resources:**

* Book (pg no. 5, 6, And 7)
* Projector
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* Internet? What is internet?
* How do we use internet?
* What can we do with it? What are the advantages of using internet?

**Introduction/ Discussion/ Explanation: (10 minutes)**

Ask the students:

* Define internet and its uses to the students
* Explain the brief history of internet.
* Describe the following terms in detail:
* World Wide Web
* Web page
* Web browser
* Internet service provider
* Home page
* Hyperlinks
* Uniform resource Locator (URL)

**Note:** Use internet to show students mentioned headings so that they had a better understanding of these terms.

**Activity: (10 minutes)**

* Take students to the lab and show different web browsers to them and ask them to search some information using different search engines.

**Homework:**

* Do check your knowledge (pg. 7)
* Search for the web browsers and make a list of them

**Wrap Up:**  **(05 minutes)**

Lesson will be concluded by asking students about:

* What do you understand about World Wide Web?
* Define hyperlink?
* What does URL stands for?

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Know about Internet.
* Get familiar with the uses of internet
* Able to understand about worldwide web, web page, website, Home page, Web browser, URL, hyperlink and uniform resource locator (URL).

**Unit:** Internet **Time:** 40 minutes

**Topics:** connecting to the internet, Modem, **Week** 1

Internet access and application software,

Microsoft internet explorer

**Day:** 2

**Objectives:**

Students should be able to:

* Learn how to connect to the internet
* Open a website in a web browser

**Resources:**

* Book (pg no. 8, 9)
* Board
* Marker

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* World wide web
* To name two different web browsers.
* To define hyperlink and tell about the home page.

**Introduction/Explanation: (10 minutes)**

* Tell students about internet and how to access it using different communication devices.

**Activities: (20 minutes)**

* Divide the students in groups and ask volunteer students to read the topic.
* Explain the students how to connect to the internet by explaining them Modem, Internet service provider, internet access software required to connect to the internet
* Draw the web diagram on a board and explain it for the ease of the students to remember
* Ask the students to learn by heart the web diagram

**Homework:**

* Ask the students to try it to connect to the internet at personal pc
* Do question 1 to 6 of exercise D (pg. 16)

**Wrap Up: (05 minutes)**

Ask students about:

* What is a modem?
* Is it necessary to have internet access software installed in the PC to use internet.
* Draw the web diagram on board. (by asking random student)

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* know about the web diagram
* modem
* software’s used to access internet

**Unit:** Internet  **Time:** 40 minutes

**Topics:** Title Bar, Address Bar, Command Bar, **Week 2**

Status Bar, Scroll Bar

**Day1**

**Objectives:**

Students should be able to:

* Identify various components of internet explorer

**Resources:**

* Book (pg. no 10)
* Board
* Marker
* Computer/laptop

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* World wide web
* How can we open Microsoft internet explorer
* What does modem stands for?

**Introduction/ Discussion/Explanation: (10 minutes)**

* Tell students about the components of Internet Explorer windows.
* Show them the components of Internet Explorer window.

**Activities: (15 minutes)**

* Ask students to write down the names of components of Internet explorer on the board
* Arrange a computer or laptop for the students or take them to the lab
* Show them various components of internet explorer with description on computer for recognition.

**Homework:**

* Learn cool tip (pg. 11)
* Do “Check your knowledge” on book (pg. 11)
* Collect information about search engines for the next class.

**Wrap Up: (05 minutes)**

Ask students about the function of:

* Address bar
* Recent pages button
* Status bar
* Scroll bar

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Know about the components of the internet explorer window
* Functions of the components of internet explorer window

**Unit:** Internet **Time:** 40 minutes

**Topics:** Search engines **Week:** 2

**Day 2**

**Objectives:**

Students should be able to:

* Define search engine
* Explore information about search engines

**Resources:**

* Book (pg no. 11, 12)
* Board
* Marker
* Lab room/ computer

**Methodology:**

**Post Assessment (05 minutes)**

* Ask the students about their home task
* Write the ideas of the students on the board

**Introduction/Explanation/discussion: (15 minutes)**

* Define search engines to the students and tell them some names of popular search engines mentioned in the text

**Activity: (20 minutes)**

* Take the students to the lab and show them some search engines on a computer in groups

**Homework:**

* Learn must know (pg. 12)
* Prepare the topic for oral test
* Search on web and make a list of some popular search engines other than mentioned in the book

**Wrap Up: (05 minutes)**

Ask the students to tell:

* The names of search engine
* Which is the most common search engine that we use? (Google chrome and Firefox).
* When did Microsoft launch MSN search engine?

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to know about:

* Search engines
* Names of famous search engines

**Unit:** Internet **Time:** 40 minutes

**Topics:** Internet services, advantages and **Week 3**

Disadvantages of internet

**Day 1**

**Objectives:**

Students should be able to:

* Discuss the internet services
* Describe the advantages and disadvantages of internet

**Resources:**

* Book (pg no. 13, 14)
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* What is web browser?
* Write the terms on internet services on board and ask the students if anyone knows about them.

**Introduction/Explanation/Discussion: (15 minutes)**

Then explain these terms and their functions to the students:

* Divide the board in two halves and give headings of advantages and disadvantages to them
* Ask the students to close their books
* Divide the class in two and then ask one group to come and write 5 advantages and other group to write disadvantages of internet.

**Activity: (15 minutes)**

Take students to lab and search some other advantages and disadvantages of internet and discuss them in groups.

**Wrap Up:** **(05 minutes)**

At the end of the lesson ask students about:

* Web browser
* ISP
* Advantages of internet
* Disadvantages if internet.

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Internet services
* What is e-commerce?
* Advantages of internet.
* Disadvantages of internet

**Unit:** Internet **Time:** 40 minutes

**Topic:** Exercise **Week:** 3

**Day:** 2

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

Resources:

* Book (pg no. 14-16)

**Methodology:**

**Post Assessment**: **(05 minutes)**

Previous knowledge will be checked by asking

* What do you know about internet?
* What is web browser?
* What is www and what is a web page?
* Define ISP & URL.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW on pg no 14 and explain them.

**Activity:**  **(10 minutes)**

* Ask students to read the key terms and remember them.

**Classwork: (10 minutes)**

* Ask students to solve exercise Q A-C in group form.

**Wrap Up: (05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of Internet by solving exercises.

**Unit:** Internet **Time:** 40 minutes

**Topic:** Exercise **Week:** 4

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

Resources:

* Book (pg no. 16, 17)

**Methodology:**

**Post Assessment**: **(05 minutes)**

Previous knowledge will be checked by asking

* Why we use Alt key + D?
* What is the purpose of Ctrl+T?
* What is the abbreviation of ARPANET?
* Define ISP & URL.

**Discussion: (10 minutes)**

* Discuss with students the previous lecture and discuss their ambiguities if any.

**Activity:**  **(10 minutes)**

* Solve IN THE LAB (pg no.17) by taking students to computer lab and do it in group form.
* Do group activity (pg no. 16)

**Classwork: (10 minutes)**

* Ask students to solve exercise Q D-G in group form.

**Wrap Up: (05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of Internet by solving exercises.

**Unit:** Electronic mail Time: 40 minutes

**Topics:** Introduction, history of E-mail, features of E-mail **Week:** 4

**Day 2**

**Objectives:**

Students should be able to:

* Define electronic mail
* Describe the features of email
* Enlist and describe different parts of email

**Resources:**

* Book (pg no. 18, 19)
* Picture of Ray Tomlinson

**Methodology:**

**Introduction/Explanation: (25 minutes)**

* Introduce email to the student by defining it
* Explain the background/history of email to the students and show them a picture of Ray Tomlinson.
* List the features of email on the board and ask the students to read them loud.
* Describe the major parts and sections of email to the students

**Classwork: (15 minutes)**

* Ask the students to Do “check your knowledge” on the book (pg. 19)

**Homework::**

* Ask the students to do following questions of the EX. D (pg. 28) on rough copies

1, 2, 4,5,6,7

**Wrap Up: (05 minutes)**

Ask students to tell:

* What does email stands for?
* Who invented email?
* What are the features of email?
* Name the parts of e-mail.

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Learn about email.
* History of email
* Features of email
* And the parts of email.

**Unit:** Electronic mail **Time:** 40 minutes

**Topics:** How to create an E-mail account, CAPTCHA **Week:** 5

**Day 1**

**Objectives:**

Students should be able to:

* Create an e-mail account
* Define the term CAPTCHA

**Resources:**

* Book (pg no. 19, 20, 21)
* Computer

**Methodology:**

**Introduction/Explanation: (15 minutes)**

* Arrange a laptop/projector for the students or take them to the lab.
* Step by step demonstrate how to create an email account on a computer/laptop
* Also explain the CAPTCHA test and its purpose to the students while signing up

**Activities: (10 minutes)**

* Divide the students In two to three groups and ask them to read the steps and perform the steps on a computer as demonstrated by the teacher and create an email account for their group

**Classwork: (10 minutes)**

* Do question no 11,12 of EX. D (pg28)

**Homework::**

Ask each student to create an email account on G mail.

**Wrap Up: (05 minutes)**

Ask random students:

* To come and explain by creating an account, how to create an e-mail account.
* What is the role of CAPTCHAS?

**Success criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Tell how to create an email account?
* Know about the steps of how email account is creating.
* Importance of CAPTCHA in creating an email account.

**Unit:** Electronic mail  **Time:** 40 minutes

**Topics:** How to read an E-Mail, How to compose **Week:** 5

and send an E-mail

**Day 2**

**Objectives:**

Students should be able to:

* Open their email account and read a mail
* Compose and send a mail

**Resources:**

* Book (pg no. 22, 23, 24)
* Computer/ lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* What is a CAPTCHA?
* How can we create an email account?
* Tell the steps in creating an e-mail account?

**Introduction/Explanation: (10 minutes)**

* Reinforce the steps to create an email account
* Take students to the lab
* Now let the students know the steps to read an email by opening email on a computer and showing it to the students
* Demonstrate the steps given in the book to compose and send an email and ask the students to follow the teacher
* Ask the students to make a short key to compose and send email for themselves that will be easy for them to remember



* Student’s key can differ from the above key

**Activity:** **(10 minutes)**

Ask students to create an email account and open the very first email they receive as a confirmation email.

**Classwork**:  **(10 minutes)**

* Do exercise B in class

**Homework:**:

* Learn the short key
* Tell your e-mail address to the students
* Ask the students to open their accounts, create a new email with following content:

|  |
| --- |
| Name ClassRoll noAnd send it to their teacher’s address |

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by asking students:

* How to read an e-mail?
* How can we download a document from email?
* How can we compose an email?

**Success criteria**:

By the end of the day, the teacher should make sure that the students are fully aware of:

* How to read an email?
* How to compose an email?

**Unit:** Electronic mail **Time:** 40 minutes

**Topics:** how to attach files with E-mail **Week 6**

 **Day 1**

**Objectives:**

Students should be able to:

* Attach files with their email

**Resources:**

* Book (pg no. 24, 25)
* Board
* Marker
* Computer/laptop/projector

**Methodology:**

**Post Assessment: (05 minutes)**

* Ask volunteer students to come to the board and reinforce the steps to open an account and compose a mail

**Introduction/Explanation:** (10 minutes)

* Clearly define the steps to attach the files with email to the students
* Demonstrate these steps on a computer/ projector/ laptop if possible
* Tell the students that they can attach more than one file with their email
* Ask the students to do check your knowledge in their books
* Also ask them to learn the steps or make a key to remember it.

**Activity**: (10 minutes)

* Take students to lab and ask them to compose an email and attach a file and a picture in this email.

**Classwork**: **(10 minutes)**

* Divide the students in groups and ask them to Do E

**Homework:**:

* Do Ex A (pg. 27)
* Try out the steps at personal pc’s
* Do question 10 of EX D (pg. 28).

**Wrap Up**:

Conclude the lesson by asking students about:

* The steps to Compose an email
* And how to attach a file in email.

**Success criteria**:

The teacher should be ensure that the students are able to know :

* How to compose an email?
* How to attach a file in email.

**Unit:** Electronic mail **Time:** 40 minutes

**Topics:** how to reply a message, sign out/logout **Week:** 6

**Day 2**

**Objectives:**

Students should be able to:

* Learn the steps to reply an email
* Sign out email account
* Explore and learn the advantages of email account

**Resources:**

* Book (pg no. 26, 27)
* Computer lab

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* What is email?
* What are the parts of an email?
* How can you create an email account
* How can you compose an email
* How can you attach a file in an email

By asking random students to tell the steps of above mentioned questions

**Introduction/ Explanation: (15 minutes)**

* Show and tell the steps to reply to a message to the students from the fig 2.12 (A and B)
* And then let the students know how to sign out their account by explaining them the purpose of signing out
* First ask form the students what do they think are the advantages of having an email account and then later on explain the advantages to the students

**Classwork:** **(15 minutes)**

* Do Ex F (pg. 29)

**Homework:**

* Do Ex G (pg. 29)
* Learn the advantages of email account

**Wrap Up**: **(05 minutes)**

Ask random students to tell:

* The advantages of an email
* Why do we sign out/ log out from account?
* How can you reply to a message?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are able to:

* Tell about the advantages of an email
* Tell the purpose of signing out
* Replying to a message.

**Unit:** Electronic mail **Time:** 40 minutes

**Topic:** Exercise **Week:**  7

**Day** 1

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 27,28,29)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking

* What do you know about email?
* What are the features of an email?
* Tell about the body of an email?
* How can we create an email account?
* What is the role of captchas?
* How can we read an email?
* And how we compose and send an email?
* How can we attach a file in an email & how can we reply to a message?
* What are the advantages of an email?

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW & the key terms on pg no 27 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork: (10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of email by solving exercises

**Unit:** MS Word 2010 **Time:** 40 minutes

**Topics:** Introduction, How to insert word art in MS Word, **Week:** 7

How to edit Word art text

**Day 2**

**Objectives:**

Students should be able to:

* Describe MS word
* Insert Word art text in MS word
* Edit Word art text

**Resources:**

* Book (pg no. 30, 31, 32)
* Board
* Marker
* Projector

**Methodology:**

**Post Assessment: (05 minutes)**

* What do you know about MS Office?
* How many versions of MS office are in market till to date?
* What are the contents of MS Office?
* Why do we use MS Word?

**Introduction/Explanation:** **(10 minutes)**

* Ask the students what do they knew about MS Word
* Write their ideas on the board. Add on the information from the text book
* Reinforce the steps to open the MS word

**Activity**: **(10 minutes)**

* Show and tell the students how to insert and edit word art text step by step on a projector

**Classwork**: **(10 minutes)**

* Do question no 1 and 3 of EX D in the class (pg. 41)

**Homework:**:

* Provide worksheet of fig 3.2 ( pg. 31) for labeling
* Ask the students to perform the steps of editing the Word art
* Ask them to read next 3 headings and underline the words and points they have not understood

**Wrap Up**: **(05 minutes)**

Conclude the lesson by asking about:

* The components of MS WORD page
* Call a random student and ask him to insert a word art in MS WORD document.
* Ask another student to change the size, font size of word art.
* And ask a student to edit the word art in word text.

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are able to know:

* How to insert a word art in MS WORD.
* How to edit word art in MS Word.

**Unit:** MS Word 2010 **Time:** 40 minutes**: Topic:** How to change Word art, How to apply 3-D effects, **Week** 8

Changing shadow color

**Day 1**

**Objectives:**

Students should be able to:

* Change the style of Word art
* List the steps to Apply shadow and 3-D effects to the typed text

**Resources:**

* Book (pg no. 32, 33, 34)
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask from the students about their learning from the reading, ask them:

* To tell the steps of inserting WORD ART.
* To tell how to edit WORDART text.

**Introduction/Explanation:**  **(10 minutes)**

* Clear the highlighted points of the students with explanation
* Ask the volunteer students to revise the steps and explain them to the students
* You can also demonstrate the steps on a projector/ computer (if available)

**Activity**: **(10 minutes)**

* Divide the students in three groups for a competition, the competition holds the following headings; How to change WordArt style, How to apply 3d effects on text, how to apply shadow effect on text. The group with the most eye catching effects wins.

**Classwork**: **(10 minutes)**

Solve Check your knowledge on pg no.34.

**Homework:**:

* Do Check your Knowledge (pg. 34)
* Try out shadow effects and 3-d effects

**Wrap Up**:  **(05 minutes)**

Ask students to tell:

* How to change the shadow color in WORD
* How can we apply 3-D effects in WORD
* How can we change the style in WORD ART?

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are able to:

* Change word art style
* Apply 3-D effects in word
* How to change shadow colors.

**Unit:** MS Word 2010 **Time:** 40 minutes

**Topic:** How to set page margin, how to set page orientation **Week:** 8

**Day 2**

**Objectives:**

Students should be able to:

* Define page margin and orientation
* Set page margin and page orientation

**Resources:**

* Book ( pg no. 34, 35)
* Board
* Marker
* Projector
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask the students about:

* how can we change the word art style
* how can we apply the shadow color

**Introduction/Explanation:**  **(15 minutes)**

* Introduce students to the page margin and orientation by defining these terms
* Explain the steps to set page margin and page orientation in MS Word on a projector
* Then ask the students to learn these steps and try to perform these on a computer with the help of teacher
* Ask the students to make shorts keys for the following topic:
* How to set page margin
* How to set page orientation

**Activity**:  **(15 minutes)**

Divide the students in 4-5 groups and ask them to compose a document on WORD.

The document should be in

* Landscape
* And set the margin accordingly

**Homework::**

* Ask the students to learn useful shortcuts (pg. 40)
* Do EX.B (pg. 41)

**Wrap Up**: **(05 minutes)**

Ask students at the end of the lesson about:

* Page margin
* Page orientation

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are able to tell about:

* Setting the page margins
* Changing the orientation of the page

**Unit:** MS Word 2010 **Time:** 40 minutes

**Topics:** how to set paragraph spacing, how to set **Week:** 9

line spacing, how to insert symbols

**Day 1**

**Objectives:**

Students should be able to:

* Define paragraph spacing and line spacing
* Set paragraph spacing and line spacing in Word document
* Inset symbols

**Resources:**

* Book (pg no. 36, 37)
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask the students about:

* How can we set the margin of the page in MS WORD
* Ask a random student to show by changing the page layout of the document.

**Introduction/Discussion:**  **(15 minutes)**

* Define paragraph spacing and line spacing to the students
* Write a two paragraphs randomly in front of the students and then follow the steps to show paragraph spacing to the students:
1. Click anywhere in the paragraph to set spacing before and after it
2. Click “page layout” tab
3. Click the arrow in spacing “ Before” or spacing “After” from paragraph group to set the page

**NOTE:** Demonstrate clearly the steps to set line spacing within the text of the document and also inserting different symbols in word document to the students

**Class work:** **(15 minutes)**

* Give two paragraphs to the students and ask them to apply following functions on it:
* Paragraph spacing
* Line spacing
* Insert symbols
* Save the document and email it on your teacher’s email address
* Learn and try “Must know” (pg. 38)

**Wrap Up**: **(05 minutes)**

Conclude by asking:

* How to set paragraph spacing?
* How to set line spacing?
* How to insert symbols in WORD

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are able to:

* Set the paragraph spacing
* Set the line spacing to 2.5.

**Unit:** MS Word 2010 **Time:** 40 minutes

**Topics:** How to Apply Shadow Effects to the Shape, How To Apply 3-D Effects to Shapes, How To Change Position of an Object or Image **Week:** 9

**Day 2**

**Objectives:**

Students should be able to:

* Give shadow effects and 3-D effects to the shapes
* Change the position of an object or image

**Resources:**

* Book (pg no. 38, 39)
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment**: **(05 minutes)**

Ask volunteer students to reinforce the following topics to the students as they already studied in previous classes:

* How to apply 3-D effects (pg. 33)
* Changing shadow color

**Introduction/Explanation:** **(15 minutes)**

* Relating to the previous topics defined by the students, show and tell the students how to apply shadow and 3-D effects to the shapes on a projector or in computer lab
* Tell the students that to make your document more attractive they can place an object or image at different positions anywhere within the text. Show them with the help of the steps mentioned on (pg. 39)

**Activity**: **(15 minutes)**

* Divide the students in the groups and ask them to perform the group activity of EX E (pg. 42)

**Homework:**

* Revise the topics

**Wrap Up**: **(05 minutes)**

Conclude the lesson by asking the students about:

* How can we apply shadow effects to the shapes
* Ask a random student to show 3-D effect to shapes.
* Ask how to change the position of an object or an image.

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are able to:

* Apply shadow effects to the shape
* Apply 3-D effects to shapes
* Change the position of an object or image.

**Unit:** MS Word 2010 **Time:** 40 minutes

**Topic:** Exercise **Week:** 10

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

Resources:

* Book (pg no. 40, 41 & 42)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking

* What is MS WORD?
* What is Quick access toolbar?
* How can we insert WORD ART in MS WORD?
* How can we edit word art in MS WORD?
* How can we change the word art style?
* How can we apply the 3-D effects?
* How can we set the page margin and can change the page orientation?
* What is the purpose of line spacing and paragraph spacing?
* How can you insert the shapes in MS Word?
* How can you apply the shadow effects to the shape
* How can you apply 3-D effects to shapes?
* How can you change the position of an object or of an image?

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms & useful shortcuts on pg no 40 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of MS WORD 2010 by solving exercises.

**Unit:** More features of MS Word 2010 **Time:** 40 minutes

**Topics:** Finding and replacing text **Week:** 10

**Day 2**

**Objectives:**

Students should be able to:

* Define the function of find and replace command
* Find and replace text in a document

**Resources:**

* Book (pg no. 43, 44, 45, 46)
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* MS WORD
* Some features of MS WORD

**Introduction/ explanation:**   **(10 minutes)**

* Introduce students to Find and replace command by explaining their functions to the students

**Activity**: **(10 minutes)**

* Take students to the lab.
* Explain step by step how to use find and replace command with the help of the example given in the book
* Also show how to use advanced find on a computer to the students

**Classwork**: **(10 minutes)**

* Give worksheet of (fig. 4.2 and 4.5) for labeling as an assessment of the students after completing the topic in the class and then paste it in their note books
* DO question 2, 11 of EX. D (pg. 54)

**Homework:**:

* Prepare the steps of finding and replacing text for the test
* Learn the definition of homonyms
* Do check your knowledge (pg. 46)

**Wrap Up**:

Conclude the lesson by asking about:

* How to use find and replace option on WORD?
* Ask a student to tell about the advance find option.

**Success criteria**:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Using find & replace command
* How to use advance file.

**Unit:** More features of MS Word 2010 **Time:** 40 minutes

**Topics:** GO To command, spelling and grammar **Week:** 11

**Day 1**

**Objectives:**

Students should be able to:

* Use go to command
* Check spelling and grammar in a document

**Resources:**

* Book (46, 47 and 48)
* Board
* Marker

**Methodology:**

**Post Assessment**: **(05 minutes)**

Revise the previous topic by asking:

1. What is purpose of find command?
2. Explain four search options of Advanced find
3. What are homonyms?

**Introduction/Explanation:** **(15 minutes)**

* Explain the function of GO TO command to the students
* Write down the steps of GO to command on a board and explain them to the students
* Firstly explain the function of “Spelling and Grammar” command and then demonstrate the steps of checking spelling and grammar of text within the document

**Classwork**: **(10 minutes)**

* Do question 3, 6 of Ex D in the class on notebooks (pg. 54)

**Homework:**:

* Learn useful shortcuts (pg. 53)
* Write a paragraph on “My diary” and apply GO to command and check spelling and grammar
* Learn cool tip (pg. 49)

**Wrap Up**: **(05 minutes)**

Ask students about:

* What is GO to command?
* Why we use spelling & grammar check?
* How can we use spelling & grammar check option?

**Success criteria**:

At the end of the lesson, the teacher should ensure that the students are fully aware of:

* Spelling & grammar check
* GO to command
* Find & replace option.

**Unit:** More features of MS Word 2010 **Time:** 40 minutes

**Topics:** Thesaurus, Drop cap **Week:** 11

**Day 2**

**Objectives:**

Students should be able to:

* Define the Thesaurus
* Use the Thesaurus
* Apply drop down cap in a document

**Resources:**

* Book (pg no. 49, 50)
* Illustrations/pictures

**Methodology:**

**Post Assessment: (05 minutes)**

* How can we use find & replace option?
* What is GO to command?
* Why we use spelling & grammar check?

Introduction/ explanation: **(20 minutes)**

* Define thesaurus to the students
* Explain following steps to the students:
1. Select the word for which you want a synonym or antonym
2. Click the Review tab on the ribbon
3. Click “Thesaurus” from proofing group
4. The thesaurus task pane will appear on the right side of the screen. You can view word options and select the word for replacement
5. Left click on the word, options will appear. Click insert option from the list, the selected word will get passed in place of the old word.

You can use illustrations for explaining these steps

* Describe the function of drop cap to the students
* Explain the steps to use drop cap with the help of the fig 4.14 (pg. 50)
* Ask the students to learn key terms (pg. 53)

**Classwork**: **(10 minutes)**

* Do EX B in the class
* Do question 1, 4, 10 of Ex D

**Homework:**:

Research work:

* Ask the students to collect some information about Thesaurus from the net and write some Antonyms, synonyms and homonyms in your notebook.
* Read the next two headings

**Wrap Up**: **(05 minutes)**

Conclude the lesson by asking about:

* What is thesaurus?
* Why we use drop cap?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are able to learn about:

* Thesaurus
* Drop cap

**Unit:** More features of MS Word 2010 **Time:** 40 minutes

**Topics:** Inserting hyperlinks, How to apply column formatting in a document

 **Week:** 12

**Day 1**

**Objectives:**

Students should be able to:

* Insert hyperlink in a document
* Apply the column formatting

**Resources:**

* Book ( pg no. 50, 51 and 52)
* Computer
* Projector
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

* What is thesaurus
* What is the purpose of drop cap?
* List the steps of inserting the drop cap in WORD
* Do you know anything about the hyperlink?

**Introduction/ explanation:** **(05 minutes)**

* Ask volunteer students to define hyperlink and column formatting to the students
* Now explain it by yourself
* Demonstrate the steps to insert hyperlink and apply column formatting on a projector

**Classwork**: **(15 minutes)**

* Do question 5, 7, 8, 9 of Ex D

**Activity**: **(10 minutes)**

* Take the students to the lab
* Divide the class in two groups and ask each group to do the following activities:
1. Make a document on ‘My favorite sport’ and create hyperlink to insert a picture in it.
2. Type a document on “My likes” and “My dislikes” and apply column formatting to it.

**Homework:**

* Do EX A and C on book (pg.53, 54)
* Revise the topics

**Wrap Up**:  **(05 minutes)**

Conclude the lesson by asking about:

* How do we insert hyperlink in WORD?
* List the steps of adding hyper link in WORD.
* How can we apply column formatting in document?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of:

* Column formatting
* Inserting hyperlink
* Adding drop cap

**Unit:** More features of MS Word 2010 **Time:** 40 minutes

**Topic:** Exercise **Week:** 12

**Day 2**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 53,54,55)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* Why we use find and replace option in WORD?
* What is GO TO command?
* How can we check the spelling and grammar in WORD?
* What is the use of Thesaurus?
* How can we apply drop cap in a document?
* How can we insert hyperlink in a document?
* How can we do the column formatting?

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms & useful shortcuts on pg no 53 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of more features of MS WORD 2010 by solving exercises.

**Unit:** Internet, E-Mail, MS WORD 2010, **Time:** 40 minutes

More features of MS WORD 2010 **Week:** 13

**Topic:** Test paper 1

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the test paper.

**Resources:**

* Book (pg no. 56)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* Define email?
* What is internet?
* Why do we use MS WORD 2010?
* Define some commonly used features of MS WORD 2010.
* Why we use find and replace option in WORD?
* What is GO TO command?
* How can we check the spelling and grammar in WORD?
* What is the use of Thesaurus?
* How can we apply drop cap in a document?
* How can we insert hyperlink in a document?
* How can we do the column formatting?

Ask above mention questions from random students to check their understanding towards the chapter.

**Discussion: (05minutes)**

* Ask the students if they have any ambiguity in the units and discuss with them their issues.

**Classwork**: **(25 minutes)**

* Ask students to solve Test paper 1 (pg no. 56) individually.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of chapters by solving a test paper.

**Unit:** MS Power point 2010 **Time:** 40 minutes

**Topics:** Introduction, start MS PowerPoint **Week:** 13

**Day:** 2

**Objectives:**

Students should be able to:

* Define MS Power point
* List the advantages of power point
* Create a blank presentation using three styles

**Resources:**

* Book (pg no. 57, 58, 59 & 60)
* Board
* Marker

**Methodology:**

**Post Assessment: (05 minutes)**

* What do you know about MS power point?
* What do we use MS Power point?

**Introduction/Explanation:** **(15 minutes)**

* Introduce students to the MS power point
* List the advantages of MS Power point on a board and ask the students to read them one by one
* Draw this diagram on the board



* Explain the steps to create new presentation in three ways with the help of the following key diagram

**Classwork**: **(15 minutes)**

* Do question no 1, 2, 3, 4, 5, 6, 7 of EX D on copies (71)

**Homework:**:

* Learn the questions done in the class and check your knowledge (pg. 60) for short oral test

**Wrap Up**: **(05 minutes)**

Conclude the lesson by asking about:

* How can we create a blank presentation?
* How can we install a template in our presentation?
* How can we install themes in presentation?

**Success criteria**:

At the end of the lesson the teacher should be fully aware of :

* MS Power point
* Creating a blank presentation
* Creating a presentation by using templates
* Creating a presentation using themes.

**Unit:** MS Power point 2010  **Time:** 40 minutes

**Topics:** How to insert shape effects in presentation, **Week:** 14

 How to insert shape styles

 **Day:** 1

**Objectives:**

Students should be able to:

* Insert shape effects
* Insert different shape styles

**Resources:**

* Book (pg no. 60, 61, 62)
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* MS Power point
* Creating a blank presentation
* Creating a presentation by using templates
* Creating a presentation using themes.

**Activity**: **(30 minutes)**

* Take students to the lab.
* Ask the students to create a new presentation and then draw a shape in it
* Now demonstrate how to insert shape effects and shape styles step by step
* Ask the students to follow the teacher and perform the steps in their presentations

**Homework:**:

* Try out the shape effects and shape styles
* Reading of next topic

**Wrap Up**: **(05 minutes)**

Ask some random students to create a presentation and inserting different shapes and align the image or text in the presentation.

**Success criteria**:

At the end of the lesson the teacher should be fully aware of the students understanding of:

* How to insert different shapes effects and different shapes in a document?
* And how to align the text or image in power point presentation.

**Unit:** MS Power point 2010 **Time:** 40 minutes

**Topics:** How to align the text or images, **Week:** 14

How to rotate an image, how to insert a clip art in slide

**Day:** 2

**Objectives:**

Students should be able to:

* Align the text or images
* Rotate an image
* Insert a clip art in slide

**Resources:**

* Book (pg no. 62, 63 & 64)
* Projector

**Methodology:**

**Post Assessment**: **(05 minutes)**

* Check the previous Knowledge by asking:
1. What is MS power point? What is it used for?
2. What is presentation?
3. What is template?

**Introduction/Explanation:** **(20 minutes)**

* Define alignment and place holder to the students
* Ask the students to do silent reading of the steps of the topics
* Show and tell the steps to align the text or image or to rotate image in the presentation on a projector

**Classwork**: **(10 minutes)**

* Do question no 9 of EX D (pg. 71)
* Learn must know (pg. 63, 64)

**Homework:**

* Learn Useful shortcuts (pg. 70)
* Reading of the next topic

**Wrap Up**: **(05 minutes)**

Ask students about:

* Alignment and text place holder
* How to insert a text place holder in a document
* What are template?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are able to learn about:

* Align the text or images
* Rotate an image
* Insert a clip art in slide

**Unit:** MS Power point 2010 **Time:** 40 minutes

**Topics:** how to edit clip art image **Week:** 15

**Day** 1

**Objectives:**

Students should be able to:

* Edit and apply effects to clip art

**Resources:**

* Book (pg no. 64, 65, 66 & 67)
* Prize (book)
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to check their prior knowledge of the lesson:

* How to align the text or images
* How to rotate an image

**Introduction/Explanation:** **(15 minutes)**

* Describe the topic to the students
* Take students in the lab
* Divide the students in the groups and ask them to read how to edit clip art image
* Provide one computer to each group
* Ask each group to perform the steps with collaboration with their group members and the group that put their best will win and get the prize

**Class work:** **(15 minutes)**

* Ex A on book (pg. 70)
* Do question no 10, 11 of Ex D (pg. 71)

**Wrap Up**: **(05 minutes)**

Ask students about:

* How to edit clip art
* How can we apply effects to clip arts

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are completely aware of:

* Adding clip art
* Editing it
* Applying different effects in it.

**Unit:** MS Power point 2010 **Time:** 40 minutes

**Topics:** How to insert a table in a slide, **Week:** 15

How to add bullets and numbers in slide

**Day 2**

**Objectives:**

Students should be able to:

* Insert tables in their presentation
* Insert bullets and numbers

**Resources:**

* Book (pg no. 68, 69)
* Lab room
* Prize

**Methodology:**

**Post Assessment: (05 minutes)**

* How can we edit clip art image in power point presentation?
* How can we insert a clip art in a slide?
* How can we rotate a clip art image?

**Explanation:** **(10 minutes)**

* Let the students know how to insert tables and bullets in their presentation by explaining them steps
* Do check student’s knowledge (pg. 69)

**Activity**: **(10 minutes)**

* Take students to the lab room
* Divide the students into 4 groups and ask each group to make photo album on different topics. Give a prize to best photo album maker group

**Classwork**: **(10 minutes)**

* Do EX G (pg. 72)

**Homework:**

* Make a presentation on “My favorite sport”
* Insert the picture of your favorite player
* Write few lines on him/her
* Add effect which you have learnt in this chapter

**Wrap Up**: **(05 minutes)**

Ask a random student to create a presentation and use various features of MS Power Point.

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are fully aware of:

* Insert tables in their presentation
* Insert bullets and numbers

**Unit:** MS Power point 2010 **Time:** 40 minutes

**Topic:** Exercise **Week:** 16

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 70,71 & 72)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* What is power point?
* What are the advantages of MS power point?
* How can we create presentation?
* How can we insert different shapes, clip art & different style in power point?
* How can we resize and rotate images in power point?
* How can we apply effect to clip art in power point?
* How can we draw tables in power point?
* How can we add bullets and numbers in power point presentation?

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms & useful shortcuts on pg no 69,70 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of MS Power Point 2010 by solving exercises.

**Unit:** More features of MS Power point **Time:** 40 minutes**:**

**Topics:** Slide layout, views in power point, **Week:** 16

**Day 2**

**Objectives:**

Students should be able to:

* Describe slide layout
* Discuss three main views in MS Power point

**Resources:**

* Book (pg no. 73, 74, 75, 76)
* Computer/projector

**Methodology:**

**Post Assessment**: **(05 minutes)**

Check previous knowledge by asking:

* What is placeholder?
* Define the term “slide layout” to the students
* Ask volunteer students to read the steps to change slide layouts and then describe them to the students

**Introduction/Explanation:** **(20 minutes)**

* Show and tell the students different views in MS PowerPoint on a projector/computer if available
* Explain the importance of each view separately
* You can also show a video to the students of “views in PowerPoint” for their better discerning of the topic
* Discuss the “Note” on (pg. 77) with the students.
* Do question 1, 2, 8 of Ex D (pg. 96)

**Classwork**: **(10 minutes)**

* Do EX F on book (pg. 97)

**Homework:**:

* Prepare the topic “views in PowerPoint” for oral test in the class.

**Wrap Up**: **(05 minutes)**

Ask students about:

* Slide layout
* Views in power point
* Normal view
* Slide sorter view
* Slide show view

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of:

* Describe slide layout
* Discuss three main views in MS Power point

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** How to rearrange slides, how to copy slides, **Week** 17

How to create your own design template

**Day 1**

**Objectives:**

Students should be able to:

* Rearrange slides
* Copy slides
* Create their own design template

**Resources:**

* Book (pg no. 77, 78, 79)
* Board
* Marker

**Methodology:**

**Assessment:**  **(15 minutes)**

* Take a short test from the students in the class of “views in PowerPoint”

**Introduction/ Explanation:**  **(20 minutes)**

* Now tell the students that they can rearrange their slides in slide shorter view as it enables you to view many slides at a time
* Show the students how to copy slides in slide shorter view
* Discuss cool tip (pg. 78) with the students and ask them to learn it.
* Divide the students in two groups and ask each group to read the topic “how to create your own design template” and then prepare it to perform the steps in front of the other groups
* Evaluate the groups on the basis of their performance

**Homework:**

* Ask the students to make a design template of their choice by changing background style, color etc., save it with a suitable name. Show it in the next class to the teacher

**Wrap Up**: **(05 minutes)**

Ask random students to create a presentation and view it in the three views.

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are aware of:

* Rearrange slides
* Copy slides
* Create their own design template

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** how to Use saved design template, **Week:** 17

How to apply theme to the slide

**Day 2**

**Objectives:**

Students should be able to:

* Use saved design template in their presentation
* Apply different themes to the slide

**Resources:**

* Book (pg no. 80, 81, 82)
* Lab room
* Prize

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* Rearranging slides
* Views in power point
* slide layout
* copying the slides

**Introduction/ Explanation:**  **(15 minutes)**

* Ask volunteer students to come and reinforce the steps to create own design template to the students
* Define the steps to use saved design template in the presentation
* Show the students how to apply selected themes to their slides with the help of fig 6.13, 6.14 (A), 6.14 (B)

**Activity**: **(10 minutes)**

* Take students to the lab. Divide the students in groups and give them a Task of creating a template of their own design and use it in their presentation on “Queen Elizabeth 1”. Groups should be evaluated on their performance and prize should be given to the best one.

**Classwork**: **(10 minutes)**

* Do question 9 of EX D (pg. 96)

**Homework:**:

* Practice the steps to apply theme to the slide layout.
* Reading of pages (83, 84, 85)

**Wrap Up**:

Ask random students to apply theme to presentation and explaining the steps to other students.

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of using:

* Saved design template in their presentation
* Apply different themes to the slide

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** How to edit theme, how to apply background styles to a slide, how to apply gradient background **Week:** 18

**Day 1**

**Objectives:**

Students should be able to:

* Learn to edit themes by changing their fonts, colors and effects
* Apply different background styles to a slide
* enlist the steps to apply a gradient background

**Resources:**

* Book (pg no. 83, 84, 85)

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to:

* Apply a theme to a slide?
* Ask the students what did they found form their reading? Does anyone want to share something with us?

**Introduction/Explanation:** **(10 minutes)**

* Tell the students that they can edit a theme and apply different background styles to their slides according to their own choice.

Editing includes:

* Colors
* Fonts
* Define the steps to edit the theme and apply background to the slides
* Introduce students to the gradient background style by showing it from fig 6.17 (pg. 85) and defining the steps to them

**Classwork**: **(10 minutes)**

* Do question 10 of EX D (pg. 96)

**Homework:**

* Try out to edit theme according to your style and learn the steps to apply gradient background

**Wrap Up**:

Ask students to tell the steps of:

* Editing themes by changing their fonts, colors and effects
* Applying different background styles to a slide
* Applying a gradient background

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are fully aware of:

* Editing themes by changing their fonts, colors and effects.
* Applying different background styles to a slide
* Enlisting the steps to apply a gradient background

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** how to apply a textured background, how to apply picture in a background, how to insert smart art to the slide **Week:** 18

**Day 2**

**Objectives:**

Students should be able to:

* Apply different background styles to their slides and use them in their presentation
* Explore about smart art
* Insert smart art to the slide

**Resources:**

* Book (pg no. 86, 87 & 88)
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* How to edit theme?
* How can we apply background style to a slide?
* And how can we apply a gradient background?

**Introduction/Explanation/Activity:** **(20 minutes)**

* Take students to the lab room
* Demonstrate the steps to apply a picture and texture effect in a background
* Ask the students to do “Check your knowledge” on book (pg. 87)
* Introduce students to smart art feature by defining it
* Explain in detail the steps to insert smart art to the slide from the book

**Classwork**: **(10 minutes)**

* Do question 5, 7 of EX D (pg. 96)
* Ask the students to learn key terms

**Homework:**

* Lear useful shortcuts (pg. 95)
* Learn the steps to insert smart art to the slide

**Wrap Up**: **(05 minutes)**

Ask random students:

* To enlist the steps to apply texture background
* How can we apply a picture in a background?
* How can we insert a smart art in a slide?

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are fully aware of:

* Apply texture background
* Applying picture in a background
* Inserting a smart art in a slide.

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** editing smart art, setting transaction to the slide, how to insert sound in the presentation **Week:** 19

**Day 1**

**Objectives:**

Students should be able to:

* Change the color, layout and style of smart art
* Apply slide transition
* Insert sound file or video clip in their slide

**Resources:**

* Book (pg no.89, 90, 91 )
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask random students:

* What is smart art?
* Ask volunteer students or students of your choice to come to the board and explain the steps to insert smart art using board

**Introduction/Explanation:** **(20 minutes)**

* Take students to the lab
* Explain the students how to change color, style and layout of smart art and apply transition to the slide (speed and sound)
* Divide the students in the groups and give them a task to read the topic “how to insert sound in a presentation”
* Clear all the ambiguities if they have any before starting their group activity

**Group Activity**: **(10 minutes)**

* Give them a sample presentation and ask them to search a video from the net best suited for the sample presentation and add it to their presentation

**Homework:**

* Do EX G and H (pg. 97, 98)
* Ask the students to start collecting data for their presentation on “input devices of computer” which they have to submit at the end of the chapter to their teacher

**Wrap Up**:

Ask random students to change the color, style & layout of smart art & apply transitions to the slide.

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of using:

* Changing the color, layout and style of smart art
* Applying slide transition
* Inserting sound file or video clip in their slide

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topics:** Charts in MS PowerPoint 2010, How to insert a chart in slide

 **Week:** 19

**Day 2**

**Objectives:**

Students should be able to:

Define the following terms:

* Datasheet
* Plot area
* Axis (category and value)
* Data label
* Data series
* Legend
* Data table
* Gridlines
* Insert a chart in slide

**Resources:**

* Book ( pg no. 91, 92, 93, 94)
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students about:

* How to edit a smart art?
* How to set transition to a slide?
* How can we insert smart art in a slide?
* How can we apply picture in a background?

**Introduction/Explanation:** **(20 minutes)**

* Tell the students that they can add charts in their slides in a presentation
* Draw fig 6.30 on a board and describe all the important terms related to the charts to the students. e.g. Datasheet, Plot area, Axis (category and value), Data label, Data series, Legend, Data table, Gridlines
* Demonstrate the steps to insert chart in a slide on a projector to the students

**Classwork**:  **(10 minutes)**

* Do EX E (group activity) pg. 96

**Homework:**:

* Complete the assignment of presentation on (input devices of computer) and submit to the teacher in the next class

**Wrap Up**:  **(05 minutes)**

Ask random students to draw a bar chart in power point, and to add sound effects in a slide.

**Success criteria**:

At the end of the lesson the teacher should be ensure that the students are able to:

* Set transitions in a slide
* Insert sounds in a presentations
* Add charts to a slide

**Unit:** More features of MS Power point **Time:** 40 minutes

**Topic:** Exercise **Week:** 20

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 94, 95, 96,97,98 )

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking :

* What is power point?
* What are the advantages of MS power point?
* What do you know about slide layout?
* How can we rearrange the slides
* How can we create our own design templates?
* How can we apply theme to a slide?
* How can we insert smart art to a slide?
* What is custom animation?

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms & useful shortcuts on pg no 94,95 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of MS Power Point 2010 using some more feature by solving exercises.

**Unit:** Algorithms and flow charts **Time:** 40 minutes

**Topics:** algorithms, flow chart, symbols of flow chart, **Week:** 20

Algorithms and flowchart to find the greater number between A and B

**Day** 2

**Objectives:**

Students should be able to:

* Define algorithms and flow chart
* Create algorithms
* List the characteristics of flowchart
* Describe the names and uses of different symbols
* Differentiate between algorithms and flow chart

**Resources:**

* Book  **(**pg no. 99, 100)
* Board
* Marker

**Methodology:**

**Post Assessment**: **(05 minutes)**

Previous knowledge will be checked by asking:

* Have you studied algorithms or flow chart before?
* What do you know about algorithms and flow chart?

**Introduction/Explanation:** **(15 minutes)**

* Introduce students to algorithms and flow chart by defining them
* Write the examples of algorithms on board and explain it to the students
* Enlist the characteristics of algorithm on board and explain them to the class
* Explain symbols of flow chart with the help of example on board
* Describe algorithm and flow chart to find the greater number between A and B

**Classwork**:  **(10 minutes)**

* EX E (pg. 104)

**Homework:**

* EX F (pg. 104)
* Do question 1,2, 3, 4, 5,6, 8, 10 of Ex D (pg. 104)
* Read the next topics

**Wrap Up**: **(05 minutes)**

Ask students to:

* Define algorithm
* What is flow chart?
* What are the characteristics of flow chart?
* Ask the use of symbols used in drawing flow chart by making some symbols on board.
* Ask random student to come and draw the flow chart of greater number between A & B.

**Success criteria**:

At the end of the lesson the teacher should fully ensure that the students are fully aware of :

* Algorithms and flow charts
* Characteristics of flow chart
* Symbols used in drawing flow charts

**Unit:** Algorithms and flow charts **Time:** 40 minutes

**Topics:** Algorithm and flow chart to find average of three numbers **Week:** 21

**Day 1**

**Objectives:**

Students should be able to:

* Define loop mechanism
* Draw flow chart with loop

**Resources:**

* Book (pg no. 101, 102)
* Board
* Marker

**Methodology:**

**Post Assessment**: **(05 minutes)**

Ask students at random to tell:

* About algorithm
* Flow chart
* Symbols of flow chart by drawing them on board
* Write the algorithm to find the greater number between A & B
* Draw the flow chart to find greater number between A & B

**Introduction/Explanation:** **(20 minutes)**

* Ask volunteer students to draw a table of algorithm and flowchart to find the average of three numbers
* DO check your knowledge (pg. 101)
* Teach the concept of loop and counter variable with importance
* Explain with the help of diagrams on the board how to draw a flow chart to print the computer ten times and a flow chart to find the largest of the three numbers A, B and C

**Activity**: **(10 minutes)**

* Divide the students in 4 groups and ask them to take pen and paper and draw a flow chart for a number to be divisible by:

|  |  |  |  |
| --- | --- | --- | --- |
| **11** | **8** | **3** | **9** |
| **NOTE:** assign one number to each group |

**Homework:**:

* Do EX G (pg. 105)

**Wrap Up**: **(05 minutes)**

Ask students to:

* Define counter
* What do you mean by ‘loop’? Draw a flowchart showing loop.

**Success criteria**:

At the end of the lesson the teacher should be ensure the students are aware of :

* Loops
* Counter
* Variable
* And are able of drawing flow charts

**Unit:** Algorithms and Flowcharts **Time:** 40 minutes

**Topic:** Exercise **Week:** 21

**Day**2

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

Resources:

* Book (pg no. 103, 104, 105)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* Define algorithm.
* Define flow chart.
* What are the characteristics of flow chart?
* Draw some symbols of flow chart and tell the use of those symbols
* Define loop mechanism
* Draw flow charts using loops.

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms & useful shortcuts on pg no 102, 103 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of algorithm and flow chart by solving exercises.

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** Introduction, Computer virus, how a virus enters the computer system, symptoms of a computer Virus **Week:** 22

**Day 1**

**Objectives:**

Students should be able to:

* Define computer virus
* List the ways in which virus can enter a computer
* Describe symptoms of computer virus

**Resources:**

* Book ( pg no. 106, 107)
* Board
* Marker

**Methodology:**

**Post Assessment**: **(05 minutes)**

Ask students random questions to check their prior knowledge about virus and their effects, ask them:

* Do you know what computer virus is?
* What happen when virus effects your computer?

**Introduction/Explanation:** **(20 minutes)**

* Draw fig 8.1 on board
* Give introduction of computer virus to the students by explaining them what computer virus actually is
* Explain the ways of entering virus into computer systems
* Discuss the symptoms when a computer is effected by a virus
* Do “Check your knowledge” (pg. 107)

**Class work:** **(10 minutes)**

* Do question 1 of EX D (pg. 118)

**Homework:**

* Search from the net about the history of computer viruses and write points on your rough notebooks

**Wrap Up**:  **(05 minutes)**

Ask students to:

* Define virus?
* What does virus stands for?
* How a virus enters in a computer?
* What are the symptoms of virus in a computer?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully ensure of:

* Computer Virus
* Symptoms of virus in a computer
* How virus enters in a computer.

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** history of computer viruses, how you protect your computer from computer virus **Week:** 22

**Day 2**

**Objectives:**

Students should be able to:

* Know the history of computer virus
* Describe the types of computer virus
* Learn how to protect your computer from virus

**Resources:**

* Book (pg no. 108, 109)

**Methodology:**

**Post Assessment**: **(05 minutes)**

Ask students to tell:

* About computer virus
* How a virus enter in a computer
* What are the symptoms that a computer is affected by virus?

**Introduction/ Explanation/Discussion: (20 minutes)**

* Discuss with the students history of computer viruses and ask them to share their points in the discussion with the class
* Explain the types of viruses to the students
* Show a video on a history and types of viruses
* Ask the students to read the points of how to protect your computer from virus
* Ask the students to Do “check your knowledge” (pg. 109)
* Learn “Must know” (pg. 109)

**Classwork**: **(10 minutes)**

* Solve questions 2, 3, 4 in groups form.

**Wrap Up**: **(05 minutes)**

Ask the students to tell:

* History of computer virus
* Types of computer virus
* What are worms?
* What is Trojan horse?

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of:

* The history of computer virus
* The types of computer virus
* And how to protect your computer from virus

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** let us study about computer virus in detail **Week:** 23

**Day 1**

**Objectives:**

Students should be able to:

* Antivirus & its importance in computer system

**Resources:**

* Book (pg no. 110)

**Methodology:**

**Post Assessment**: **(05 minutes)**

Ask students to tell:

* About computer virus
* How a virus enter in a computer
* What are the symptoms that a computer is affected by virus?

**Introduction/ Explanation/Discussion:**  **(15 minutes)**

* Define antivirus to the students and tell the names of some famous antiviruses.

**Activity**: **(15 minutes)**

* Take students to computer lab and ask them to can the computer and find the antivirus installed in the computers.
* Search about firewall from the web

**Wrap Up**: **(05 minutes)**

Ask the students to tell:

* History of computer virus
* Types of computer virus
* What are worms?
* What is Trojan horse?
* Define antivirus.

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of:

* The history of computer virus
* The types of computer virus
* And how to protect your computer from virus

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** How to use antivirus software **Week:** 23

**Day 2**

**Objectives:**

Students should be able to:

* Learn how to use antivirus program
* Scan a computer with antivirus

**Resources:**

* Book (pg no. 111, 112, 113)
* Laptop

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to tell the:

* History of virus
* What are the types of computer virus
* What are worms?
* What is Trojan horse
* What are macro virus
* What do you know about antivirus?

**Activities: (10 minutes)**

**Lab Activity:**

* Arrange a laptop having Norton Antivirus software installed in it
* Demonstrate the steps to scan a computer
* Show the students result summary after the scan finished
* Ask the students to learn cool tip (pg. 113)

**Group Activity: (10 minutes)**

Ask the students to run the antivirus program to check for the presence of virus in your computer system

**Classwork**: **(10 minutes)**

* Do EX A (pg. 118)

**Homework:**:

* Check your pc at home for which antivirus software is installed and run to check for viruses

**Wrap Up**:

Ask students to tell about:

* Names of some antivirus
* How can we use anti-virus software

**Success criteria**:

At the end of the lesson the teacher should ensure that the students are fully aware of:

* Use of antivirus
* And how to scan virus from a computer.

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** How to scan a drive or a folder, **Week:** 24

How to update antivirus software

**Day 1**

**Objectives:**

Students should be able to:

* Scan a drive or a folder using antivirus
* Update the antivirus

**Resources:**

* Book ( pg no. 113, 114, 115,116)
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

* Ask volunteer students to read the topic “ how to scan a drive or a folder”
* explain the steps to the students with the help of figures (8.8, 8.9, 8.10, 8.11, 8.12)

**Activities: (20 minutes)**

* take the students to the lab as internet is required to update the software
* show them how to update antivirus software step by step (you can also use projector if internet is available)

**Group Activity:**

In the lab find which antivirus software is installed in the computer

Check when your teacher last updated the antivirus.

**Classwork**: **(10 minutes)**

* Run a drive scan on some drives of your computer using the Norton antivirus. Next, run a live update to update the antivirus software with latest virus definitions

**Wrap Up**:  **(05 minutes)**

Ask students about:

* How can we update an antivirus software?
* How can we scan drive or a folder?

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topics:** How to update antivirus software **Week:** 24

**Day 2**

**Objectives:**

Students should be able to:

* Scan a drive or a folder using antivirus
* Update the antivirus

**Resources:**

* Book ( pg no. 116)
* Board
* Marker
* Computer

**Methodology:**

**Post Assessment: (05 minutes)**

* Ask volunteer students to read the topic “ how to scan a drive or a folder”
* explain the steps to the students with the help of figures (8.8, 8.9, 8.10, 8.11, 8.12)

**Activities: (20 minutes)**

* take the students to the lab as internet is required to update the software
* show them how to update antivirus software step by step (you can also use projector if internet is available)

**Classwork:**

Do “In the lab” given on pg no. 119

**Wrap Up**:  **(05 minutes)**

Ask students about:

* How can we update an antivirus software.
* How can we scan drive or a folder?

**Unit:** Computer viruses and their effects **Time:** 40 minutes

**Topic:** Exercise **Week:** 25

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 117, 118, 119)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* Define computer virus.
* Tell the ways how computer virus enters in a computer.
* What are the symptoms of computer virus?
* Briefly tell the history of computer virus.
* How can we protect our computer from virus?
* What is antivirus?
* How can we scan a computer from virus?
* How can we update antivirus software?

Ask above mention questions from random students to check their understanding towards the chapter.

**Introduction/ explanation: (10 minutes)**

* Ask the students to read NOW YOU KNOW, the key terms on pg no 117 and explain them.

**Activity:**  **(05 minutes)**

* Ask students to read the key terms and remember them.

**Classwork**: **(10 minutes)**

* Ask students to solve exercise in group form.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of computer virus and their effects by solving exercises.

**Unit:** MS POWERPOINT 2010, More features of **Time:** 40 minutes

MS POWERPOINT 2010, Algorithms & flowcharts, **Week:** 25

Computer virus & their effects

**Topic:** Test paper 2

**Day 2**

**Objective:**

Students should be able to:

* Revise the chapter by solving the test paper.

**Resources:**

* Book (pg no. 56)

**Methodology:**

**Post Assessment**: **(10 minutes)**

Previous knowledge will be checked by asking:

* Why we use MS POWERPOINT?
* Define slideshow.
* What is text place holder?
* What is algorithm?
* Define flow chart?
* Draw the symbol used Processing, input output, decision in drawing flow charts.
* What is a computer virus?
* How a virus enters in a computer?
* Name the types of computer viruses.
* Define antivirus.
* How to use and update antivirus software.

Ask above mention questions from random students to check their understanding towards the chapter.

**Discussion: (05minutes)**

* Ask the students if they have any ambiguity in the units and discuss with them their issues.

**Classwork**: **(25 minutes)**

* Ask students to solve Test paper 2 (pg no. 120) individually.

**Wrap Up**: **(05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria**:

The teacher should ensure that after this lesson, the students are able to:

Revise the concept of chapters by solving a test paper.