**Unit:** Computer Software **Time:** 40 minutes

**Topic:** System software, OS **Week:** 1

**Day:** 1

**Objectives:**

Students should be able to:

* Define computer software
* List the types of system software
* Describe the functions of operating system

**Resources:**

* Book(pg no 5, 6)
* Projector
* Board
* Marker

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to:

* Define software?
* What are the types of software?
* What do you know about operating system?

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

* Define computer software to the students
* Explain operating systems and the tasks performed by operating system to the students in detail.

**Classwork: (10 minutes)**

* Do EX E (pg. 12)

**Wrap up:** **(05 minutes)**

Conclude the lesson by asking about:

* Software and its types
* Operating system & its types

**Success criteria:**

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

* Define computer software
* List the types of system software.

**Unit:** Computer Software **Time: 40 minutes**

**Topic:** system software, **Week:** 1

**Day 2**

**Objectives:**

Students should be able to:

* Learn about utility programs.
* Learn about programming language

**Resources:**

* Book(pg no 6, 7)
* Projector
* Board
* Marker

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to:

* Define software?
* What do you know about utility program?
* What do you know about programming language?

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

* Explain utility programs and the tasks performed by it to the students in detail.
* Before getting in detail of language processors , tell about the third type of system software, define program and programming language along with its types to the students with the help of the video ( from CD provided with the book) on a projector
* Tell them about LOW level & HIGH level programming languages.
* Tell some popular and commonly used programming languages to the students

**Classwork: (10 minutes)**

* Do EX D (1, 2 & 3) pg. 11

**Wrap up:** **(05 minutes)**

Conclude the lesson by asking about:

* Utility programs
* Programming languages

**Success criteria:**

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

* Define computer software
* List the types of system software
* Describe the functions of operating system
* Learn about programming language

**Unit:** Computer Software **Time:** 40 minutes

**Topic:** Programming languages, language processor **Week:** 2

**Day 1**

**Objectives:**

Students should be able to:

* Learn about programming language
* Compare assembler, compiler, interpreter
* Discuss language processors

**Resources:**

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

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to:

* Define software?
* What are the types of software?
* What do you know about programming language?
* What is the language of computer?
* What is computer translator?

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

* Tell some popular and commonly used programming languages to the students
* List some advantages of high level language on board and ask volunteer students to read it.

**Classwork: (10 minutes)**

* Do EX F (pg. 12)

**Homework:**

* Find out from the net, whether FORTAN, COBOL, BASIC, PASCAL are compiler based languages or interpreted languages

**Wrap up:** **(05 minutes)**

Conclude the lesson by asking about:

* Programming languages
* Who developed COBOL?
* Who was the developer of C language?

**Success criteria:**

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

* Learn about programming language
* Compare assembler, compiler, interpreter
* Discuss language processors

**Unit:** Computer Software **Time:** 40 minutes

**Topic:** Application software, customized software **Week:** 3

**Day 1**

**Objectives:**

Students should be able to:

* Learn about programming language
* Compare assembler, compiler, interpreter
* Discuss language processors
* Define application software and explain its types

**Resources:**

* Book(pg no 9, 10)
* Projector
* Board
* Marker

**Methodology:**

**Post Assessment: (05 minutes)**

Ask students to:

* Define software?
* What are the types of software?
* What do you know about programming language?
* What is the language of computer?
* What is computer translator?

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

* Introduce students to application software and let them know its types
* Discuss about customized software’s in detail.

**Classwork: (10 minutes)**

* Search for the applications that use the following programming:
* C++
* Java
* Basic
* PHP

**Wrap up:** **(05 minutes)**

Conclude the lesson by asking about:

* Packages and customized software
* Application software
* Word processing software
* Data base management system.

**Success criteria:**

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

* Define application software and explain its types
* Customized software

**Unit:** Computer Software **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. 10,11)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define software.
* What are the types of software?
* Define application & system software.
* What do you mean by operating system?
* Define utility programs.
* What is a program?
* What is programming language?
* Define LLL & HLL.
* What are mnemonic?
* Name the three language translators.
* What do you mean by customized 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 10 and explain them.

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

* Ask students to solve exercise Q (A, B, 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 computer software by solving exercises.

**Unit:** Computer Software **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. 10,11)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define software.
* What are the types of software?
* Define application & system software.
* What do you mean by operating system?
* Define utility programs.
* What is a program?
* What is programming language?
* Define LLL & HLL.
* What are mnemonic?
* Name the three language translators.
* What do you mean by customized 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 10 and explain them.

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

* Ask students to solve remaining 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 software by solving exercises.

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

**Topics:** How to insert table, how to insert rows and **Week:** 4

Columns in a table

**Day 2**

**Objectives:**

Students should be able to:

* Define row, column, cell
* Insert a table in MS word 2010
* Add rows and columns

**Resources:**

* Book (pg no. 13, 14, 15, 16, 17)
* Projector
* Board
* Marker

**Methodology:**

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

Previous knowledge will be checked by asking:

* What is MS word?
* What do you mean by column formatting?
* Define Thesaurus
* What is a hyperlink?

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

* Define row, column and cell to the students
* Tell the students that they can add a table in their word document in two ways
* Demonstrate the steps of inserting table and then rows and columns in the table to the students on a projector with the help of video (from the CD provided with the book)

**Classwork: (10 minutes)**

* Ask students to solve Q# 1, 7 of EX D (pg. 33)

**Homework:**

* Revise the topics & Draw a table in MS Word with given information:

|  |
| --- |
| **Names**: Ayesha, Rida, Ali, Malika, Abdullah, Asad, Ahmed, Zainab |
| **Subject**: Mathematics, Science, Physics, chemistry, biology, Urdu, Islamiate, computer |
| **Marks:** 85, 49, 68, 89, 77, 52, 80, 98 |

**Wrap up: (05 minutes)**

Conclude the lesson by asking students about:

* Define rows & columns
* How can we insert a table in WORD?
* Tell the steps of inserting rows & columns in a table.

**Success criteria:**

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

* Inserting table in WORD
* How to insert rows and columns in a table.

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

**Topics:** How to insert table, How to insert rows and columns in a table, how to delete rows and columns, how to merge or split cells.

**Week:** 5

**Day 1**

**Objectives:**

Students should be able to:

* Define row, column, cell
* Insert a table in MS word 2010
* delete rows and columns
* Merging or splitting cell

**Resources:**

* Book (pg no. 17, 18, 19, 20 & 21)
* Projector
* Board
* Marker

**Methodology:**

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

Previous knowledge will be checked by asking:

* What is MS word?
* What do you mean by column formatting?
* Define Thesaurus
* Inserting table in WORD
* How to insert rows and columns in a table.

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

* Define row, column and cell to the students
* Ask the students to read the topic “how to delete table rows and columns” in 5 minutes and then ask volunteer students to demonstrate the steps to the class with the help of figure 12.11, 12.12, 12.13 (they can use board)
* Define merging and splitting to the students.
* Arrange a laptop for the class.
* Demonstrate the steps to merge and split the cells of the table
* Ask the students to read the topic “how to merge or split cells” in 5 minutes and then ask volunteer students to demonstrate the steps to the class with the help of figure 12.14, 12.15, 12.16, 12.17, (they can use board)

**Wrap up: (05 minutes)**

Conclude the lesson by asking students about:

* How can we insert a table in WORD?
* Tell the steps of inserting rows & columns in a table.
* How can we delete rows & columns from a table?
* What is the word merging means?

**Success criteria:**

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

* Inserting table in WORD
* Deleting row and column from a table
* Merging cell from row & column
* Splitting rows & columns

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

**Topics:** how to move and resize a table, how to change row height and column width

**Week:** 5

**Day2**

**Objectives:**

Students should be able to:

* Resize and move a table
* Change row height and column width

**Resources:**

* Book (pg no. 21, 22, 23 & 24)
* Lab room
* Laptop
* Projector

**Methodology:**

**Post assessment: (05 minutes)**

Ask random students to:

* Show how can we insert a table?
* How can we insert rows & columns in a table?
* How can we delete rows & columns?
* How can we merge or split cells?

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

* Also show the students how to move and resize a table
* To define the steps to change row height and column width show video on a projector to the students.

**Group activity: (10 minutes)**

Take students to the lab. Divide the students in four groups and assign each group to perform the following changes to the table:

1. Merge cell
2. Split cell
3. Move the table
4. Resize the table

**Classwork: (10 minutes)**

* Do question 5,6 of EX D (pg. 33)

**Homework:**

* Do check your knowledge (pg. 24)
* Learn question 5 and 6 of EX D
* Give some practice assignment to the students

**Wrap up: (05 minutes)**

Conclude by asking students to:

* Show how to merge cell
* Split cell
* Resize a table
* Change row height & column width

**Success criteria:**

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

* Resizing a table
* Changing row height & column width

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

**Topics:** How to change table styles, how to add borders and shading in the table,

**Week:** 6

**Day** 1

**Objectives:**

Students should be able to:

* Change color, look and design of a table using table styles
* Apply borders and shading to a table

**Resources:**

* Book(pg no. 24, 25, 26, 27)
* Projector
* Board
* Marker

**Methodology:**

**Post assessment:** **(05 minutes)**

Ask students about:

* How can we add a table and insert rows & columns in it
* How can we spilt the cell
* How can we resize the table
* How can we change the row heading & column width?

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

* Tell the students that they can change color, look and design of the table using table styles
* Define them steps to apply or change table styles
* Ask volunteer students to read the topic how to add borders and shading in the table
* Discuss these steps with the students.
* Ask from the students anyone wants to draw a web key or short key to add borders and shading in the table

**Group activity: (15 minutes)**

* Do EX E (pg. 33)

**Homework:**

* Ask the students to make a timetable to keep the information. Create table with 6 rows, 4 columns using insert table option. Type the headings in the columns such as S. No., names, phone no., birthday etc. Type the birthday dates of all your friends in the column
* Apply table style to the table. Also add borders and shading to this table

**Wrap up: (05 minutes)**

Conclude the lesson by asking about:

* List the steps of adding borders and shading In the table
* Change the table style

**Success criteria:**

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

* Change color, look and design of a table using table styles
* Apply borders and shading to a table

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

**Topics:** how to add WATERMATRKS, and how to print a document.

**Week:** 6

**Day 2**

**Objectives:**

Students should be able to:

* Watermarks
* How to add them in a document?
* How to print a document?

**Resource:**

* Book(pg no. 27, 28,29,30)
* Marker
* Computer

**Methodology:**

**Post assessment:** **(05 minutes)**

Ask students about:

* How can apply borders and shades in a document?
* How can we change the color, look and design of table?

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

* Introduce students to the watermarks by explaining its definition
* Show a video on a projector (from the CD provided with the book) to make the concepts of the students more clear about the steps
* Also let the students know how to print a document by describing the steps with the help of figure 2.34 and 2.35 (pg. 30 and 31)
* Ask the students to learn cool tip (pg.30)

**Group activity: (15 minutes)**

Take students to lab and divide them in four groups, ask them to make a document and use Watermarks in it, also take the print out of that document.

**Wrap up: (05 minutes)**

Conclude the lesson by asking about:

Check the printout of the document that the students create.

**Success criteria:**

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

* Adding watermarks
* Taking prints

**Unit:** More features of MS Word 2010 **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. 31, 32, 33 & 34 )

**Methodology:**

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

Previous knowledge will be checked by asking:

* How can we insert a table in MS WORD 2010?
* How can we Add/Delete rows & columns
* How can we split & merge cells?
* How can we resize and move a table?
* How can we change row height and column width?
* How can we apply table styles?
* How can we apply border & shades in a table?
* How can we insert watermarks?
* How can we take prints?

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 & the useful shortcuts on pg no 31 and explain them.

**Classwork**: **(15 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 software by solving exercises.

**Unit**: Mail merge in MS Word 2010 **Time:** 40 minutes

**Topics:** Mail Merge (first 4 steps) **Week 7**

**Day 2**

**Objectives:**

Students should be able to:

* Define mail merge, main document and data source
* Use and apply mail merge feature in their documents

**Resources:**

* Book (pg no. 35, 36, 37, 38, 39, 40)
* Laptop
* Projector

**Methodology:**

**Post assessment: (05 minutes)**

* Tell some of the features of MS WORD

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

* Give an introduction of Mail merge feature to the students
* List the three main steps involved in the process of Mail merge
* Arrange a laptop for teaching the lesson. Starting with the first step ask one student to come and perform the steps explained by the teacher
* Explain first four steps to the students in detail with the demonstration by the students/yourself
* Ask volunteer students to revise the steps.

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

* DO question 1, 2, 3, 4, 5 of EX D (pg. 47)

**Homework:**

* Revise the topic
* Learn question 1, 2, 3, 4, 5 of EX D (pg. 47)

**Wrap up: (05 minutes)**

Ask students about:

* Merge mail
* What is the main document
* What is the data source?
* How can we perform mail merge?

**Success criteria:**

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

* Mail merge
* And how can we perform mail merge?

**Unit:** Mail merge in MS Word 2010 **Time:** 40 minutes

**Topics:** Mail merge (remaining steps), envelopes and labels **Week:** 8

**Day 1**

**Objectives:**

Students should be able to:

* Perform mail merge in MS word 2010
* Define Envelopes and labels

**Resources:**

* Book(pg no. 41, 42, 43, 44, 45, 46)
* Lab room

**Methodology:**

**Post assessment:**  **(05 minutes)**

Ask students about:

* Mail merge
* And how can you perform mail merge?
* Also ask about main document and data source
* Reinforce the previous steps to the students

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

* Demonstrate the remaining steps of using mail merge to the students
* After completing Mail merge process let the students know how to create envelopes for their letters
* Discuss the NOW YOU KNOW and the key terms on pg no.46 with students.

**Group activity: (10 minutes)**

On the occasion of the science quiz, greet all the participants and organizers of the quiz. Write a letter inviting four organizing members and 2 participants. Use Mail Merge

**Classwork: (10 minutes)**

* Do EX A on pg no. 46
* Do question 6, 7 of EX D (pg. 47)

**Homework:**

* The school is organizing a parents-Teacher meeting. You have to send the details of schedule to parents. Use Mail Merge feature

**Wrap up: (05 minutes)**

Ask students about the steps of mail merge, and also ask them about envelop and label.

**Unit:** Mail merge in MS Word 2010  **Time:** 40 minutes

**Topic:** Exercise **Week:** 8

**Day:** 2

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 47)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define mail merge.
* What are main document and data source?
* What are the steps involve in mail merge?
* What are envelopes & labels?

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

**Classwork**: **(25 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 Mail Merge in MS WORD 2010 by solving exercises.

**Unit:** Introduction to MS Access 2010 **Time:** 40 minutes

**Topics:** Database management system, **Week:** 9

Database Concepts, starting MS Access,

Creating a Database

**Day** 1

**Objectives:**

Students should be able to:

* Understand Database Management System
* Start off MS access 2010
* Create Database
* Know about various views of MS Access 2010

**Resources:**

* Book (pg no. 48, 49, 50)
* Board
* Marker
* Lab room

**Methodology:**

**Post assessment: (05 minutes)**

* Write Database management on a board
* Ask the students if anyone know what does it means?
* Write their ideas on the board and then explain what is Database management and its advantages

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

* Introduce MS Access to the students with its uses.
* Give the concepts of Database to the students and tell them the steps to start MS access
* Show and tell the students how to create database

**Activity: (10 minutes)**

* Take the students to the lab. Divide the students in the groups according to the availability of the computers
* Ask each group to open MS Access and create Database in it.
* Show Data base objects and table views to each group on computer

**Classwork: (10 minutes)**

* Do question 1 of EX D (pg. 60)

**Homework:**

* Learn Database objects
* Learn Q 1 of EX D

**Wrap up: (05 minutes)**

Conclude by asking questions about:

* Database management
* Advantages of DBMS
* How can you start MS ACCESS

**Success criteria:**

By the end of the lesson the students are aware of:

* Database management system
* Its advantages
* Concept of database
* Starting MS ACCESS

**Unit:** Introduction to MS Access 2010 **Time:** 40 minutes

**Topics:** Database objects, table views, **Week:** 9

Changing the views

**Day** 2

**Objectives:**

Students should be able to:

* Understand Database Management System
* Start off MS access 2010
* Create Database
* Know about various views of MS Access 2010

**Resources:**

* Book (pg no. 50, 51, 52, 53)
* Board
* Marker
* Lab room

**Methodology:**

**Post assessment: (05 minutes)**

* Write Database management on a board
* Ask the students if anyone know what does it means?
* Write their ideas on the board and then explain what is Database management and its advantages

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

* Show and tell the students how to create database
* Explain about different database objects to students.

**Activity: (15 minutes)**

* Ask each group to open MS Access and create Database in it.
* Show Data base objects and table views to each group on computer
* Explain the steps to the students for changing views with the help of figure 4.5 (pg. 53)

**Wrap up: (05 minutes)**

Conclude by asking questions about:

* Database management
* Advantages of DBMS
* How can you start MS ACCESS
* What are the objects of data base?

**Success criteria:**

By the end of the lesson the students are aware of:

* Database management system
* Its advantages
* Concept of database
* Starting MS ACCESS
* DATABASE objects
* Table views

**Unit:** Introduction to MS Access 2010 **Time: 40** minutes

**Topics:** Creating a table, adding, deleting **Week:** 10

and modifying data in table

**Day 1**

**Objectives:**

Students should be able to:

* Create a table in design and datasheet view
* Add data and field to the table
* Modify table design

**Resources:**

* Book (pg no. 54, 55, 56, 57, 58)
* Computer/projector
* Lab room

**Methodology:**

**Post assessment: (05 minutes)**

Ask students about:

* Database management system
* Its advantages
* Concept of database
* Starting MS ACCESS
* DATABASE objects
* Table views

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

* Show a video to the students of creating a table (from the CD provided with the book) on a projector and demonstrate the steps of adding data and field to the table, modifying table design
* Explain by demonstrating students by creating a table and by adding, modifying new fields and changing the tables design.

**Classwork: (15 minutes)**

* Do question 2, 3, 4 of EX D (pg. 60, 61)

**Homework:**

* Ask the students to create a table with fields like Name, address, Country, Age, and Class studying in. Now, check various operations like deleting or adding fields to the table. Also, add or delete records from the table. Show it to the teacher in the next class.

**Wrap up: (05 minutes)**

Ask students to:

* Create a table in design and datasheet view
* Add data and field to the table

**Success criteria:**

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

* Create a table in design and datasheet view
* Add data and field to the table

**Unit:** Introduction to MS Access 2010 **Time: 40** minutes

**Topics:** Adding, deleting and modifying data in table **Week:** 10

**Day 2**

**Objectives:**

Students should be able to:

* Add data and field to the table
* Modify table design
* Know about how to add, edit or delete records

**Resources:**

* Book (pg no. 58, 59)
* Computer/projector
* Lab room

**Methodology:**

**Post assessment: (05 minutes)**

Ask students about:

* Database management system
* Its advantages
* Concept of database
* Starting MS ACCESS
* DATABASE objects
* Table views

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

* Also let them know how to delete, rename or change the data type of field
* Clearly define the steps to add, delete and modifying data in table to the students

**Activity: (05 minutes)**

Solve Check your knowledge given on pg no. 59.

**Classwork: (15 minutes)**

Solve EX E in groups.

**Wrap up: (05 minutes)**

Ask students to:

* Create a table in design and datasheet view
* Add data and field to the table
* Modify table design
* Add, edit or delete records

**Success criteria:**

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

* Create a table in design and datasheet view
* Add data and field to the table
* Modify table design
* Add, edit or delete records

**Unit:**  Introduction to MS Access 2010 **Time:** 40 minutes

**Topic:** Exercise **Week:** 11

**Day1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 59, 60 & 61)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define database management.
* What are the advantages of DBMS?
* Define Memo, Text, and Currency.
* How do we start MS ACCESS?
* What do you mean by operating system?
* What are data base objects?

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 59,60 and explain them.

**Classwork**: **(15 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 ACCESS 2010 by solving exercises.

**Unit:** Introduction to QBASIC **Time: 40 minutes**

**Topics:** Introduction, QBASIC, Starting QBASIC **Week:** 11

**Day 2**

**Objectives:**

Students should be able to:

* Understand Basic and QBASIC languages
* Discuss components of QBASIC screen

**Resources:**

* Book (pg no. 62, 63, 64)
* Laptop
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Previous knowledge will be checked by asking:

Define:

* Program
* Programmer
* programming

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

* Give a brief introduction of BASIC and then QBasic to the students
* Arrange a laptop and start QBASIC on it to let the students know how to start QBASIC. Also show the components of QBASIC with explanation

**Wrap up: (05 minutes)**

Ask students about:

* BASIC language
* BASIC stands for what?
* What is QBASIC?
* How can you start QBASIC?
* Define the REM statement.

**Success criteria:**

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

* Introduction of BASIC
* QBASIC
* Starting QBASIC

**Unit:** Introduction to QBASIC **Time: 40 minutes**

**Topics:** QBASIC statements **Week:** 12

**Day 1**

**Objectives:**

Students should be able to:

* Describe statement of QBASIC(REM)

**Resources:**

* Book (pg no. 64, 65)
* Laptop
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Previous knowledge will be checked by asking:

* Define:
* Program
* Programmer
* programming

**Introduction/Explanation: (30 minutes)**

* Give a brief introduction of BASIC and then QBasic to the students
* Arrange a laptop and start QBASIC on it to let the students know how to start QBASIC. Also show the components of QBASIC with explanation
* Explain the QBASIC Statements to students
* Tell students about the purpose of REM statement, END & CLS statement.

**Wrap up: (05 minutes)**

Ask students about:

* BASIC language
* BASIC stands for what?
* What is QBASIC?
* How can you start QBASIC?
* Define the REM statement.

**Success criteria:**

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

* Introduction of BASIC
* QBASIC
* Starting QBASIC
* And QBASIC statements

**Unit:** Introduction to QBASIC **Time: 40 minutes**

**Topics:** assignment statement, input statement, **Week:** 12

output statement

**Day 2**

**Objectives:**

Students should be able to:

* Describe statement of QBASIC(LET, PRINT, INPUT)

**Resources:**

* Book (pg no. 65 , 66, 67)
* Laptop
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Previous knowledge will be checked by asking:

* Define:
* Program
* Programmer
* Programming
* QBASIC
* QBASIC statements
* REM statement

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

* Give a brief introduction of BASIC statements
* Arrange a laptop and start QBASIC on it to let the students know how to start QBASIC. Also show the components of QBASIC with explanation.
* Describe statements of QBASIC (REM, LET, PRINT, INPUT) and their uses to the students in detail

**Classwork: (05 minutes)**

* Do Q E on pg no. 71

**Wrap up: (05 minutes)**

Ask students about:

* statement of QBASIC
* ask students about the purpose of LET, PRINT, INPUT, OUTPUT
* Ask students to describe elements of QBASIC.

**Success criteria:**

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

* Statement of QBASIC(LET, PRINT, INPUT)

**Unit:** Introduction to QBASIC **Time: 40 minutes**

**Topics:** Elements of QBASIC, operators, **Week:** 13

How to save a program in QBASIC,

How to open an existing program,

How to execute program, How to exit QBASIC

**Day 1**

**Objectives:**

Students should be able to:

* Describe elements of QBASIC
* Discuss various operators in QBASIC

**Resources:**

* Book (pg no. 67, 68 And 69)
* Laptop
* Lab room

**Methodology:**

**Post Assessment: (05 minutes)**

Previous knowledge will be checked by asking:

* Define:
* Program
* Programmer
* Programming
* QBASIC
* QBASIC statements
* REM statement

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

* Give a brief introduction of BASIC statements
* Arrange a laptop and start QBASIC on it to let the students know how to start QBASIC. Also show the components of QBASIC with explanation.
* Explain various operators and the concept of constants and variable to the students
* Explain students how to save a program in QABSIC.
* Also explain them how to open an existing program and how to execute a program
* Also show them practically how to use all the mentioned commands
* Show them how to exit from QBASIC.

**Classwork: (15 minutes)**

* Do Q D on pg no. 71

**Wrap up: (05 minutes)**

Ask students about:

* statement of QBASIC
* ask students about the purpose of LET, PRINT, INPUT, OUTPUT
* Ask students to describe elements of QBASIC.
* Discuss various operators in QBASIC
* Ask students how we can exit from a QBASIC program.

**Success criteria:**

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

* Statement of QBASIC(LET, PRINT, INPUT)
* Elements of QBASIC
* Various operators in QBASIC

**Unit:**  Introduction to QBASIC **Time:** 40 minutes

**Topic:** exercise **Week:** 13

**Day 2**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 69, 70, 71 & 72)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define BASIC & QBASIC.
* What are the components of QBASIC?
* What are QBASIC statements?
* What are the components of QBASIC?
* What are the elements of QBASIC?

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 & the useful shortcuts on pg no 69 and explain them.

**Classwork**: **(15 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 QBASIC by solving exercises.

**Unit:** Functions in QBASIC **Time: 40** minutes

**Topics:** Introduction to QBASIC, string functions **Week**: 14

**Day** 1

**Objectives:**

Students should be able to:

* Describe functions in QBASIC
* Define string functions : MID$() , STRING$() , LCASE$() , UCASE$() , LEFT$() , RIGHT$() , LEN$() , STR$()

**Resources:**

* Book (pg no. 73, 74, 75, 76 & 77)
* Computer lab

**Methodology:**

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

* Explain the library functions.
* Explain the built in functions.
* Define string functions.
* Explain in detail the string functions and their uses.
* Demonstrate cool tip (Page number 77)

**Classwork: (15 minutes)**

Direct the students to learn and write down in their notebooks the answers to following questions:

1. Define string.
2. What are the two types of library functions?
3. What is the numeric function?

**Wrap up: (05 minutes)**

**Ask students about:**

* String functions
* The purpose of LEFT$() & RIGHT$()
* LEN() Function

**Success criteria:**

By the end of the lesson the teacher should be aware of:

* Describe functions in QBASIC
* Define string functions : MID$() , STRING$() , LCASE$() , UCASE$() , LEFT$() , RIGHT$() , LEN$() , STR$()

**Unit:** Functions in QBASIC **Time: 40** minutes

**Topics:** Numeric functions, date function, time function **Week:** 14

**Day**: 2

**Objectives:**

Students should be able to:

* Use and explain numeric functions of:
* EXP()
* INT()
* VAL()
* ABS()
* SQR()
* MOD()
* ASC()
* Know the functions of DATE () and TIME ()
* Carry out DATE () and TIME () functions

**Resources:**

* Book (pg no. 77,78,79,80,81,82 & 83)
* Computer Lab

**Methodology:**

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

* Introduce the children to the numeric functions.
* Explain why each of the function is used.
* Demonstrate the use of each function.
* Explain that the absolute value of a number is the number itself without any sign.
* Explain the DATE Function
* Explain the TIME Function

**Classwork: (15 minutes)**

Ask the students to complete the following:

Use the MID$ function to extract your name, surname and middle name (if required) from a string representing your name, For example

LET s$ = “Andrew Cross

PRINT MID$ (S$, 1, 4)

Above extracts your name.

PRINT MID$ (S$, 6,6)

**Wrap up: (05 minutes)**

Ask students about:

* Numeric functions
* The function of following commands: INT (), VAL(),SQR(), ASC(),TIME function & DATA function.

**Success criteria:**

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

* EXP()
* INT()
* VAL()
* ABS()
* SQR()
* MOD()
* ASC()
* DATE () and TIME () commands

**Unit:** Functions in QBASIC **Time: 40 minutes**

**Topic: Exercise Week: 15**

**Day1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

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

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define functions in QBASIC
* Define the string functions
* What are numeric functions?
* Describe the DATE () & TIME () functions

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 83, 84 and explain them.

**Classwork**: **(15 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 functions of QBASIC by solving exercises.

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topics:** Introducing MS Excel and its features, **Week:** 15

spreadsheet, worksheet

**Day 2**

**Objectives:**

Students should be able to:

* List the features of MS Word
* Start MS Excel 2010
* Define spreadsheet, workbook
* Identify components of MS Excel screen
* Define cell, cell address and range of cells

**Resources:**

* Book(pg no. 86,87,88,89)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students about:

* Features of MS WORD
* What are the versions of MS OFFICE
* Why do we use MS EXCEL?
* What do you know about MS ECXEL?

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

* Introduce the children to MS Excel and tell its uses.
* Introduce the children to spreadsheet.
* Explain the uses of spreadsheet.
* Explain the steps to start MS Excel.
* Show the title bar, quick access toolbar and ribbon and explain their uses.
* Also how the formula bar, the worksheet, workbook , and the sheet tab- show their locations and explain their uses.
* Explain what active sheet is.
* Show and explain: status bar, rows and columns in a document, cells and cell addresses , active cell and range of cells.

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

Ask the students to complete the following:

Open MS Excel 2010 and prepare a list of marks for your class. Use the following heading:

|  |  |  |  |
| --- | --- | --- | --- |
| Cell A1 | Roll No | Cell B1 | Name |
| Cell C1 | Maths | Cell D1 | English |
| Cell E1 | Science | Cell f1 | History |
| Cell G1 | Geography |  |  |

Type the roll no. , marks and names of at least 15 students in the appropriate cells. Give a heading to the table as list of marks. Save the worksheet by the name marks.

**Wrap up: (05 minutes)**

Ask students about:

* Spreadsheet
* Components of MS EXCEL
* Worksheet
* Workbook
* Rows and columns
* Active cell and about range of the cell.

**Success criteria:**

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

* Using MS EXCEL
* Components of MS EXCEL
* Rows & columns of MS EXCEL
* How new workbook is open in MS EXCEL.

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topics:** Types of data in cell, how to enter data into cell, how to correct mistakes, how to move around the excel sheet, how to save workbook, how to close, save workbook & how to exit from MS EXCEL. **Week:** 16

**Day 1**

**Objectives:**

Students should be able to:

* Define types of data to be put into a cell
* Move in an Excel sheet using shortcut keys
* Save a workbook.
* Close a workbook.
* Open a saved workbook.
* Exit from MS Excel

**Resources:**

* Book(pg no.90, 91)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students about:

* What is spreadsheet?
* What are the components of MS EXCEL?
* Define Workbook and worksheet.
* How can we move around in MS EXCEL?

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

* Explain what type of data can be put in the cells( numbers or text) – Explain in detail.
* Explain that a formula stars with an equal sign, explain with an example.
* Explain the ways that data can be entered into a cell.
* Show how to correct mistakes and error.
* Explain how to move around the excel sheet.
* Show the shortcut keys and let the students practice them.
* Demonstrate the steps to save a workbook, and also how to close it.
* Show how to open a saved workbook and how to exit MS Excel.

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

Do Q E of EX on pg no.96, 97 in group.

**Wrap up: (05 minutes)**

Ask students about:

* How to open a saved workbook?
* How to exit MS excel?
* How to close a workbook?
* How can we save a workbook?

**Success criteria:**

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

* Define types of data to be put into a cell
* Move in an Excel sheet using shortcut keys
* Save a workbook.
* Close a workbook.
* Open a saved workbook.
* Exit from MS Excel

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topics:** how to close, save workbook & how to exit from MS EXCEL.

**Week:** 16

**Day 2**

**Objectives:**

Students should be able to:

* Define types of data to be put into a cell
* Move in an Excel sheet using shortcut keys
* Save a workbook.
* Close a workbook.
* Open a saved workbook.
* Exit from MS Excel

**Resources:**

* Book(pg no. 92, 93, 94)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students about:

* What is spreadsheet?
* What are the components of MS EXCEL?
* Define Workbook and worksheet.
* How can we move around in MS EXCEL?

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

* Explain what type of data can be put in the cells( numbers or text) – Explain in detail.
* Explain that a formula stars with an equal sign, explain with an example.
* Explain the ways that data can be entered into a cell.
* Show how to correct mistakes and error.
* Explain how to move around the excel sheet.
* Show the shortcut keys and let the students practice them.
* Demonstrate the steps to save a workbook, and also how to close it.
* Show how to open a saved workbook and how to exit MS Excel.

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

Ask students to perform following tasks using spreadsheet software:

* Create a workbook
* Save a workbook
* Close a workbook
* Open an saved workbook

**Wrap up: (05 minutes)**

Ask students about:

* How to open a saved workbook?
* How to exit MS excel?
* How to close a workbook?
* How can we save a workbook?

**Success criteria:**

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

* Define types of data to be put into a cell
* Move in an Excel sheet using shortcut keys
* Save a workbook.
* Close a workbook.
* Open a saved workbook.
* Exit from MS Excel

**Unit:** Functions in QBASIC **Time:** 40 minutes

**Topic:** exercise **Week: 17**

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

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

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define cell, active cell and cell address.
* Define worksheet & workbook?
* How many worksheets are by default there in MS EXCEL?

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 & the shortcuts on pg no 95 and explain them.

**Classwork**: **(15 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 functions of MS EXCEL 2010 by solving exercises.

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topics:** Introducing MS Excel and its features, **Week:** 17

spreadsheet, worksheet

**Day 2**

**Objectives:**

Students should be able to:

* List the features of MS Word
* Start MS Excel 2010
* Define spreadsheet, workbook
* Identify components of MS Excel screen
* Define cell, cell address and range of cells
* Open a new workbook

Resources:

* Book(pg no. 86,87,88,89,90)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students about:

* Features of MS WORD
* What are the versions of MS OFFICE
* Why do we use MS EXCEL?
* What do you know about MS ECXEL?

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

* Introduce the children to MS Excel and tell its uses.
* Introduce the children to spreadsheet.
* Explain the uses of spreadsheet.
* Explain the steps to start MS Excel.
* Show the title bar, quick access toolbar and ribbon and explain their uses.
* Also how the formula bar, the worksheet, workbook, and the sheet tab- show their locations and explain their uses.
* Explain what active sheet is.
* Show and explain: status bar, rows and columns in a document , cells and cell addresses , active cell and range of cells.
* Explain the steps to open a new workbook by demonstrating.

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

Ask the students to complete the following:

Open MS Excel 2010 and prepare a list of marks for your class. Use the following heading:

|  |  |  |  |
| --- | --- | --- | --- |
| Cell A1 | Roll No | Cell B1 | Name |
| Cell C1 | Maths | Cell D1 | English |
| Cell E1 | Science | Cell f1 | History |
| Cell G1 | Geography |  |  |

Type the roll no. , marks and names of at least 15 students in the appropriate cells. Give a heading to the table as list of marks. Save the worksheet by the name marks.

**Wrap up: (05 minutes)**

Ask students about:

* Spreadsheet
* Components of MS EXCEL
* Worksheet
* Workbook
* Rows and columns
* Active cell and about range of the cell.

**Success criteria:**

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

* Using MS EXCEL
* Components of MS EXCEL
* Rows & columns of MS EXCEL
* How new workbook is open in MS EXCEL.

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topics:** Type of data used in cells, entering data and correcting mistakes, moving around excel sheet, saving and closing a workbook. **Week:** 18

**Day 1**

**Objectives:**

Students should be able to:

* List the types of data used in cells
* Entering data in EXCEL
* Correcting errors or mistakes in EXCEL
* Moving around in an Excel sheet
* Saving & closing excel workbook

**Resources:**

* Book(pg no. 90, 91, 92, 93 & 94)
* Computer Lab

**Methodology:**

**Post assessment: (05 minutes)**

Ask students about:

* Features of MS EXCEL
* Define spreadsheet
* What is title bar?
* Where is ribbon tab located?
* What is sheet tab?
* Define range of cell.

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

* Introduce the students about the type of data that can be put into the cell.
* Explain students by demonstrating how data is entered into a cell
* Explain them how to debug
* Show them how to close a workbook and save it
* Also explain students how to exit from MS EXCEL.

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

Group activity no E on pg no. 96

**Wrap up: (05 minutes)**

Conclude the lecture by asking a volunteer student to explain by performing a simple practical and show to close a workbook, open the saved workbook etc.

**Success criteria:**

By the end of the lecture the teacher should ensure that the students will be able to learn about:

* Listing the types of data used in cells
* Entering data in EXCEL
* Correcting errors or mistakes in EXCEL
* Moving around in an Excel sheet
* Saving & closing excel workbook

**Unit:** Introduction to MS EXCEL 2010 **Time:** 40 minutes

**Topic:** exercise **Week: 18**

**Day 2**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 95, 96 & 97)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Define cell, active cell and cell address.
* Define worksheet & workbook?
* How many worksheets are by default there in MS EXCEL?
* Features of MS EXCEL
* Define spreadsheet
* What is title bar?
* Where is ribbon tab located?
* What is sheet tab?
* Define range of cell.

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 & the shortcuts on pg no 95 and explain them.

**Classwork**: **(15 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 functions of MS EXCEL 2010 by solving exercises.

**Unit:** Editing in MS Excel 2010 **Time: 40 minutes**

**Topics:** Cells, ranges **Week: 19**

**Day 1**

**Objectives:**

Students should be able to:

* Select cells/rows/columns
* Select multiple range of cells
* Select an entire row and entire column
* Name of range
* Editing or deleting range name

**Resources:**

* Book (pg no. 98,99,100,101, 102,103 & 104)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

**Ask students about:**

* Why we use MS EXCEL?
* How data is entered in MS EXCEL?
* Define range of the cell?
* What do you know about active cell?

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

* Elaborate and explain the steps to select a continuous range of cells, explain the 3 step method.
* Explain the steps to select multiple ranges simultaneously
* Explain the steps to select a range that is out of view, explain the extend indicator.
* Explain the steps to select an entire row and column
* Explain the steps to select an entire worksheet and how to name a range.
* Explain the steps to delete or change the range names.

**Classwork: (10 minutes)**

Provide a worksheet with the following questions:

1. Which function key is used to show extend indicator?
2. To name a range, you will click the \_\_\_\_\_ tab?
3. Shift + spacebar are used to select an entire \_\_\_\_?

**Homework:**

Give the following activity as homework:

Using internet, find the information about following points for your state.

1. Population
2. The literacy rate
3. Sex ratio
4. Employment rate

**Wrap up: (05 minutes)**

Conclude by asking a random student to come and delete or change the range name and show how to select name of range.

**Success criteria:**

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

* Selecting cells/rows/columns
* Selecting multiple range of cells
* Selecting an entire row and entire column
* Naming of range
* Editing or deleting range name

**Unit:** Editing in MS Excel 2010 **Time:** 40 minutes

**Topics:** cell contents **Week: 19**

**Day 2**

**Objectives:**

Students should be able to:

* Cut , copy , past the cell contents
* Insert cells, rows, columns

**Resources:**

* Book(pg no. 104-112)
* Computer Lab

**Methodology:**

**Post assessment: (05 minutes)**

Ask students about:

* How can we select the range of a cell?
* How can we change range name?

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

* Introduce the children how to how to delete or change range name?
* Explain in details the steps to delete the contents of a cell
* Explain the steps to copy cell contents; explain the two ways copy and paste method and the drag and drop method in detail.
* Explain the steps to move cell contents; explain the two ways in which the cell contents can be moved from one location to another; the cut and paste method and drag and crop method.
* Explain the steps to delete the contents of a cell.
* Explain the steps to copy cell contents; explain the copy and paste method, and the drag and copy method in detail by demonstrating.
* Explain and demonstrate the steps to insert entire rows and columns
* Explain and demonstrate the steps to insert an entire column.

**Classwork: (05 minutes)**

Provide a worksheet with the following questions:

1. Define auto fill.
2. Define range.
3. Write the steps to name a range.

**Homework:**

Activity G (puzzle) on pg no. 123

**Wrap up: (05 minutes)**

Ask students about:

* Range name of the cell
* How can we delete the content of cell?
* How can we copy and paste the content of cells

**Success criteria:**

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

Editing or changing the content of cell

**Unit:** Editing in MS Excel 2010 **Time:** 40 minutes

**Topics:** deleting row & column, inserting cell **Week:** 20

**Day 1**

**Objectives:**

* Adjust row/column height
* Use Auto fill feature

**Resources:**

* Book(pg no. 113-116)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students at random to create an EXCEL file and perform different functions on it.

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

* Explain in detail and demonstrate how to delete rows and columns
* Explain the function of redo.
* Explain and demonstrate how to insert cells, show how to shift cells right and how to shift cells down.

**Classwork/Lab activity: (10 MINUTES)**

Take students to lab and perform the lab activity “**IN THE LAB**” on pg no.123 in groups.

**Homework:**

Provide a worksheet with the following questions:

What is the default row height?

Write the steps to : 1) insert a column 2) delete a row 3) adjust column width

**Wrap up: (05 minutes)**

Conclude by checking the results of the lab activity students perform in groups.

**Success criteria:**

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

* Adjust row/column height
* Auto filling feature

**Unit:** Editing in MS Excel 2010 **Time:** 40 minutes

**Topics:** changing row height & column width, **Week:** 20

using autofill feature

**Day 2**

**Objectives:**

* Adjust row/column height
* Use Auto fill feature

**Resources:**

* Book(pg no. 116-120)
* Computer Lab

Methodology:

**Post assessment: (05 minutes)**

Ask students at random to create an EXCEL file and perform different functions on it.

**Introduction/Explanation: (30 minutes)**

* Explain and demonstrate how to delete cells.
* Explain and demonstrate the steps to change row height and column width, explain how to change the row height and explain by demonstrating how to change column width
* Show how to change the row height.
* Explain and demonstrate the steps to use autofill feature by giving examples

**Wrap up: (05 minutes)**

Conclude by checking the results of the lab activity students perform in groups.

**Success criteria:**

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

* Adjust row/column height
* Auto filling feature

**Unit:** Editing with MS EXCEL 2010 **Time:** 40 minutes

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

**Day 1**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 121,122,123)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Tell how can you select cells/rows & columns?
* How can we select multiple range of cell?
* How can we give name to range of cell?
* How do we insert cell, row & column?

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 & the shortcuts on pg no 120,121 and explain them.

**Classwork**: **(15 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 functions of MS EXCEL 2010 by solving exercises.

**Unit:** Formatting Cells in MS Excel 2010 **Time:** 40 minutes

**Topics:** working within cells, how to format number, text & font in MS EXCEL, how to format border, how to format background color of cells & how to add background image to excel sheet **Week 21**

**Day 2**

**Objectives:**

By the end of the chapter, the students will be able to:

* Describe formatting
* Work within cells and number formats in MS Excel
* Format font , text , numbers
* Format border of selected cells
* Add a background image to Excel sheet
* Add a theme to Excel sheet
* Insert a clip art image in MS Excel Sheet.
* Insert WordArt Text in Excel sheet

**Resources:**

* Book(pg no. 124-128)
* Computer Lab

**Methodology:**

**Post assessment: (05 minutes)**

Ask students about:

* Formatting,
* Cells
* Autofill feature
* Themes in excel sheet

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

* Explain formatting in detail.
* Show the steps to format within cells (formatting numbers)
* Explain the steps to format text , font , border of selected cells
* Show how to format pattern and background color of cells
* Demonstrate the steps to add a background image to excel sheet .
* Demonstrate the steps to add themes to excel sheet
* Demonstrate the steps to insert a clip art in excel sheet.
* Demonstrate the steps to insert word art text in an excel sheet.

**Lab Activity: (10 minutes)**

Solve “In the lab” on pg no. 135

**Wrap up: (05 minutes)**

Ask students about:

* Define formatting
* How can we work within cells and number formats in MS Excel?
* How can we format font , text , numbers?
* How can we format border of selected cells?
* How is a background image added to Excel sheet?
* How can we add a theme to Excel sheet? Success criteria:

**Success criteria:**

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

* formatting
* Working within cells and number formats in MS Excel
* Formatting font , text , numbers
* Formatting border of selected cells
* Adding a background image to Excel sheet
* Adding a theme to Excel sheet
* Inserting a clip art image in MS Excel Sheet.
* Inserting WordArt Text in Excel sheet

**Unit:** Formatting Cells in MS EXCEL 2010 **Time:** 40 minutes

**Topic:** Exercise **Week:22**

**Day 2**

**Objective:**

Students should be able to:

* Revise the chapter by solving the exercise.

**Resources:**

* Book (pg no. 134, 135)

**Methodology:**

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

Previous knowledge will be checked by asking:

* Tell how can you select cells/rows & columns?
* How can we select multiple range of cell?
* How can we give name to range of cell.
* How do we insert cell, row & column?

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 133,134 and explain them.

**Classwork**: **(15 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 formatting cells in MS EXCEL 2010 by solving exercises.

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Features of Microsoft outlook 2010 **week**: 23

**Day 1**

**Objectives:**

By the end of the topic the students should be able to:

* Use Microsoft outlook 2010

Resources:

* Book (pg no. 136-128)
* Computer Lab

Methodology:

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

* Discuss with the students the features of a good e-mail program
* Introduce the children to Microsoft outlook 2010
* Explain resources and contents
* Explain the + and – sign in the resource pane.
* Show the home tab.

**Classwork: (15 minutes)**

Arrange students in groups and show them the OUTLOOK 2010 and ask them to identify the components of it.

**Wrap up: (05 minutes)**

Conclude the lecture by asking students about:

* Features of good email program
* Microsoft outlook 2010
* Components of OUTLOOK

**Success criteria:**

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

* Using Microsoft outlook 2010

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Features of Microsoft outlook 2010 **week**: 23

**Day 2**

**Objectives:**

By the end of the topic the students should be able to:

* Use Microsoft outlook 2010
* Write e-mail
* Receive e-mail

**Resources:**

* Book (pg no. 138, 139)
* Computer Lab

**Methodology:**

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

* Show the home tab.
* Explain the e-mail addresses
* Demonstrate the steps to write a message, show the message tab.
* Show the received emails ( show samples)
* Show the steps to check/view emails
* Show the steps to send attached files , show how to reply to a message

**Classwork: (15 minutes)**

Arrange students in groups and ask them to compose an email and send it to their friends.

**Wrap up: (05 minutes)**

Conclude the lecture by asking students about:

* Features of good email program
* Microsoft outlook 2010
* Components of OUTLOOK
* What is email address?

**Success criteria:**

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

* Using Microsoft outlook 2010
* Writing e-mail
* Receiving e-mail

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Features of Microsoft outlook 2010 **week**: 24

**Day 1**

**Objectives:**

By the end of the topic the students should be able to:

* View e-mail
* Attach files
* Sending attached files

**Resources:**

* Book (pg no. 140, 141)
* Computer Lab

Methodology:

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

* Discuss with the students the features of a good e-mail program
* Introduce the children to Microsoft outlook 2010
* Explain resources and contents
* Explain the + and – sign in the resource pane.
* Show the home tab.
* Explain the e-mail addresses
* Demonstrate the steps to write a message, show the message tab.
* Show the received emails ( show samples)
* Show the steps to check/view emails
* Show the steps to send attached files , show how to reply to a message

**Classwork: (15 minutes)**

Arrange students in groups and ask them to compose an email and send it to their teacher and attaching a file with the mail as well.

**Wrap up: (05 minutes)**

Conclude the lecture by asking students about:

* Features of good email program
* Microsoft outlook 2010
* Components of OUTLOOK
* What is email address?

**Success criteria:**

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

* Using Microsoft outlook 2010
* Writing e-mail
* Receiving e-mail
* Viewing e-mail
* Attaching files

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Features of Microsoft outlook 2010 **week**: 24

**Day 2**

**Objectives:**

By the end of the topic the students should be able to:

* Print e-mail
* Delete e-mail
* Reply to e-mail

Resources:

* Book (pg no.141)
* Computer Lab

Methodology:

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

* Discuss with the students the features of a good e-mail program
* Introduce the children to Microsoft outlook 2010
* Explain resources and contents
* Explain the + and – sign in the resource pane.
* Show the home tab.
* Explain the e-mail addresses
* Demonstrate the steps to write a message, show the message tab.
* Show the received emails ( show samples)
* Show the steps to check/view emails
* Show the steps to send attached files , show how to reply to a message

**Classwork: (15 minutes)**

Arrange students in groups and ask them to compose an email and send it to their friends.

**Wrap up: (05 minutes)**

Conclude the lecture by asking students about:

* Features of good email program
* Microsoft outlook 2010
* Components of OUTLOOK
* What is email address?
* How can we print an email?
* Who to write back to the mail?

**Success criteria:**

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

* Using Microsoft outlook 2010
* Writing e-mail
* Receiving e-mail
* Viewing e-mail
* Attaching files
* Printing e-mail
* Deleting e-mail
* Replying to e-mail

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Now you know & key terms **week**: 25

**Day 1**

**Objectives:**

By the end of the topic the students should be able to:

Revise the chapter by recalling all concepts and terminologies.

**Resources:**

* Book (pg no. 142)
* Computer Lab

Methodology:

**Classwork: (15 minutes)**

Ask the students to go through now you know, on pg no. 142 discuss it with the teacher.

**Activity: (15 minutes)**

do in the lab on pg no. 143

**Home work:**

Revise the NOW YOU KNOW and learn the key terms.

**Wrap up: (05 minutes)**

Conclude the lecture by asking questions from students about Now you know

**Success criteria:**

By the end of the lesson the students will revise the concept of MS OUTLOOK 2010.

**Unit:** Microsoft Outlook 2010 **Time:** 40 minutes

**Topics:** Exercise **week**: 25

**Day 2**

**Objectives:**

By the end of the topic the students should be able to:

Solve exercise with their own knowledge of chapter.

**Resources:**

* Book (pg no.143)
* Computer Lab

Methodology:

**Classwork: (15 minutes)**

Ask the students to go through now you know, on pg no. 142 and the basic points of the chapter.

Solve exercise of pg no. 143.

**Home work:**

Revise the class work and learn the key terms.

**Wrap up: (05 minutes)**

Conclude the lecture by checking the answers of students.