**Lesson Plan 1**

**Unit: Computer system and devices Time: 40 min**

**Topic: input devices Week: 1**

**Day 1**

**Objectives:**

Students should be able to:

* What are input devices?
* Understand how keyboard works.
* Graphic tablet and its working.
* Know about Magnetic ink character reader.
* Know about magnetic strip reader.
* Know about smart card reader.
* Understand the working of touch screen and micro phone.

**Resources:**

Book (Pg. # 5, 6, 7)

**Methodology:**Introduction:  **(5 minutes)**

* Ask students what they know about computer.
* Ask students what they know about input devices and ask the names of input devices they know.

Development: **(20 minutes)**

* Ask students to open the books and read from page 5.
* Explain each input device to students.

**Activity: (10min)**

Ask students following questions randomly.

* Which input devices are manual and which are automatic?
* Which input devices are commonly used?
* Which input devices are suitable for disable persons to use?
* Which devices are used for electronic registration?

Note: these questions do not have exact answers but for the purpose of creating a healthy discussion in the class.

**Wrap up:**  **(5 min)**

Lesson will be concluded by

* Giving the overview of topic.
* Giving a short explanation of each input device.

**Success Criteria:**

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

* Understand what input devices are.
* Learn about the working of following input devices.
* Keyboard
* Graphic tablet
* Magnetic ink character reader.
* Magnetic strip reader.
* Smart card reader.
* Touch screen and micro phone.

**Unit: Computer system and devices Time: 40 min**

**Topic: Processing devices and output devices Week: 1**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the process of processing input data
* Learn about memory system.
* Know and understand the ROM.
* Know and understand RAM.
* Understand the output devices.

**Resources:**

Book (Pg. # 7, 8, 9)

**Methodology:**Introduction:  **(5 minutes)**

* Ask students what they have learned in previous lecture.
* Ask students what they know about processing devices.
* Ask students about what they know about output devices.
* Give example of input devices you know.
* Give examples of processing and output devices you know.

Development: **(20 minutes)**

* Explain the students the CPU is the brain of computer and all the processing of data takes place in CPU.
* Draw a Diagram on the writing board to show the process of data processing.
* Ask students to read from page 7 till beginning of page 9.
* Tell students that RAM (random access memory) is the place in a computing device where the operating system (OS), application programs and data in current use are kept so they can be quickly reached by the device's processor.
* Explain that once data has been written onto a ROM chip, it cannot be removed and can only be read. Unlike main memory (RAM), ROM retains its contents even when the computer is turned off. ROM is referred to as being nonvolatile, whereas RAM is volatile.

**Activity: (10 min)**

* Take students to lab and show them how input data is processed and also show hem the ram and rom.
* Ask students to consider the input, output and processing devices and took any accessory and name it as input, output or processing device.

**Wrap up:** **(5 min)**

Lesson will be concluded by

* Explain the other storage devices to students.

**Success Criteria:**

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

* Understand how data is processed through processing devices.
* Know about different processing and storage device.

**Unit: Computer system and devices Time: 40 min**

**Topic: ALU Week: 2**

**Day 1**

**Objectives:**

Students should be able to:

* Understand what is ALU?
* Know Conversion of decimal to binary
* Know Conversion from binary to decimal.

**Resources:**

Book (Pg#9, 10)

**Methodology:**Introduction: **(10 minutes)**

* Ask students questions from previous lecture.
* Ask student what they know about ALU**.**

Development: **(25 minutes)**

* Tell student that an arithmetic-logic unit (ALU) is the part of a computer [processor](http://searchcio-midmarket.techtarget.com/definition/processor) ([CPU](http://searchcio-midmarket.techtarget.com/definition/CPU)) that carries out arithmetic and logic operations on the [operand](http://whatis.techtarget.com/definition/operand)s in computer [instruction](http://searchcio-midmarket.techtarget.com/definition/instruction) [word](http://searchcio-midmarket.techtarget.com/definition/word)s. In some processors, the ALU is divided into two units, an arithmetic unit (AU) and a logic unit (LU).
* Tell students about the basics of binary system.
* Explain the students the method of conversion from decimal to binary and from binary to decimal conversion.

**Class work:**

Ask the student to read the content in the book

**Activity:**

Ask students to solve “check your knowledge” on page 9.

**Wrap up:** **(5 min)**

Lesson will be concluded with the revision of following topics:

* Conversion from decimal to binary digits.
* Conversion from binary to decimal digits.

**Home work:**

Ask students to practice the conversion from decimal to binary and from binary to decimal from home.

**Success Criteria:**

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

* Understand ALU.
* Perform conversion from decimal to binary.
* Perform conversion from binary to decimal.

**Unit: Computer system and devices Time: 40 min**

**Topic: exercise Week: 2**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercise.

**Resources:**

Book (Pg#11, 12)

**Methodology:**Introduction: **(5 minutes)**

* Ask students questions from previous lecture.
* Ask student what they know about output devices.

Development:

* Ask students to read now you know and key terms.  **(5 minute**
* Ask students to read the exercises at page 11 and 12.

**Class work:** **(25 min)**

* Ask to solve exercise A, B and C in the class.
* Check the solutions prepared by students randomly.

**Activity:**

Ask students to solve activity D in class.

**Wrap up:** **(5 min)**

Lesson will be concluded with the revision of following topics:

Check the solutions prepared b students.

**Home work:**

Ask students to solve activity E at home.

**Success Criteria:**

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

* To revise whole chapter by solving exercises.

**Unit: Programming in Basic Time: 40 min**

**Topic: Conditional statements Week: 3**

**Day 1**

**Objectives:**

Students should be able to:

* Comprehend what is programming in Basic?
* Understand the conditional type of control statements
* Apply conditional statements.

**Resources:**

•Book (Pg. 13)

•Board

**Methodology:**Introduction: **(5 min)**

Previous knowledge will be checked by asking:

* Do you know which language is used by computer? (Binary)
* Why is programming important in computer?
* Can you name few basic programs?
* What is conditional statement?

Development: **(20 min)**

* Explain to the students that BASIC is a programming language of computer.
* Programs used in computer help the learners to comprehend what programming is.
* BASIC language used as program has control statements.
* In control statements there are two types of statements.

1. Conditional statements
2. Iterative statements

Explain students that conditional statements perform comparison and take necessary action depending upon the comparison. This is the ability to test a variable against a value and act in one way if the condition is met by the variable or another way if not. They are also commonly called by programmers if statements.

**Classwork: (10 min)**

* Ask students to read the topic at page 13 and 14.
* Explain the conditional statements to students with the simple examples given in book**.**

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Control statements.
* Conditional statements.

Success Criteria:

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

* Learn the control statements in basic programming language.
* Learn the conditional statement in basic programming language.

**Unit: Programming in Basic Time: 40 min**

**Topic: iterative statements and Arrays Week: 3**

**Day: 2**

**Objectives:**

Students should be able to:

* Understand the iterative type of control statements
* Apply iterative statements.
* Understand arrays and apply them.

**Resources:**

•Book (Pg. 15 ,16)

•Board

**Methodology: (5 min)**Introduction:

Previous knowledge will be checked by asking:

* What do you know about control statements?
* What do you know about conditional satements.

Development: **(20 min)**

* Explain to the students that control statements have two types

1. Conditional statements
2. Iterative statements

* Tell students that iterative statements are called loops.
* Iterative statements repeat an action for desired number of times.
* Explain iterative statements through examples given in book.
* Explain Arrays are lists of data of same type of data stored in contiguous memory.

**Classwork:**

Ask students to read the topic at page 15 and 16.

Wrap up:

Lesson will be concluded with the revision of following topics:

* Iterative statements or loops.
* Arrays.

Success Criteria: **(05 minutes)**

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

* Learn the iterative statement in basic programming language.
* Lean the use arrays in programming.

**Unit: Programming in Basic Time: 40 min**

**Topic: Examples Week: 4**

**Day: 1**

**Objectives:**

Students should be able to:

Understand Basic programming by solving examples.

**Resources:**

•Book (Pg. 17, 18, 19)

•Board

**Methodology:**Introduction: **( 5 min)**

Previous knowledge will be checked by asking:

* What do you know about iterative statements?
* What is other name of iterative statement?
* What do you know about arrays.?

Development:

* Ask students to read examples from example 1 to 6. **(25 min)**

**Classwork:**

Explain how to solve first six examples.

Wrap up: **(05 minutes)**

Lesson will be concluded by:

* Guiding students where they need help in solving examples.

Success Criteria:

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

* Learn basic programming by solving examples.

**Unit: Programming in Basic Time: 40 min**

**Topic: Examples Week: 4**

**Day: 2**

**Objectives:**

Students should be able to:

* Understand string function in Basic programming by solving examples.

**Resources:**

•Book (Pg. 20,21,22,23)

•Board

**Methodology:**Introduction:

Development: **( 30 min)**

* Ask students to read examples from example on page 20, 21 22.

**Classwork:**

Explain how to solve examples.

Wrap up: **(5 min)**

Lesson will be concluded by:

* Guiding students where they need help in solving examples

Success Criteria:

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

Learn programming by solving examples.

**Unit: Programming in Basic Time: 40 min**

**Topic: Examples Week: 5**

**Day: 1**

**Objectives:**

Students should be able to:

* Understand Basic programming by solving examples.

**Resources:**

•Book (Pg.23 to 27)

•Board

**Methodology:**Introduction:

Development: **(30 minutes)**

* Ask students to read examples from example on page 23 to 27.

**Classwork:**

Explain how to solve examples.

Wrap up: **(05 minutes)**

Lesson will be concluded by:

* Guiding students where they need help in solving examples.

Success Criteria:

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

Learn programming by solving examples.

**Unit: Programming in Basic Time: 40 min**

**Topic: Exercises Week: 5**

**Day: 1**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

•Book (Pg.28, 29 30)

•Board

**Methodology:**Introduction: **( 10 min)**

Previous knowledge will be checked by asking:

* What do you know about control statements?
* What do you know about conditional statements?
* What do you know about iterative statements?

Development: **(25 minutes)**

* Ask students to read exercises.

**Classwork:**

Ask students to solve exercise A ,B ,C in class.

**Activity:**

Ask students to solve activity E in class.

Wrap up: **(05 minutes)**

Lesson will be concluded by:

Checking the solutions prepared by students.

**Home work:**

Ask students to solve activity D at home

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: Primary key and creating query Week: 5**

**Day: 2**

**Objectives:**

Students should be able to:

Students should be able to:

* Learn what primary key are?
* Understand how to create query?

**Resources:**

•Book (Pg. 31, 32, 33)

•Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What we have learned in previous class.
* Different questions from previous lecture.

Development: **(25 minutes)**

* Ask students what they know about DBMS.
* Ask students what they know about primary keys.
* Elaborate the functions of primary keys
* Explain what is querying.
* Tell students that there are two types methods of a query.

1. Query wizard method
2. Query design method

* Explain query method step by step to students

**Activity:**

Take students to lab and show them each step of query wizard method.

Wrap up: **(05 minutes)**

Lesson will be concluded with:

• The revision of steps of query wizard method.

**Home work:**

Ask the students to read the query design method at home.

Success Criteria:

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

* Understand the functions of primary keys.
* Know the methods of creating query.
* Perform steps of query wizard method

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: query design method Week: 6**

**Day: 2**

**Objectives:**

Students should be able to:

* Perform the steps of query design method.

**Resources:**

•Book (Pg.33, 34 )

•Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What are the steps of query wizard method?

Development: **(25 minutes)**

* Arrange a projector in the class.
* Connect it with a laptop.
* Ask a student to read each step of query design method and also perform each step on laptop.
* With help of projector clarify the performance of each step to students.

**Activity:**

Ask students to create a table with the three following fields.

* Name
* Roll number
* Address

And then which field can act as primary key? Explain why other fields can not necessarily act as a primary key.

Wrap up: **(5 min)**

Lesson will be concluded with:

• The revision of steps of query design method

Success Criteria:

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

* Perform steps of query design method

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: use of form command and split command Week: 7**

**Day: 1**

**Objectives:**

Students should be able to:

* Know about Forms.
* Understand the steps of performing form command.
* Understand the steps of performing split command.

**Resources:**

•Book (Pg.35,36 )

•Board

Projector and laptop.

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What is querying?
* What are the methods of creating a query?

Development: **(25 minutes)**

* Ask students what they know about Forms.
* Tell students that forms are used to check the each record of a given table one by one.
* Tell students there are four methods to create forms.
* Arrange a projector in the class.
* Connect it with a laptop.
* Ask a student to read each step of form command and also perform each step on laptop.
* With help of projector clarify the performance of each step to students.
* Explain the steps of split command also through projector.
* Teach different ways to create the forms and how forms can be displayed in different ways.

**Activity:**

Take students to lab and ask them to perform the steps of form command and split command.

Wrap up:  **(5 min)**

Lesson will be concluded with:

• The revision of steps of split form command

**Home wok:**

Ask students to solve “check your knowledge at home”.

Success Criteria:

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

* Use form command.
* Use split form command.

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: use of form wizard Week: 7**

**Day: 2**

**Objectives:**

Students should be able to:

* Know about Forms.
* Understand the steps of performing form wizard.

**Resources:**

•Book (Pg.37, 38, 39, 40)

•Board

Projector and laptop.

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What are forms?
* What are the methods of creating a forms?
* What are steps of performing split form command?

Development: **(25 minutes)**

* Ask students what are the steps of performing form command?
* Arrange a projector in the class.
* Connect it with a laptop.
* Ask a student to read each step of wizard form and also perform each step on laptop.
* With help of projector clarify the performance of each step to students.

**Activity:**

Take students to lab and ask them to perform the steps of wizard form in class.

Wrap up: **(5 min)**

Lesson will be concluded with:

• The revision of steps of wizard form command

Success Criteria:

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

Use wizard form.

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: use of report command Week: 8**

**Day: 2**

**Objectives:**

Students should be able to:

Students should be able to:

* Know about reports.
* Understand the steps of performing report command.

**Resources:**

* Book (Pg.41,42 )
* Board
* Projector and laptop.

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

What are steps of performing form wizard command?

Development: **(25 minutes)**

* Ask students what they know about reports in MS access.
* Tell students that reports are the ways to produce the printed form of data stored in the databases.
* Tell students there are two ways of generating reports

1. Use of report command
2. Use of report wizard

* Arrange a projector in the class.
* Connect it with a laptop.
* Ask a student to read each step of report command and also perform each step on laptop.
* With help of projector clarify the performance of each step to students.

**Activity:**

Take students to lab and ask them to perform the steps of report command.

Wrap up: **(5 min)**

Lesson will be concluded with:

• The revision of steps of report command

Success Criteria:

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

Use report command.

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: use of report wizard and printing** **report Week: 8**

**Day: 2**

**Objectives:**

Students should be able to:

Students should be able to:

* Understand the steps of performing report wizard command.
* Print the report.

**Resources:**

* Book (Pg.43 ,44 ,45 ,46 ,47 )
* Board
* Projector and laptop.

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

What are steps of performing report command?

Development: **(25 minutes)**

* Arrange a projector in the class.
* Connect it with a laptop.
* Ask a student to read each step of report wizard and teacher should perform each step on laptop.
* Explain the steps of printing reports also through projector.
* With help of projector clarify the performance of each step to students.

**Activity:**

Take students to lab and ask them to perform the steps of report wizard.

**Home work:**

Ask students to solve check your knowledge from home and read now you know at home.

Wrap up: **(5 min)**

Lesson will be concluded with:

• The revision of steps of report wizard.

Success Criteria:

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

* Use of report wizard.
* Print the report.

**Unit: Advanced topics in MS Access Time: 40 min**

**Topic: Exercises Week: 9**

**Day: 1**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (48 ,49 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

What are the steps to print a report?

Development: **(25 minutes**

* Ask students to read the exercises on page 48 and 49.

Class work:

Ask students to solve the exercise A, B, C on the writing copies.

**Activity:**

Take students to lab and divide them in group, ask them to solve exercise E.

**Home work:**

Ask students to solve D and F at home.

Wrap up:  **(5 min)**

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Success Criteria:

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

Revise the chapter by solving exercises.

**Unit: More on QBASIC Time: 40 min**

**Topic: More on QBASIC Week: 9**

**Day: 2**

**Objectives:**

Students should be able to:

* Open screen of QBasic application.
* Put input in QBasic application and produce output.

**Resources:**

* Book (50 ,51 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What are they about basic programming?
* Have they aby knowledge about QBasic?

Development: (25 min)

Ask students to read at page 50 and 51.

* Tell students that QBasic is an [interpreter](http://www.webopedia.com/TERM/I/interpreter.html) for the [BASIC programming language](http://www.webopedia.com/TERM/B/BASIC.html) provided by [Microsoft](http://www.webopedia.com/TERM/M/Microsoft.html) with the [DOS](http://www.webopedia.com/TERM/D/DOS.html) and [Windows 95](http://www.webopedia.com/TERM/W/Windows_95.html) operating systems. The QBASIC interpreter supports many of the more sophisticated features of the BASIC language.
* Tell students that Microsoft had developed a QBasic application and named as QB64.
* Explain students that QB64 window has a title bar and a menu bar.

**Class work:**

Tell students how to insert input in QBASIC application.

Explain students how to take output from QB64 with examples.

**Activity:**

Ask students to write a QBASIC code to take 10 numbers as input and their product.

Wrap up: **(5 min)**

Lesson will be concluded:

• By asking the students if they have queries regarding todays lecture they can ask.

Success Criteria:

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

Use QBASIC application for programming.

**Unit: More on QBASIC Time: 40 min**

**Topic: Saving a file, open a file, running a file Week: 10**

**Day: 1**

**Objectives:**

Students should be able to:

* Save a file after writing code.
* Open a preexisting file.
* Run a file.

**Resources:**

* Book (52,53,54 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* In how parts the QBASIC application window is divided?
* If the output screen display a question mark does it means?

Development: **(25 minutes)**

Ask students why we should save a file?

Class work:

* Ask students to read on page 52, 53 and 55.
* Explain students in detail the steps of saving a file after coding.
* Explain students in detail the steps of open a file and running a file.

**Activity:**

Take students to lab and show them the steps of saving and open and running a file.

Wrap up: **(5 min)**

Lesson will be concluded:

• By revising the steps of saving, opening and running a file.

Success Criteria:

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

* Save a file.
* Open a file.
* Running a file.

**Unit: More on QBASIC Time: 40 min**

**Topic: Copy paste of data, adding comment in QBASIC,**

**Open a new file Week: 10**

**Day: 2**

**Objectives:**

Students should be able to:

* Copy and paste of data
* Adding comment in QBASIC
* Open a new file.

**Resources:**

* Book (55,56,57 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* The steps of saving a file.
* The steps of open a file.
* The steps of running a file.

Development: **(25 minutes)**

* Ask students about what they know about the copy paste command.
* Ask students when they use copy paste command.
* Explain to students that copy paste means to replace a part of an object onto another place, keeping the original part intact and in previous.

Class work:

* Ask students to read on page 55, 56, 57.
* Explain students in detail the steps of copy paste data in QBASIC.
* Explain students in detail the steps of adding comment in QBASIC.
* Explain the steps to open a new file.

**Activity:**

Take students to lab and practically perform the steps of copy paste data, adding comment in QBASIC and to open a new file.

Wrap up: **(5 min)**

Lesson will be concluded:

• By revising the steps of adding comment in QBASIC.

Success Criteria:

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

* Copy and paste data
* Adding comment in QBASIC
* Open a new file.

**Unit: More on QBASIC Time: 40 min**

**Topic: Find a string, changing string in a program**

**Week: 11**

**Day: 1**

**Objectives:**

Students should be able to:

* Find a string in a program.
* Hanging string in a program.

**Resources:**

* Book (58,59 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What are the steps to copy paste data in QBASIC?
* What are steps to add comment in QBASIC?

Development: **(25 minutes)**

* Explain students that string is an input in BASIC to be treated as word, as opposed to treating as a number over which numeric functions can be executed.
* Tell students that when we need to find a string in QBASIC application we use QBASIC editor to locate the string present in the code.

Class work:

* Ask students to read on page 58, 59.
* Explain students in detail the steps of finding a string in a program.
* Explain students in detail the steps of hanging string in program.

**Activity:**

Take students to lab and practically perform the steps of finding a string in a program and hanging string in QBASIC.

Wrap up: **(5 min)**

Lesson will be concluded:

• By revising the steps of finding string in QBASIC.

Success Criteria:

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

* Find a string in a program.
* Find and replace a string in a program.

**Unit: More on QBASIC Time: 40 min**

**Topic: other options in QBASIC, Changing code layout.**

**Week: 11**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the other options in QBASIC
* Change the code layout.

**Resources:**

* Book (60,61,62 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What are the steps to find a string in a program?
* What are steps to find and replace a code in a program?

Development:  **(25 minutes)**

* Explain students that in QBASIC we can change the height and width of the window by clicking on the options icon.

Class work:

* Ask students to read on page 60, 61 and 62.
* Explain students in detail how to change the height and width of window.
* Explain students in detail the steps of changing the layout of codes.

**Activity:**

Take students to lab and practically perform the steps of changing the layout of codes in QBASIC.

Wrap up: **(5 min)**

Lesson will be concluded:

• By revising the steps of changing the layout of codes in QBASIC.

Success Criteria:

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

* Change the height and width of window.
* Changing the layout of codes.

**Unit: More on QBASIC Time: 40 min**

**Topic: Exercises Week: 12**

**Day: 1**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (63, 64 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* How to change the layout of codes in QBASIC.
* Ask students to read now you know on page 62.

Development:

Ask students to read the exercises on page 63 and 64.

**Class work:**

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up:

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Success Criteria:

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

Revise the chapter by solving exercise

**Unit: HTML Time: 40 min**

**Topic: HTML and creating, saving and viewing HTML document**

**Week: 12**

**Day: 2**

**Objectives:**

Students should be able to:

Know about HTML

Know the tools needed to create a webpage

Create, save and view HTML documents.

**Resources:**

* Book (65,66 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What they know about HTML.
* Ask IF anyone knows about HTML then explain.

Development: **(25 min)**

* Explain to students that HTML is a computer language which is used to develop webpages.
* HTML stands for Hypertext markup language.
* Tell students that there are other languages besides HTML such as Java, PHP and NET which are used to create websites.

Class work:

Ask students to read text on page 65 and 66.

Explain to students that there are two tools to create webpage.

* A text editor.
* A web browser.

Explain the steps to create save and view HTML.

**Activity:**

Take students to lab and show them the steps of creating, saving and opening HTML webpage**.**

Wrap up: **(5 min)**

Lesson will be concluded:

• By checking the steps of creating, saving and viewing HTML.

Success Criteria:

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

* Understand the HTML.
* Know about tools for creating webpage.
* Create save and view HTML.

**Unit: HTML Time: 40 min**

**Topic: HTML elements and tags, Structure of HTML document**

**Week: 13**

**Day: 1**

**Objectives:**

Students should be able to:

* Learn the elements of HTML.
* Learn the HTML tags.
* Understand the structure of HTML document.

**Resources:**

* Book ( 67 ,68)
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What is HTML?
* What are steps to create ,save and view HTML?

Development: (**25 min)**

* Tell students that everything is made of something which is called it element.
* Explain to students that the elements of HTML give structure HTML document.
* Elements of HTML consist of tags.

Class work:

* Ask students to read text on page 67 and 68.
* Explain the structure of HTML document by writing it on writing board.
* Tell students that every HTML document has that structure.

**Activity:**

Create a webpage with the heading as, My three favorite subjects .Draw 2 horizontal lines below the heading .write down an ordered list starting from A to specify the three favorites subjects and save the webpage as I love these.

Wrap up: **(5 min)**

Lesson will be concluded:

• By revising the structure of HTML.

Success Criteria:

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

* Understand the elements of HTML.
* Understand the structure of HTML.
* Create a webpage.

**Unit: HTML Time: 40 min**

**Topic: types of lists in HTML Week: 13**

**Day: 2**

**Objectives:**

Students should be able to:

* Understand types of lists displayed in HTML.
* Understand ordered lists.
* Understand unordered lists.
* Understand definition lists.

**Resources:**

* Book ( 68 ,69,70,71)
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* Explain the structure of HTML document.
* What are the elements of HTML document?
* What are the types of tags?

Development: **(25 min)**

Explain to students that there are different types of lists that can be displayed in HTML.

Following are three type of lists that can be displayed.

* Ordered lists.
* Unordered lists.
* Definition lists.

Class work:

* Ask students to read text on page 68, 69, 70 and 71.
* Explain that in ordered list items are listed in order with numbers or alphabets.
* Explain that in unordered lists items are not listed in any order with number or alphbets.unorder lists are also called bulleted list.
* Tell students that a nested list is a list which we enclose in another list.
* Explain to students that we see definitions on webpage this is because of definition list tag. This is tag which is useful to put up a list of definitions on webpage.
* Give simple example of each list to increase the understanding of students.

**Activity:**

Take students to lab and show them ordered list, unordered and nested list on HTML web page.

Wrap up:  **( 5 min )**

Lesson will be concluded by revising following topics:

* Ordered lists
* Definition list tag.

Success Criteria:

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

* Understand the structure of ordered lists.
* Understand the structure of unordered lists.
* Understand the nested lists.
* Understand the definition tag list.

**Unit: HTML Time: 40 min**

**Topic: inserting image in HTML page Week: 14**

**Day: 1**

**Objectives:**

Students should be able to:

* Understand the different image formats.
* Learn about image tag in HTML.
* Insert image in HTML page.

**Resources:**

* Book ( 71 ,72 ,73 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What do you know about ordered lists?
* What is nested list?

Development: (**25 min)**

* Tell students that as we previously learned that we can make lists in HTML page, further we can also insert images in web page.
* There are different formats which we can insert in a HTML page. These formats include
* Graphics interchange format
* Joint photographic expert group.

Class work:

* Ask students to read text on page 71, 72 and 73.
* Explain that image tag is used to display image in an HTML page.
* Explain that Image tag also specify some attributes of the image.

**Activity:**

Download image of any three animals you like and insert the three images in a webpage .alongside every picture write the name of animal.

Wrap up: **(5 min)**

Lesson will be concluded by revising following topics:

Image tag.

Success Criteria:

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

* Understand the different formats of images.
* Understand the image tag.
* Understand how to insert a picture or image in HTML.

**Unit: HTML Time: 40 min**

**Topic: inserting image in HTML page Week: 14**

**Day 2**

**Objectives:**

Students should be able to:

* Understand the different image formats.
* Learn about image tag in HTML.
* Insert image in HTML page.

**Resources:**

* Book ( 71 ,72 ,73 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What do you know about ordered lists?
* What is nested list?

Development: (**25 min)**

* Tell students that as we previously learned that we can make lists in HTML page, further we can also insert images in web page.
* There are different formats which we can insert in a HTML page.These formats include
* Graphics interchange format
* Joint photographic expert group.

Class work:

* Ask students to read text on page 71, 72 and 73.
* Explain that image tag is used to display image in an HTML page.
* Explain that Image tag also specify some attributes of the image.

**Activity:**

Download image of any three animals you like and insert the three images in a webpage .alongside every picture write the name of animal.

Wrap up: **( 5 min)**

Lesson will be concluded by revising following topics:

Image tag.

Success Criteria:

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

* Understand the different formats of images.
* Understand the image tag.
* Understand how to insert a picture or image in HTML.

**Unit: HTML Time: 40 min**

**Topic: Heading tags, inserting image as background Week: 15**

**Day: 1**

**Objectives:**

Students should be able to:

* Use heading tag to set a heading in webpage.
* Insert an image in the background.

**Resources:**

* Book ( 74 ,75 ,76 )
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

* What do you know about image tag?
* GIF and JPEG stands for?
* Which tag set attributes for a image?

Development: (**25 min)**

* Tell students that so far we have learned how to inert lists and images in HTML page and now we will learn how to set heading in a webpage.
* Explain to students that we use Heading tag to set a heading.
* Explain to students how to set the attributes of a heading.

Class work:

* Ask students to read text on page 74, 75, 76.
* Explain that HR tag stands for horizontal rule .it is used to separate the content in a web page.
* Tell students that body tag is used to set an image as background.

**Activity:**

Ask students to download an image and set it as background in a webpage.

Wrap up: **(5 min)**

Lesson will be concluded by revising following topics:

Guide students to complete above activity and evaluate them by checking results produce by them.

Success Criteria:

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

Set a heading in a HTML page.

Set a image as back ground of the web page.

**Unit: HTML Time: 40 min**

**Topic: Exercises Week: 15**

**Day 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (77 ,78 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What is purpose of HR tag?
* Body tag is used for what?

Development:

Ask students to read the exercises on page 77 and 78.

Class work:

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: (5 min)

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Home work:

Ask students to solve activity F at home.

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: introduction to flash Time: 40 min**

**Topic: To start flash Week: 16**

**Day: 1**

**Objectives:**

Students should be able to:

* Know about flash
* Start the flash.

**Resources:**

* Book ( 80 , 81, 82)
* Board

**Methodology:**Introduction: **( 10 min**

Previous knowledge will be checked by asking randomly:

* Have any one heard about adobe flash?
* What do you know about Flash?

Development: (**25 min)**

* Tell students that until know we have studied HTML web page but it was limited to insert text ,lists and images on web page but know a days we see moving pictures and trailers on websites .
* Ask students how it is possible.

Class work:

* Ask students to read text on page 80, 81, 82
* Explain to students that it is possible create moving pictures on the screen by using a software provided named Flash by Adobe.
* Explain the steps to start Flash in detail to students.
* Explain the elements of flash and their functions.

**Activity:**

Ask students to lab and ask students to practice to start the flash.

Wrap up:  **(5 min)**

Lesson will be concluded by revising following topics:

Guide students to complete above activity and evaluate them by checking results produce by them.

Success Criteria:

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

Start the flash.

**Unit: introduction to flash Time: 40 min**

**Topic: Drawing and coloring in flash Week: 16**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the drawing tools of flash.
* Draw and color using flash.

**Resources:**

* Book ( 83,84 ,85)
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

Name the elements of Flash?

Steps to start the flash?

Development: **(25 min)**

* Tell students as we studied the drawing tools of MS Paint, the flash has also its drawing and coloring tools.
* Explain students that Flash has following drawing and coloring tools.
* Pencil tool.
* Rectangle tool.
* Paint bucket
* Eraser tool
* Brush tool
* Text tool

Class work:

Ask students to read text on page 83, 84, 85.

Explain to student the uses of each above mentioned tools.

**Activity:**

Take students to lab and ask them to draw a picture, write its description in few lines and then color it.

Wrap up: **(5 min)**

Lesson will be concluded by revising following topics:

Uses of tools of drawing and coloring.

Success Criteria:

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

* Draw pictures using flash.
* Color the pictures using flash.
* Write something using flash.

**Unit: introduction to flash Time: 40 min**

**Topic: animation in flash, motion tween Week: 17**

**Day: 1**

**Objectives:**

Students should be able to:

* Learn what animation is.
* Types of animation
* Understand motion tween.

**Resources:**

* Book ( 86 to 90)
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

* Name the tools of drawing in flash?
* Have they heard about animation?
* What they know about animation?

Development: **(25 min)**

* Tell students that animation can be defined as a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement.
* Explain there are two types of animation. Which are following.
* Motion tween
* Shape tween

Class work:

* Ask students to read text on page 86, 87 88 ,89.
* Explain to students that in motion tween we can display the movement of object and select an object and choose to move it.
* Explain through motion tween through the example given in the book.

**Activity:**

Ask students to practice the steps of creating motion tween.

Wrap up: **(5 min)**

Lesson will be concluded by:

Checking the results produce by students in the lab.

Success Criteria:

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

* Understand the animation.
* Understand types of animation.
* Understand the motion tween.

**Unit: introduction to flash Time: 40 min**

**Topic: shape tween Week: 17**

**Day 2**

**Objectives:**

Students should be able to:

* Learn what shape tween is.
* Understand the steps to create shape tween.

**Resources:**

* Book ( 91,92,93)
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

* What is motion tween?
* How to create motion tween?

Development: **(25 min)**

Tell students that shape tween is an amination in which an object switches into another object, on screen or changes color.

Class work:

* Ask students to read text on page 91, 92, 93.
* Explain to students the steps of creating shape tween.
* Explain through shape tween through the example given in the book.

**Activity:**

Ask students to create a picture of small hut on the left of flash stage. Create another apartment on the right of flash stage. Create a shape tween with these two images being the first and final images of the tween.

Wrap up: **(5 min)**

Lesson will be concluded by :

Checking the results produce by students in the lab.

Success Criteria:

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

* Understand the shape tween
* Understand the steps to create shape tween

**Unit: introduction to flash Time: 40 min**

**Topic: Exercises Week: 18**

**Day: 1**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (94 ,95 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* What is shape tween?
* What are the steps to create shape tween?
* FPS stands for what?

Development: **(25 min)**

Ask students to read the exercises on page 94 and 95.

Class work:

Ask students to

* Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: **(5 min)**

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Home work:

Ask students to solve activity F at home.

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: networking and e commerce Time: 40 min**

**Topic: types of networks and network topologies Week: 18**

**Day 2**

**Objectives:**

Students should be able to:

* Learn what the network is?
* Learn why networks are important?
* Learn the types of networks.
* Learn network topologies.

**Resources:**

* Book (96 ,97,98 )
* Board

**Methodology: ( 10 min )**Introduction:

Previous knowledge will be checked by asking randomly:

Have you heard about network?

What people used to do when there were no networks?

Development: (**25 min)**

* Tell students that a computer network or data network is a telecommunications network which allows computers to exchange data. In computer networks, networked computing devices exchange data with each other using a data link.
* Tell students that the idea of networks was conceives in late 1960s in USA.
* Class work:
* Ask students to read text on page 96, 97 and 98.
* Explain to students that there following main four network
* PAN
* LAN
* MAN
* WAN
* Explain to students that why computer networks are uses.
* Tell students that alternatively referred to as a **network topology**, a **topology** is the physical configuration of a network that determines how the network's computers are connected. Common configurations include the [bus topology](http://www.computerhope.com/jargon/b/bustopol.htm), [linear bus](http://www.computerhope.com/jargon/l/linear-bus-topology.htm), [mesh topology](http://www.computerhope.com/jargon/m/mesh.htm), topology, star, [tree topology](http://www.computerhope.com/jargon/t/treetopo.htm) and [hybrid topology](http://www.computerhope.com/jargon/h/hybrtopo.htm).

**Activity:**

**Take students to i.t office of school and show them how the network is working in the school and how it is making ease for employees.**

Wrap up: (5 min)

Lesson will be concluded by:

Revising network topologies.

Success Criteria:

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

* Understand what a computer network is.
* Understand types of computer networks.
* Understand network topologies.

**Unit: networking and e commerce Time: 40 min**

**Topic: how internet works, hardware requirements for computer networks**

**Week: 19**

**Day: 1**

**Objectives:**

Students should be able to:

* Understand how internet works.
* Learn about the hardware requirements for computer networks.

**Resources:**

* Book (98 ,99 )
* Board

**Methodology:**Introduction: **(10 mins**

Previous knowledge will be checked by asking randomly:

* Have you heard about internet?
* Anybody know how internet works?

Development: **(25 min)**

Tell students that internet works through standard rules.

These rules are called protocols.

Every computer in a network has its i.p address which to designate the sender and intended receiver.

.

Class work:

* Ask students to read text on page 98 and 99.
* Explain to students that there following parts are hardware requirements for internet.
* Network interface
* Registered jack
* HUB
* Switch
* Modem
* Explain above mentioned devices in detail.

**Activity:**

**Take students to lab and show the above mentioned devices to students.**

Wrap up: **( 5 min)**

Lesson will be concluded by:

Revising how the internet works.

Success Criteria:

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

Understand how internet works.

Learn the hardware requirements for computer networks.

**Unit: networking and e commerce Time: 40 min**

**Topic: E commerce, technologies of e commerce**

**Week: 19**

**Day 2**

**Objectives:**

Students should be able to:

* Understand the concept of e commerce
* Learn the various technologies of e commerce

**Resources:**

* Book (100 ,101 )
* Board

**Methodology: ( 10 min)**Introduction

Previous knowledge will be checked by asking randomly:

Have you heard about e commerce?

What they know about e commerce?

Development: **(25 min)**

* Tell students that e commerce is the buying and selling if things electronically through internet.
* Explain that E commerce is not confined to sale and purchase of goods of daily routine but it also involve sale and purchase of online stock, bond and downloadable software.

Class work:

* Ask students to read text on page 100 and 101.
* Explain the technologies of e commerce in detail.
* Ask students what are benefits of e commerce they think?
* Explain the advantages of e commerce.

Wrap up: (5 min)

Lesson will be concluded by:

* Technologies of e commerce.
* Revising the benefits of e commerce.

Success Criteria:

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

* Understand the e commerce.
* Understand Technologies of e commerce.
* Learn the advantages of e commerce.

**Unit: networking and e commerce Time: 40 min**

**Topic: Shopping on web Week: 20**

**Day: 1**

**Objectives:**

Students should be able to:

Buy anything using web based shopping.

**Resources:**

* Book (102 ,103 ,104 ,105 ,106 )
* Board
* projector

**Methodology:**Introduction: **( 10 min )**

Previous knowledge will be checked by asking randomly:

Have you bought anything through website?

Development: **(25 min)**

Ask students to read on page 102 to 106.

Class work:

Explain each step of online shopping to students.

Activity:

Take students to lab and ask students to open a website which sells online and perform all the steps they have studied.

Wrap up: **(5 min)**

Lesson will be concluded by:

Guiding the students in above mentioned activity if they need it.

Success Criteria:

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

Purchase commodities through websites.

**Unit: networking and e commerce Time: 40 min**

**Topic: Exercises Week: 20**

**Day 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (108 ,109 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

* How internet works?
* What are the advantages of e commerce?

Development: **(25 min)**

Ask students to read the exercises on page 94 and 95.

Class work:

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: **(5 min)**

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Home work:

Ask students to solve activity F at home.

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: Advanced Algorithms and flow chart Time: 40 min**

**Topic: Algorithms on computer and writing algorithms Week: 21**

**Day 1**

**Objectives:**

Students should be able to:

* Know what algorithm is.
* Know about categories of algorithms.
* Know how to write algorithms.

**Resources:**

* Book (110 ,111 )
* Board

**Methodology: (10 min)**Introduction:

Previous knowledge will be checked by asking randomly:

* What they know about algorithms?
* Have any one know about algorithm?

Development:

* Explain to students that algorithm is series of steps that we follow to solve a problem.
* Explain Algorithms are not only used in computer but also in maths and daily human life.
* Explain students about the categories of algorithms used in computers.

Class work:

* Ask students to read text on page 110,111.
* Tell students that language which used in writing algorithms is called pseudocode.
* Explain in detail the method of writing algorithms.

**Activity:**

**Ask students to practice of writing algorithms in lab.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the steps of writing algorithms.

Success Criteria:

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

* Understand what algorithms are.
* Write algorithms on computer.

**Unit: Advanced Algorithms and flow chart Time: 40 min**

**Topic: sorting numbers Week: 21**

**Day: 2**

**Objectives:**

Students should be able to:

* Learn what sorting is
* Learn selection sorting
* Learn bubble sorting.

**Resources:**

* Book (112 ,113 ,114 )
* Board

**Methodology:**Introduction: **(10 min**

Previous knowledge will be checked by asking randomly:

What is pseudocode?

What is Euclid s algorithms?

Development: **(25 min)**

Explain to students that sorting means putting many things together in just the right order .the order is decided based on some value of each object.

Tell students swapping means to interchange the values of two quantities.

Class work:

* Ask students to read text on page 112,113,114.
* Tell students that selection sort algorithm divides the input into two parts, the sub list of items already sorted, which is built from left to right at the front of list, and sub list of items remaining to be sorted that occupy the rest of list.
* Bubble sort is a simple sorting algorithms that works by repeatedly stepping through the list to be sorted, comparing each pair adjacent items and swapping them if they are in the wrong order.

**Activity:**

**Implement the bubble sort algorithms to sort an array of 20 numbers.**

**Implement the selection sort algorithms to sort an array of 20 numbers.**

Wrap up: (5 min)

Lesson will be concluded by:

* Revising the method of selection sorting.
* Revising the method of bubble sorting.

Success Criteria:

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

Understand the method of selection sorting.

Understand the method of bubble sorting.

**Unit: Advanced Algorithms and flow chart Time: 40 min**

**Topic: Drawing Flow chart Week: 22**

**Day: 1**

**Objectives:**

Students should be able to:

Draw a flow chart for the algorithm.

**Resources:**

* Book (115 ,116 ,117)
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly

What is difference between selection sorting and bubble sorting?

Development: **(25 min)**

Explain to students that flow charts are the diagrammatic representation of the algorithm.

A flow chart usually a form of diagram.

Class work:

Ask students to read text on page 115, 116 and 116.

Explain to students how to draw flow chart using examples given in the book.

Fibonacci series are numbers which comes after adding previous number in next number.

**Activity:**

**Ask students to draw a flow chart of algorithm of first 10 odd numbers.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the process of preparing the flow chart algorithm.

Success Criteria:

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

Prepare the flow chart of algorithms.

**Unit: Advanced Algorithms and flow chart Time: 40 min**

**Topic: Exercises Week: 22**

**Day 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (118 ,119,120 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

What are the categories of algorithm?

Development: **(25 min**)

Ask students to read the exercises on page 118,119 and 120.

Class work:

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: **(5 min)**

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Home work:

Ask students to solve activity F at home.

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: introduction to Dreamweaver CS6 Time: 40 min**

**Topic: how to launch Dreamweaver Week: 23**

**Day 1**

**Objectives:**

Students should be able to:

Understand what Dreamweaver is

Understand how to launch Dreamweaver.

**Resources:**

* Book (121 ,122,123 ,124 )
* Board

**Methodology:**Introduction:

Previous knowledge will be checked by asking randomly:

What know about HTML?

How a web page is used to be created?

Development: **(25 min**)

Tell students that HTML was used to create web pages.

But now adobe has launches a software names as Dreamweaver which design the webpage without need of HTML codes.

Dreamweaver is also known as WYSIWYG which means what you see is what you get.

Class work:

Ask students to read text on page 121, 122,123.

Explain the steps to launch Dreamweaver.

**Activity:**

**Take students to lab and ask them to launch Dreamweaver as learned in the class.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the steps of launching Dreamweaver.

Success Criteria:

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

Understand Dreamweaver.

Understand the steps to launch Dreamweaver.

**Unit: introduction to Dreamweaver CS6 Time: 40 min**

**Topic: change of font and size, inserting image, inserting hyperlink**

**Week: 23**

**Day: 2**

**Objectives:**

Students should be able to:

Change the font and size using Dreamweaver.

Insert image in web page using Dreamweaver.

Insert hyperlink using Dreamweaver.

**Resources:**

* Book (125 ,126 ,127)
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

Why Dreamweaver is used for development of webpages?

Development: (**25 min)**

Ask students to read text on page 125, 126.

Class work:

Explain how to change the font and size using picture given in book.

Explain how to insert picture in Dreamweaver.

Explain in detail the procedures to insert hyperlink in Dreamweaver.

**Activity:**

**Ask students to change the font size using Dreamweaver in the lab and also insert image.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the steps to insert hyperlink using Dreamweaver.

Success Criteria:

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

Understand the process of changing font and size using Dreamweaver.

Understand the procedure of inserting image and hyperlink in Dreamweaver.

**Unit: introduction to Dreamweaver CS6 Time: 40 min**

**Topic: manipulate the text, Alignment of text, inserting lists**

**Week: 24**

**Day: 1**

**Objectives:**

Students should be able to:

Change the text of web page using Dreamweaver.

Align the text of webpage using Dreamweaver.

Insert ordered and unordered lists using Dreamweaver.

**Resources:**

* Book (129 ,130,131 ,132)
* Board

**Methodology: (10 min)**Introduction:

Previous knowledge will be checked by asking randomly:

What is the process to insert image using Dreamweaver.

Development: **(25 min)**

Ask students to read text on page 129, 130,131.

Class work:

Explain how to change text using picture given in book.

Explain how to align text in Dreamweaver.

Explain in detail the procedures to insert ordered and unordered lists in Dreamweaver.

**Activity:**

**Create an ordered list of images of flowers.to right of each picture write the name of the flower. Check the HTML code to see whether you would write the HTML code similarly.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the steps to insert ordered and unordered lists.

Success Criteria:

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

Understand the process of change the text in webpage using Dreamweaver.

Understand the procedure of aligning text in Dreamweaver.

Understand the process of inserting ordered and unordered list in web pages.

**Unit: introduction to Dreamweaver Time: 40 min**

**Topic: Exercises Week: 24**

**Day: 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (134,135 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

How internet works?

What are the advantages of e commerce?

Development: **(25 min)**

Ask students to read the exercises on page 94 and 95.

Class work:

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: **(5 min)**

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Home work:

Ask students to solve activity F at home.

Success Criteria:

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

Revise the chapter by solving exercise.

**Unit: web based E mail Time: 40 min**

**Topic: E mail accounts Week: 25**

**Day 1**

**Objectives:**

Students should be able to:

Learn about E mail.

Write an e mail.

**Resources:**

* Book (136 ,137,138 ,139,140 )
* Board

**Methodology:**Introduction: **(10 min)**

Previous knowledge will be checked by asking randomly:

What they know about e mail,

Have they ever used e mail service ?

Development: **(25 min**)

* Explain to students that normally we talk about e mail that is pop mail .post office protocol mail.
* In pop mail user s allotted a space on the ISP s web server that is like post box.
* Explain to students that in web based mail user uses the website of service provider.
* Explain User is given a space of up to 15 GB.
* Explain POP mail is fast as compared to web mail.
* Tell students that hyperlinks are the links to other web sites, web page or paragraph .hyperlink can be a text or picture

Class work:

* Ask students to read text on page 136,137, 138, 139.
* Explain that you can open your mail on any a mail providing website.
* Tell students about different sites which are providing e mail services.
* Explain how to register, sign in compose, attach files, send, receive, delete the e mails using picture given in book.

**Activity:**

**Send e mail to your friends and check how the sent folder and inbox show up when e mail is sent and received. Check whether you can log back in after pressing sign out by going back in browser.**

Wrap up: **(5 min)**

Lesson will be concluded by:

Revising the steps of writing an e mail.

Success Criteria:

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

Understand what the e mail is and how it works.

Compose and send an e mail.

**Unit: web based e mail Time: 40 min**

**Topic: Exercises Week: 25**

**Day 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises.

**Resources:**

* Book (142 , 143 )
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking randomly:

How internet works?

What are the advantages of e commerce?

Development:  **(25 min**)

Ask students to read the exercises on page 94 and 95.

Class work:

Ask students to

Explain students solve exercise A, B, C and D on writing copies.

**Activity:**

Ask students to solve group activity E in class.

Wrap up: (5 min)

Lesson will be concluded:

• By checking the solutions prepared by students randomly.

Success Criteria:

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

Revise the chapter by solving exercise.