



TOUCHPAD[®]

Information Technology
(Open Office)

Teacher's Manual

Extended Support for Teachers



www.orangeeducation.in
www.thetouchpad.com

Teacher's Time Table



Periods Days	0	I	II	III	IV	V	VI	VII	VIII
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									

B

R

E

A

K



DEVELOPMENT MILESTONES IN A CHILD

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher to identify and understand how children differ in different age groups.

Age 5 - 8 Years	
Physical	<ul style="list-style-type: none">• First permanent tooth erupts• Shows mature throwing and catching patterns• Writing is now smaller and more readable• Drawings are now more detailed, organised and have a sense of depth
Cognitive	<ul style="list-style-type: none">• Attention continues to improve, becomes more selective and adaptable• Recall, scripted memory, and auto-biographical memory improves• Counts on and counts down, engaging in simple addition and subtraction• Thoughts are now more logical
Language	<ul style="list-style-type: none">• Vocabulary reaches about 10,000 words• Vocabulary increases rapidly throughout middle childhood
Emotional/Social	<ul style="list-style-type: none">• Ability to predict and interpret emotional reactions of others enhances• Relies more on language to express empathy• Self-conscious emotions of pride and guilt are governed by personal responsibility• Attends to facial and situational cues in interpreting another's feelings• Peer interaction is now more prosocial, and physical aggression declines

"If you cannot do great things, do small things in a great way."

Age 9 - 11 Years	
Physical	<ul style="list-style-type: none"> • Motor skills develop resulting enhanced reflexes
Cognitive	<ul style="list-style-type: none"> • Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	<ul style="list-style-type: none"> • Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/Social	<ul style="list-style-type: none"> • Self-esteem tends to rise • Peer groups emerge

Age 11 - 20 Years	
Physical	<ul style="list-style-type: none"> • If a girl, reaches peak of growth spurt • If a girl, motor performance gradually increases and then levels off • If a boy, reaches peak and then completes growth spurt • If a boy, motor performance increases dramatically
Cognitive	<ul style="list-style-type: none"> • Is now more self-conscious and self-focused • Becomes a better everyday planner and decision maker
Emotional/Social	<ul style="list-style-type: none"> • May show increased gender stereotyping of attitudes and behaviour • May have a conventional moral orientation

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.



“Family is the most important thing in the world.”



TEACHING PEDAGOGIES

Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

Lesson Plans

A lesson plan is the instructor's road map which specifies what students need to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

Before the class:

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.



During the class:

Present the lesson plan.



After the class:

Reflect on what worked well and why. If needed, revise the lesson plan.

"Knowing yourself is the beginning of all wisdom."

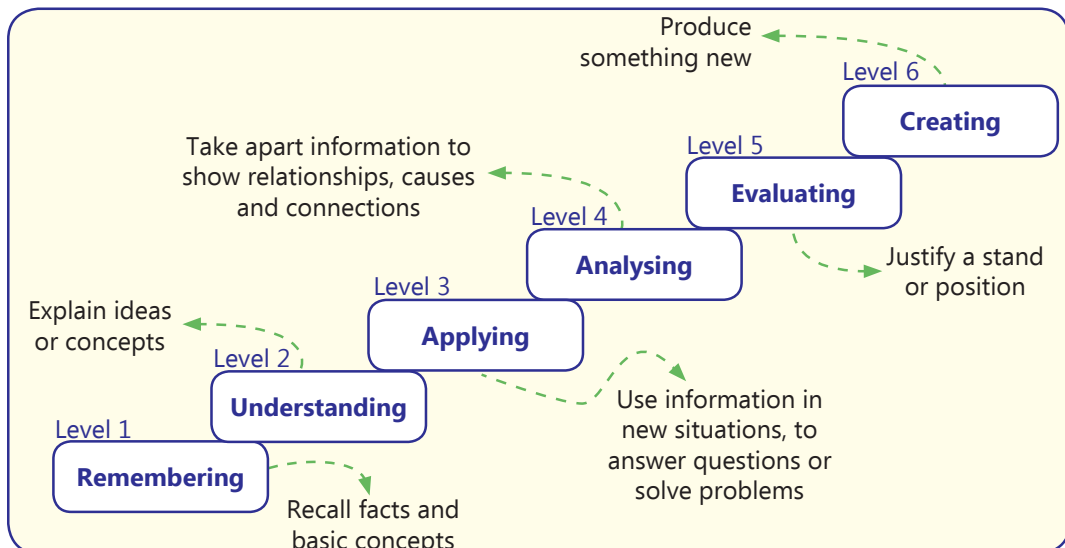
Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.



Bloom's Taxonomy

Bloom's Taxonomy was created by **Dr Benjamin Bloom** and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

"If you have no confidence in self, you are twice defeated in the race of life."

Part-A: Employability Skills

1. Communication Skills

Teaching Objectives

Students will learn about

- ☞ Importance of Communication
- ☞ Methods of Communication
- ☞ Writing Skills
- ☞ Elements of Communication Cycle
- ☞ Perspectives in Communication

Teaching Plan

While teaching this chapter, tell the students that the word 'Communication' comes from the Latin word 'Communicare', means 'to share'.

Explain the students the following in detail:

- Importance of Communication
- Elements of Communication Cycle

Show the students the Methods and Types of Communication along with its advantages and disadvantages:

- Verbal Communication
- Non-Verbal Communication
- Public Speaking
- Visual Communication

Demonstrate the students about the Perspectives in Communication along with the factors affecting perspective in Communication.

Show the students the importance of writing skills and their aspects like:

- Phrases
- Kinds of Sentences
- Types of Objects
- Construction of Paragraph
- Active & Passive Voice
- Parts of Sentences
- Parts of Speech

Extension

Ask the students some oral questions based on this chapter.

- Q. What is Communication?
- Q. Write of importance of communication.

Number of Periods

Theory

10

- Q. Define elements of communication cycle.
- Q. What are the method of communication?
- Q. What are the types of communication?
- Q. Define the perspective in communication.
- Q. What is the importance of writing skills in communication?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 24 in the main course book under Exercise.

2. Self-Management

Teaching Objectives

Students will learn about

- ☞ Positive Results of Self-Management
- ☞ Self-Confidence
- ☞ Strength and Weakness Analysis

Teaching Plan

While teaching this chapter, tell the students that self-management is the modus of using the traits of one's personality in a righteous & authoritative way which leads to perfection.

Number of Periods

Theory

10

Explain the meaning and purpose of self-management to the students with examples for better understanding.

Tell the students about the positive results of self-management with keys of self-management like:

- Self-Awareness
- Self-Confidence
- Self-Motivation
- Positive Thinking
- Stress Management
- Self-Control
- Problem Solving
- Personal Hygiene & Grooming
- Time Management
- Self-Discipline

Demonstrate the students about the self-confidence and how to build it. Also share the factors that plays a vital role in building it like:

- Social factors
- Cultural factors
- Physical factors

Tell the students some self-confidence building tips in detail.

Extension

Ask the students some oral questions based on this chapter.

- Q. What is self-management?
- Q. Define:



- a. Self-Awareness
- c. Self-Confidence
- e. Self-Motivation
- g. Positive Thinking
- i. Stress Management
- b. Self-Control
- d. Problem Solving
- f. Personal Hygiene & Grooming
- h. Time Management
- j. Self-Discipline

Q. Define the factors that plays vital role in building self-confidence.

Evaluation

After explaining the chapter, let the students do the exercises given on Page 29 in the main course book under Exercise.

3. Information & Communication Technology

Teaching Objectives

Students will learn about

- Role and Importance of ICT
- What is Mobile App?
- Social Media
- Components of CPU Box
- Ports
- Expansion Card
- ICT Tools
- Internet and its Application
- Computer
- Expansion Card
- Software

Teaching Plan

While teaching this chapter, tell the students that information refers to the processed data or output that is generated by computing devices and communication refers to the transfer of knowledge and information.

Number of Periods

Theory

7

Explain the meaning, role and importance of ICT to the students along with its role in following areas:

- In education
- In healthcare
- In governance

Tell the students about the ICT tools and heir use:

- Mobile phone
- Tablet
- Radio
- Television
- E-mail

Define the meaning of mobile app and their usage to the students.

Explain the meaning of Internet and its application along with the popular applications to the students:

- Search engine
- Hobbies
- Research
- Education
- Communication
- Job search
- Shopping
- Travel
- Video conferencing
- E-commerce
- Social Networking

Define the meaning of Social media to the students and tell them about some of the well-known:

- Twitter
- Facebook
- YouTube
- WhatsApp

Explain the meaning, function and purpose of the following to the students with examples:

- Computer
- CPU and its functions
- Components of a Computer system (Keyboard, Mouse, Joystick, Scanner, OMR, MICR, Light Pen, Bar Code Reader, Microphone, Digital Camera, Web Camera)
- Components of CPU
- Memory & Storage Devices (Primary Memory, Cache Memory, Units of Storage, Secondary Memory, Motherboard, SMPS, Processor, Ports, Cards)
- Output Devices (Printer, Plotter, Monitor, Speaker)
- Expansion Card
- Ports (Video ports, USB, RJ-45, RJ-11, FireWire)
- Software (Application, Utility, System, Operating)
- Types of OS (Windows OS, GNU-Linux, DOS)

Show the students about the working of windows OS along with Linux BOSS.

Tell the students about how use a computer and also define the following:

- POST
- Boot
- Shut down
- Restart

Explain the students in details and the steps involved in creating a new folder.

Demonstrate the meaning and use Internet along with:

- HTML
- Web page
- Website
- Web browser
- Web address
- Web server
- WWW
- Protocol
- URL
- HTTP

Extension

Ask the students some oral questions based on this chapter.

Q. What is ICT?

Q. Explain:

- | | | |
|-----------------|-----------|----------|
| a. Mobile phone | b. Tablet | c. Radio |
| d. Television | e. E-mail | |

Q. What is mobile app?

Q. Define:

- | | | |
|------------------|----------------------|-----------------------|
| a. Search engine | b. Hobbies | c. Research |
| d. Education | e. Communication | f. Job search |
| g. Shopping | h. Travel | i. Video conferencing |
| j. E-commerce | k. Social Networking | |



Q. Write the purpose of:

- | | |
|------------|-------------|
| a. Twitter | b. Facebook |
| c. YouTube | d. WhatsApp |

Q. Explain:

- | | |
|--------------|------------|
| a. POST | b. Boot |
| c. Shut down | d. Restart |

Q. Define the following:

- | | | |
|----------------|----------------|---------------|
| a. HTML | b. Web page | c. Website |
| d. Web browser | e. Web address | f. Web server |
| g. WWW | h. Protocol | i. URL |
| j. HTTP | | |

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 78 and 79 in the main course book under Exercise.

4. e-Mail

Teaching Objectives

Students will learn about

- | | |
|-----------------------------------|-------------------------|
| ✎ e-Mail Services | ✎ Create an e-Mail Id |
| ✎ Compose and send e-Mail Message | ✎ Managing Folder |
| ✎ Reading an e-Mail | ✎ Replying to an e-Mail |
| ✎ Forwarding an e-Mail | |

Teaching Plan

While teaching this chapter, tell the students that Electronic Mail (e-Mail) is an online mailing service provided on the Internet by which one can send messages to any person around the world through computing devices.

Number of Periods

Theory

3

Tell the meaning, advantages, limitations and function of e-mail to the students.

Explain the similarity between the e-mail and postal letters to the students for better understanding.

Tell the students about the E-mail services like these are either webmail or email applications based.

Show the labelled steps and demo to the students about how to create an e-mail ID.

Tell the students about these following function and the steps involved in:

- | | | |
|---|-------------------------|------------------------|
| ● Composing an e-mail | ● Sending an e-mail | ● Scheduling send |
| ● Attaching a file to an e-mail | | |
| ● Managing folder (Inbox, Sent, Draft, Junk/Spam, Trash, Starred) | | |
| ● Receiving an e-mail | ● Replying to an e-mail | ● Forwarding an e-mail |
| ● Deleting an e-mail | | |

Extension

Ask the students some oral questions based on this chapter.

- Q. What is an e-mail?
- Q. What are advantages of an e-mail?
- Q. What are disadvantages of an e-mail?
- Q. Define the following:
- | | |
|--|----------------------------------|
| a. Composing an e-mail | b. Sending an e-mail |
| c. Scheduling send | d. Attaching a file to an e-mail |
| e. Managing folder (Inbox, Sent, Draft, Junk/Spam, Trash, Starred) | |
| f. Receiving an e-mail | g. Replying to an e-mail |
| h. Forwarding an e-mail | i. Deleting an e-mail |

Evaluation

After explaining the chapter, let the students do the exercises given on Page 96 in the main course book under Exercise.

5. Entrepreneurship

Teaching Objectives

Students will learn about

- | | |
|--|--|
| ☞ Types of Businesses | ☞ Types of Business Found in our community |
| ☞ Characteristics of Entrepreneurs | ☞ Importance of Entrepreneurship |
| ☞ Role and Rewards of Entrepreneurship | ☞ Limitations of Entrepreneur |

Teaching Plan

While teaching this chapter, tell the students that the process of transforming business

concept into a bigger business enterprise, by planning and management skills is said to be 'Entrepreneurship'.

Explain the meaning of the following to the students and define their purpose:

- | | | |
|-------------------|--------------|--------------------|
| ● Self-employment | ● Enterprise | ● Entrepreneurship |
|-------------------|--------------|--------------------|

Tell the students the types of businesses which are classified as:

- | | | |
|--------------------|--------------------------|-------------------|
| ● Service business | ● Manufacturing business | ● Hybrid business |
|--------------------|--------------------------|-------------------|

Explain the types of business found in our community in detail:

- | | | |
|-------------------------|-------------------|-------|
| ● Sole Proprietorship | ● Partnership | ● LLP |
| ● Co-operative Business | ● Limited Company | |

Define the characteristics of Entrepreneurs to the students like:

- | | | |
|----------------|----------------|--------------|
| ● Self-starter | ● Hard working | ● Courageous |
|----------------|----------------|--------------|

Number of Periods

Theory

15



- Foresightedness
- Creative
- Innovative
- Networking
- Communication skills
- Updated
- Discipline & Commitment
- Adaptability
- Passionate

Explain the importance, role, rewards and limitations of entrepreneurship to the students in detail for better understanding.

Extension

Ask the students some oral questions based on this chapter.

- Q. What is Self-employment?
- Q. What is Enterprise?
- Q. What is Entrepreneurship?
- Q. Define the types of businesses.
- Q. Define the following:
- | | | |
|--------------------------|--------------------|--------|
| a. Sole Proprietorship | b. Partnership | c. LLP |
| d. Co-operative Business | e. Limited Company | |
- Q. Define the meaning of:
- | | | |
|----------------------------|-------------------------|---------------|
| a. Self-starter | b. Hard working | c. Courageous |
| d. Foresightedness | e. Creative | f. Innovative |
| g. Networking | h. Communication skills | i. Updated |
| j. Discipline & Commitment | k. Adaptability | l. Passionate |
- Q. What are advantages of entrepreneurship?
- Q. What are limitations of entrepreneurship?
- Q. What are rewards of entrepreneurship?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 102 in the main course book under Exercise.

6. Green Skills

Teaching Objectives

Students will learn about

📖 Natural Resources

📖 Green Economy

Teaching Plan

While teaching this chapter, tell the students that the word environment is derived from the French word "environ" which means "surrounding".

Explain the meaning of environment to the students and the factors causing the imbalance in it, like:

- Population
- Deforestation
- Mining
- Pollution
- Industrialization

Number of Periods

Theory

5

Tell the students about the relationship between society and environment.

Explain the meaning of Ecosystem to the students with proper examples and pictures.

Define the Natural Resources to the students along with their types:

- Renewable resources
- Non-Renewable resources

These are further divided into: Biodegradable and Non-Biodegradable substances.

Tell the students about the Natural Resource Conservation and detailed steps for doing the same.

Explain the purpose and meaning of Green Economy to the students along with its aspects like:

- Green Consumer
- Importance of Green Economy

Extension

Ask the students some oral questions based on this chapter.

- Q. What is environment?
- Q. What are the factors causing imbalance to environment?
- Q. Explain the relationship between society and environment.
- Q. What is ecosystem?
- Q. What are natural resources?
- Q. Differentiate between:
 - a. Renewable resources
 - b. Non-Renewable resources
- Q. What is biodegradable substance?
- Q. What is non-biodegradable substance?
- Q. What is green economy?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 110 in the main course book under Exercise.



Part-B: Subject Specific Skills

1. Introduction to IT & ITeS

Teaching Objectives

Students will learn about

- ☞ BPO
- ☞ Applications of IT
- ☞ Business Process Management

Teaching Plan

While teaching this chapter, tell the students that Information Technology has led to the establishment of a global network which has brought people from different corners of the world together.

Explain the students about the opportunities of:

- Software Development
- IT Application
- ITeS

Introduce the students with the meaning of IT and ITeS using real life examples.

Explain the following terms with their use and functions:

- BPO along with the types of BPO
- BPM along the structure

Define the applications of IT in different fields like:

- Communication
- Education
- Defense
- Entertainment
- Engineering & Manufacturing
- Medical Science
- News & Broadcasting
- Banking
- Criminal Identification & Law Enforcement
- Business
- Museum & Library
- Social Networking
- Research
- Printing & Publication
- Sports
- Railways & Aviation

Extension

Ask the students some oral questions based on this chapter.

- Q. What is IT?
- Q. What is ITeS?
- Q. What is the meaning of BPO?

Number of Periods	
Theory	Practical
2	4

- Q. What is the meaning of BPM?
- Q. Define the applications of IT in different fields.

Evaluation

After explaining the chapter, let the students do the exercises given on Page 122 in the main course book under Exercise. 7.

2. Data Entry & Keyboard Skills

Teaching Objectives

Students will learn about

- ☞ Keyboard
- ☞ Touch Typing Technique
- ☞ Begin Lessons
- ☞ Result Interpretation
- ☞ Lesson Plan
- ☞ Mouse
- ☞ Rules of Touch Typing
- ☞ Background and Text Colour
- ☞ Student Statistics
- ☞ Working with Lesson

Teaching Plan

While teaching this chapter, tell the students that **Touch Typing** is a method of typing without looking at the keyboard. Also tell them that a touch typist possesses a great sense of understanding when to use which finger and how much to move each finger in order to tap the required keys.

Explain about **Keyboard** to the students and the types of keys in detail.

Tell the students about different types of keyboard while showing the picture of a labelled standard keyboard:

- Alphabet keys
- Function keys
- Enter key
- Spacebar key
- Ctrl key
- Backspace key
- Numeric keypad
- Number keys
- Arrow keys
- Escape (Esc) key
- Shift key
- Caps Lock key
- Delete key
- Guide keys

Tell the students about **Mouse** while showing the labelled picture of it. Also show the position of fingers on a mouse along with how to use a mouse.

Share the common terms related with mouse and try to demonstrate them live to the students for better understanding.

Number of Periods	
Theory	Practical
4	10



Define the proper Touch Typing Technique and the defined stages:

- Stage I
- Stage II
- Stage III

Share the **Tips for learning Touch Typing** with the students along with the steps involved:

- To practice typing
- To learn typing

Show the **Components of the RapidTyping** in detail and proper use to the students.

Explain to the students about the following and demonstrate the steps involved using the following:

- Begin Lessons
- Background Text Colour

Tell the students about steps involved in **Result Interpretation** and the following:

- Next Step
- Detailed Statistics
- Errors Overview

Explain to the students about **Student Statistics** and demonstrate the steps involved in how to add new students.

Demonstrate how to use **Lesson Editor** to the students and the steps to begin the course.

Explain the **Working with Lesson** to the students along with the steps involved in following:

- To add new lesson
- Split the lesson

Extension

Ask the students some oral questions based on this chapter.

- Q. What is touch typing?
- Q. Explain keyboard and keys of keyboard.
- Q. Explain the working of a mouse.
- Q. What is RapidTyping?
- Q. What are components of RapidTyping?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 143 in the main course book under Exercise.

3. Digital Documentation: Word Processor

Teaching Objectives

Students will learn about

- 📖 Features of a Word Processor
- 📖 Commonly used Word Processors
- 📖 Working with 'Writer'
- 📖 Find & Replace

- ☞ Jumping to the Page Number
- ☞ Spelling and Grammar

- ☞ Non Printing Character

Teaching Plan

While teaching this chapter, tell the students that writing involves typing & composing of text. The composed text materials enable to prepare documents.

Number of Periods	
Theory	Practical
4	10

Introduce the students with **Word Processor**.

Explain the Features of Word Processor to the students:

- Editing
- Navigation between pages
- Graphics
- OLE
- AutoCorrect
- Interface
- Formatting
- Spelling and Grammar
- Mail Merge
- Find & Replace

Familiarize the students with the various components of Writer window covering:

Title Bar, Document Window/ Work Area, Control Buttons, Menu Bar, Standard Toolbar, Formatting Toolbar, Ruler, Status Bar, Scroll Bars (Vertical and Horizontal) and Previous Page/ Next Page Buttons.

Explain the **Working with Writer** in detail to the students and demonstrate the steps involved in following:

- To create a new document
- To save a document with a new name
- To close a document
- To print a document
- Selecting non-consecutive text
- To delete a character or a word or a block of text
- Undo
- Copying text
- To open an existing document
- To save an existing document
- To preview
- Editing text
- Inserting text
- Redo
- Moving text

Demonstrate to the students about the purpose of **Find & Replace** and steps involved in using the same in Writer.

Discuss with the students the use of **Jumping to the Page Number** and the steps involved in using the same.

Share with the students the purpose of **Non-Printing Character** and the steps involved in using the same.

Demonstrate to the students about the purpose of **Spelling and Grammar** and the steps involved in applying the same in Writer.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a word processor?



- Q. What is a Writer?
- Q. What are the features of a Writer?
- Q. What are the main components of Writer?
- Q. How to insert/edit/copy/move text in Writer?
- Q. What is the purpose of Find & Replace?
- Q. What is the purpose of Spelling and Grammar?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 158 in the main course book under Exercise.

4. Formatting in Word Processor

Teaching Objectives

Students will learn about

- ✎ Character Formatting
- ✎ Paragraph Formatting
- ✎ Header and Footer
- ✎ Inserting Symbol
- ✎ Page Break
- ✎ Inserting Shapes
- ✎ Tables
- ✎ Changing Case
- ✎ Bullets and Numbering
- ✎ Page Number
- ✎ Inserting Date & Time
- ✎ Inserting Pictures
- ✎ Mathematical Expressions

Teaching Plan

While teaching this chapter, tell the students that changing the appearance of text or document to make it more prominent and attractive as per user's requirement is referred as Formatting.

Tell the meaning, purpose and scope of formatting to the students.

Explain the following to the students with suitable examples and labelled screenshots:

- Character Formatting
- Format Paintbrush

Define the meaning, function and role of changing case in word processor.

Explain the meaning of paragraph formatting and its elements:

- Text Alignment
- Line Spacing
- Page Orientation
- Highlighting Colour
- Assign Border to Paragraph
- Indentation
- Paragraph Spacing
- Margin
- Background Colour
- To Add Background

Number of Periods

Theory

4

Practical

10

Tell the function of bullet and numbering in word processor along with the steps involved in creating a bulleted list and a numbered list to the students.

Demonstrate the role of the following to the students along with the steps involved in using the same:

- Header and Footer
- Inserting Symbol
- Page Break
- Inserting Shapes
- Dividing Pages into Column
- Page Number
- Inserting Date & Time
- Inserting Pictures
- Mathematical Expressions

Explain the meaning of table to the students and its role in word processor. Also show the steps involved in:

- Creating a table
- Splitting cells
- Copying a table
- Merging cells
- Deleting a table

Extension

Ask the students some oral questions based on this chapter.

Q. What is formatting?

Q. What is changing case in word processor?

Q. Define:

- a. Text Alignment
- b. Indentation
- c. Line Spacing
- d. Paragraph Spacing
- e. Page Orientation
- f. Margin

Q. Explain the following:

- a. Header and Footer
- b. Page Number
- c. Inserting Symbol
- d. Inserting Date & Time
- e. Page Break
- f. Inserting Pictures
- g. Inserting Shapes
- h. Mathematical Expressions
- i. Dividing Pages into Column

Evaluation

After explaining the chapter, let the students do the exercises given on Page 192 in the main course book under Exercise.

5. Mail Merge

Teaching Objectives

Students will learn about

🖨 Introducing Mail Merge

🖨 Track Changes



Teaching Plan

While teaching this chapter, tell the students that Mail Merge is a feature of Word processor like 'Writer', in which name and address of different recipients are merged in one file and each address is merged with a copy of particular letter by itself, so that the same letter is addressed to different recipients.

Explain the parts and steps of mail merge in details and labelled steps to the students like:

- Main Document
- Creating a letter through mail merge
- Data Source
- Adding fields

Tell the students about checking and tracking changes by recording changes and inserting comments.

Extension

Ask the students some oral questions based on this chapter.

- Q. What is mail merge?
- Q. What is main document?
- Q. How can you create a letter through mail merge?
- Q. How can you track changes?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 202 in the main course book under Exercise.

6. Working with Spreadsheet

Teaching Objectives

Students will learn about

- ☞ Features of Spreadsheet Package
- ☞ Types of Data
- ☞ Entering Data in Worksheet
- ☞ Range of Cell
- ☞ Opening an Existing Worksheet
- ☞ Working with Workbook
- ☞ Editing Contents in a Worksheet
- ☞ Operator
- ☞ Common Errors
- ☞ Parts of a Workbook Screen
- ☞ Creating a Workbook
- ☞ Moving in a Worksheet
- ☞ Saving a Workbook
- ☞ Printing a Worksheet
- ☞ Opening an Existing Workbook
- ☞ Formula
- ☞ To Enter Function in a Cell

Teaching Plan

While teaching this chapter, tell the students that a spreadsheet package is an application software that does analysis, calculations, comparisons and displays information in required format and in charts and graphs.

Number of Periods	
Theory	Practical
2	6

Number of Periods	
Theory	Practical
10	20

Explain the meaning and role of spreadsheet along with the features of spreadsheet package to the students.

Tell the function of each part of workbook screen:

- Workbook and Worksheet
- Cells
- Standard toolbar
- Cell pointer
- Status bar
- Vertical Scroll bar
- Rows
- Title bar
- Formatting toolbar
- Cell address
- Sheet tabs
- Columns
- Menu bar
- Formula bar
- Name box
- Horizontal Scroll bar

Show the types of data used in spreadsheet to the students which are:

- Numeric data
- Date and Time
- Alphanumeric or Text data
- Formula

Demonstrate the steps involved in the following to the students:

- Creating a workbook
- Moving in a worksheet
- Saving a workbook
- Printing a worksheet
- Entering data in worksheet
- Range of cell
- Opening an existing workbook
- Navigation

Explain the working with workbook along with the steps involved in the following actions to the students:

- Adding sheet
- Moving sheet
- Deleting sheet
- Hide/unhide sheet
- Renaming sheet

Demonstrate the steps involved in the editing contents in a worksheet and following to the students:

- Modifying the cell content
- Cutting/Copying contents
- Deleting rows and columns
- Inserting cells
- Inserting rows and columns
- Undo and Redo
- Deleting cells

Show the students about using the Formula using:

- Formula with cell address
- Formula with in-built functions
- Formula with cell names

Tell the students about the operators and its types in detail:

- Mathematical Functions
- Statistical Functions
- Date and Time Functions
- Logical Functions

Explain how to enter function in a cell and what common errors are found while working with spreadsheet.

Extension

Ask the students some oral questions based on this chapter.

Q. What is spreadsheet?

Q. Define each part of spreadsheet:

- a. Workbook and Worksheet
- b. Rows
- c. Columns
- d. Cells
- e. Title bar
- f. Menu bar



- g. Standard toolbar
- j. Cell pointer
- m. Status bar
- p. Vertical Scroll bar
- h. Formatting toolbar
- k. Cell address
- n. Sheet tabs
- i. Formula bar
- l. Name box
- o. Horizontal Scroll bar

Q. Define data types used in spreadsheet.

Q. Write the steps involved in:

- a. Creating a workbook
- c. Moving in a worksheet
- e. Saving a workbook
- g. Printing a worksheet
- b. Entering data in worksheet
- d. Range of cell
- f. Opening an existing workbook
- h. Navigation

Q.

- a. Adding sheet
- d. Moving sheet
- f. Modifying the cell content
- h. Deleting cells
- j. Inserting rows and columns
- l. Undo and Redo
- b. Deleting sheet
- e. Hide/unhide sheet
- g. Inserting cells
- i. Cutting/Copying contents
- k. Deleting rows and columns
- c. Renaming sheet

Q. What is a formula?

Q. What is an operator?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 229 and 230 in the main course book under Exercise.

7. Formatting Cells in Spreadsheet

Teaching Objectives

Students will learn about

- ☞ Format Cell
- ☞ Custom List
- ☞ Making a Chart
- ☞ Auto Fill
- ☞ Charts and Graphs

Teaching Plan

While teaching this chapter, tell the students that formatting a cell includes changing the contents of cell with respect to appearance, i.e., Changing text, Styles, Alignment, Font, Font style, Font size, Border, Patterns, etc.

Show the steps involved to format font to the students.

Number of Periods

Theory

8

Practical

15

Explain the purpose and steps used in the following the students:

- Alignment
- Format cell to hold decimal values
- Format cell to hold date
- Format cells
- Format cell to hold phone number
- Format cell to hold time

Define the meaning and purpose of Autofill to the students along with the steps involved in applying the same.

Tell the meaning and purpose of Custom List to the students along with the steps involved in applying the same.

Demonstrate the role of charts and graphs in spreadsheet to the students along with the:

- Terms used in a chart
- Types of charts
- Advantages of charts
- Steps to create a chart

Extension

Ask the students some oral questions based on this chapter.

- Q. What is formatting a cell means?
- Q. What is autofill feature?
- Q. Define custom list.
- Q. What is a chart?
- Q. What is a graph?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 245 in the main course book under Exercise.

8. Working with Presentation

Teaching Objectives

Students will learn about

- ✎ Uses of Presentation Package
- ✎ Beginning with 'Impress' In Computer
- ✎ Making the Presentation
- ✎ Saving the Presentation
- ✎ Using Help
- ✎ Viewing the Presentation
- ✎ Features of Impress
- ✎ Slide Layouts
- ✎ Inserting Information in the Presentation
- ✎ To Close Impress Presentation File
- ✎ Template
- ✎ Editing and Formatting a Slide

Teaching Plan

While teaching this chapter, tell the students that presentation is a way of systematic display of information. It includes pictures, texts, graphics, audio, videos and animated objects which are organized and presented electronically in a proper sequence on screen.

Number of Periods

Theory

6

Practical

16



Define the meaning of presentation and common keywords related to presentation to the students.
Tell the students about the uses of presentation package like:

- On-screen presentation
- 35mm slides
- Handouts and references
- Web presentation
- Overhead transparencies

Show the features of Impress to the students along with steps on how to begin with Impress in computer.

Demonstrate the purpose of the following to the students along with the steps involved in doing the same in Impress:

- Slide Layouts
- Inserting information in presentation (entering text in a slide, inserting object from other applications)
- Saving the presentation (in PDF)
- Using Help
- Viewing the presentation (Normal view, Outline view, Notes view, Handout view, Slide Sorter view, Slideshow)
- Editing and Formatting a slide (Inserting Header and Footer, Background, Watermark, Insert Slide Number)
- Making presentation
- Close Impress presentation file
- Template

Extension

Ask the students some oral questions based on this chapter.

Q. What are the uses of presentation?

Q. Write the steps to begin with Impress.

Q. Define:

- | | |
|-----------------|----------------------|
| a. Slide layout | b. Normal view |
| c. Outline view | d. Notes view |
| e. Handout view | f. Slide Sorter view |
| g. Slideshow | h. Header |
| i. Footer | j. Watermark |
| k. Background | |

Evaluation

After explaining the chapter, let the students do the exercises given on Page 270 in the main course book under Exercise.

9. Digital Slides

Teaching Objectives

Students will learn about

- ✎ Copy and Move Slide
- ✎ Zoom in and Out
- ✎ Image in Presentation
- ✎ Drawing Graphic Object
- ✎ Animation in Presentation
- ✎ Copying and Moving Content
- ✎ Working with Table
- ✎ Formatting Images
- ✎ Grouping Object

Teaching Plan

Number of Periods

Theory

4

Practical

15

While teaching this chapter, tell the students that whenever a new presentation starts, it opens with one slide with the 'Title Slide' layout.

Show the steps involved in inserting a new slide and inserting a duplicate slide in Impress to the students.

Demonstrate the steps involved in the following action done to slides to the students:

- To copy & paste
- Delete a slide
- To move & paste
- Rename a slides

Share the steps involved in the following action done to the content of slides to the students:

- To copy and paste content
- To cut and paste content
- To delete content

Explain the Zoom In and Zoom Out function to the students with detailed steps.

Tell the students about working with the tables along with the steps involved in doing the same:

- Inserting tables
- Selecting a table
- Adjusting column width and row height using the mouse
- Table borders
- Table background
- Deleting a table

Explain the following actions and their proper steps to the students:

- Inserting an image from a file
- Moving images
- Formatting using the image toolbar
- Grouping object
- Inserting an image from gallery
- Resizing images
- Drawing graphic content
- Ungrouping object

Tell the students about the Animation in presentation along with the steps involved in custom animation and slide transition.

Extension

Ask the students some oral questions based on this chapter.

- Q. How can you insert a new slide?
- Q. How can insert a duplicate slide?



- Q. What are the steps to copy & paste slides?
- Q. What are the steps to copy & paste the content of the slides?
- Q. What is Zoom in and Zoom out feature?
- Q. How to insert a table in Impress?
- Q. How can you insert an image in Impress?
- Q. What is Animation?
- Q. What is Slide Transition?

Evaluation

After explaining the chapter, let the students do the exercises given on Page 292 in the main course book under Exercise.