

## Semester I (April - September)

Month	Chapter No. & Name	Learning Outcomes (LO)	Teaching Strategies	Planned Activities	Assessment	Interdisciplinary & Life Skills (21st Century Skills)
April	Ch 1: Computer System (Introduction to Computer System, Computer Software, Computer Hardware, IPO Cycle)	1:- Define a computer system and its components (Hardware/Software). Understand the IPO cycle (Input-Process-Output). Differentiate between hardware and software.	- Lecture-cum-Demonstration using visuals. Inquiry-based learning for the IPO cycle. Conceptual mapping.	- Activity: Draw and label the basic parts of a computer. Discussion: Identifying real-life examples of the IPO cycle (e.g., making juice). - Lab Task: Locate the power button, monitor, CPU, and keyboard in the lab.	- Oral Questions (Recall of terms). Worksheet on 'Hardware vs Software'. IPO Cycle Flowchart Drawing.	<b>Interdisciplinary:</b> Science (Understanding systems). <b>Life Skills:</b> Critical Thinking (Analyzing the IPO process). <b>21st Century Skills:</b> Digital Literacy (Basic components).
May	Ch 2: Windows 10 (Features of Windows 10, Control Buttons, Windows 10 Desktop, Task View)	2:- Identify the main features and purpose of an Operating System (Windows 10). Navigate the Windows 10 Desktop. Understand the function of Control Buttons (Minimize, Maximize, Close). - Use the Task View.	- Hands-on practice in the Computer Lab. - Step-by-step guidance for desktop navigation. Demonstration using a projector.	- Activity: Desktop Icon Scavenger Hunt' students find various icons. - Lab Task: Open and close multiple programs and switch between them using Task View.	- Lab-based observation (Desktop navigation). - Short Quiz on Control Buttons. Practical Test on using Task View.	<b>Interdisciplinary:</b> Art (Understanding the visual layout/design of the desktop). <b>Life Skills:</b> Self-Management (Organizing desktop icons). <b>21st Century Skills:</b> Digital Literacy (Operating System familiarity).
July	Ch 3: Pivot Animator (Uses of)	- Explain the concept of animation.	- Project-Based Learning	- Project: Create a simple	- Project Evaluation (Creativity,	<b>Interdisciplinary:</b> Art (Creativity



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	Pivot Animator, Components of App, Saving, Creating a Figure, Exiting, Loading Figure)	Identify the components of the Pivot Animator window. Create a simple figure and animation. Learn to save and load an animation project.	(Creating a simple animation). Guided practice at the lab. Peer teaching for saving/loadintog files.	'Stickman Walking' animation and save the file. - <b>Activity:</b> Discuss for different types of animation seen on TV/web.	correctness of saving steps). Practical Test on 'Creating a Figure'. Peer Assessment of saved animation.	and design). <b>Life Skills:</b> -Goal Setting (Completing the animation project). <b>21st Century Skills:</b> Creativity & Innovation, Computational Thinking (Sequential steps).
August	Ch 4: Using Word 2016 (Uses, Starting, Creating New Document, Opening Saved Document, Components of Word Window, Entering Text, Saving, Exiting)	- Understand the basic use of a word processor (MS Word 2016). - Start the application and identify its main components. - Practice entering and saving a document correctly.	- Direct instruction followed by immediate practical application. - Drill and practice starting/exiting the application.	- <b>Lab Task:</b> Type a short paragraph about 'My School' and save it with a specific file name. - <b>Activity:</b> Role-play the steps to open close Word.	- Lab-based check on file saving and naming convention. - Short test on the components of the Word window (e.g., Ribbon, Title Bar).	<b>Interdisciplinary:</b> Language (Typing short stories/poems). <b>Life Skills:</b> Communication (Using a word processor to express ideas). <b>21st Century Skills:</b> Digital Communication, Basic Word Processing Skills.
September	Periodic Assessment 2 / Half-Yearly Exam	- Revision of Chapters 1-4. Application of concepts learned.	- Full-revision classes. Mock tests and doubt-clearing sessions.	- Solving previous year papers/sample papers. - Group-based conceptual revision games.	<b>Summative Assessment:</b> Half-Yearly Examination (Written and Practical).	<b>Life Skills:</b> Stress Management, Time Management. <b>21st Century Skills:</b> Problem-Solving.

### Semester II (October - March)



Month	Chapter No. & Name	Learning Outcomes (LO)	Teaching Strategies	Planned Activities	Assessment	Interdisciplinary & Life Skills (21st Century Skills)
October	Ch 5: Editing and Formatting in Word 2016 (Selecting Text, Editing Text, Formatting Text)	- Select, copy, cut, and paste text within a document. Apply basic formatting (Font, Size, Color, Bold, Italic, Underline). Differentiate between editing and formatting.	- Focused hands-on sessions for editing/formatting tool. 'Before and After' demonstration of formatted text.	- <b>Lab Task:</b> Edit a pre-typed paragraph by correcting mistakes and applying at least three different formatting features. <b>Activity:</b> 'Find the Error' - identifying incorrectly formatted text.	- Practical Test: Editing and Formatting a provided document. Observation of lab work for accuracy and efficiency.	<b>Interdisciplinary:</b> Language (Improving presentation of written work). <b>Life Skills:</b> Attention to Detail (Precise formatting). <b>21st Century Skills:</b> Digital Presentation Skills.
November	Ch 6: Internet (Introduction, Internet Terms, Uses, Disadvantages, Requirements for Connection)	- Define the Internet and list its common uses. Learn basic Internet terms (e.g., World Wide Web, website). Understand the requirements to connect to the Internet. Be aware of basic online safety/disadvantages.	- Collaborative discussion and case studies. Use of flowcharts to explain connection requirements. Interactive session on safe browsing habits.	- <b>Activity:</b> Group presentation on 'How the Internet helps me' (e.g., finding information, communication). <b>Discussion:</b> 'Do's and Don'ts' while using the Internet.	- Oral Test on 'Internet Terms'. Role-play (Explaining connection setup to a parent). Quiz on Internet safety/disadvantages.	<b>Interdisciplinary:</b> Social Studies (Global connectivity). <b>Life Skills:</b> Responsible Digital Citizenship, Safety Awareness. <b>21st Century Skills:</b> Digital Literacy, Communication.
December	Ch 7: Stepwise Thinking (Understanding Stepwise Thinking, Loops, Coding Skills)	- Understand the concept of breaking a task into sequential steps (Stepwise Thinking). Introduce the concept of a	- Unplugged activities and problem-solving. Use of block diagrams or flowcharts for sequential	- <b>Activity:</b> Write the stepwise process for a simple task (e.g., wearing shoes, making a sandwich).	- Worksheet on arranging jumbled steps in the correct sequence. Observation of 'Human Robot' activity	<b>Interdisciplinary:</b> Mathematics (Sequential order, logic). <b>Life Skills:</b> Problem Solving, Logical Thinking.



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		'Loop' in simple context. Develop preliminary logical thinking for coding.	tasks.	<b>Game:</b> 'Human Robot' - students give step-by-step commands to a 'robot' to complete a task. - <b>Introduction:</b> Visualizing the 'Loop' (e.g., repeatedly brushing teeth).	(Logical precision).	<b>21st Century Skills:</b> Computational Thinking (Foundation).
January	Ch 8: Let's Learn Scratch (Scratch, Blocks, Changing Appearance, Opening Project, Starting Scratch, Adding Sprite, Creating New Project, Components, Saving)	- Start the Scratch application and identify its main components. - Understand the use of basic blocks and sprites. - Practice creating, saving, and opening a new Scratch project.	- Hands-on practice with the Scratch interface. - Direct instruction and project demonstration.	- <b>Project:</b> Create a simple Scratch project with two sprites, move one sprite using a basic 'Move' block, and save it. - <b>Activity:</b> Draw the Scratch interface and label the key components (Stage, Sprite, Block Palette).	- Practical Test on creating and saving a project. - Identification of different Block categories.	<b>Interdisciplinary:</b> Math/Art (Coordinates, Shapes, Visual Design). <b>Life Skills:</b> Focus and Concentration (Following block instructions). <b>21st Century Skills:</b> Computational Thinking, Programming Basics.
February	Ch 9: AI-Enabled Devices (Smartphones, Smart TVs, Smart Speakers, Smartwatch, Smart Doorbell, Chatbot, Driverless	- Identify and describe various AI-enabled devices. - Understand the basic function of a Smart Device (e.g., Chatbot). - Discuss the	- Storytelling and real-life examples (showing short video clips). - Interactive quiz on 'Smart' vs. 'Non-Smart' devices.	- <b>Activity:</b> Future Home' Drawing and label AI devices in a future home. - <b>Discussion:</b> How Chatbot answers	- Mind Map creation of AI Devices. - Group Discussion and concept clarity). - Quiz on the uses of AI devices.	<b>Interdisciplinary:</b> General Knowledge/ EVS (Technology in society). <b>Life Skills:</b> Awareness of Emerging Technology, Informed Decision



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	Cars)	impact of AI on daily life in simple terms.		questions (simulated conversation).		Making. 21st Century Skills: Critical Thinking, Digital Literacy (Emerging Tech).
March	Periodic Assessment 3 / Final Examination	- Revision of all Chapters (1-9). Comprehensive application of all skills learned.	- Full syllabus - revision focusing on competency and skill application. Final Practical Assessment and theory revision.	- Practice with Final Exam pattern (Practical and Theory). - Collaborative project showcasing skills from Ch 3, 4, 5, and 8.	<b>Summative Assessment:</b> Final Examination (Comprehensive Written and Practical).	<b>Life Skills:</b> Responsibility, Academic Integrity. 21st Century Skills: Review and Metacognition.

### Notes for Implementation:

1. **Lab Integration:** All chapters require mandatory practical sessions in the computer lab.
2. **Assessment Cycle:**
  - **Formative Assessments (FA):** Embedded within monthly activities (worksheets, quizzes, lab observations, discussions).
  - **Summative Assessments (SA):** Periodic Assessments (as scheduled) and Half-Yearly/Final Exams.
3. **Interdisciplinary:** Ensure collaboration with other subject teachers (e.g., the English teacher for typing tasks in Word, the Math teacher for Stepwise Thinking/Scratch).

