MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 10

INFORMATION TECHNOLOGY



ACKNOWLEDGEMENTS

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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Information Technology **GRADE 10**

					WEEK 1
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word Processing Editing Features	To provide students with hands-on experience in the use of a word processing package in the development of computer-generated documents and to provide an opportunity for the students to express his / her aptitude and creativity in design	Deleting and inserting characters, words, lines, sentences, and paragraphs. Type-over mode. Selecting blocks of text. Copying and moving blocks of text. Page numbers, page breaks, text alignment, word wrap, margins, tabs, page length, default, settings, and font size. Margins, tab-stops, line spacing, page breaks, page numbers, left and right justification, centre line.	Demonstrations of how to apply techniques, either editing, formatting or simple typing in the word processing program. Explanation and practical examples of where these techniques might be useful. Explanation on how to complete worksheets.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC A worksheet	Oral questions Observation on completion of worksheet and skills practised by students

		Underline, bold, italic, uppercase, highlight. Font types, superscript and subscript.			

Websites

https://www.slideshare.net/47ishu/ms-word-2010-164272828

https://www.slideshare.net/2000LAKSHIKA/explanation-about-ms-word-and-its-various-tabs-and-toolbars

Textbooks

1. **Information Technology for CSEC® Examinations 3rd Edition**
2. **Oxford Information Technology for CSEC**
3. **Information Technology for CSEC 3rd edition Cambridge University**
4. **Information Technology for CSEC A Study Guide**
5. **Information Technology for CSEC Examinations: Revised Edition By: Duncan, O'Neil**
6. **Information Technology for CSEC Examinations AUTHOR: Kelvin Skeete, Kyle Skeete**

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WEEK 2

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Word Processing Editing Features (cont)	Students will: (a) Apply appropriate formatting techniques to a document i. select font style and size ii. bullets and numbering to a document – single and multi-level iii. Use spell check, find and replace	*A font is* a graphical representation of text that may include a different typeface, point size, weight, colour, or design. **Why are fonts used?** Different fonts are utilized to add style to a web page or document. That is to say, they can set or match the "tone" of the text based on the content. Additionally, specific fonts affect readability depending on the medium. **Default fonts and font sizes** Software that uses fonts, like word processing software or spreadsheet software, is set with a default font and font size when used. Below are the default fonts and font sizes for popular software, and online services, used today	Demonstrations of how to apply techniques, either editing, formatting or simple typing in the word processing program. Explanation and practical examples of where these techniques might be useful. Explanation on how to complete worksheets.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC A worksheet	Oral questions Observation on completion of a worksheet
https://www.computerhope.com/jargon/f/font.htm					

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WEEK 3

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Word Processing (Charts and tables)	Students will: 1. Develop the knowledge and skills to Insert charts, graphs and pictures into a document 2. Design a letterhead 3. Use of columns	A **table** is a grid of cells arranged in **rows** and **columns**. Tables can be used to organize any type of content, whether you're working with text or numerical data. In Word, you can quickly insert a **blank table** or convert **existing text** to a table. You can also customize your table using different **styles** and **layouts**. **Add a chart to your document in Word** 1. Click Insert > Chart. 2. Click the chart type and then double-click the chart you want. ... 3. In the spreadsheet that appears, replace the default data with your information. ... 4. When you are finished, close the spreadsheet. 5. You can also use the Layout Options button. Insert one, two, three, left and right columns and column break.	Explaining the concept of working with tables and charts in word processing. Practical demonstration of how to manipulate the table and create charts. Using the worksheet to complete the table and create different charts in word processing Creating brochures and programmes for given events.	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Practical questions Handout

Websites https://edu.gcfglobal.org/en/word/tables/1/#

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WEEK 4

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Word Processing (Headers and Footers)	Students will: 1. Develop the knowledge and skills to use header and footer and the find and replace feature in word processing documents	Headers, footers, footnotes, endnotes. Copy, cut, and paste using different documents. Merge and split cells. Borders and shading features. Replace words and phrases. Directories, the naming of files, storage of files on storage devices, user back-up; and user checkpoint.	Demonstrations of how to apply header and footer, either editing, formatting or simple typing in the word processing program. Explanation and practical examples of where these techniques might be useful. Explanation of how to complete a practical exercise	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC A worksheet	Oral questioning End of lesson practical exercises

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					WEEK 5
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word Processing (letters)	Students will: (a) Produce a fully blocked and indent style letter and insert chart/table into their letter	A letter is a formal channel of communication. It can be either block or indent style **Opening**: Include your mailing address, the full date (for example, July 30, 2017), and the recipient's name, company, and address. Skip one line between your address, the date, and your recipient's information. Don't add your address if you are using a letterhead that already contains it. **Salutation**: Address the recipient using "Dear," along with their title and last name, such as "Dear Mr Collins" or "Dear Director Kinkade." If you don't know the recipient's gender, use their full name, such as "Dear Taylor Dean." If the name of the recipient is not known use Dear Sir/Madam. Finally, be sure to add a colon to the end of the salutation.	Explaining the concept of typing letters with tables and charts inserted within. Practical demonstration of how to insert a table and create charts or create it from scratch within the letter. Using the worksheet to complete the letter with a table and chart.	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Practical questions Handout End of chapter exercise.

		Body: In the first paragraph, introduce yourself and the main point of your letter. The following paragraphs should go into the details of your main point, while your final paragraph should restate the letter's purpose and provide a call to action, if necessary. **Closing**: Recommended formal closings include "Sincerely" or "Yours respectfully or yours faithfully." For a more personal closing, consider using "Cordially" or "Best regards." Regardless of what you choose, add a comma to the end of it. **Signature**: Skip four lines after the closing and type your name. Skip another line and type your job title and company name. If you are submitting a hard copy, sign your name in the space using blue or black ink. **Enclosures**: If you are including documents with this letter, list them here.			

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The SBA Project	**Develop an awareness of the importance of the word-processing aspect of the SBA**	**Overview of the SBA** **And to create a letterhead for the relevant topic given for the SBA**	**Discussing the requirements of the SBA** **Brainstorming and giving the First component of the SBA as a handout to have a better understanding of the structure of the SBA**	**Syllabus.** **Handout**	

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					WEEK 6
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word processing (Mail Merge)	Students will: (b) Demonstrate the ability to Produce multiple copies of a letter, using the mail merge function (c) Produce an envelope using the merge function	Mail Merge is a useful tool that will allow you to easily produce multiple letters, labels, envelopes, nametags, and more using information stored in a list, database, or spreadsheet. Use the **Mail Merge Wizard** to create a **data source** and a form **letter**, and you will explore other wizard features. When you are performing a **Mail Merge**, you will need a **Word document** (you can start with an existing one or create a new one) and a **recipient list**, which is typically an **Excel workbook or database file**. The Mail Merge task pane appears and will guide you through the **six main steps** to complete a merge. The following is an example of how to create a formal letter and the merging of the letter with a **recipient list**. 1. Choose the type of document you want to create. In this example, select **Letters**. 2. Select **Use the current document**. 3. Now you will need an address list so that Word can	The teacher explains why there is a need to use the mail merge feature and also recaps how to create letterheads and type letters Demonstrates the steps after creating the letter and the data source and how to merge both. A worksheet to be given to take students through the mail merge exercise step by	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Observation on completion of the worksheet. End of exercise practice

		automatically place each address into the document. The list can be in an existing file, such as an **Excel workbook**, or you can **type a new address list** from within the Mail Merge Wizard. 4. Now you are ready to type your letter. When it is printed, each copy of the letter will be the same, except the **recipient data**—like the **name** and **address**—will be unique on each one. You will need to add **placeholders** for the recipient data so Mail Merge knows exactly where to add the data. If you are using Mail Merge with an existing letter, make sure the file is open. 5. Preview the letters to make sure information from the recipient list appears correctly in the letter. You can use the left and right scroll arrows to view each document. 6. Click **Print** to produce hard copies of the letters.	step.		

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					WEEK 7
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing (Fillable form)	Students will: Develop an understanding of how to create a fillable electronic form for online use;	A fillable form allows you to **create placeholders for different types of information**, such as text, dates, yes-no questions, and so on. This makes it easier for everyone to know what type of information to include, and it also helps ensure all of the information is formatted in the same way **How to create a fillable form** *Step 1*. **Turn on the Developer tab** Before you create form elements in a document, you will need to activate the **Developer** tab on the Ribbon. To do this, click **File > Options** to access the **Word Options** dialogue box. Select **Customize Ribbon**, then click the check box for the **Developer** tab. Ste*p 2*. ***Add content controls***	Demonstration of how to: Create a fillable form in word processing using, most of the features applied by the developer Completing the practical exercise from the end of a lesson	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout (SBA)	(End of lesson exercise)

		Now you're ready to add the different parts of the form, which Word calls **content control fields**. To add a content control field, place your cursor in the desired location, then choose a field from the **Controls** group on the **Developer** tab. You can hover your mouse over the fields to see the different options. In this example, we are adding a **text field** so users can type their first names. *Step 3. **Customize as needed*** If you want even more control over the way your form looks, you can turn on **Design Mode** from the **Controls** group on the **Developer** tab. Step 4. Then you can modify the **properties** for each content control field, including the text that will appear in each field. If you are willing to spend a little more time customizing each field, you can build a pretty robust form. For example, you could create your custom **drop-down list.**			
Website https://edu.gcfglobal.org/en/word-tips/how-to-create-forms-in-word/1/#					

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					WEEK 8
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing (Fillable form Con't)	Students will: Demonstrate the ability to create a fillable electronic form for their SBA Using a letterhead and relevant information;	Fillable form for SBA using controls, such as checkboxes, text boxes, date pickers, drop-down lists, and command buttons.	Brainstorming Discussion on what is expected in the fillable form Hand out given	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Textbook – Oxford Information Technology of CSEC Handouts Web links Online resources	Group discussions. Practical questions Practice Exercise
The SBA Project continues:		**Guided selection to create a fillable for the SBA using the Letterhead created**			

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					WEEK 9
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing & Web Page Design	Students will: plan *a* website *structure and organization of page;*	**<u>What is a website?</u>** A **website** is made up of related text, images, and other resources. Websites can resemble other forms of media—like newspaper articles or television programs—or they can be interactive in a way that's unique to computers. The purpose of a website can be almost anything: a news platform, an advertisement, an online library, a forum for sharing images, or an educational site. <u>Planning a website</u> Reasons for the website. The intended audience. Number of web pages desired *(no*	Explaining the purpose of a website Identifying the different types of websites Explaining the need to create a website. Brainstorming ideas for creating websites	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handouts Web links Online resources	Oral questioning End of Unit Test

		more than 3 *pages).* Content of each page. Layout of the web page.			

Textbooks

1. **Information Technology for CSEC® Examinations 3rd Edition**
2. **Oxford Information Technology for CSEC**
3. **Information Technology for CSEC 3rd edition Cambridge University**
4. **Information Technology for CSEC A Study Guide**
5. **Information Technology for CSEC Examinations: Revised Edition By: Duncan, O'Neil**
6. **Information Technology for CSEC Examinations AUTHOR: Kelvin Skeete, Kyle Skeete**

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					WEEK 10
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing & Web Page Design	Students will: create simple *web pages using a variety of design features;*	Choosing an appropriate design for a page. Inserting and deleting text and graphics. Wrap text with image. Create a *home page with hyperlinks*	Brainstorming on what type of website and its layout. Demonstration of how to insert text and graphics on the web page Working from handouts to complete a task Creating simple webpages for a type of website.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout Information technology for secondary schools. Information Technology for CSEC	Group discussions. Practical questions Practice Exercise

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					WEEK 11
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing & Web Page Design	Students will: *Demonstrate the ability to insert* hyperlinks *within different locations of a typical web page*;	Link to another web page. Link to a location within the web page. Link to an email address. Link to user-created files.	Brainstorming on what to use as a link within the website. Demonstration of how to insert text and graphics on the web page also using an image or a group of text to link within or out of the website Working from a handout given to complete a task	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout Information technology for secondary schools. Information Technology for CSEC	Group discussions. Practical questions Practice Exercise

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					WEEK 12
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing Webpage design can't	Students will: Evaluate a website for accuracy, user-friendliness and effective display.	*Considerations for publishing a website:* Verify that all the hyperlinks work correctly. Use a test audience. *Verify that all content is up-to-date*	Demonstration of how to: Published the website and testing websites to ensure that it was working. Completing the practical exercise from the end of a lesson	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout Information technology for secondary schools. Information Technology for CSEC	Group discussions. Practical questions Practice Exercise
The SBA Project continues:		**Guided selection (Discussion on what is expected when the website is created for the SBA)**			

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					WEEK 13
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Word- Processing & Web Page Design	Students will: Understand how to create a second website using any one of the 4 sites www.wix.com, www.webnode.com www.weebly.com or Google Site Google	The **Wix** App Market offers more than 250 powerful web apps that can be seamlessly integrated with your site and your business. Whether you want to ramp up your marketing efforts, take care of the financials, or scale your product offering, you will find a range of advanced solutions. **Webnode** is an online website builder system developed by Westcom, s.r.o, a company based in Brno, Czech Republic. It can be compared with other online systems like Weebly or WIX.	Give practical exercises to complete using a particular site to create a website Completing the practical exercise given in the handout (SBA Question)	Oxford Information Technology For CSEC Handout Online video Information technology for secondary schools. Information Technology for CSEC	Group discussions. Practice Exercise

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Websites

https://www.websitebuildertips.com/review/wix-review/?utm_campaign=ma_websitebuildertips_bi_wix_us^73196819412&experiment_id=1729774246^^399661146126^how%20does%20wix%20work^e&gclid=Cj0KCQjw4s-kBhDqARIsAN-ipH2broXVD_7MQTtPqkTJUlWn0dHtBoG8pSpGKZmFr_va25hAnFvS9RwaAmdCEALw_wcB

https://www.google.com/search?q=webnode&oq=webnode&aqs=chrome..69i57j0i512l9.8953j0j4&sourceid=chrome&ie=UTF-8

https://www.google.com/search?gs_ssp=eJzj4tLP1TcwKjJJN0ozYPRiK09NTcqpBAA50QXw&q=weebly&oq=weeberly&aqs=chrome.1.69i57j46i10i512j0i10i512l7.28493j0j9&sourceid=chrome&ie=UTF-8

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WEEK 14

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Word processing (Table of contents)	Students will demonstrate an understanding of how to generate a table of contents using the wizard in word processing.	A **table of contents** is just like the list of chapters at the beginning of a book. It lists each section in the document and the page number where that section begins. You could create a table of contents manually—typing the section names and page numbers—but it would take a lot of work. And if you ever decide to rearrange your sections or add more information, you will have to update everything all over again. However, with the right formatting, Word can create and update a table of contents automatically. **Step 1: Apply heading styles** If you have already read our **Applying and Modifying Styles** lesson, you know they are an easy way to add professional text formatting to different parts of your document. Styles also serve another important purpose: adding a hidden layer of **organization** and **structure** to your document. If you apply a **heading style**, you are telling Word that you have started a new part of your document. When you insert the table of contents, it will create a section for each heading. In the table of contents above, each chapter uses a heading style, so there are four sections. To apply a heading style, select the text you want to format, then	Discussion of a topic. Demonstration of how to: Create a table of contents using the table of contents tab and styles Completing the practical exercise from the end of a lesson	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout Information technology for secondary schools. Information Technology for CSEC	Class discussions. Practice Exercise

		choose the desired heading in the **Styles** group on the **Home** tab. ***Step 2: Insert the table of contents*** Now for the easy part! Once you've applied heading styles, you can insert your table of contents in just a few clicks. Navigate to the **References** tab on the Ribbon, then click the **Table of Contents** command. Select a built-in table from the menu that appears, and the table of contents will appear in your document. ***Step 3: Update as needed*** If you edit or add to your document, it's easy to update the table of contents. Just select the table of contents, click **Update Table**, and choose **Update Entire Table** in the dialogue box that appears. The table of contents will then be updated to reflect any changes			

Books

1. **Information Technology for CSEC® Examinations 3rd Edition**
2. **Information Technology for CSEC Examinations: Revised Edition By: Duncan, O'Neil**
3. **Information Technology for CSEC Examinations AUTHOR: Kelvin Skeete, Kyle Skeete**

Websites
https://www.youtube.com/watch?v=3U0Lr3ddUPY

https://youtu.be/vUQrUrWeRs0 **https://youtu.be/cbKYRi_PvjI**

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WEEK 15

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS A practical view of the spreadsheet	Students will: (a) Develop an awareness of spreadsheet software packages.	Introduction to Spreadsheets i. What is a spreadsheet: A spreadsheet is a table consisting of cells (rows, column locations) that hold accounting or financial data and simulates the traditional physical spreadsheet; it captures displays and manipulates data Row, column, cell, cell address, label, value, formula, function, worksheet, template, range, title, window, record. ii. Examples of common	Discussion on what is a spreadsheet. Writing definitions for: - cell - row - column - cell address - labels - values Physical Illustrating of a spreadsheet shown Label 10 parts of the Microsoft Excel Window	Heinemann Information Technology for CSEC Textbook – Oxford Information Technology of CSEC Teaching Aid Handout	Oral questions and simple labelling of a physical spreadsheet from a handout

		spreadsheet packages (Lotus, Quatro Pro, etc) iii. What spreadsheet packages are used for iv. Parts of a spreadsheet			

Additional resources

Any CSEC Information technology textbook with the relevant content

Websites

https://www.computerhope.com/jargon/s/spreadsheet.htm

https://www.techtarget.com/whatis/definition/spreadsheet

Other Suggested Teaching and Learning Activities To facilitate students' attainment of the objectives of this Section,

Teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Have students conduct simple research on spreadsheet packages to form the basis of class discussions.
2. Have students research traditional ways of doing calculations using tables.
3. Assign students to groups and have each group examine 1 spreadsheet package. Each group should present their findings to the class

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					WEEK 16
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
(Microsoft Excel) SPREADSHEETS	Students will: (a) Demonstrate an understanding of how to use formatting features in a spreadsheet:	Common Spreadsheet Features are: 1. Justifying text and numbers 2. Changing column width 3. Changing row height 4. Using merge and center.	Brainstorming on various features of formatting: - align text and values - format date, currency, time - cut, copy and paste - increase and decrease row and column heights and widths - rename pages in a workbook	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Handouts Web links Online resources	Group discussions. Practical questions End of ACTIVITIES questions

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WEEK 17

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS Simple Functions	Students will: 1. Understand the basic pre-defined systems functions and use them to complete the task given	In a spreadsheet, formulae can be used to perform calculations on values. The basic syntax for a function is an **equal sign (=)** Functions: **Now-** Returns the serial number of the current date and time **Date-** Returns the serial number of the current date. **Sum function**: This function **adds** all the values of the cells in the argument **Average**-This function determines the **average** of the values included in the argument. It calculates the sum of the cells and then divides that value by the number of cells in the argument. **Maximum**-This function determines the **highest cell value** included in the argument. **Minimum**-This function determines the **lowest cell value** included in the argument.	Class discussion conducted by the teacher on the various formulas used in a spreadsheet. Entering data into a worksheet Use a formula to find an average, maximum, or minimum. Saving a worksheet	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Textbook – Oxford Information Technology of CSEC Handouts Web links Online Resources	Group discussions. Practical questions Practice Exercise

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WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS Advance Functions	Students will: 1. Develop the knowledge and skills to make them capable of using advanced pre-defined systems functions 2. replicate (copy) formulae into other cells;	Horizontal, vertical, or both. Relative versus absolute addressing **Count-**This function **counts** the number of cells with numerical data in the argument. This function is useful for quickly counting items in a cell range **If-** Use this function to return one value if a condition is true and another value if it's false **Vlookup-** Use this function when you need to find things in a table or a range by row. For example, look up an employee's last name by her employee number, or find her phone number by looking up her last name (just like a telephone book) **Lookup-** Use this function when you need to look in a single row or column and find a value from the same position in a second row or column.	Demonstration of how to Entering data into a worksheet and replicating data within the same spreadsheet Use a formula to find If, vlookup, and rank.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handouts Online Resources(videos)	Practical questions End of ACTIVITIES questions

		Rank Function uses this function to return the order of a numeric value compared to other values in the same list			
The SBA Project	Develop an awareness of the importance of the spreadsheet component of the SBA	Overview of the SBA And populating a single worksheet with the data for the SBA	Discussing the requirements of the SBA Brainstorming and giving the First component of the SBA as a handout to have a better understanding of the structure of the SBA	Syllabus. Handout	
Additional resources Any CSEC Information technology textbook with the relevant content **Websites** https://edu.gcfglobal.org/en/excelformulas/# https://www.simplilearn.com/tutorials/excel-tutorial/excel-formulas					

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WEEK 19

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS Formatting Features	students will: Understand some formatting features used in spreadsheets to: 1. Manipulate data	How to manipulate a spreadsheet by move, copy, and delete operations on formulae. Insert and delete columns and rows. **How to wrap/shrink text to fit a cell: -** On the Home tab, in the Alignment group, click Wrap Text. (On Excel for desktop, you can also select the cell, and then press Alt + H + W.) Notes: Data in the cell wraps to fit the column width, so if you change the column width, data wrapping adjusts automatically. **How to show grid line-** To show gridlines: On the Layout tab, under View, select the Gridlines check box. Note: Gridlines cannot be customized. To change the width, colour, or other attributes of the lines around cells, use border formatting.	Demonstration of how to manipulate data within a spreadsheet 1. columns and rows; 2. Wrap/shrink text to fit a cell 3. Customize fonts Add gridlines	Handouts Web links Online resources Any CSEC Information Technology Text Book with the content	Oral questions Group discussions.

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					WEEK 20
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
(Microsoft Excel) SPREADSHEETS Formatting features	Students will: 1. Acquire knowledge and skills to competently prepare and format a spreadsheet	Spreadsheet i. Numeric data formatting, ii. text formatting, iii. alignment, borders. iv. Sorting Primary field, v. Sorting secondary field, vi. ascending vs. descending order.	Recapping the purpose of formatting a spreadsheet. Explaining and demonstrating how to format a spreadsheet Explaining the term associated with formatting.	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Online resources	Written Quiz (End of lesson exercise)

Suggested Teaching and Learning Activities To facilitate students' attainment of the objectives of this Section, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Engage students in activities which require them to do more research and practice in the topic area.

2. Engage students in activities which require them to use their spreadsheet skills in different subject areas. Discuss how the can use spreadsheet for large or small calculations. (for example if their family have a business to do the accounts), and incorporate the use of different functions as much as possible in the activities.

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WEEK 21

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS	Students will: 1. Use the knowledge and skills gained to sort a spreadsheet and find a record or records matching a given criterion;	**Simple criterion-** can be set by typing the exact value that is desired in the criteria cells, or by using cell references or defined names **complex criterion -** These filters are not as simple or intuitive as Excel's AutoFilter, which is built into the heading cells for a named Excel table. However, an Advanced Filter lets you create complex filters, checking multiple columns in the source table, with and/or rules. **What is a Criteria Range?** The criteria range for an Excel advanced filter, is a group of cells on a worksheet, where you set the rules for filtering the data. The criteria range must have a specific setup, with heading cells and criteria cells.	Demonstration of how to: Prepare a spreadsheet and perform a complex criterion and simple criterion.	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC	(End of lesson exercise) Take Home Assignment
The SBA Project continues:		**Guided selection populating of data into a spreadsheet**			

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					WEEK 22
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
(Microsoft Excel) SPREADSHEETS	Students will: (a) Demonstrate the ability to create an invoice and how to use absolute and relative addressing	In Excel, an **absolute reference** is a cell reference in which the column and row coordinates stay constant while copying a formula from one cell to the other. A dollar symbol ($) is used before the coordinates to correct them. For instance, D2 is an absolute reference to cell D2 **Relative Cell References** This is the most widely used type of cell reference in formulas. Relative cell references are basic cell references that adjust and change when copied or when using AutoFill. Example: =SUM(B5:B8), as shown below, changes to =SUM(C5:C8) when copied across to the next cell.	Recapping concepts to bring out reasons for absolute and relative addressing Defining the terms absolute and relative addressing. Outlining the reasons for absolute addressing. Completing the practical exercises	Oxford Information Technology For CSEC Handout Online	Practical exercise Ex 4-6 Pg# 233
The SBA Project continues:			**Guiding students to ensure that the right information and formula is added to the spreadsheet**		

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WEEK 23

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS	Students will: 1. Develop the knowledge and skills to perform chart operations and select the appropriate graphical representation for their data;	Graphs are a very useful way to show patterns, comparisons and trends in data. A chart is a pictorial or visual representation of data contained in an excel worksheet. Types of charts are: - Bar charts - line graphs - pie charts - Column - Scatter - Area Labelling charts titles and axes	Demonstration of how to create different charts using the information given i. bar ii. line iii. pie iv. column	Oxford Information Technology for CSEC Handouts Online resources	Practical exercise Ex.10 -13 Pg. 243-245

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WEEK 24

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
(Microsoft Excel) SPREADSHEETS	Students will: Use knowledge and skills to manipulate multiple worksheets and import files	Use two or more worksheets to solve problems involving some or all of the functions and operations listed above. Graphics, tables.	Explaining the concept of working with multiple sheets. Practical demonstration of how to manipulate spreadsheets. Using the functions to complete the spreadsheets	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC	Practical questions End of ACTIVITIES questions
The SBA Project	Develop an awareness to work with multiple sheets in the workbook and also check to ensure that all formulas are copied and graphs are labelled in SBA				

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					WEEK 25
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	Students will: 1. Develop an awareness of the concept of a database and terminologies commonly associated with a database	Definition of a database: This is a repository of information; a collection of tables that are related to each other. Database terminology: 1. Table (Relation) 2. Entity 3. Tuple 4. Attribute 5. Primary Key 6. Secondary Key 7. Composite Key 8. Candidate Key 9. Alternate Key 10. Foreign Key.	Defining what is a database. Identifying the different key terms associated with a database. Discussing examples and Writing notes on all the terms	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC	1. Oral questions 2. Complete the practical matching exercise

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WEEK 26

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Database Management (Access)	Students will: i. Understand the advantages and disadvantages of using an electronic database against a manual database system ii. Identify the parts of a database	**Advantages of database** • superior data storage capacity • Faster data retrieval, especially when searching by secondary fields such as address • Data analysis is much quicker - reports can be automatically generated • Sorting data by specific parameters (e.g date of birth) is much quicker • Amending data is much easier - no need for correction fluid or the re-writing of record cards • If properly configured, there is less chance of data loss - leading to an end to misfiled cards • Easier-to-manage security - computerized databases can easily employ a variety of access privileges for different users	Differentiating between the advantages and disadvantages of using an electronic database. Recognizing why a database system is needed. Recognizing the parts of the database and how they are used	Heinemann Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC	Written quiz (end of lesson exercise)

		• Data redundancy - it's easy to keep more than one copy of the data in case of disaster **Disadvantages** • Database systems are complex, difficult, and time-consuming to design • Substantial hardware and software start-up costs • Damage to the database affects virtually all application programs • Extensive conversion costs in moving from a file-based system to a database system • Initial training is required for all programmers and users			

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					WEEK 27
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	students will: (a) Acquire the knowledge and skills to Create a database (b) Select the correct data type for a field (c) Identify a primary key (d) Use the validation rule in the database to understand and interpret an entity relationship diagram	Steps to create a Database table How to identify the correct data type for tables. Ensuring that tables have a primary key. Ensuring that the tables are liked to establish a relationship to ensure that data is not duplicated	Demonstration on how to create a table using the table wizard in the database Identifying the different data types used in the database Explaining the need and the use for the primary key Preparing two or more tables and linking them	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handouts Web links Online resources	Written Quiz (End of lesson exercise) End of Unit Test
WEBSITES https://www.customguide.com/access/how-to-create-a-table-in-access https://www.youtube.com/watch?v=OnXB3ZRrOW0&ab_channel=MattMacarty					

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Curriculum Area: Information Technology **GRADE 10**

					WEEK 28
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	students will: (a) Develop the knowledge and skills to understand why more than one tables in the same database have to be linked and the reasons for importing tables (b) Understand the advantages and disadvantages of importing data	The process of importing data follows these general steps: ▪ Prepare for the import operation ▪ Run the Import Wizard ▪ Optionally save the import settings as an import specification for later reuse The following sets of steps explain how to perform each action. **Prepare for the import operation** 1. Locate the source database and identify the objects that you want to import. If the source database is a .mdb or .accdb file, you can import tables, queries, forms, reports, macros, and modules. If the source file is a .mde or .accde file, you can import only tables.	Discussion on importing and linking tables Explaining the limitations and advantages of importing information. Demonstration of import information. Importing the spreadsheet for SBA to the database	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Oral questioning Practical exercise

	from a spreadsheet and linking a table	2. If this is the first time you are importing data from an Access database, refer to the following table for some useful tips. **Element** / **Description** Multiple objects: You can import multiple objects in a single import operation. New object: Each import operation creates a new object in the destination database. You cannot overwrite an existing object or append records to an existing table by using an import operation. Importing a linked table: If the source table (for example, Employees1 in the Sales database) is a linked table (a table that links to the Employees table in the payroll			

				database), the current import operation is replaced by a linking operation. At the end of the operation, you will see a linked table (named, for example, Employees1) that links to the source table (Employees in the Payroll database).		
			Skipping fields and records	You cannot skip specific fields or records when importing data from a table or query. However, if you do not want to import any of the records in a table, you can choose to import only the table definition.		
			Relationships	You can choose to import the relationships between source tables.		

			Table definition Lookup fields Queries	You can choose to import an entire table or just the table definition. When you import just the definition, Access creates a table that has the same fields as the source table, but no data. If a field in the source table looks up values in another table or query, you must import the related table or query if you want the destination field to display lookup values. If you do not import the related table or query, the destination field will only display the lookup IDs. You can import a query either as a query or as a table. If you import a query as a query, then you must		

		import the underlying tables. 3. Close the source database. Ensure that no user has it open in exclusive mode. 4. Open the destination database. Ensure that the database is not read-only and that you have the necessary permissions to add objects and data to the database.			
The SBA Project	Submission of component of SBA (spreadsheet) for correction (marking)				

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					WEEK 29
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	students will: (a) Acquire knowledge and skills to populate tables in a database and also to competently prepare and search the database for specific records.	Searching and Sorting • First, specify the name of the database in which the table is created. The database name must be the name of an existing database. If you don't specify it, the database name defaults to the current database. • Second, specify the schema to which the new table belongs. • Third, specify the name of the new table.	Class discussion on entering data into tables. Assigning a primary key to 2 or more tables Demonstration on how to add information to tables in a database Demonstration of how to search tables for specific information.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	1. Oral questions 2. Complete practical exercises 5 & 6

		• Fourth, each table should have a primary key which consists of one or more columns. Typically, you list the primary key columns first and then other columns. If the primary key contains only one column, you can use the PRIMARY KEY keywords after the column name. If the primary key consists of two or more columns, you need to specify the PRIMARY KEY constraint as a table constraint. Each column has an associated data type specified after its name in the statement. A column may have one or more column constraints such as NOT NULL and UNIQUE.			

		• Fifth, a table may have some constraints specified in the table constraints section such as FOREIGN KEY, PRIMARY KEY, UNIQUE and CHECK			
https://www.sqlservertutorial.net/sql-server-basics/sql-server-create-table/					

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					WEEK 30
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	Students will: (a) Competently create relationships among tables and run queries from tables within a database using more than one criterion	Table structure with at least three data types and populated with at least twenty-five records. Use of wizard is prohibited. Use of joins, and merge tables/files. Using more than one criterion; use of select, calculated fields	Demonstration of how to form relationships between/ among tables. Link tables Create queries with one or more criterion	Log on to IT. Information technology for secondary schools. Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Information Technology for CSEC	Group presentation Practical exercise for textbook
The SBA Project continues:		**Guided exporting of data and populating tables in Microsoft Access (database) for SBA**			

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WEEK 31

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Database Management (Access)	Students will: (a) Develop an awareness of running queries using two or more fields (b) Perform queries using logical and relational operators	*Two or more* fields involving the use of relational and logical operators. *Two or more* fields involving the use of relational and logical operators.	Demonstration of how to query a database using varying conditions Demonstration of how to query a database using varying conditions	Log on to IT. Information technology for secondary schools. Information Technology for CSEC Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan	End of chapter exercise Practical quiz
The SBA Project continues:		**Guided exporting of data and populating tables in Microsoft Access (database) for SBA**			

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WEEK 32

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Database Management (Access) Manipulation of Database	students will: (a) Create queries using mathematical functions and text (b) Identify errors in queries (c) Create queries using calculated fields	**Create a Calculated Field** 1. In Design View, click the field row of a blank column in the design grid. 2. Enter the field name for the field that will display the results of the calculation, followed by a colon (:). 3. Enter the expression you want Access to calculate, using the proper syntax. 4. Save and run the query. **1. COUNT()2. AVG() 3. SUM()** **4. MIN() 5. MAX()** Let's have a look at each of them, one by one. 1. **COUNT() Function:** The COUNT() function returns the number of rows that match specified criteria. For example, the manager wants to find the number of employees whose salary is greater than or equal to Rs.40, 000 per month. Using the COUNT() function, he can create a general MySQL query to fetch the required data.	Demonstration of how to use each of the functions stated Run queries using the functions. Demonstration of how to create a calculated field Create a calculated field in a query	Log on to IT. Information technology for secondary schools. Information Technology for CSEC	Practical quiz End chapter exercise

		2. SELECT COUNT(salary) 3. FROM employees WHERE salary >= 40000; This will fetch the information of all of his employees whose salary either equals 40, 000 or is greater than that. 4. **AVG() Function:** The AVG() function will help the manager in determining the average salary of all of his employees. The output will be returned in the form of int. 5. SELECT AVG(salary) FROM employees; 6. **SUM() Function:** The SUM() function returns the total sum of a numeric column. This will help the manager in finding the total amount of money he is spending on giving away the salaries of his employees. 7. SELECT SUM(Price) FROM Products; 8. **MAX() Function:**			

		As the name already suggests, the MAX() function returns the largest value of the selected column. This means that the manager can use this function to find the employee who is drawing the maximum salary in his company. The working code of the function will be; 9. SELECT MAX(column_name) FROM table_name; 10. **MIN() Function:** The MIN() function returns the smallest value of the selected column. This function can be to find the information about the employee that is drawing the minimum salary from the company. The working code of this function will be; 11. SELECT MIN(column_name) FROM table_name;			

Suggested Teaching and Learning Activities To facilitate students' attainment of the objectives of this Section, teachers/facilitators are encouraged to engage students in the teaching and learning activities below.

1. Engage students in activities which require them to create simple database included in this Section of the syllabus. Attention should be paid to the data type in which data is placed in.

2. Engage students in activities which require them to filter out simple information from tables in data base.

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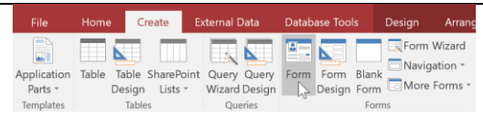
					WEEK 33
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	Students will: (a) Select suitable data and create a report (b) Sort and group data within a report (c) Calculate totals, averages and count the number of records within a report Add a heading, date and time to a report	Report generating facilities of the database package, including the use of sorting, grouping, statistical and summary features, for example, count, sum and average.	Demonstration of how to generate reports by teacher and students based on given data	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout Information technology for secondary schools.	Group discussions. Practical questions Practice Exercise

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WEEK 34

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Database Management (Access)	Students will: Demonstrate an understanding of selecting suitable fields and creating a form and a sub-form from them.	A form is a database object that contains different fields. These fields collect information from a source which is collected and stored in a database for further reference. **To create a form:** **A**ccess makes it easy to create a **form** from any table in your database. Any form you create from a table will let you **view the data** that's already in that table and **add new data**. Once you have created a form, you can modify it by adding additional fields and **design controls** like combo boxes. 1. In the Navigation pane, select the table you want to use to create a form. You do not need to open the table. 2. Select the **Create** tab, locate the **Forms** group, and then click the **Form** command.	The teacher explains what forms are used for recaps how to create reports and demonstrates the next step on how to create forms. A worksheet is given to take students step by step through creating a form and producing sub-forms for data input.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Oral questions Observation on completion of worksheets and skills practised by students.

		 3. Your form will be created and opened in **Layout View**. 4. To **save** the form, click the **Save** command on the **Quick Access Toolbar**. When prompted, type a **name** for the form, then click **OK**.		
Submission of the database aspect of the SBA					
Websites https://edu.gcfglobal.org/en/access/creating-forms/1/#					

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					WEEK 35
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Database Management (Access)	Students will: Demonstrate an understanding of selecting suitable fields and creating a form and a sub-form from them	***About subforms*** If you created a form from a table with records that are linked to another table, your form probably includes a **subform**. A subform is a **datasheet form** that displays linked records in a table-like format. For instance, the subform included in the **Customer** forms we just created displays linked customer **orders**. We probably don't need to include this sub-form because we just want to use the Customers form to enter and review contact information. If you find that you don't need a subform, you can easily **delete** it. To do this, simply click it and press the **Delete** key on your keyboard.	The teacher explains what forms are used for recaps how to create reports and demonstrates the next step on how to create forms. A worksheet is given to take students step by step through creating a form and producing sub-forms for data input.	Heinemann. Information Technology for for CSEC by Mary Reid Deepak Dinesan Rayman Khan Log on to IT for CSEC Oxford Information Technology For CSEC Handout	Oral questions Observation on completion of worksheets and skills practised by students.