



PEAS Scheme of Work: ICT

SENIOR ONE

peas
PROMOTING EQUALITY IN AFRICAN SCHOOLS

**S1 students will be doing a project in their elective (ICT/Agriculture/Art & Design/Luganda) during Term 2.
Please indicate in this Scheme of Work which weeks this will take place.**

Subject: ICT

Class: Senior One

Term: ONE

Teacher's Name:

Time allocation: 2 periods per week

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

Week/1 Topics/subtopic	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
Theme: Computer Systems Competency: The learner understands the concept of ICT and the related terminologies, its benefits and the required safety precautions.				
1.1 Introduction to ICT	Explain the concept of ICT and the related terminologies Explore the meaning of information Exploring the meaning of communication Identify examples of information	<ul style="list-style-type: none"> Introduce the subject through narrating a story either how the ICT training for PEAS teachers was conducted online, how the learners from different areas could attend lessons over the radio, zoom, television or Google meet being delivered by one teacher. Guide learners to brainstorm the term ICT using the story. Organize learners in groups to either read the students register, newspaper, listen to a radio, watch a video or gives a case 	Different ICT tools like computers set, laptops phones, projector, etc. Radio, student's registers, newspapers, videos and other related to the content taught. Displays with different examples of information.	

		<p>study or scenario and guides them to understand the concept of information.</p> <ul style="list-style-type: none"> Task individual learners to give examples of information from their discussions 	<p>Fountain Information communications & Technology for Uganda secondary schools Learners book One Pg1-4</p> <p>Elite Information and Communication Technology senior one learners book Pg. 1-4</p> <p>Elite Teachers guide</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1</p> <p>Pg1-4</p>	
<p>1.2</p> <p>Introduction to ICT</p>	<p>Identify examples that involve communication.</p> <p>Explore types of technology</p>	<ul style="list-style-type: none"> Make a phone call to a friend asking him/her how he/she is or displays a pictures of people doing different forms of communication e.g. drumming, using social media platforms like WhatsApp, Facebook, twitter etc. With the guidance from the teacher, the learners describe what they have observed and heard. 	<p>Mobile Phones, videos showing different forms of communication</p> <p>Social media platform on a projected media/chart.</p> <p>Examples of communication on a chart/projected media</p>	

		<ul style="list-style-type: none"> Individual Learners are tasked to define the term communication and give examples that involve communication. 	<p>Elite Information and Communication Technology senior one learners book Pg. 4</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book One Pg1-4</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 pg6-8</p>	
2.1 Introduction to ICT	Be able to list different technologies	<ul style="list-style-type: none"> Display some common ICT Tools physically, pictures or through a projector. Task learners in groups discuss, name and use some of the ICT Tools displayed under the teacher's guidance. Task individual learners to explain the use of any 3 common ICT Tools displayed by the teacher. 	<p>Common ICT tools like smart phones, television, and satellite dish, projector, compact disk etc.</p> <p>Projected media of different named ICT tools.</p> <p>Elite Information and Communication</p>	

			<p>Technology senior one learners book Pg 4-6</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book1. Pg 5-6</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 . Pg 8-10</p>	
<p>2.2</p> <p>Introduction to ICT</p> <p>Computer system</p>	<p>Understands the meaning of computer system(k)</p> <p>Identify components of a computer system</p>	<ul style="list-style-type: none"> Narrate story of how the different body parts were complaining with others: The head saying it is the controller of the whole body, the stomach saying without it the head will not find energy, the legs saying it is the one that moves the stomach to find food to energize the brain. Asks learners what they learn with the story. Ask learners to relate the story with a computer system 	<p>Pictures of various components of a computer system such, projector displays of computer parts</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg 11-14</p>	

		<ul style="list-style-type: none"> • Display pictures and images of various components • Ask learners to define a computer system based on the story • Guides learners to discuss the components of a computer system in their groups as guided in the learners book activities • Monitor learners present their group findings 	<p>Fountain Information Communication and Technology for Uganda secondary school's learners book1 Pg 6-8</p> <p>Elite Information and Communication Technology senior one learners book Pg. 7</p> <p>Elite Teachers guide 1</p>	
3.1 Computer system	<p>Understands a computer and its parts</p> <p>Identify the different parts of a computer</p>	<ul style="list-style-type: none"> • Display different video clips, pictures and images showing different computer parts. • Learners in groups identify and discuss the functions of each part or device. • Guide learners to identify the various brands of computers around their school 	<p>Videos, pictures, clips charts and real devices (projector, monitor, keyboard etc.)</p> <p>A drawn chart/display showing the compulsion of a computer system.</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg15-17</p> <p>Fountain Information Communication and Technology for Uganda</p>	

			secondary schools learners book1, Pg 8-9	
3.2 Use of ICTs in the society	<p>Explain the various uses of ICTs</p> <p>Identify the various application areas of ICTs and their uses</p>	<ul style="list-style-type: none"> • Share a scenario: Imagine! A world without ICT, what a world? • Learners in groups explain their thoughts of a world of No ICT • Guide learners to discuss and explain the applications of ICTs in different sectors 	<p>Videos of science and fictions “Black Panther”</p> <p>Pictures showing use of ICTs in sectors like Transport, Banks and entertainment</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, Pg10-12</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1</p> <p>Fountain Information Communication and Technology for Uganda secondary schools Learner’s text book1, pg17-25</p>	

			<p>Elite Information and Communication Technology senior one learners book Pg. 9-12</p> <p>Elite Teachers guide 1</p>	
<p>4.1</p> <p>Application areas of ICT</p>	<p>Identify different application areas of ICT in different sectors</p>	<ul style="list-style-type: none"> • Peter went to the supermarket with his friends James and Mary. James stole a biscuit while in the supermarket. Mary and James went to the counter to pay what they had picked. Little did they know that James hid a biscuit in his pocket? When peter and Mary reached the counter, the cashier used different devices like barcode reader, electronic point of sales and a computer to pay and a small printer to print the receipt that was given to them. Before leaving, they were asked by a security officer if they saw their friend hiding something in the pocket. They became worried, they took them to the control room and so that James stole the biscuit. James is wondering how he was caught. • In groups discuss how James was discovered with a stolen biscuit and the role played by ICT. 	<p>Pictures, videos, of different ICT tools in different sectors like hospitals, education, security, etc.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book1, Pg1-4</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide1, Pg17-24</p> <p>Elite Information and Communication Technology senior one learners book Pg. 9-12</p> <p>Elite Teachers guide 1</p>	

<p>4.2</p> <p>Application areas of ICT</p>	<p>Identify different application areas of ICT in different sectors</p>	<ul style="list-style-type: none"> With the help of the following sectors (education, business, media and communication, security, tourism, Banking, Agriculture, entertainment, etc.) Identify the ICT tools used in each sector and state what they are used for. 	<p>Pictures, videos, of different ICT tools in different sectors like hospitals, education, security, etc.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book1, Pg1-4</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide1, Pg24-25</p>	
<p>5.1</p> <p>Uses of ICT</p>	<p>Identify advantages and disadvantages of using ICT today</p>	<ul style="list-style-type: none"> Explain to the learners the meaning of Advantages and gives one advantage of using ICTs. Organize groups and asks the learners to discuss the advantages of using ICTS. 	<p>Pictures, videos, of different ICT tools being used in different sectors like a CT scan being used in the hospitals, computers being used by students in the computer lab. Etc.</p>	

			<p>Learner's text book and teachers guide</p> <p>Elite Information and Communication Technology senior one learners book Pg. 13-14</p> <p>Elite Teachers guide</p>	
<p>5.2</p> <p>Uses of ICT</p>	<p>Identify advantages and disadvantages of using ICT today</p>	<ul style="list-style-type: none"> • With teacher's guidance, learners brainstorm on the disadvantages of using ICTs.' • Individual learners identify the impact of ICTs of moral behaviors. 	<p>Video showing how bad, ICT tools are being used for example a video with some using a phone to connect to thieves to break into the bank'</p>	
<p>6.1</p> <p>Data and information.</p>	<p>Differentiate between Data and information</p> <p>List down different examples of data and information.</p>	<ul style="list-style-type: none"> • Mix different examples of data and information by explaining what is input and output. • Learners in pairs, identify the examples of data and information correctly. • Individual learners are tasked to define the term data and information. 	<p>Chart/display showing different examples of data and information</p> <p>Learner's textbook and teachers guide'</p> <p>Any other example in real life can be given by the teacher.</p> <p>Elite Information and Communication</p>	

			Technology senior one learners book Pg. 15-16 Elite Teachers guide 1	
6.2 Information processing cycle	<p>Appreciate the meaning of Information processing cycle</p> <p>Understand the Information processing cycle diagram.</p> <p>Identify the functions of the processes in the information processing cycle</p>	<ul style="list-style-type: none"> Define and demonstrates the meaning of information processing cycle through the use of the diagram Learners in groups discuss different processes involved in the information processing cycle. 	<p>A display, video or a chart showing the flow of the information processing cycle</p> <p>Learner's text book and teachers guide</p> <p>Elite Information and Communication Technology senior one learners book Pg. 17</p> <p>Elite Teachers guide 1</p>	
7.1 Data, Data processing and information Data Processing cycle	<p>Define Data, information and data processing cycle(k,u)</p> <p>Illustrate a data processing cycle(k,s,u)</p>	<ul style="list-style-type: none"> Introduce the lesson by saying numbers randomly then asked learners to sort it in ascending order Ask learners to define data, information data processing cycle in reference to activity1.10 in the learner's book Guide learners to discuss how data processing cycle works, identify tools used in each stage in reference to the activity in learner's book 	<p>Chart display of a data processing cycle</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 pg25-30</p> <p>Fountain Information Communication and Technology for Uganda</p>	

		<ul style="list-style-type: none"> Observes learners presenting their findings 	secondary schools Learner's text book 1pg12-14 Elite Information and Communication Technology senior one learners book Pg. 16-17 Elite Teachers guide 1	
7.2 Data, Data processing and information Data Processing cycle	Define Data, information and data processing cycle(k,u) Illustrate a data processing cycle(k,s,u)	<ul style="list-style-type: none"> Task learners in pairs to give the examples of hardware, hardcopy and software, soft copy under teacher's guidance. Individual learners are tasked to differentiate between hardware and software. Also to differentiate between hard copy and soft copy. 	Display of examples of hardcopy, soft copy. Elite Information and Communication Technology senior one learners book Pg. 16-17 Elite Teachers guide 1	
8.1 Data, Data processing and information Data Processing cycle	Define Data, information and data processing cycle(k,u) Illustrate a data processing cycle(k,s,u)	<ul style="list-style-type: none"> Learners in pairs with the guidance from the teacher identifies the functions of different processes in information processing cycle. Task individual learners to move around the computer lab or around the school to identify the ICT tools or computer parts used in information processing cycle, summarize it in a table format of ICT 	Computer lab Fountain Information communications & Technology for Uganda secondary schools Learners book One Pg1-4 Fountain Information Communication & Technology for Uganda	

		devices, process and action(sample table to be drawn by the teacher)	Secondary Schools Teachers Guide 1 Pg1-4	
8.2 Care and Safety for ICT Tools	<p>Appreciate the Safety precautions for the different ICT tools. (u, v)</p> <p>Identify ICT tool safety precautions and health hazards that affect ICT users</p>	<ul style="list-style-type: none"> • Display a video, picture, magazine or any other related material showing people using some of the ICT Tools. • Demonstrate to the learners the sitting posture while using ICT Tools • Organize learners in pairs and ask them to identify some of the ICT tool safety precautions to be followed when using ICT tools • Learners in pairs identify ICT Tool safety precautions and practice some of them like the sitting posture. • The teacher tasks the individual learners to identify the hazards that may rise as result of prolonged use of computer. 	<p>Displays a video, picture, magazine or any other related material showing people using some of the ICT Tools in correct manner.</p> <p>User manuals of any devices being used in class frequently.</p> <p>Fountain Information Communication and Technology for Uganda Secondary School Learners Book1 pg14-16</p> <p>Elite Information and Communication Technology senior one learners book Pg.19-21</p> <p>Elite Teachers guide 1</p>	

<p>9.1</p> <p>Safety of ICTs</p>	<p>Understand the Safety of ICTs(u)</p> <p>Practice the safety handling and maintenance of ICT tools(s,k,v)</p> <p>Identify the threats to ICT tools. (k)</p> <p>Identify the tools used to service the other ICT tools.(s,k,u)</p>	<ul style="list-style-type: none"> • Demonstrate the safety ways of handling ICT tools through careful handling, storing of the ICT tools in order to protect them to stay longer, and explains with some of the reasons to why he handled the tools in the demonstrated way through displaying pictures, video clips or demonstrating using the old or non-working ICT tools if any • Learners are tasked to make research in a reasonable group about, <ol style="list-style-type: none"> I. What are the basic ways of handling and maintaining ICT tools? II. What are the threats to computers/ICTs in your school or in any other organization? III. Which tools or equipment can be used in servicing and protecting computers 	<p>Displays a video, picture, magazine or any other related material showing people using some of the ICT Tools in correct manner.</p> <p>User manuals of any devices being used in class frequently.</p> <p>Fountain Information Communication and Technology for Uganda Secondary School Learners Book1 pg14-16</p> <p>Elite Information and Communication Technology senior one learners book Pg. 19-21</p> <p>Elite Teachers guide 1</p>	
<p>9.2</p> <p>Safety of ICTs</p>	<p>Understand the Safety of ICTs(u)</p> <p>Practice the safety handling and maintenance of ICT tools(s,k,v)</p> <p>Identify the threats to ICT tools. (k)</p>	<ul style="list-style-type: none"> • Learners in groups present their findings to other groups in class as the teacher harmonizes. • Individual learners are tasked to write the steps taken to clean a computer. 	<p>Displays a video, picture, magazine or any other related material showing people using some of the ICT Tools in correct manner.</p>	

	Identify the tools used to service the other ICT tools.(s,k,u)		<p>User manuals of any devices being used in class frequently.</p> <p>Fountain Information Communication and Technology for Uganda Secondary School Learners Book1 pg14-16</p> <p>Elite Information and Communication Technology senior one learners book Pg. 20</p> <p>Elite Teachers guide 1</p>	
10.1 Computer laboratory and safety	Understand the different Laboratory rules and regulations	<ul style="list-style-type: none"> • Take the students to go to the computer laboratory and task them to move around it while inside, read the notice boards or any documents in the lab.(teacher should make sure that the laboratory has laboratory rules and regulations document) • Learners in pairs move around and observe whatever the teacher is in the laboratory with the guidance. • From their observations, learners are tasked to present what they observed amongst them should not miss computer laboratory rules and regulations. 	<p>Designed computer rules and regulations in the computer laboratory and other school notice boards</p> <p>Video showing how the computer lab should be used.</p> <p>Computer laboratory</p> <p>Fountain Information communications & Technology for Uganda</p>	

		<ul style="list-style-type: none"> Individual leaders are tasked to write down the computer laboratory rules and regulations 	<p>secondary schools Learners book 1 pg14-18</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools</p> <p>Elite Information and Communication Technology senior one learners book Pg. 20-21</p> <p>Elite Teachers guide 1 Teachers Guide 1 Pg. 30-39</p>	
10.2 User manuals	<p>Identify the contents of the user manuals (s,k,u)</p> <p>Understand the Importance of the user manual(u)</p>	<ul style="list-style-type: none"> Display sample user manuals of any ICT device physically or pictures using the projector to the learners Organize learners in groups and asks them to read through, discuss the ICT manuals and summarize the specifications in the content. Ask individual learners the importance of user manuals for the ICT Tools. 	<p>Examples of User manuals of different</p> <p>A video showing how a user manual help someone who was stuck along the way to use a new phone.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book One Pg18-20</p>	

			Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 Pg39-42 Elite Information and Communication Technology senior one learners book Pg. 21 Elite Teachers guide 1	
11.1	ACTIVITY OF INTEGRATION			
11.2				
12	Week 12 should be used for catching up on delayed content, marking, or reviewing and preparing for assessment.			

Subject: ICT

Class: Senior One

Term: TWO

Teacher's Name:

Time allocation: 2 periods per week @ 40 minutes

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

Week/1 Topics/subtopic	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
Theme: Computer systems Topic: Computer hardware and systems start-up Competency: The learner understands the importance of the physical devices of a computer system and uses them in everyday life.				
1.1 Computer hardware and system startup	Understanding the concept of a computer hardware	<ul style="list-style-type: none"> Display the chart, video, a presentation or a picture showing the elements of computer hardware and explain the concept of computer hardware. 	Display a chart, presentation or physically connected computer system with its components Elite Information and Communication Technology senior one learners book Pg. 25-27 Elite Teachers guide 1	

<p>1.2 Examples of computer hardware</p>	<p>Identifying the categories of computer hardware, their examples and how each operates(k,u,s)</p> <p>Demonstrate the use of common computer hardware's(s,k,u)</p>	<ul style="list-style-type: none"> • Organize learners in groups and ask them to discuss the meaning of computer hardware. • From the previous knowledge acquired, learners discuss in pairs the meaning of computer hardware. • Task individual learners to list the different common examples of computer hardware. 	<p>Display a chart, presentation or physically computer hardware like keyboard, mouse, printer, projector, monitor etc.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg21-23 Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1 Pg 46-49 Elite Information and Communication Technology senior one learners book Pg. 27 Elite Teachers guide</p>	
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<p>2.1 Categories of computer hardware</p>	<p>Identifying the Categories of computer hardware</p> <p>Roles they play in the information processing cycle</p>	<ul style="list-style-type: none"> • Review the information processing cycle by asking learners the process involved. • Display a chart showing the 5 categories of computer hardware according to roles they play in the information processing cycle. • Learners discuss the 5 categories and the differences between them. 	<p>Display chart, picture or Video showing the categories of computer hardware</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1 Pg23-26</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 Pg50-52</p> <p>Elite Information and Communication Technology senior one learners book Pg. 27-40</p> <p>Elite Teachers guide 1</p>	
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<p>2.2</p> <p>Working with mouse</p> <p>Parts of the mouse</p>	<p>Learn how to use the Mouse</p> <p>Identify Different types of mouse</p> <p>Identify different parts of the mouse.</p> <p>Apply the actions done while using a mouse</p>	<ul style="list-style-type: none"> • Take students to the computer lab and tasks learners to identify displayed devices on the picture, using the projector screen. (here the teacher should display different types of mice like desktop mouse, trackball mouse, touchpad mouse, optical mouse, cordless mouse etc.) • Learners in pairs either touch, observe or discuss the different types of mice and their parts with the guidance of the teacher. • With the teachers' guidance, learners are tasked in pairs to identify the actions of the mouse • Task individual learners to identify the difference between optical mouse and non-optical mouse 	<p>Display of different types of mouse with their pictures.</p> <p>Mouse in form picture, physical, virtually on a display.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1 Pg25-26</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 Pg53-54</p> <p>Elite Information and Communication Technology senior one learners book Pg. 30-31</p> <p>Elite Teachers guide 1</p>	
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<p>3.1</p> <p>Keyboard</p>	<p>Define a keyboard</p> <p>Identify different parts of the keyboard</p> <p>Explain the functions of a keyboard buttons</p>	<ul style="list-style-type: none"> Learners in groups are presented with a keyboard either through display, presentation, picture of the keyboard and the teacher guides learners on how to name different parts of the keyboard. Individual learners are tasked to give examples of keys that belong to the numeric, movement keyboard. 	<p>Keyboard shown either through display, presentation, picture.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg27-29</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg55-58</p> <p>Elite Information and Communication Technology senior one learners book Pg. 29</p> <p>Elite Teachers guide 1</p>	
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<p>3.2</p> <p>Using a keyboard and its shortcuts</p>	<p>Use the typing tutor</p> <p>Use common keyboard shortcuts in text</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to use the typing tutor software and keyboard shortcuts • Learners in pairs practice following the guidance of the teacher • Individual Learners practice on their own 	<p>Use of typing software like typing master pro</p> <p>Keyboard shown either through display, presentation, picture.</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg30-31</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg58-59</p>	
<p>4.1</p> <p>Other input devices (Touchscreen and Biometrics)</p>	<p>Identify other different input devices according to their categories.</p> <p>Differentiate input devices according to the data they input.</p>	<ul style="list-style-type: none"> • Display other input devices using the projector or physically, using the chart (touch screen, Biometrics, face scanner, biometric devices, finger scanner etc.) 	<p>Displays other input devices either using a projector, physically or using the chart (touch screen, face scanner, biometric devices, finger scanner</p>	

			<p>Elite Information and Communication Technology senior one learners book Pg. 32-35</p> <p>Elite Teachers guide 1</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg31-32</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg60-62</p>	
<p>4.2</p> <p>Output devices</p>	<p>Identify different output devices according to the data they output</p>	<ul style="list-style-type: none"> • Display output devices like printers, projector, speaker, monitor, • The teacher organize learners in groups and asks them to name some of the different devices displayed. • Individual learners name the different output devices that could not have been displayed. 	<p>Displays other output devices either using a projector, physically or using the chart e.g. printers, projector, speaker, monitor,</p>	

			<p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg33-37</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg63-68 Elite Information and Communication Technology senior one learners book Pg. 33-36</p> <p>Elite Teachers guide 1</p>	
5.1 Output devices	Identify different output devices according to the data they output (Audio output devices)	<ul style="list-style-type: none"> • Display output devices like a speaker, headsets etc. • Organize learners in groups and asks them to name some of the different devices displayed. • Individual learners name the different audio output devices that could not have been displayed. 	Displays other output devices either using a projector, physically or using the chart e.g. printers, projector, speaker, monitor,	

			<p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg36</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg68-71</p>	
<p>5.2</p> <p>Storage Devices And their classifications</p>	<p>Define storage devices</p> <p>Identifies storage devices</p> <p>Classify and use storages devices</p>	<ul style="list-style-type: none"> • Display pictures, images and sample storage devices • Task learners to identify different storage devices in groups • Individual learners practice how use the storage devices 	<p>Displays storage devices either using a projector, physically or using the chart e.g. hard disk, Floppy Disks, CD-ROM, Flash cards. Memory cards</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg38-39</p>	

			<p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg72-75 Elite Information and Communication Technology senior one learners book Pg. 32-37</p> <p>Elite Teachers guide 1</p>	
<p>6.1</p> <p>Processing devices</p>	<p>Define processing devices</p> <p>Give different examples of processing devices and how they operate.</p> <p>Understand different processing devices.</p>	<ul style="list-style-type: none"> • Display different device in the category of processing, communication, and storage devices using a projector, or a physical means (teacher should not forget to show what is found in the system unit • Learners in groups discuss the displayed devices and their categories under guidance of the teacher. • Display the processing devices and tasks the learner to name these devices individually. 	<p>Displays processing, communication, and storage devices using a projector, or a physically</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg39-40</p> <p>Fountain Information Communication</p>	

			&Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg76-77	
6.2 Processing devices	<p>Define processing devices</p> <p>Give different examples of processing devices and how they operate.</p> <p>Understand different processing devices.</p>	<ul style="list-style-type: none"> • Display different device in the category of processing, communication, and storage devices using a projector, or a physical means (teacher should not forget to show what is found in the system unit • Learners in groups discuss the displayed devices and their categories under guidance of the teacher. • Display the processing devices and tasks the learner to name these devices individually. 	<p>Displays processing, communication, and storage devices using a projector, or a physically</p> <p>Elite Information and Communication Technology senior one learners book Pg. 37</p> <p>Elite Teachers guide 1</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg39-40</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg76-77</p>	

			<p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg30-31</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg58-59</p>	
<p>7.1</p> <p>Communication devices and peripheral devices</p>	<p>Define;</p> <ol style="list-style-type: none"> i. communication device ii. peripheral devices <p>Understand different communication devices and peripheral devices.</p>	<ul style="list-style-type: none"> • Display different device in the category of communication, and peripheral devices using a projector, or a physical means (teacher should not forget to show what is found in the system unit • Learners in groups discuss the displayed devices and their categories under guidance of the teacher. • Display the peripheral devices and tasks the learner to name these devices individually. 	<p>Displays communication devices, peripheral devices using a projector, or physically</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg41-43</p> <p>Fountain Information</p>	

			<p>Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg78-83</p> <p>Elite Information and Communication Technology senior one learners book Pg. 38</p> <p>Elite Teachers guide 1</p>	
<p>7.2</p> <p>Communication devices</p> <p>And peripheral devices</p>	<p>Define;</p> <p>iii. communication device</p> <p>iv. peripheral devices</p> <p>Understand different communication devices and peripheral devices.</p>	<ul style="list-style-type: none"> • The display different devices in the category of communication, and peripheral devices using a projector, or a physical means (teacher should not forget to show what is found in the system unit • Learners in groups discuss the displayed devices and their categories under guidance of the teacher. • The teacher displays the peripheral devices and tasks the learner to name these devices individually. 	<p>Displays communication devices, peripheral devices using a projector, or physically</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg41-43</p> <p>Fountain Information Communication & Technology for Uganda Secondary</p>	

			<p>Schools Teachers Guide 1 ,Pg78-83</p> <p>Elite Information and Communication Technology senior one learners book Pg. 38-40</p> <p>Elite Teachers guide 1</p>	
<p>8.1.</p> <p>Computer system Assembly and Start up</p>	<p>Identify different computer system components.</p> <p>Identify the various ports on the computer</p> <p>Apply the steps taken in assembling a computer system</p> <p>Understand the steps taken and devices used to step up a laptop or a desktop computer</p>	<ul style="list-style-type: none"> • Display different components of the computer system physically or virtually • Learners in groups with the guidance of the teacher apply the steps for assembling the computer system • Individual learners set up a laptop 	<p>Video, picture, showing Assembling a computer system</p> <p>Display of physical computer system</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg44-45</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg84-87.</p>	

			Elite Information and Communication Technology senior one learners book Pg. 41-42 Elite Teachers guide 1	
8.2 Starting and shutting down a computer system (Booting)	Differentiate between starting up and shutting down a computer system. Practice the steps for shutting down and starting up a computer system	<ul style="list-style-type: none"> • Display the steps taken to start and shut down a computer system and explains the process (cold and warm booting) • Learners in groups follow and apply the steps starting and shutting down the computer system. • Individual learners practice on their own in the remaining time. 	Display of physical computer system Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg46 Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg88-90 Elite Information and Communication Technology senior one learners book Pg. 43-44	

			Elite Teachers guide 1	
9.1	<p style="text-align: center;">ACTIVITY OF INTEGRATION</p> <ul style="list-style-type: none"> Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg47 Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg91 Elite Information and Communication Technology senior one learners book Pg. 46 			
9.2				
10.1 File and folder management	Meaning of a folder and file Examples of files	<ul style="list-style-type: none"> Display a picture, video of e.g. an office full of many folders and files packed over one another. Learners in pairs describe the what is in the picture and identify the challenges they think a person would face while searching for a file in such congested office Learners in pairs discuss the reasons why farmers organize their records Display a chart, presentation or a picture of two icons (folder and file and tasks learners in groups to share their understanding about a folder and a file Individual learners identify the examples of files. 	Displays of a picture, video of e.g. an office full of many folders and files packed over one another Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg48-50	

			<p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg95-98 Elite Information and Communication Technology senior one learners book Pg. 47-50</p> <p>Elite Teachers guide 1</p>	
<p>10.2</p> <p>Identifying Files and folders and their extensions on a storage media</p>	<p>Identify the different files and folders on storage media</p> <p>Examples of files and their extensions</p>	<ul style="list-style-type: none"> • Display different files (e.g. music.mp3, video.mp4 word.docx etc.) either the picture, using presentation, projector • In groups learners are tasked to identify the different file names and their formats in which they are written, length of the name, characters used and file extensions. • Individual learners are tasked to identify the examples of files and their extensions in form of a table e.g. (MS word.docx) 	<p>Displays different files (e.g. music.mp3, video.mp4 word.docx etc.) either the picture, using presentation, projector</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg51-52</p> <p>Fountain Information</p>	

			<p>Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg89-101</p> <p>Elite Information and Communication Technology senior one learners book Pg. 51</p> <p>Elite Teachers guide 1</p>	
<p>11.1</p> <p>Creating and saving a folder or a file</p>	<p>Differentiate between a folder and a file</p> <p>Importance of keeping files in a folder</p> <p>Transfer Files between Different Storage media</p>	<ul style="list-style-type: none"> • Display the steps of creating and saving a folder and file, selecting files and folders, copy and paste, renaming files and folders, deleting files using a projector, chart. • With guidance of the teacher, learners in pairs create folders and files, selecting files and folders, copy and paste, renaming files and folders, deleting files, following the steps displayed • Individual learners are tasked to give the importance of keeping files in a folder. 	<p>Computer</p> <p>Projector</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg53-56</p> <p>Elite Information and Communication Technology senior one learners book Pg. 50-60</p> <p>Elite Teachers guide 1</p>	

			Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg102-103	
11.2 Saving files on Different storage media and Measurement of storage Capacity	<p>Save files on different storage media</p> <p>Identify the different storage capacities of the devices.</p> <p>Burn data to a disc</p>	<ul style="list-style-type: none"> • Demonstrate how to save files in different storage medias and burning it on a disc • Display a snapshot of storage devices, partitions on a laptop or projector and explains the different storage devices displayed. • Task learners to save work on different medias. • With the guidance of the teacher, learners in groups identify the different storage capacities of the devices. • Pair learners and asks them to carry out a research from the library about units of storage capacity (description of unit storage) • Individual learners distinguish between a bit and a byte 	<p>Displays a snapshot, Video, of storage devices and partitions on a laptop or projector</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg30-31</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg58-59 Elite Information and Communication Technology senior</p>	

			one learners book Pg. 60-62 Elite Teachers guide 1	
12.1	ACTIVITY OF INTEGRATION			
	Elite Information and Communication Technology senior one learners book Pg. 64			

Subject: ICT Class: Senior One Term: Three Teacher's Name:

Time allocation: 2 periods per week@40 minutes

When it comes to planning your lessons use the structure: starter, I do, we do, you do, plenary. The starter is a written task that reviews previous learning. Ensure your lessons provide regular and extended opportunities for independent practice.

YPR:

Y= yes, I taught the lesson

P= I partially taught it e.g. I didn't get through all the content.

R= I taught the lesson, but I think students would benefit from a review

Week/1 Topics/subtopic	Learning outcome	Methodology	Teaching/ Learning resources	Y P R
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Theme: Data management and sharing Competency: The learner uses a Word processing software (e.g. MS Word) to create, edit and print documents				
1.1 Introduction to word processing 1	<p>Use the word processor interface.</p> <p>Use a word processing software to create, format, edit and print a document.</p> <p>Understand different terminologies as regards to save, create, edit, and print</p>	<ul style="list-style-type: none"> Define word processing, displays and demonstrates the key steps used in word processing operations (create, edit, save print) either through the use of presentation chart, video clip, or any other related way. Learners in pairs practice the same steps as guided by the teacher in the teacher's activity. 	<p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg77-81</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, pg135-146</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg77-81</p> <p>Elite Information and Communication</p>	

			Technology senior one learners book Pg. 65-66 Elite Teachers guide 1	
1.2 Introduction to word processing 1	<p>Use the word processor interface.</p> <p>Use a word processing software to create, format, edit and print a document.</p> <p>Understand different terminologies as regards to save, create, edit, and print</p>	<ul style="list-style-type: none"> Define word processing, displays and demonstrates the key steps used in word processing operations (create, edit, save print) either through the use of presentation chart, video clip, or any other related way. Learners in pairs practice the same steps as guided by the teacher in the teacher's activity. 	<p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg77-81</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, pg135-146</p> <p>Elite Information and Communication Technology senior one learners book Pg. 65-66</p> <p>Elite Teachers guide 1</p>	

			Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg77-81	
2.1 Starting MS word	Identify the different parts of word interface window. Open a MS word document.	<ul style="list-style-type: none"> • Demonstrate steps taken to open MS word and explain word processing interface contents. • Learners in pairs, using the steps displayed by the teacher practice how to open a word document, parts of a word document interface and window controls under the teacher's guidance. 	A computer Word processor (MS word) Projector Elite Information and Communication Technology senior one learners book Pg.67-70 Elite Teachers guide 1	
2.2 Saving and closing a document	Understand the meaning of save, edit, create, print and close.	<ul style="list-style-type: none"> • Individual learners are tasked to explain in their own understanding according to the discussions, the meaning of save, create, edit, print and close 	Word interface window Printer Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, pg143-148	

			<p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg82-84</p> <p>Elite Information and Communication Technology senior one learners book Pg. 71-76</p> <p>Elite Teachers guide 1</p>	
<p>3.1</p> <p>Formatting and editing text</p>	<p>Use font, text effects and carry out paragraph formatting</p>	<ul style="list-style-type: none"> • Instruct the learners to open the already saved word document and tasks them to locate font and the tab where it is found • Learners in pairs locate font and practice the features in the font such as the font size, style, color text effects (strike through) and the learners discuss the effects brought by the font 	<p>A computer</p> <p>Word processor(MS word)</p> <p>Projector</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg153-167</p> <p>Fountain Information communications & Technology for</p>	

			Uganda secondary schools Learners book 1,pg93-98	
3.2 Formatting and editing text	Use font, text effects and carry out paragraph formatting	<ul style="list-style-type: none"> • Demonstrate to the learners what the paragraph formatting is all about through viewing the features that are involved in this. • Individual learners are tasked to move/ hover the mouse around each icon in font and paragraph to identify the names and their short cuts where applicable 	A desktop computer/ laptop. Word processor (MS word) Projector Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg153-167 Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg93-98 Elite Information and Communication Technology senior one learners book Pg. 77-81 Elite Teachers guide 1	

4.1 Formatting and editing text	Carry out bulleting, numbering sorting of data and applying borders	<ul style="list-style-type: none"> • Task the learners to open a new word document and type either a list of five fruits, any other items (food stuffs, student names, items in school etc.) • Then task the, learners to identify bullets and numbering in the paragraph menu, data sorting and text alignment • Learners in group/pairs identify the different features in the paragraph through hovering around the paragraph menu under the teacher's guidance. • Guide the learners on making lists either using bullets or numbers. 	<p>A desktop computer/ laptop.</p> <p>Word processor (MS word</p> <p>Projector</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg153-167</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg93-98</p> <p>Elite Information and Communication Technology senior one learners book Pg. 77-81</p> <p>Elite Teachers guide 1</p>	

4.2 Formatting and editing text	Carry out bulleting, numbering sorting of data and applying borders and shadings	<ul style="list-style-type: none"> Individual learners are tasked to type different lists of their choices using numbering and bullets later apply the alignment, borders and shadings according to the teacher's instruction. 	A desktop computer/ laptop Word processor(MS word) Projector Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg153-167 Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg93-98 Elite Information and Communication Technology senior one learners book Pg.81-86 Elite Teachers guide 1	

<p>5.1</p> <p>Line spacing, header, footer, find and replace, borders.</p>	<p>Understand the terms line formatting, header, footer find and replace and applying borders.</p>	<ul style="list-style-type: none"> • Explain the terms line spacing, find and replace, header and footer, adding borders using an instructional material for example a display on the projector screen and instructs the learners to identify from the paragraph menu line spacing and from the home tab to find and replace. • Learners in pairs locate icons and practice using already opened saved word document under teacher's guidance. 	<p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg160-162</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg98-99</p>	
<p>5.2</p> <p>Line spacing, header, footer, find and replace, borders</p>	<p>Understand the terms line formatting, header, footer find and replace and applying borders.</p>	<ul style="list-style-type: none"> • A learner from the class is identified to demonstrate how to apply borders in a given document to the whole class as others practice as well. • Individual learners are tasked to apply the borders of their choice to ensure that the document has a professional look. 	<p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg160-162</p>	

			<p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg98-99</p> <p>Elite Information and Communication Technology senior one learners book Pg. 81-86</p> <p>Elite Teachers guide 1</p>	
<p>6.1</p> <p>Working with ribbon, tabs, groups and commands</p>	<p>Learners maximize, minimize and close the document.</p>	<ul style="list-style-type: none"> Individual learners are tasked to explain in their own understanding the meaning of restore maximize and close (hint: during project time the learners practice the use of window controls). 	<p>Word interface window</p> <p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg141-142</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg80-81</p>	

<p>6.2</p> <p>Working with ribbon, tabs, groups and commands</p>	<p>Identify the different icons/features used in ribbon, tabs, groups and commands.</p>	<ul style="list-style-type: none"> • In the computer lab, instruct learners to open a new Ms. Word document and tasked to identify the ribbon, tabs, groups and commands. • Learners in groups/pairs identify the different/icons observed according to the groupings (ribbon, tabs, groups and commands under teacher's guidance. 	<p>Word interface window</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg141-142</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg80-81</p>	
<p>7.1</p> <p>Working with ribbon, tabs, groups and commands</p>	<p>Identify the different icons/features used in ribbon, tabs, groups and commands.</p>	<ul style="list-style-type: none"> • Instruct learners to click on different tabs, identify different features found there, with guidance and any other resources provided by the teacher, give the functions of the tabs clicked 	<p>Word interface window</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1 ,Pg141-142</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg80-81</p>	

<p>7.2</p> <p>Using a clipboard</p>	<p>To cut, copy and paste, undo, do and redo commands, spell checker and grammar</p> <p>Apply short cuts</p>	<ul style="list-style-type: none"> • Instruct the learners to locate their saved documents on their computers and open them. • Demonstrate the use of the clipboard to cut and paste (some of the shortcuts can be used) • Learners in pairs practice with the teacher's guidance. Demonstrate the use of undo and redo commands and tasks the learners with prior knowledge to help those who could not be familiar. 	<p>A computer</p> <p>Word processor(MS word)</p> <p>Projector</p> <p>Saved files e.g. word document</p>	
<p>8.1</p> <p>Saving and closing a document</p>	<p>To know how to save a document and to close a document</p>	<ul style="list-style-type: none"> • Demonstrate how to save and a close a document • Learners in pairs practice with the teacher's guidance • Individual learners practice to save and close a word document 	<p>Word interface window</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Pg143-146</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg82-84</p>	
<p>8.2</p> <p>Checking spelling and grammatical errors</p>	<p>Carry out the spell checking activities</p> <p>Understand shortcuts</p>	<ul style="list-style-type: none"> • Task individual learners to type any wrong spelled words e.g. (wrk schme) and guides them on how to spell check them. More so the teacher tasks the learners to identify the words that needs spell checking 	<p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p>	

		<ul style="list-style-type: none"> Individual learners spell check the document given by the teacher and tasks them to research about different shortcuts 	<p>Fountain Information Communication & Technology for Uganda Secondary Schools Teachers Guide 1, Pg147-150</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg86-89</p> <p>Elite Information and Communication Technology senior one learners book Pg. 74</p> <p>Elite Teachers guide 1</p>	
9.1	Be able to use shortcuts	<ul style="list-style-type: none"> Harmonize the shortcuts through brainstorming the researched work. Task the learners to open any saved document /file and guides through giving familiar keyboard shortcuts Demonstrate and identify the different changes brought about the shortcuts used for learners. Learners in pairs practice using the shortcuts following the teacher's guidance 	<p>Display showing different shortcuts</p> <p>A computer</p> <p>Word processor(MS word)</p> <p>Projector</p>	

9.2	Identify the changes brought about by the shortcuts.	Individual learners practice using shortcuts and identify changes brought by those shortcuts	A computer	
10.1 Working/inserting objects(table, shapes, pictures, smart art, charts and screenshots)	Insert the tables using insertion command. Navigate, and format tables	<ul style="list-style-type: none"> • Instruct the learners to create a table of two columns and four rows or another number of rows and columns using their rulers and pencils in their books. • The teacher further instructs them to open a new MS word document and guides them, to follow the steps used to insert a table of specific rows and columns, navigates, selects the parts of the table, adds and deletes/adds rows and column using demonstrations. • Learners in pairs discuss inserting the table, navigating through a table, selecting the parts of the table, adding and deleting of rows, insert text in the table' 	A computer Word processor (MS word) Projector Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg175-180 Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg104-119 Elite Information and Communication Technology senior	

			one learners book Pg. 87 Elite Teachers guide 1	
10.2 -do-	Insert the shapes using insertion command. Navigate, and format the shapes	<ul style="list-style-type: none"> To ease the work learners with prior knowledge can be used to support. Learners are tasked to insert, navigate and format shapes as guided by the activities in the learners book1 	Printers A computer Word processor (MS word) Projector	
11.1 -do-	Insert the smart arts using insertion command. Navigate, and format smart arts Insert the pictures using insertion command. Navigate, and format pictures	<ul style="list-style-type: none"> To ease the work learners with prior knowledge can be used to support. Individual learners are tasked to differentiate the between a row and a column 	Printers A computer Word processor (MS word) Projector	
11.2 Merging and resizing cells, inserting headers, and page numbers, inserting drop cup, adding water mark,	Merge, resize cells, inserting headers and footers Adding a drop cap Adding a water mark	<ul style="list-style-type: none"> Instructs the learners to open the saved document with tables and demonstrates merging and resizing of cells, inserting headers and footers as learners do the practice in pairs step by step at a time following the teacher's instructions 	Printers A computer Word processor (MS word) Projector	

and page orientation	Understand the different page layouts(page orientation)	<ul style="list-style-type: none"> Demonstrate drop capping, adding a water mark, adding a page number and asks learners to practice the same. 	<p>Elite Information and Communication Technology senior one learners book Pg. 89-95</p> <p>Elite Teachers guide 1</p> <p>Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1 187-188</p> <p>Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg119-120</p>	
12.1 Printing a document	<ul style="list-style-type: none"> carry out the printing process 	<ul style="list-style-type: none"> The teacher explains page orientation and printing process as he demonstrates and tasks learners to practice. The teachers asks Individual learners to print their own soft copies on their desktops using the printer provided. 	<p>Printers</p> <p>A computer</p> <p>Word processor (MS word)</p> <p>Projector</p> <p>Fountain Information Communication &Technology for</p>	

			Uganda Secondary Schools Teachers Guide 1, Pg175-180 Fountain Information communications & Technology for Uganda secondary schools Learners book 1,pg120-122	
12.2	<p style="text-align: center;">ACTIVITY OF ENTEGRATION</p> <ul style="list-style-type: none"> • Fountain Information Communication &Technology for Uganda Secondary Schools Teachers Guide 1, Pg191-194 • Fountain Information communications & Technology for Uganda secondary schools Learners book 1, pg120-122 • Elite Information and Communication Technology senior one learners book Pg. 97 			