



SVKM J.V. Parekh International School
Academic portion for the 1st Term of the session 2014-15

Grade VI

ENGLISH:

Strands	CIE Expectations	Learning Experiences
Phonics, spelling and vocabulary	<ul style="list-style-type: none"> • Spell correctly most words used. • Use a dictionary and thesaurus effectively to further develop vocabulary. • Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and Writing to clarify and extend meaning and to interest their audience. <p>Learn to use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre'.</p>	<p>Exposure to word lists, comprehensions & genre specific vocabulary discussion</p> <p>Using the dictionary in order to find/ verify the meanings of unknown words:</p> <ul style="list-style-type: none"> • Contextual meaning of unknown words. <p>Daily exposure and discussion:</p> <ul style="list-style-type: none"> • Proverbs, sayings and expressions. • In order to improve students' use of vocabulary, they are introduced to new vocabulary everyday , using the Nie newspaper as a resource (words watch/idioms of the day)
Grammar and Punctuation	<p>Reading</p> <ul style="list-style-type: none"> • Comment on the use of formal and informal language and discuss the writer's motivation for making the choice. • Show awareness of the reasons 	<p>The students will be expected to use punctuations in their writing task through instructions for each task</p> <ul style="list-style-type: none"> • Punctuation marks: Use a

	<p>for using longer and shorter sentences.</p> <ul style="list-style-type: none"> • Begin to comment on the control of pace and meaning through choice of sentences and variety of sentence openings. <p>Writing</p> <ul style="list-style-type: none"> • Use a wide range of punctuation to make meaning clear, including generally accurate use of Commas in complex sentences and to present dialogue. • Use correct grammar, including articles, word order and tenses in a range of genres and text types. • Clarify relationships between ideas with an increasingly accurate and growing use of connectives. • Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects. • Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing. <p>Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrase</p>	<p>range of punctuation to make meaning clear, including generally accurate use of commas in sentences to present dialogue.</p> <ul style="list-style-type: none"> • Parts of speech: Identification of various parts of speech, appropriate usage in different contexts, impact of various tenses on verbs, phrasal verbs. • Direct & Indirect speech • Simple, compound and complex sentences: Identifying, differentiating and constructing compound and complex sentences. <p>Activity Example :</p> <p>Students select some sentences from a newspaper (NIE) article and add exclamation marks and observe if the effect is positive or negative</p> <p>Students write a short speech for a class audience on a topic they feel strongly about. Use 5 rhetorical questions</p>
<p>Reading</p>	<p><u>Fiction and poetry</u></p> <p>Demonstrate understanding of features of narrative and non-narrative texts by explaining and</p> <ul style="list-style-type: none"> • Developing these features in their own discussion and writing. • Use inference and deduction to recognise implicit and inferred 	<p>The following genres and text types :</p> <p>Fiction and poetry:</p> <ul style="list-style-type: none"> • sci-fi and fantasy extracts , • contemporary folk • fairy-tales

	<p>meanings.</p> <ul style="list-style-type: none"> • Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text. • Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language. • Comment on a writer's use of language, demonstrating an understanding of the implication of their use of vocabulary. • Give an informed personal response to a text and provide some textual reference in support. • Understand how readers make choices about the texts they like reading, e.g. by author or genre and know a range of ways in which to respond to texts. • Compare poems, showing awareness of poets' use of language and its intended impact on the reader. • Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Extract the main points and relevant information from a text or ICT source, using a range of • Strategies such as skimming and scanning. • Make relevant notes to select, 	<ul style="list-style-type: none"> • short stories (including those set in different times and places), <p>Non-fiction:</p> <ul style="list-style-type: none"> • contemporary biography, • autobiography, • letters <p>Activity Example :</p> <p>Reading skills will help students build ability to skim ,scan and concise the information</p> <p>-Reduce news stories to headlines based on NIE newspapers</p> <p>-Summarise points/ideas etc in a non-fiction text in five sentences or bullet points; one side of a post card, using headings, sub-headings and highlighting to draw attention to essential points</p> <p>-Create a mind map/spider diagram of the main points of a chapter/ text extract</p>
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	<p>collate and summarise ideas from texts.</p> <ul style="list-style-type: none"> • Explore the range of different ways writers use layout, form and presentation in a variety of texts. • Explore the variety and range of ways in which the content of texts can be organised, structured and combined. 	
<p>Writing</p>	<p><u>Fiction</u></p> <ul style="list-style-type: none"> • Develop different ways of generating, organising and shaping ideas, using a range of planning formats or methods. • Understand the conventions of standard English and how to use them consistently in writing. • Write to express a personal viewpoint. • Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively. • Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases. • Use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects. • Vary sentence length and structure in order to provide appropriate detail and clarify relationships between setting, characters, themes, plot. • Begin to develop character and voice in fiction writing. 	<p>Based on the reading that the children will do, appropriate writing exercises will be provided to them after exposing them to appropriate strategies and the relevant rules for writing the various types of texts. Some of them have been listed below:</p> <ul style="list-style-type: none"> • Folk tales • Story poems. • Stories- fictional and non-fictional. • Fact files. • Biographies and autobiographies. <p>Activity example :</p> <p>Students create autobiographies of their Birth; early years; family; friends; school; interests; events and happenings. Final chapter: me and my family; friends; school; interests; events and happenings; hopes for the future.</p> <p>Students to recount one important event/story from their past using past pictures as aids</p>

	<p>Explore some of the key linguistic and literary techniques used by writers, and begin to use them for intended effect.</p> <ul style="list-style-type: none"> • Understand and use degrees of formality in a range of texts according to context, purpose and audience. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Use features and conventions of a wide variety of text types in order to write to inform, explain, • Describe, argue, persuade and comment. <p>Practise note-taking using different styles for different purposes.</p>	
<p>Speaking and listening</p>	<ul style="list-style-type: none"> • Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, argue and persuade. • Deliberately shape talk for clarity and effect and to engage listener. • Use a range of vocabulary appropriate to context, and use language to clarify meaning and convince their audience. • Practise speaking fluently and clearly at an appropriate pace and volume. • Develop the ability to listen courteously to others and be sensitive to turn taking. • Begin to make significant contributions to group discussions, engaging with complex material, <p>making perceptive responses and showing awareness of a speaker’s aims.</p>	<ul style="list-style-type: none"> • Children will participate in class discussions in which they will listen to everyone’s point of view and then make appropriate comments. • Children will use appropriate voice modulation techniques based on the task at hand (interactive assemblies.) • Children will participate in class activities in pairs and would be assessed as a part of their formative tasks <p>Activity example :</p> <p>As a situation role-play , students act as travel agents to sell a holiday package with the appropriate voice modulation and persuasive speaking skills</p>

Strands	CIE Expectations	Learning Experiences
Number and Calculation	Consolidate the rapid recall of number facts, including positive integer compliments to 100, multiplication facts to 10 x 10 and associated division facts.	Revising multiplication tables from 1 to 10, and addition and subtraction facts for numbers between 0 and 20. Looking for patterns that make mental calculations easier, for example what happens when 9 is added to a two digit number, or that $5 + 7$ is the same as $6 + 6$. Ask questions such as 'which pairs of numbers will add together to make 17?'
	Interpret decimal notation and place value; multiply and divide whole numbers and decimals by 10, 100 or 1000.	Using a number line with place value headings and moveable cards with single digits on them to discuss place value. Investigation how the digits move in relation to the decimal point when multiplied or divided by the powers of ten. Ensuring that the class understands that multiplying by 10, 100 and 1000 makes the number bigger while dividing by these numbers makes the number smaller. Progress to paper and pencil methods.
	Order decimal including measurements, changing these to the same units.	Giving each pupil a decimal number then get them to line up in order of size. Select 4 decimal cards for individuals to order explaining strategy to a partner.
	Round whole numbers to the nearest 10, 100 or 1000 and decimals including measurements to the nearest whole number or 1 decimal place.	Using a number line to investigate rounding by placing, for example, a decimal on the line and deciding which whole number it is closest to. Devise rules for rounding.
	Use known facts and place value to multiply and divide two-digit numbers by a single digit number, e.g. 45×6 , $96 \div 6$.	Partition as $40 \times 6 + 5 \times 6$ or $90 \div 6$ and $6 \div 6$. Link to tables.
	Know and apply tests of divisibility by 2, 3, 5, 6, 8, 9, 10 and 100.	Looking for Patterns in a multiplication table.
Algebra	Use letters to represent unknown numbers or variables; know the meanings of the words term,	Producing a written form for the <i>I think of a number</i> game. Identify terms equations.

	expression and equation.	For a whole class activity practise using mathematical vocabulary by picking out terms, expressions, variables and equations from various examples. Showing that expressions can only be simplified (or evaluated) but that equations in one variable can be solved. Discussing equations in two variables. Show that terms can contain brackets.
	Know that algebraic operations follow the same order as arithmetic operations.	Replacing numbers with letters in familiar situations.
	Derive and use simple formulae e.g. to change hours to minutes.	Creating formulae using excel to convert from one set of units to another.
	Substitute positive integers into simple linear expressions/formulae.	Using Excel to generate values of different formulae.
Handling Data	Design and use a data collection sheet or questionnaire for a simple survey.	Carry out the survey giving thought to where and how. Consider the possible bias in different situations and questions.

SCIENCE:

Strands	CIE Expectations	Learning Experiences
Scientific Inquiry	<p>Ideas and evidence</p> <ul style="list-style-type: none"> • Make predictions and review them against evidence • Be able to talk about the importance of questions, evidence and explanations <p>Plan investigative work</p> <ul style="list-style-type: none"> • Suggest ideas that may be tested • Choose appropriate apparatus and use it correctly • Make predictions referring to previous scientific knowledge and understanding • Identify appropriate evidence to collect and suitable methods of 	Students will draw & label scientific diagrams, view through the microscope, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the given topics:

	<p>collection</p> <ul style="list-style-type: none"> • Outline plans to carry out investigations, considering the variables to control, change or observe <p>Obtain and present evidence</p> <ul style="list-style-type: none"> • Make careful observations including measurements • Present results in the form of tables, bar charts and line graphs <p>Consider evidence and approach</p> <ul style="list-style-type: none"> • Make conclusions from collected data, including those presented • Consider explanations for predictions using scientific knowledge and understanding and communicate these • in a graph, chart or spreadsheet 	
<p>Biology</p>	<p>The Characteristics of Living things</p> <ul style="list-style-type: none"> • List and describe the characteristics of living organisms • Define the terms: <ul style="list-style-type: none"> • <i>nutrition</i> • <i>excretion</i> • <i>respiration</i> • <i>sensitivity</i> • <i>reproduction</i> • <i>growth</i> • <i>movement</i> 	<p>The Characteristics of Living things</p> <ul style="list-style-type: none"> • Compare different animals, real (if appropriate) or pictures, e.g. bird, cat, fish and write down all the things they have in common. Present your findings to other groups. • Discuss the ways nutrition is obtained by different animals. • Breathing through a straw into lime-water to show carbon dioxide is produced. • Discuss the difference between breathing and respiration. • Discuss the difference between growth and reproduction. • Discuss why movement is essential for survival (finding shelter, avoiding danger, finding

	<p>Major Organ Systems</p> <ul style="list-style-type: none"> • Recognise the positions, and know the functions of the major organs of flowering plants, e.g. root, stem, leaf. • Recognise the positions and know the functions of the major organ systems of the human body <p>Cells</p> <ul style="list-style-type: none"> • Identify the structures present in plant and animal cells as seen with a simple light microscope. • Compare the structure of plant and animal cells. • Present results in the form of tables, bar charts and line graphs. • Relate the structure of some common cells to their functions. • Understand that cells can be grouped together to form tissues, organs and organisms. 	<p>food).</p> <p>Major Organ Systems</p> <ul style="list-style-type: none"> • Identify the root, stem and leaf of different flowering plants. • Consolidate understanding of characteristics of living things by relating plant structures and their functions to the characteristics e.g. leaf and feeding. • Draw an outline of a body. Draw on it the positions of the named organs. <p>Cells</p> <ul style="list-style-type: none"> • Observe prepared microscope slides of cells. • Prepare and focus a good specimen without being misled by air bubbles or dust on the cover slip. • Observe and identify the nucleus, cytoplasm, (and in plant cells, the cell vacuole and cell wall). Record sketch diagrams of the cells. • Compare observed cells with labeled diagrams for secondary sources and explain why the cell membrane is not visible in the prepared slides • Write about how some named cell types you have investigated are adapted to their function e.g. plant leaf cells (chloroplasts), root hair cells, blood cells (red and white), nerve cells. • Different types of tissues grouped together can make an organ and organs can group together to make an organ system. Organ systems are necessary to form a complex organism e.g. flowering plant or human. • Discuss those cells of the same type group together to form
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		tissues.
Scientific Inquiry	<p>Ideas and evidence</p> <ul style="list-style-type: none"> • Make predictions and review them against evidence • Be able to talk about the importance of questions, evidence and explanations <p>Plan investigative work</p> <ul style="list-style-type: none"> • Suggest ideas that may be tested • Choose appropriate apparatus and use it correctly • Make predictions referring to previous scientific knowledge and understanding • Identify appropriate evidence to collect and suitable methods of collection • Outline plans to carry out investigations, considering the variables to control, change or observe <p>Obtain and present evidence</p> <ul style="list-style-type: none"> • Make careful observations including measurements • Present results in the form of tables, bar charts and line graphs <p>Consider evidence and approach</p> <ul style="list-style-type: none"> • Make conclusions from collected data, including those presented • Consider explanations for predictions using scientific knowledge and understanding and communicate these 	<p>Students will draw & label scientific diagrams, design their own experiments, observe & conclude, draw inferences, view videos & ppts, study model systems, make models, play games, answer quizzes, use scientific terminology, use scientific reasoning, make presentations, solve worksheets based on the given topics:</p>

	in a graph, chart or spreadsheet	
Physics	<p>Measurements</p> <ul style="list-style-type: none"> • Identify physical phenomena Discuss what are illusions. • Measure length, mass & time. • Use appropriate instruments • Discuss the terms estimation & accuracy • Discuss the concept of heat & temperature. <p>Forces & Motion</p> <ul style="list-style-type: none"> • Describe the effects of forces on motion, including friction and air resistance. • Describe the effect of gravity on objects. • The relationship between gravity and weight • Investigate balanced and unbalanced forces on objects • Discuss air resistance and explain in terms of forces what happens to a parachutist when they jump from an aeroplane until they land. <p>Energy</p> <ul style="list-style-type: none"> • Recognise different 	<p>Measurements</p> <ul style="list-style-type: none"> • Describe physics as the science of investigating phenomena. • Discuss various phenomena in launching a rocket. • Observe & interpret various illusions. • Measure length, mass & time using appropriate instruments • Learn about SI units & calculate/convert questions based on it. • Estimate certain things and then find out accurate measures of the same. • Discuss hotness & coldness and types of thermometers. <p>Forces & Motion</p> <ul style="list-style-type: none"> • Find out that forces change the speed and direction of objects. • Pupils should try activities to show the effect on speed of pushing and pulling forces. • Investigate the effect of forces on the shape of objects • Hang kilogram masses on Newton meters to find their weight. • Pupils should find out by applying equal forces in opposite directions to an object at rest, that it can stay at rest • Look at sliding forces along different surfaces e.g. the soles of shoes on gravel, tarmac, vinyl. • Investigate the motion of different parachutes e.g. changing surface area, weight. <p>Energy</p> <ul style="list-style-type: none"> • Students can brainstorm their own ideas about what is meant

	<p>energy types or forms</p> <ul style="list-style-type: none"> • Introduce energy changes • Discuss how energy is wasted • Learn how fuels are burnt to release chemical energy 	<p>by 'energy'. Examples to illustrate their definition need to be given in their explanation</p> <ul style="list-style-type: none"> • Knowing the names science uses for the different types of energy: • heat (thermal) • light • sound • electrical • chemical • kinetic (movement) • potential (stored)
<p>Scientific Inquiry</p>	<p>Ideas and evidence</p> <ul style="list-style-type: none"> • Make predictions and review them against evidence • Be able to talk about the importance of questions, evidence and explanations <p>Plan investigative work</p> <ul style="list-style-type: none"> • Suggest ideas that may be tested • Choose appropriate apparatus and use it correctly • Make predictions referring to previous scientific knowledge and understanding • Identify appropriate evidence to collect and suitable methods of collection • Outline plans to carry out investigations, considering the variables to control, change or observe <p>Obtain and present evidence</p> <ul style="list-style-type: none"> • Make careful observations including measurements • Present results in the form of tables, bar charts and line graphs 	<ul style="list-style-type: none"> • Be able to talk about the importance of questions, evidence and explanations • Make predictions and review them against evidence • Make conclusions from collected data, including those presented in a graph, chart or spreadsheet • Recognise results and observations that do not fit into a pattern, including those presented in a graph, chart or spreadsheet • Consider explanations for predictions using scientific knowledge and understanding and communicate these • Present conclusions using different methods

	<p>Consider evidence and approach Make conclusions from collected data, including those presented</p>	
<p>Chemistry</p>	<p>The states of matter</p> <ul style="list-style-type: none"> • Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state. • Present results in the form of tables, bar charts or line graphs. Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state. • Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state. • Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state • Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state. 	<p>The states of matter</p> <ul style="list-style-type: none"> • Students model the changes of motion and arrangement of particles during boiling, evaporation, condensation, freezing and melting • Measure the temperature during the heating or cooling of a substance. • The temperature of a low melting solid, warmed and then allowed to cool, is taken at intervals to note its change with time. • Plot temperatures against time

- Outline plans to carry out investigations, considering the variables to control, change or observe (as whole class).
- Choose appropriate apparatus and use it correctly.
- Make careful observations.
- Recognize results and observations that do not fit into a pattern.

Properties of matter & materials

- Describe and explain the differences between metals and non-metals
- Describe everyday materials and their physical properties.
- Describe everyday materials and their physical properties.
- Make predictions and review them against evidence
- Describe everyday materials and their physical properties.
- Make predictions referring to previous scientific knowledge and understanding
- Describe everyday materials and their

Properties of matter & materials

- Distinguish between metals and non-metals
- Describe everyday materials and their physical properties

	<p style="text-align: center;">physical properties</p> <p>Acids & Alkalis</p> <ul style="list-style-type: none"> • Use indicators to distinguish acid and alkaline solutions • Use indicators to distinguish acid and alkaline solutions. • Suggest ideas that may be tested. • Outline plans to carry out investigations, considering the variables to control, change or observe. • Use indicators to distinguish acid and alkaline solutions. • Choose appropriate apparatus and use it correctly. • Make careful observations including measurements. • Present results in the form of tables, bar charts and line graphs. • Use a PH scale. 	<p style="text-align: center;">Acids & Alkalis</p> <ul style="list-style-type: none"> • Comparing different acids. Provide a display of acids (vinegar, lemon juice, canned drink, laboratory acids) with hazard labels where appropriate. • Discuss the meaning of the hazard labels. • Students can discuss and draw a hazard label seen on a sack of chemicals or on a chemical transporter. • Students to design a set of instructions to explain how to distinguish acidic, alkaline and neutral solutions (this will normally need the use of two indicators) • Prepare indicator dyes from colourful vegetables, fruits, flowers; good examples are turmeric, red cabbage, and beetroot. • Use Universal Indicator to test some different substances such as toothpaste, fruit drinks, indigestion tablets, soil shaken in water, and put in position on the scale.
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HINDI :

Strands	Learning Experiences
Speaking and listening	<ul style="list-style-type: none"> • Students will participate in class discussions and listen to everyone's view. • Students will be exposed to listen to stories and will solve questions based on them. • Students will be able to tell their own stories.
Reading	<ul style="list-style-type: none"> • Students will read books from the library, newspaper, poetry, lessons from textbook. • Explore implicit as well as explicit meanings within the text. • Reading and note making skill will be developed.
Writing	<ul style="list-style-type: none"> • Students will do appropriate writing exercises through letters, stories, and essay-writing. • Writing number names till 100. • Present an explanation in ordered points.
Grammar and punctuation	<ul style="list-style-type: none"> • Students will be able to understand usage of singulars and plurals in different contexts. • Students will be introduced to the concept of parts of speech [nouns, verbs and adjectives]. Students will be able to understand that different types of the same exist and will learn to identify and use them in their written work. • Students will be able to identify pronouns and understand their importance in a sentence. • Students will be introduced to the idioms and sayings and their uses in the sentences.

FRENCH:

Strands	Learning Experience
Speaking and Listening	Simple communication: Name, address, age, surroundings (classroom and home), preferences and pet animals through Role plays, State True or False Activities and Recorded Listening Material.
Reading	Passages on relevant topics.
Writing	Word Games, Sentence Completion, Gap-filling, Personal Statements and Picture description on covered topics.
Grammar And Punctuation	Revision of 'être' and 'avoir' (Present Tense), Articles, Numbers, Time, Possessive Adjectives and Colours. Prepositions, Interrogative form with 'Est-ce que...?' and Agreement of Adjectives (Gender and Number).

GLOBAL PERSPECTIVES:

Strands	CIE Expectations	Learning Experiences
<p>Global Perspectives</p>	<p>BELIEF SYSTEMS Explore and reflect on personal and other people’s perspectives</p> <p>Analyse the impact of belief systems on people’s lives</p> <p>Research and understand different belief systems across the world</p> <p>Explore and reflect on own and others’ perspectives on belief systems</p> <p>Language & Communication Explore and reflect on personal approaches to communication and language Research and understand the nature of communication in own country Research and understand the nature of global internet use Analyse and evaluate the issues surrounding the internet</p>	<p>BELIEF SYSTEMS -Presentation of one major world religious belief system as a group project e.g. Hinduism, Christianity, Islam, Buddhism, Shintoism, Judaism, -Include location, beliefs, behaviour, and attitudes -Compare the main belief system in own country with that in another. -Students conduct a survey of people’s belief systems. -Investigate how belief systems manifest themselves locally e.g. schools, places of worship, dress, and food. Present findings to class. -Class discussion about showing respect for beliefs and how this is done/not done in local community.</p> <p>Language & Communication -Discussion on ways of communicating with family and friends e.g. verbally, written, through body language, via technology. -Collate some incidents where individuals in the group have been misunderstood – identify why this happened and what was learned from the experience. -Produce a class summary of communication barriers and some solutions to them. -Consider some non-verbal forms of communication that have different meanings in different cultures. -Identify other forms of non-verbal communication that may have different meaning and in some cases may cause offence in different cultures. -Class discussion on forms of communication: radio, television, face to face, internet (email, social network sites, telephone, video conferencing, etc.).</p>

INFORMATION & COMMUNICATION TECHNOLOGY:

Topic	CIE Expectations	Learning Experiences
Fundamentals of Computer	<ul style="list-style-type: none">○ What is computer system○ Characteristics of a computer○ Input, Processing, Output, Storage devices	<ul style="list-style-type: none">● Students will learn about classification of computer parts● Characteristics of computer
Computer Memory	<ul style="list-style-type: none">○ Representing characters in memory○ Types of memory○ Primary memory and secondary memory	<ul style="list-style-type: none">● Role of memory in computer● Classification of memory● Type of memory● Difference between primary and secondary memory
Working with Ms-Word	<ul style="list-style-type: none">○ Views of a document○ Customizing quick access toolbar, status bar○ Recording and running macro○ Using mail-merge	<ul style="list-style-type: none">● How to use different views in word program● How to customize the toolbar● Working with macro feature● Sending letters using mail merge feature
Working with Ms-PowerPoint	<ul style="list-style-type: none">○ Working with slide layouts○ Working with slide backgrounds○ Working with slide transition effects○ Working with animation	<ul style="list-style-type: none">● Creating slides using different layouts● Formatting slides● Animating slides