**COMPUTER SCHEMES OF WORK FORM 3**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **1** | Opening and Revision | | | | | | | |
| **2** | 1 | Elementary programming principles | Levels of programming | By the end of the lesson, the learner should be able to:  Describe high-level languages | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 51-61 |  |
| 2 | Elementary programming principles | Program development Program development | By the end of the lesson, the learner should be able to: Discuss the stages of program development Discuss the program coding Explain how to test and debug a program | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 62-65 |  |
| 3 | Elementary programming principles | Program documentation | By the end of the lesson, the learner should be able to:  Discuss the target groups for type of documentation | Explaining Demonstration Discussions | Newspaper Books internet | Longhorn Secondary Computer studies Form 3, pages 68 |  |
| 4 | Elementary programming principles | Development of algorithms | By the end of the lesson, the learner should be able to:  Explain the guidelines for designing a good pseudocode | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 69-70 |  |
| **3** | 1 | Elementary programming principles | Program flowcharts | By the end of the lesson, the learner should be able to:  Discuss the guidelines for drawing a flowchart | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 71-73 |  |
| 2 | Elementary programming principles | Program control structures Program control structures | By the end of the lesson, the learner should be able to: Discuss the control structures Discuss the sequence and selection of pseudocode | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 74-75 |  |
| 3 | Elementary programming principles | Program control structures | By the end of the lesson, the learner should be able to:  Discuss the iteration of pseudocode | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 79-83 |  |
| 4 | Elementary programming principles | Designing more complex algorithms | By the end of the lesson, the learner should be able to:  Design more complex algorithms | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 83-86 |  |
| **4** | 1 | Elementary programming principles | Designing more complex algorithms | By the end of the lesson, the learner should be able to:  Use pseudocode to solve problems | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 86-89 |  |
| 2 | System development | Description of a system Characteristics of systems | By the end of the lesson, the learner should be able to: Explain the hard and soft systems Discuss the characteristics of systems | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 91-92 |  |
| 3 | System development | Information system | By the end of the lesson, the learner should be able to:  Discuss the purpose and role of information system in an organization | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 94-95 |  |
| 4 | System development | Theories of system development | By the end of the lesson, the learner should be able to:  Discuss the most common system development theories | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 96-97 |  |
| **5** | 1 | System development | Stages of system development | By the end of the lesson, the learner should be able to:  Discuss the stages of system development | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 97-104 |  |
| 2 | System development | Stages of system development Stages of system development | By the end of the lesson, the learner should be able to: Explain the requirements specification Discuss the system design | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 105-108 |  |
| 3 | System development | System construction | By the end of the lesson, the learner should be able to:  Discuss the system construction methods | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 113-114 |  |
| 4 | Programming with visual basic | Definition of visual basic | By the end of the lesson, the learner should be able to:  Define the term visual basic | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 122-123 |  |
| **6** | 1 | Programming with visual basic | Starting Microsoft visual basic | By the end of the lesson, the learner should be able to:  Start Microsoft visual basic | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 123 |  |
| 2 | Programming with visual basic | Features of visual basic IDE window Features of visual basic IDE window | By the end of the lesson, the learner should be able to: Explain the features of visual basic IDE window Explain the visual basic toolbox | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 124-126 |  |
| 3 | Programming with visual basic | Saving a visual basic project | By the end of the lesson, the learner should be able to:  Save a visual basic project | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 128 |  |
| 4 | Programming with visual basic | Opening an existing project | By the end of the lesson, the learner should be able to:  Open an existing project | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 128-129 |  |
| **7** | 1 | Programming with visual basic | Visual basic fundamental concepts | By the end of the lesson, the learner should be able to:  Discuss the visual basic fundamental concepts | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 129-130 |  |
| 2 | Programming with visual basic | Visual basic fundamental concepts Mathematical operators | By the end of the lesson, the learner should be able to: Discuss the terms used in scope Explain the user defined data types Explain how to use relational operators | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 131-132 |  |
| 3 | Programming with visual basic | Mathematical operators | By the end of the lesson, the learner should be able to:  Discuss the mathematical operators | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 134-136 |  |
| 4 | Programming with visual basic | Print statement | By the end of the lesson, the learner should be able to:  Explain the structure of the print statement | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 136-137 |  |
| **8** | Mid Term Exams and Mid Term Break | | | | | | | |
| **9** | 1 | Programming with visual basic | Library functions | By the end of the lesson, the learner should be able to:  Discuss the library functions | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 137-138 |  |
| 2 | Programming with visual basic | Converting a numeric string to a value Project | By the end of the lesson, the learner should be able to: Convert a numeric string to a value and vice versa Explain the steps for creating a project | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 138 |  |
| 3 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:  Create a project using a code | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 141-142 |  |
| 4 | Programming with visual basic | Control structures | By the end of the lesson, the learner should be able to:  Discuss the how these control structures are implemented in visual basic | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 143-144 |  |
| **10** | 1 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:  Write a program that can used to find roots of quadratic expression | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 144-146 |  |
| 2 | Programming with visual basic | Project Working with graphical objects | By the end of the lesson, the learner should be able to: Write a program that can used to find roots of quadratic expression Discuss how to add a picture or object on to a form | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 146-148 |  |
| 3 | Programming with visual basic | Modules and procedures | By the end of the lesson, the learner should be able to:  Discuss the main modules used in visual basic | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 149-151 |  |
| 4 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:  Use codes to create a project | Explaining Demonstration Discussions | Newspaper Books internet | Longhorn Secondary Computer studies Form 3, pages 151-153 |  |
| **11** | 1 | Programming with visual basic | Creating menus | By the end of the lesson, the learner should be able to:  Explain the steps for creating menus | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 154-155 |  |
| 2 | Programming with visual basic | Message boxes Dialog boxes | By the end of the lesson, the learner should be able to: Explain the steps for creating message boxes Explain the steps for creating dialog boxes | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 155-156 |  |
| 3 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:  Work on a project to open project menu | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 157-158 |  |
| 4 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:  Explain how to create a project | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 159-160 |  |
| **12** | 1 | Programming with visual basic | List boxes | By the end of the lesson, the learner should be able to:  Explain the steps of creating list boxes | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 160-161 |  |
| 2 | Programming with visual basic | Combo boxes Visual basic data structures | By the end of the lesson, the learner should be able to: Explain the steps of creating combo boxes Discuss the visual basic data structures | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 161-162 |  |
| 3 | Programming with visual basic | Visual basic data structures | By the end of the lesson, the learner should be able to:  Discuss how to record data Explain how to keep array of records | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 164-165 |  |
| 4 | Programming with visual basic | Visual basic data structures | By the end of the lesson, the learner should be able to:  Discuss the data files Explain types of data files | Explaining Demonstration Discussions | Newspaper Books Internet | Longhorn Secondary Computer studies Form 3, pages 165-168 |  |
| **13-14** | End Term 2 Exams and closing | | | | | | | |