GRADE 8 TERM 2 PRE-TECHNICAL STUDIES SCHEMES OF WORK 2024

WE EK	LESS ON	STRAND	SUB- STRAND	SPECIFIC LEARNING OUTCOME	LEARNING EXPERIENCES	KIQ	LEARNI NG RESOUR CES	ASSESSM ENT	REFLECT ION
1	1	Communicat ion.	Plane Scale Drawing.	By the end of the lesson, the learner should be able to; a) Identify the features of a plane scale used in drawing. b) Describe the features of a plain scale in drawing. c) Search the internet for information on features of plane scale. d) Acknowledge the features of plain scale in drawing.	In groups, learners are guided to; Use print media or digital media to search for information on the meaning of Scale, Plain Scale and scale drawing. Outline the features of a plane scale in drawing. Discuss the features of a plain scale	What are the features of a plain scale drawing?	Teachers notes. Digital devices. Pictures. Oxford Pre- Technical Studies pg 131. Top Scholar Pre- Technical Studies pg 150.	Assessment rubric. Observation . Written tests. Oral questions.	
	2 & 3	Communicat ion.	Plane Scale Drawing.	By the end of the lesson,the learner should be able to; a) Explain the meaning of Representative Fraction as used in scale drawing.	In groups, pairs or individually, learners are guided to: state the meaning of Representative Fraction in drawing.	How do you interpret a plain scale in a drawing?	Teacher's Notes. Top Scholar Pre- Technical Studies	Assessment rubrics. Checklists. Written tests.	

		b) Interpret a plain scale used in drawing. c) Search for clips on how to read plain scales. d) Develop desire to interpret plain scale in drawing.	observe the teacher keenly as he/she demonstrates how to interpret a plain scale. outline the steps and discuss how to read and interpret plain scales. search internet for clips on how to interpret and read plain scale. practice interpreting and reading plain scale.		Grade 8 pg 152-153. Digital devices. Video clips.		
4 Commuion.	Plane Scale Drawing.	By the end of the lesson, the learner should be able to; a) State the meaning of Unit of measurement and conversion of units. b) Discuss how to convert units of scale in drawing. c) Convert different units of scale in drawing. d) Acknowledge the need for converting units	In groups, pairs, individually , learners are guided to; explain the meaning of units of measurement and conversion of units. list the units of measurement for length. discuss how to convert units of scale in drawing.	Why is it important to convert units of scale in a drawing?	Teacher's Notes. Digital devices. Top Scholar Pre- Technical Studies Grade 8 pg 157. Posters.	Assessment rubrics. Written tests. Checklists. Oral questions. Oral discussions.	

				of scale in drawing.	practice how to convert units of scale in drawing. draw a table showing how to convert the different units of length. use a digital device to search for more information from the internet on conversion of units of a scale.				
2	1 & 2	Communicat ion.	Plane Scale Drawing.	By the end of the lesson,the learner should be able to; a) Outline the steps followed in constructing a plain scale. b) Discuss the steps in constructing a plain scale. c) Construct a plain scale using drawing instruments. d) Enjoy constructing plain scale.	In pairs, individually or groups, learners are guided to: outline and discuss the steps to follow in drawing a plain scale. observe the teacher keenly as he/she demonstrates how to draw a plain scale. practice drawing plain scales using drawing instruments and do peer assessment.	How do you draw/const ruct a plain scale?	Teacher's Notes. Top Scholar Pre- Technical Studies pg 152-153. Drawing instrument s.	Peer and Self Assessment . Assessment rubric. Checklists. Observatio n. Illustrations .	

	3 & 4	Communicat ion.	Plain Scale Drawing.	By the end of the lesson, the learner should be able to; a) Outline the steps for drawing plane figures in given scale. b) Draw plane figures to a given scale. c) Appreciate the use of plain scale drawing in the work environment.	In groups,pairs or individually,learners are guided to: outline and discuss the procedure to follow when drawing plane figures to a given scale. Summarize the steps to follow when drawing plain figures to a given scale. Observe the teacher keenly as he/she demonstrates how to draw plain figures to a given scale.	What is the importance of drawing figures to scale? Why are plane figures drawn to scale?	Teacher's Notes. Top Scholar Pre- Technical Studies Grade 8 pg 158. Drawing instrument s.	Assessment rubrics. Observation . Peer and Self Assessment . Checklists. Demonstrat ions. Portfolios.	
3	1	Communicat ion.	Plane Scale Drawing.	By the end of the lesson, the learner should be able to; a) State the roles of scale drawing in people's day to day life. b) Discuss the roles of scale drawing in people's day to day life.	practice drawing plain figures using different scales. In groups,pairs,learners are guided to: brainstorm and present the roles of scale drawing in our daily lifes. discuss the importance of scale drawing in people's day to day life	What is the importance of scale drawing in our daily lifes?	Top Scholar Pre- Technical Studies Grade 8 pg 159-160. Digital devices.	Written tests. Oral Questions. Oral discussion. Assessment rubrics.	

			c) Appreciate the role of scale drawing in our daily lifes.	search internet for additional information on the roles/importance of scale drawing in our daily lifes.			
2	Entrepreneur ship.	Income and Budgeting .	By the end of the lesson,the learner should be able to; a) Define the terms: Income and Source of Income. b) Identify the sources of income for an individual. c) Discuss the the sources of income for an individual. d) Acknowledge the different sources of income for individuals.	In groups, pairs, learners are guided to: brainstorm and present the meaning of Income and Source of income. study pictures in learner's book and identify the sources of income. discuss the categories of income sources and give examples in each. share experiences on the sources of income for individuals.	What is an Income? What are the sources of Income for individuals in the community?	Teacher's Notes. MTP Business Studies pg 9-11. Oxford Business Studies Today pg 13-15.	Written tests. Oral questions. Assessment rubric. Checklists.
3	Entrepreneur ship.	Income and Budgeting	By the end of the lesson,the learner should be able to; a) Define the terms Ethical practices in generating income and Unethical practices in	In groups, pairs, learners are guided to: use digital devices or print materials to search for the meaning and examples of Ethical and Unethical practices in generating income.	What are some of the ethical and unethical practices in generating income in the society?	Oxford Business Studies Today pg 21-25. MTP Business Studies pg 15-16.	Written tests. Assessment rubric. Checklists. Oral questions. Oral discussion.

		b) c)	generating income. Identify the ethical and unethical practices in generating of income. Discuss the ethical and unethical practices in generating income. Prepare posters showing the	read stories in learner's book and identify some of the ethical and unethical practices in generating income. discuss the ethical and unethical practices in generating of income. prepare posters showing the ethical and unethical practices in generating of income.		Digital devices. Posters.		
4	Entrepreneur ship.	d) e) By the lesson,t be able	unethical practices in generating of income. Discuss the ethical and unethical practices in generating income. Prepare posters showing the ethical and unethical practices in generating income. Acknowledge the ethical and unethical practices in generating income. Acknowledge the ethical and unethical practices in generating of income. end of the the learner should to; Define the terms	discuss the ethical and unethical practices in generating of income. prepare posters showing the ethical and unethical practices in generating of income. In groups,in pairs,learners are guided to:	What is a budget? What is the importance	Oxford Business Studies Today pg	Assessment rubrics. Checklists. Written	
		b)	Budget and Budgeting. State the importance of	search the meaning of budget and budgeting from the dictionary or	importance of budgeting to	28-29. MTP Business	tests. Oral questions.	

				c) d)	budgeting in our day to day life. Explain the importance of budgeting in day to day life. Search the internet for information on the importance of Budgeting in our daily lifes. Acknowledge the need for budgeting in our daily lifes.	internet and present in class. brainstorm and present on the importance of budgeting to an individual. discuss the importance of budgeting to individuals. prepare PowerPoint presentation on the importance of budgeting.	individuals ?	Studies pg 17-19. Samples of Individual budgets. Teacher's Notes. Digital devices. Dictionary.	Oral discussion.	
4	1	Entrepreneur ship.	Income and Budgeting .		end of the the learner should to; Define the terms: Spending, Spending Money Wisely and Impulsive buying. List ways of spending money wisely in day to day life. Discuss the ways of spending money wisely in day to day life.	In groups,in pairs or individually,learners are guided to: use the internet to search for the meaning of the terms: Spending,Wise Spending and Impulsive buying and present in class. list the different ways of spending money wisely in day to day life. discuss the ways of spending money wisely in day to day life.	How can we ensure we spend our money wisely in day to day life?	Oxford Business Studies Today pg 29-31. MTP Business Studies pg 19-20. Digital devices. Teacher's Notes.	Role plays. Assessment rubric. Checklists. Written tests. Observation . Oral questions. Oral discussion.	

			d) Role play various ways of spending money wisely in day to day life. e) Develop the desire of spending money wisely in day to day life.	role play various ways of spending money wisely in day to day life and present in class.			
2	Entrepreneur	Income	By the end of the	In pairs, groups or	Why is it	Samples of	Assessment
&	ship.	and	lesson,the learner should	individually, learners are	important	Personal	rubric.
3		Budgeting	be able to;	guided to:	to prepare	Simple	Portfolios. Written
		•	a) Outline the steps to follow in	outline the steps to	a personal budget?	Budget. Oxford	test.
			preparing a	follow in preparing a	budget:	Business	Checklists.
			simple budget	simple budget for	How do	Studies	Learner's
			for personal	personal finance	you	Today pg	Profile.
			finance	management.	prepare a	32-33	Oral
			management.		personal	MTP	questions.
			b) Prepare a simple	observe samples of personal simple budget	budget for	Business	
			budget for personal finance	for personal finance	personal financial	Studies pg 21-22.	
			management.	budget.	manageme	Calculator	
			c) Enjoy preparing		nt?	s.	
			simple budgets	prepare simple personal		Teacher's	
			for personal	budget for personal		Notes.	
			finance	financial management.			
			management.	calculate total income			
				and expenditure from			
				the budget.			
4	Entrepreneur	Income	By the end of the	In groups,in pairs or	What are	Teacher's	Assessment
	ship.	and	lesson,the learner should	individually,learners are	the ethical	Notes.	rubrics.
			be able to;	guided to:	and		Checklists.

			Budgeting	۵)	State the ethical		unethical	Oxford	Oral
			Budgeting	a)	and unethical	husingtown and puggent	practices in	Business	questions.
			•		practices in	brainstorm and present	*	Studies	Portfolios.
					1	the meaning of ethical	budgeting		Oral
				1.	budgeting. Discuss the	and unethical practices	and	Today pg	discussion.
				b)		in budgeting and	spending?	34-35.	
					ethical and	spending money.		MTP	Written
					unethical			Business	tests.
					practices in	identify the ethical and		Studies pg	
					budgeting.	unethical practices in		23-24.	
				c)	Prepare online	budgeting and spending.		Digital	
					posters showing			devices.	
					the ethical and	discuss the ethical and		Posters.	
					unethical	unethical practices in			
					practices in	budgeting and spending.			
					budgeting and				
					spending.	use digital devices to			
				d)	Acknowledge	prepare posters showing			
					the ethical and	the ethical and unethical			
					unethical	practices in budgeting			
					practices in	and spending and share.			
					budgeting and				
					spending.				
5	1	Entrepreneur	Income	By the	end of the	Individually or in		Teacher's	Written
		ship.	and	lesson,	the learner should	pairs,learners are guided		Assessmen	tests.
			Budgeting	be able	to;	to;		t Questions	Assessment
			:	a)	Attempt			Assessmen	rubric.
			Assessme		questions on the	answer the assessment		t books.	Checklists.
			nt.		sub-strand;	questions on the sub-		Oxford	Learner's
					Income and	strand: Income and		Business	Profile.
					Budgeting	Budgeting.		Studies	
								Today pg	
								36.	
	2	Entrepreneur	Marketing	By the	end of the	In groups,in pairs,	What is	Teacher's	Written
		ship.	of Goods	lesson,	the learner should	individually,learners are	Marketing?	Notes.	tests.
		_		be able	to;	guided to;			
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		and	a)	Define the		What is the	Digital	Oral
		Services.		terms:Market	brainstorm and present	importance	devices.	questions.
				and Marketing.	the meaning of	of	Internet.	Assessment
			b)	State the	Marketing and Market	marketing	MTP	rubrics.
				importance of	as used in business.	goods and	Business	Oral
				marketing to a		services in	Studies pg	discussion.
				business.	state the importance of	a business?	85.	
			c)	Explain the	marketing goods and			
				importance of	services in any business.			
				marketing to a				
				business.	discuss the importance			
			d)	Search the	of marketing goods and			
				internet for	services in any business.			
				information on				
				importance of	search the internet for			
				marketing to a	information on the			
				business.	importance of marketing			
			e)	Appreciate the	to a business and present			
				role of	in class.			
				marketing to a				
_				business.				
3	Entrepreneur	Marketing		end of the	In groups, pairs,	Where can	Oxford	Assessment
	ship.	of Goods		the learner should	individually,learners are	informatio	Business	rubric.
		and	be able		guided to:	n about the	Studies	Written
		Services.	a)	Identify the		market and	Today pg	tests
				sources of	brainstorm and present	its	86-88.	Oral
				information	some of the sources of	potential	MTP	questions.
				about the market	information about the	customers	Business	Oral
				and its potential	market and its potential	be sourced	Studies pg	discussion.
			1 \	customers.	customers.	from?	90-91.	Checklists.
			b)	Discuss the	1:1		Teacher's	
				sources of	list the sources of		Notes.	
				information	information about the		Pictures.	
				about the market	market and its potential		Digital	
					customers.		devices.	

		c)	and its potential customers. Appreciate the sources of information about the market and it's potential customers.	discuss the sources of information about the market and its potential customers. search the internet for additional information on sources of information about market and its potential customers.		Internet.		
Entrepreneur ship.	Marketing of Goods and Services.		end of the the learner should to; State the factors considered when selecting a suitable market for goods and services. Discuss the factors considered when selecting a suitable market for goods and services of a business. Search the internet for information on factors considered when selecting a	In groups,pairs, individually,learners are guided to: use digital devices to search the internet for information on factors considered when selecting a suitable market for goods and services. list the factors considered when selecting a suitable market for goods and services. discuss the factors considered when selecting the market for goods and services.	What factors should one consider when selecting a suitable market for goods and services?	Teacher's Notes. Digital devices. Internet.	Assessment rubrics. Written tests. Oral questions. Oral discussion. Checklists.	

			d)	suitable market for goods and services. Acknowledge the factors considered when selecting a suitable market for goods and services.	read and analyse a case study on factors considered when selecting a suitable market for goods and services.				
6	Entrepreneur ship.	Marketing of Goods and Services.	lesson, be able	end of the the learner should to; List the ICT platforms used for marketing goods and services. Discuss how the ICT platforms are used in marketing of goods and services. Search the internet for information on how the ICT tools are used in marketing of goods and services. Appreciate the use of ICT platforms in	In groups,in pairs,learners are guided to: brainstorm and list the ICT tools and platforms used in marketing of goods and services. search the internet for information on how the listed ICT tools/platforms are used in marketing of goods and services. discuss and present how the different ICT tools/platforms are used in marketing of goods and services.	Which ICT tools are used in marketing of goods and services in businesses? How are the ICT tools used in marketing of goods and services in businesses?	Teacher's Notes. Digital devices. Internet.	Oral questions. Written tests. Oral discussion. Assessment rubrics.	

				1					
				marketing of					
				goods and					
				services.					
2	Entrepreneur	Marketing	-	end of the	In groups,in	Which	MTP	Written	
	ship.	of Goods		the learner should	pairs,learners are guided	methods	Business	tests.	
		and	be able	*	to:	can one use	Studies pg	Assessment	
		Services.	a)	Identify the		to gather	88-89.	rubrics.	
				methods of	identify the methods	informatio	Digital	Checklists.	
				gathering	used in gathering	n about a	devices.		
				information	information about the	market of a	Teacher's		
				about the market	market and its potential	particular	Notes.		
				and and its	customers.	product in			
				potential		the			
				customers.	search the internet for	community			
			b)	Describe the	information on the	?			
				methods of	methods of gathering				
				gathering	information about the				
				information	market and its potential				
				about the market	customers.				
				and it's potential					
				customers.	discuss the different				
			c)	Appreciate the	methods of gathering				
				methods of	information about the				
				gathering	market and its potential				
				information	customers.				
				about the market	customers.				
				and its potential					
				customers.					
3	Entrepreneur	Marketing	By the	end of the	In groups,pairs,learners	What ways	Oxford	Assessment	
5	ship.	of Goods	-	the learner should	are guided to:	can a	Business	rubrics.	
	sinp.	and	be able		are guided to.	consumer	Studies	Written	
		Services.	a)	Identify ways of	brainstorm and present	use to	Today pg	tests.	
		Services.	(a)		_		94-98.	Oral	
				gathering	ways of gathering information about the	gather informatio	94-98. MTP		
				information				questions.	
				about the market	market of product.	n about the	Business		

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	4	Entrepreneur	Marketing	of a particular product. b) Discuss the ways of gathering information about market of a product. c) Apply the different ways to gather information about market of a product. By the end of the	search for additional information on ways in which one can gather information about the market of a product.	market of a particular product before buying it?	Studies pg 90-93. Digital devices.	Oral discussion. Project.
	4	ship.	of Goods and Services: Assessme nt.	lesson,the learner should be able to; a) Select at least one method and way to collect information on the market of a particular product. b) Use the selected method and way to gather information about the the market of a particular product.	collaborate in selecting a method and way to collect information about the market of a product. Use the selected method and way to collect information about the market of a particular product.	method and way will you use to gather informatio n about the market of a particular product?	Business Studies Today pg 93. MTP Business Studies pg 99. Environme nt. Digital devices	Portfolios. Assessment rubrics. Checklists. Reports.
7	1	Entrepreneur ship.	Marketing of Goods and	By the end of the lesson,the learner should be able to;	Individually or in pairs,learners are guided to:		Teacher's Assessmen t Questions	Learner's Profile.

2	Entrepreneur	Services: Assessme nt.	a) Attempt questions on the sub-strand: Marketing of goods and services. By the end of the	answer the questions on the sub-strand: Marketing of Goods and Services.	What is	Oxford Business Studies Today pg 99.	Written tests. Assessment rubrics. Assessment
	ship.	and Investmen t.	lesson, the learner should be able to; a) Define the terms: Investment and Saving. b) State reasons for saving and investment in financial management. c) Explain the reasons for saving and investment in financial management. d) Acknowledge the need for saving and investment in financial management. d) Acknowledge the need for saving and investment in financial management.	are guided to; brainstorm and present the meaning of Saving and Investment. discuss the reasons for saving and investment in financial management. search the internet for more information on the reasons for saving and investment in financial management. create educative posters on reasons for saving and investment in financial management.	Saving and Investment? Why should one look forward to Saving and Investment?	Notes. Digital devices. Internet. Posters.	rubrics. Written tests. Oral questions. Oral discussion.
3	Entrepreneur ship.	Saving and Investmen t.	By the end of the lesson,the learner should be able to; a) Identify the methods of	In groups,pairs,learners are guided to: brainstorm and present the methods of saving	What methods can one use to save and invest for	Teacher's Notes. Digital devices. Internet.	Written tests. Oral questions.

			b)	saving and investment for effective financial management. Discuss the different methods of saving and investment for effective financial management. Search the internet for methods of saving and investment for effective financial management for effective financial management.	and investment that an individual can use for effective financial management. search the internet for information on the methods of saving and investment for effective financial management. list and discuss the different methods of saving and investment for effective financial management.	effective financial manageme nt?	Resource person.	Assessment rubric. Oral discussion.	
			d)	Develop the desire to use the methods of saving and investment for effective					
				financial					
4	Entrepreneur	Saving	By the	management.	In groups,pairs,learners	What are	Digital	Assessment	
	ship.	and	lesson,	the learner should	are guided to:	some of the	devices.	rubrics.	
		Investmen	be able	*	brainstorm and present	ethical and	Internet.	Written	
		t.	a)	State the ethical	the ethical and unethical	unethical	Teacher's	tests.	
				and unethical	practices in saving and	practices in	Notes.	Oral	
				practices in	investing money.	saving and	Posters.	discussion.	

					saving and		investing		Oral
					investing	search the internet for	money?		questions.
					money.	ethical and unethical			40000000
				b)	Search the	practices in saving and			
				()	internet for	investing money.			
					information on	,			
					ethical and	discuss the ethical and			
					unethical	unethical practices in			
					practices in	saving and investing			
					saving and	money.			
					investing				
					money.	create online/physical			
				c)	Create	posters showing the			
					online/physical	ethical and unethical			
					posters on	practices in saving and			
					ethical and	investing money and			
					unethical	display in class or			
					practices in	online.			
					saving and				
					investing				
					money.				
				d)	Acknowledge				
					the ethical and				
					unethical				
					practices in				
					saving and				
					investing				
					money.				
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9	1	Entrepreneur	Saving		end of the	In groups,			
		ship.	and		the learner should	individually,in			
			Investmen	be able		pairs,learners are guided			
			t.	a)	Outline steps for	to:			
					making a simple				
					saving and				

				investment plan	outline steps to follow in				
				for personal	preparing a simple				
				financial	saving and investment				
				management.	plan for personal				
			b)	Prepare a simple	financial management.				
			0)	saving and	imanetai management.				
				investment plan	prepare a simple saving				
				for personal	and investment plan for				
				financial	personal financial				
				management.	management.				
			c)	Appreciate	management.				
				saving and					
				investment plan					
				for personal					
				financial					
				management.					
2	Entrepreneur	Saving	By the	end of the	In groups,pairs and	How can	Environme	Assessment	
	ship.	and		the learner should	individually, learners are	you make a	nt.	rubrics.	
	•	Investmen	be able	to;	guided to:	money box	Locally	Project.	
		t.	a)	Select		for	Available	Checklists.	
				appropriate	select and collect	personal	Materials.	Observation	
				locally available	appropriate locally	saving			
				materials to	available materials for	using a		Learner's	
				make money	making money boxes for	locally		Profile.	
				boxes for	personal savings.	available			
				personal		materials?			
				savings.	make money boxes for				
			b)	Use the locally	personal savings using				
				available	locally available				
				materials to	materials.				
				make money					
				boxes for					
				personal saving.					
			c)	Practice saving					
				and investing for					

	1			T			
			individual				
			financial				
			growth.				
3	Communicat	Visual	By the end of the	In groups,pairs,learners	What is	Teacher's	Assessment
	ion.	Programm	lesson,the learner should	are guided to;	visual	Notes.	rubric.
		ing.	be able to;		programmi	Internet.	Written
			a) Define the terms	search the internet for	ng?	Digital	tests.
			Visual	the meaning of visual		devices.	Oral
			Programming	programming and visual	What is a	Longhorn	questions.
			and Visual	programming	program?	Computer	
			Programming	application.		Grade 7.	
			Application.				
			b) Identify the	use available digital			
			types of Visual	resources to search for			
			programming	information on types of			
			applications	visual programming			
			used to solve	applications			
			problems in day	(Educational,			
			to day life.	Multimedia and Video			
			c) Search the	games).			
			internet for				
			information on	discuss the types of			
			types of visual	visual programming			
			programming	applications.			
			applications.				
			d) Appreciate the				
			different types				
			of visual				
			programming				
			applications in				
			day to day life.				
4	Communicat	Visual	By the end of the	In groups,in	What are	Internet.	Assessment
	ion.	Programm	lesson,the learner should	pairs, learners are guided	some of the	Digital	rubrics.
		ing.	be able to;	to:	common	devices.	Oral
					visual		questions.

				a)	List the	list the common	programmi	Longhorn	Oral
				(a)	examples of	examples of visual		Computer	discussion.
					visual		ng	Studies	Checklists.
						programming	application		Checknsts.
					programming	applications.	s?	Grade 7.	
					applications.			Teacher's	
				b)	Describe the	search the internet for		Notes.	
					examples of	information on the			
					visual	common examples of			
					programming	visual programming			
					applications.	applications.			
				c)	Develop desire				
					to learn more	discuss the examples of			
					about the visual	visual programming			
					programming	applications(Scratch,			
					applications	Sprite Box, Microsoft			
					11	MakeCode)			
10	1	Communicat	Visual	By the	end of the	In groups, learners are	What are	Digital	Assessment
		ion.	Programm	lesson,	the learner should	guided to:	the features	devices.	rubrics.
			ing.	be able	e to;		of visual	Internet.	Checklists.
				a)	Identify the	launch some visual	programmi	Teacher's	Written
				,	features of	programming	ng	Notes.	tests.
					visual	applications and identify	application	Longhorn	Oral
					programming	their features.	s?	Computer	questions.
					applications			Grade 7.	Oral
					used in the work	explore and discuss the		Grade 7.	discussion.
					environment.	different features of			discussion.
				b)	Describe the	visual programming			
					features of the	applications.			
					visual	applications.			
					programming	search digital devices to			
					applications	search for information			
					used in the work	on the features of visual			
				- \	environment.	programming			
				c)	Search the	applications.			
					internet for				

			information on the features of visual programming applications. d) Acknowledge the features of visual programming applications.				
2	Communicat ion.	Visual Programm ing.	By the end of the lesson, the learner should be able to; a) Identify the procedure for launching a visual programming application (Scratch) b) Launch a visual programming application (Scratch) c) Enjoy launching the visual programming applications.	In groups,in pairs or individually,learners are guided to: outline the steps followed in launching a visual programming application. launch the scratch visual programming application. watch video clips on how to launch different visual programming applications.	How do you launch a visual programming application? What is launching a visual programming application?	Teacher's Notes. Longhorn Computer Studies Grade 7 Digital devices; Desktops, Tablets and Laptops.	Assessment rubrics. Checklists. Demonstrat ion. Oral questions.
3	Communicat ion.	Visual Programm ing.	By the end of the lesson,the learner should be able to; a) Identify the features of the scratch visual	Individually,in pairs or in groups,learners are guided to: launch the scratch application on the computer.	What are the features of the Scratch application ?	Digital devices. Teacher's Notes Longhorn Computer Grade 7.	Assessment rubric. Practical Work. Observation

		c)	programming application. Discuss the functions of the features of the Scratch. Appreciate the functions of the different features of scratch.	identify the different features of the scratch application. discuss the functions of the different features of the scratch application.	What are the functions of the Scratch application ?	Internet. Applicatio ns.	Oral questions.	
	Visual Programm ing.	lesson, be able a) b)	end of the the learner should to; State the importance of visual programming in solving problems in our daily lifes. Discuss the importance of visual programming in solving our day to day problems. Search the internet for information on the importance of visual programming. Value the importance of	In groups,learners are guided to: brainstorm and present on the importance of visual programming in our daily lifes. search the internet for information on the importance of visual programming in solving problems. discuss the importance of visual programming in our daily lifes.	How are computer programs used in daily life? What is the importance of visual programming in our lifes?	Digital devices. Internet. Teacher's Notes. Longhorn Computer Grade 7	Assessment rubrics. Written tests. Oral questions. Oral discussion.	

								T
				visual				
				programming in				
				solving				
				problems in day				
				to day life.				
11	1	Communicat ion.	Visual Programm	By the end of the lesson,the learner should	In groups, pairs, individually, learners are	What are the	Digital devices.	Assessment rubric.
		1011	ing.	be able to;	guided to:	terminologi	Internet.	Written
			mg.	a) Identify the	guided to:	es used in	Teacher's	tests.
				terminologies	identify the	the visual	Notes.	Oral
				used in visual	terminologies used in	programmi	Longhorn	questions.
					visual programming		Computer	Oral
				programming	application.	ng	Grade 7.	discussion.
				application.	application.	application s?	Grade 7.	discussion.
				b) Discuss the		S?		
				terminologies	search the internet for			
				used in visual	information on the			
				programming	terminologies used in			
				application.Ack	visual programming			
				nowledge the	(Syntax, variables, input			
				terminologies	and output statement			
				used in visual	etc)			
				programming				
				application.	discuss the			
					terminologies used in			
					the visual programming			
					applications.			
	2 -4	Communicat	Visual	By the end of the	In groups,pairs or	How can	Digital	Practical
		ion.	Programm	lesson,the learner should	individually, learners are	you create	devices.	Work.
			ing.	be able to;	guided to;	a sequence	Internet.	Assessment
				a) Create a		of	Computer	rubric.
				sequence of	follow the teacher's	instructions	lab.	Checklists.
				instructions	instructions in creating a	using the		Oral
				using the	sequence of instructions	scratch		questions.
				features of a	using the features of the	programmi		1
				visual	Scratch application.	ng		
	I	<u> </u>	1	v 15uu1	Serateri apprication.	···5		

				programming application. b) Appreciate learning about visual programming application.	use digital devices to practice creating sequence of instructions using the features of a visual programming application (Scratch). search the internet for clips on how to create a sequence of instructions using the scratch application. share their experiences on the use of the features of visual programming application to create a	application ?			
12	1-4	Communicat ion.	Visual Programm ing: Project.	By the end of the lesson, the learner should be able to: a) Create instructions to solve problems using the visual programming application.	sequence of instructions. In groups,in pairs or individually,learners are guided to: use digital devices to launch a visual programming application. collaborate in creating instructions or project to solve problems using the visual programming application (Scratch)	How can you use the visual programmi ng application to solve a problem?	Digital devices; Tablets, Desktops, Laptops. Internet.	Project. Assessment rubric. Checklists. Observation	

					Present the project for				
					assessment.				
13	END OF TERM ASSESSMENT.								
14	CLOSURE OF SCHOOL								