

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

WE EK	LESS ON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOME	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT	REFLECTION
1	1	Communication.	Plane Scale Drawing.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify the features of a plane scale used in drawing.</li> <li>b) Describe the features of a plain scale in drawing.</li> <li>c) Search the internet for information on features of plane scale.</li> <li>d) Acknowledge the features of plain scale in drawing.</li> </ul>	<p>In groups, learners are guided to;</p> <p>Use print media or digital media to search for information on the meaning of Scale, Plain Scale and scale drawing.</p> <p>Outline the features of a plane scale in drawing.</p> <p>Discuss the features of a plain scale</p>	What are the features of a plain scale drawing?	<p>Teachers notes.</p> <p>Digital devices.</p> <p>Pictures.</p> <p>Oxford Pre-Technical Studies pg 131.</p> <p>Top Scholar Pre-Technical Studies pg 150.</p>	<p>Assessment rubric.</p> <p>Observation .</p> <p>Written tests.</p> <p>Oral questions.</p>	
	2 & 3	Communication.	Plane Scale Drawing.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Explain the meaning of Representative Fraction as used in scale drawing.</li> </ul>	<p>In groups, pairs or individually, learners are guided to:</p> <p>state the meaning of Representative Fraction in drawing.</p>	How do you interpret a plain scale in a drawing?	<p>Teacher's Notes.</p> <p>Top Scholar Pre-Technical Studies</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p>	

				<ul style="list-style-type: none"> <li>b) Interpret a plain scale used in drawing.</li> <li>c) Search for clips on how to read plain scales.</li> <li>d) Develop desire to interpret plain scale in drawing.</li> </ul>	<p>observe the teacher keenly as he/she demonstrates how to interpret a plain scale.</p> <p>outline the steps and discuss how to read and interpret plain scales.</p> <p>search internet for clips on how to interpret and read plain scale.</p> <p>practice interpreting and reading plain scale.</p>		Grade 8 pg 152-153. Digital devices. Video clips.		
	4	Communication.	Plane Scale Drawing.	<p>By the end of the lesson, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) State the meaning of Unit of measurement and conversion of units.</li> <li>b) Discuss how to convert units of scale in drawing.</li> <li>c) Convert different units of scale in drawing.</li> <li>d) Acknowledge the need for converting units</li> </ul>	<p>In groups, pairs, individually, learners are guided to;</p> <p>explain the meaning of units of measurement and conversion of units.</p> <p>list the units of measurement for length.</p> <p>discuss how to convert units of scale in drawing.</p>	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	Communication.	Plane Scale Drawing.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Outline the steps followed in constructing a plain scale.</li> <li>b) Discuss the steps in constructing a plain scale.</li> <li>c) Construct a plain scale using drawing instruments.</li> <li>d) Enjoy constructing plain scale.</li> </ul>	In pairs, individually or groups, learners are guided to: <ul style="list-style-type: none"> <li>outline and discuss the steps to follow in drawing a plain scale.</li> <li>observe the teacher keenly as he/she demonstrates how to draw a plain scale.</li> <li>practice drawing plain scales using drawing instruments and do peer assessment.</li> </ul>	How do you draw/construct a plain scale?	Teacher's Notes. Top Scholar Pre-Technical Studies pg 152-153. Drawing instruments.	Peer and Self Assessment . Assessment rubric. Checklists. Observations. Illustrations.	

	3 & 4	Communication.	Plain Scale Drawing.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Outline the steps for drawing plane figures in given scale.</li> <li>b) Draw plane figures to a given scale.</li> <li>c) Appreciate the use of plain scale drawing in the work environment.</li> </ul>	In groups, pairs or individually, learners are guided to: <p>outline and discuss the procedure to follow when drawing plane figures to a given scale.</p> <p>Summarize the steps to follow when drawing plain figures to a given scale.</p> <p>Observe the teacher keenly as he/she demonstrates how to draw plain figures to a given scale.</p> <p>practice drawing plain figures using different scales.</p>	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 instruments.	Assessment rubrics. Observation . Peer and Self Assessment . Checklists. Demonstrations. Portfolios.	
3	1	Communication.	Plane Scale Drawing.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) State the roles of scale drawing in people's day to day life.</li> <li>b) Discuss the roles of scale drawing in people's day to day life.</li> </ul>	In groups, pairs, learners are guided to: <p>brainstorm and present the roles of scale drawing in our daily lives.</p> <p>discuss the importance of scale drawing in people's day to day life</p>	What is the importance of scale drawing in our daily lives?	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	Entrepreneurship.	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	Entrepreneurship.	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.	

				<p>generating income.</p> <p>b) Identify the ethical and unethical practices in generating of income.</p> <p>c) Discuss the ethical and unethical practices in generating income.</p> <p>d) Prepare posters showing the ethical and unethical practices in generating income.</p> <p>e) Acknowledge the ethical and unethical practices in generating of income.</p>	<p>read stories in learner's book and identify some of the ethical and unethical practices in generating income.</p> <p>discuss the ethical and unethical practices in generating of income.</p> <p>prepare posters showing the ethical and unethical practices in generating of income.</p>		Digital devices. Posters.		
	4	Entrepreneurship.	Income and Budgeting .	<p>By the end of the lesson,the learner should be able to;</p> <p>a) Define the terms Budget and Budgeting.</p> <p>b) State the importance of</p>	<p>In groups,in pairs,learners are guided to:</p> <p>search the meaning of budget and budgeting from the dictionary or</p>	<p>What is a budget?</p> <p>What is the importance of budgeting to</p>	Oxford Business Studies Today pg 28-29. MTP Business	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written tests.</p> <p>Oral questions.</p>	

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

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



			Budgeting .	<p>a) State the ethical and unethical practices in budgeting.</p> <p>b) Discuss the ethical and unethical practices in budgeting.</p> <p>c) Prepare online posters showing the ethical and unethical practices in budgeting and spending.</p> <p>d) Acknowledge the ethical and unethical practices in budgeting and spending.</p>	<p>brainstorm and present the meaning of ethical and unethical practices in budgeting and spending money.</p> <p>identify the ethical and unethical practices in budgeting and spending.</p> <p>discuss the ethical and unethical practices in budgeting and spending.</p> <p>use digital devices to prepare posters showing the ethical and unethical practices in budgeting and spending and share .</p>	unethical practices in budgeting and spending?	<p>Oxford Business Studies Today pg 34-35.</p> <p>MTP Business Studies pg 23-24.</p> <p>Digital devices.</p> <p>Posters.</p>	<p>Oral questions.</p> <p>Portfolios.</p> <p>Oral discussion.</p> <p>Written tests.</p>	
5	1	Entrepreneurship.	Income and Budgeting : Assessment.	<p>By the end of the lesson,the learner should be able to;</p> <p>a) Attempt questions on the sub-strand; Income and Budgeting</p>	<p>Individually or in pairs,learners are guided to;</p> <p>answer the assessment questions on the sub-strand: Income and Budgeting.</p>		<p>Teacher's Assessment Questions Assessment books.</p> <p>Oxford Business Studies Today pg 36.</p>	<p>Written tests.</p> <p>Assessment rubric.</p> <p>Checklists.</p> <p>Learner's Profile.</p>	
	2	Entrepreneurship.	Marketing of Goods	<p>By the end of the lesson,the learner should be able to;</p>	<p>In groups,in pairs, individually,learners are guided to;</p>	What is Marketing?	Teacher's Notes.	Written tests.	

			and Services.	<ul style="list-style-type: none"> <li>a) Define the terms:Market and Marketing.</li> <li>b) State the importance of marketing to a business.</li> <li>c) Explain the importance of marketing to a business.</li> <li>d) Search the internet for information on importance of marketing to a business.</li> <li>e) Appreciate the role of marketing to a business.</li> </ul>	<p>brainstorm and present the meaning of Marketing and Market as used in business.</p> <p>state the importance of marketing goods and services in any business.</p> <p>discuss the importance of marketing goods and services in any business.</p> <p>search the internet for information on the importance of marketing to a business and present in class.</p>	What is the importance of marketing goods and services in a business?	Digital devices. Internet. MTP Business Studies pg 85.	Oral questions. Assessment rubrics. Oral discussion.	
	3	Entrepreneurship.	Marketing of Goods and Services.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify the sources of information about the market and its potential customers.</li> <li>b) Discuss the sources of information about the market</li> </ul>	<p>In groups,pairs, individually,learners are guided to:</p> <p>brainstorm and present some of the sources of information about the market and its potential customers.</p> <p>list the sources of information about the market and its potential customers.</p>	Where can information about the market and its potential customers be sourced from?	Oxford Business Studies Today pg 86-88. MTP Business Studies pg 90-91. Teacher's Notes . Pictures. Digital devices .	Assessment rubric. Written tests Oral questions. Oral discussion. Checklists.	

				<p>and its potential customers.</p> <p>c) Appreciate the sources of information about the market and its potential customers.</p>	<p>discuss the sources of information about the market and its potential customers.</p> <p>search the internet for additional information on sources of information about market and its potential customers.</p>		Internet.		
	4	Entrepreneurship.	Marketing of Goods and Services.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) State the factors considered when selecting a suitable market for goods and services.</p> <p>b) Discuss the factors considered when selecting a suitable market for goods and services of a business.</p> <p>c) Search the internet for information on factors considered when selecting a</p>	<p>In groups, pairs, individually, learners are guided to:</p> <p>use digital devices to search the internet for information on factors considered when selecting a suitable market for goods and services.</p> <p>list the factors considered when selecting a suitable market for goods and services.</p> <p>discuss the factors considered when selecting the market for goods and services.</p>	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.	

				<p>suitable market for goods and services.</p> <p>d) Acknowledge the factors considered when selecting a suitable market for goods and services.</p>	<p>read and analyse a case study on factors considered when selecting a suitable market for goods and services.</p>				
6	1	Entrepreneurship.	Marketing of Goods and Services.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) List the ICT platforms used for marketing goods and services.</p> <p>b) Discuss how the ICT platforms are used in marketing of goods and services.</p> <p>c) Search the internet for information on how the ICT tools are used in marketing of goods and services.</p> <p>d) Appreciate the use of ICT platforms in</p>	<p>In groups, in pairs, learners are guided to:</p> <p>brainstorm and list the ICT tools and platforms used in marketing of goods and services.</p> <p>search the internet for information on how the listed ICT tools/platforms are used in marketing of goods and services.</p> <p>discuss and present how the different ICT tools/platforms are used in marketing of goods and services.</p>	<p>Which ICT tools are used in marketing of goods and services in businesses?</p> <p>How are the ICT tools used in marketing of goods and services in businesses?</p>	<p>Teacher's Notes.</p> <p>Digital devices.</p> <p>Internet.</p>	<p>Oral questions.</p> <p>Written tests.</p> <p>Oral discussion.</p> <p>Assessment rubrics.</p>	

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

				<p>of a particular product.</p> <p>b) Discuss the ways of gathering information about market of a product.</p> <p>c) Apply the different ways to gather information about market of a product.</p>	<p>discuss the different ways of gathering information about the market of a product.</p> <p>use digital devices to search for additional information on ways in which one can gather information about the market of a product.</p>	<p>market of a particular product before buying it?</p>	<p>Studies pg 90-93. Digital devices.</p>	<p>Oral discussion.</p>	
	4	Entrepreneurship.	Marketing of Goods and Services: Assessment.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Select at least one method and way to collect information on the market of a particular product.</p> <p>b) Use the selected method and way to gather information about the market of a particular product.</p>	<p>In groups, learners are guided to;</p> <p>collaborate in selecting a method and way to collect information about the market of a product.</p> <p>Use the selected method and way to collect information about the market of a particular product.</p>	<p>Which method and way will you use to gather information about the market of a particular product?</p>	<p>Oxford Business Studies Today pg 93. MTP Business Studies pg 99. Environment. Digital devices</p>	<p>Project. Portfolios. Assessment rubrics. Checklists. Reports.</p>	
7	1	Entrepreneurship.	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 Assessment Questions	Learner's Profile.	

			Services: Assessment.	a) Attempt questions on the sub-strand: Marketing of goods and services.	answer the questions on the sub-strand: Marketing of Goods and Services.		Oxford Business Studies Today pg 99.	Written tests. Assessment rubrics.	
	2	Entrepreneurship.	Saving and Investment.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Define the terms: Investment and Saving.</li> <li>b) State reasons for saving and investment in financial management.</li> <li>c) Explain the reasons for saving and investment in financial management.</li> <li>d) Acknowledge the need for saving and investment in financial management.</li> </ul>	In groups, pairs, learners are guided to; <ul style="list-style-type: none"> <li>brainstorm and present the meaning of Saving and Investment.</li> <li>discuss the reasons for saving and investment in financial management.</li> <li>search the internet for more information on the reasons for saving and investment in financial management.</li> <li>create educative posters on reasons for saving and investment in financial management.</li> </ul>	What is Saving and Investment ?  Why should one look forward to Saving and Investment ?	Teacher's Notes. Digital devices. Internet. Posters.	Assessment rubrics. Written tests. Oral questions. Oral discussion.	
	3	Entrepreneurship.	Saving and Investment.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify the methods of</li> </ul>	In groups, pairs, learners are guided to; <ul style="list-style-type: none"> <li>brainstorm and present the methods of saving</li> </ul>	What methods can one use to save and invest for	Teacher's Notes. Digital devices. Internet.	Written tests. Oral questions.	

				<p>saving and investment for effective financial management.</p> <p>b) Discuss the different methods of saving and investment for effective financial management.</p> <p>c) Search the internet for methods of saving and investment for effective financial management.</p> <p>d) Develop the desire to use the methods of saving and investment for effective financial management.</p>	<p>and investment that an individual can use for effective financial management.</p> <p>search the internet for information on the methods of saving and investment for effective financial management.</p> <p>list and discuss the different methods of saving and investment for effective financial management.</p>	<p>effective financial management?</p>	<p>Resource person.</p>	<p>Assessment rubric. Oral discussion.</p>	
	4	Entrepreneurship.	Saving and Investment.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) State the ethical and unethical practices in</p>	<p>In groups, pairs, learners are guided to: brainstorm and present the ethical and unethical practices in saving and investing money.</p>	<p>What are some of the ethical and unethical practices in saving and</p>	<p>Digital devices. Internet. Teacher's Notes. Posters.</p>	<p>Assessment rubrics. Written tests. Oral discussion.</p>	



				<p>saving and investing money.</p> <p>b) Search the internet for information on ethical and unethical practices in saving and investing money.</p> <p>c) Create online/physical posters on ethical and unethical practices in saving and investing money.</p> <p>d) Acknowledge the ethical and unethical practices in saving and investing money.</p>	<p>search the internet for ethical and unethical practices in saving and investing money.</p> <p>discuss the ethical and unethical practices in saving and investing money.</p> <p>create online/physical posters showing the ethical and unethical practices in saving and investing money and display in class or online.</p>	investing money?		Oral questions.	
8	<b>MID-TERM</b>								
9	1	Entrepreneurship.	Saving and Investment.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Outline steps for making a simple saving and</p>	<p>In groups, individually, in pairs, learners are guided to:</p>				

				<p>investment plan for personal financial management.</p> <p>b) Prepare a simple saving and investment plan for personal financial management.</p> <p>c) Appreciate saving and investment plan for personal financial management.</p>	<p>outline steps to follow in preparing a simple saving and investment plan for personal financial management.</p> <p>prepare a simple saving and investment plan for personal financial management.</p>				
	2	Entrepreneurship.	Saving and Investment.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Select appropriate locally available materials to make money boxes for personal savings.</p> <p>b) Use the locally available materials to make money boxes for personal saving.</p> <p>c) Practice saving and investing for</p>	<p>In groups, pairs and individually, learners are guided to:</p> <p>select and collect appropriate locally available materials for making money boxes for personal savings.</p> <p>make money boxes for personal savings using locally available materials.</p>	How can you make a money box for personal saving using a locally available materials?	Environment. Locally Available Materials.	Assessment rubrics. Project. Checklists. Observation . Learner's Profile.	

				individual financial growth.					
	3	Communication.	Visual Programming.	<p>By the end of the lesson, the learner should be able to;</p> <p>a) Define the terms Visual Programming and Visual Programming Application.</p> <p>b) Identify the types of Visual programming applications used to solve problems in day to day life.</p> <p>c) Search the internet for information on types of visual programming applications.</p> <p>d) Appreciate the different types of visual programming applications in day to day life.</p>	<p>In groups, pairs, learners are guided to;</p> <p>search the internet for the meaning of visual programming and visual programming application.</p> <p>use available digital resources to search for information on types of visual programming applications (Educational, Multimedia and Video games).</p> <p>discuss the types of visual programming applications.</p>	<p>What is visual programming?</p> <p>What is a program?</p>	<p>Teacher's Notes.</p> <p>Internet.</p> <p>Digital devices.</p> <p>Longhorn Computer Grade 7 .</p>	<p>Assessment rubric.</p> <p>Written tests.</p> <p>Oral questions.</p>	
	4	Communication.	Visual Programming.	<p>By the end of the lesson, the learner should be able to;</p>	<p>In groups, in pairs, learners are guided to:</p>	<p>What are some of the common visual</p>	<p>Internet.</p> <p>Digital devices.</p>	<p>Assessment rubrics.</p> <p>Oral questions.</p>	

				<ul style="list-style-type: none"> <li>a) List the examples of visual programming applications.</li> <li>b) Describe the examples of visual programming applications.</li> <li>c) Develop desire to learn more about the visual programming applications</li> </ul>	<p>list the common examples of visual programming applications.</p> <p>search the internet for information on the common examples of visual programming applications.</p> <p>discuss the examples of visual programming applications(Scratch, Sprite Box, Microsoft MakeCode)</p>	<p>programming applications?</p>	<p>Longhorn Computer Studies Grade 7. Teacher's Notes.</p>	<p>Oral discussion. Checklists.</p>	
10	1	Communication.	Visual Programming.	<p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify the features of visual programming applications used in the work environment.</li> <li>b) Describe the features of the visual programming applications used in the work environment.</li> <li>c) Search the internet for</li> </ul>	<p>In groups, learners are guided to:</p> <p>launch some visual programming applications and identify their features.</p> <p>explore and discuss the different features of visual programming applications.</p> <p>search digital devices to search for information on the features of visual programming applications.</p>	<p>What are the features of visual programming applications?</p>	<p>Digital devices. Internet. Teacher's Notes. Longhorn Computer Grade 7.</p>	<p>Assessment rubrics. Checklists. Written tests. Oral questions. Oral discussion.</p>	

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

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

				visual programming in solving problems in day to day life.					
11	1	Communication.	Visual Programming.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify the terminologies used in visual programming application.</li> <li>b) Discuss the terminologies used in visual programming application. Acknowledge the terminologies used in visual programming application.</li> </ul>	In groups, pairs, individually, learners are guided to: <ul style="list-style-type: none"> <li>identify the terminologies used in visual programming application.</li> <li>search the internet for information on the terminologies used in visual programming (Syntax, variables, input and output statement etc)</li> <li>discuss the terminologies used in the visual programming applications.</li> </ul>	What are the terminologies used in the visual programming applications?	Digital devices. Internet. Teacher's Notes. Longhorn Computer Grade 7.	Assessment rubric. Written tests. Oral questions. Oral discussion.	
	2 -4	Communication.	Visual Programming.	By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Create a sequence of instructions using the features of a visual</li> </ul>	In groups, pairs or individually, learners are guided to; <ul style="list-style-type: none"> <li>follow the teacher's instructions in creating a sequence of instructions using the features of the Scratch application.</li> </ul>	How can you create a sequence of instructions using the scratch programming	Digital devices. Internet. Computer lab.	Practical Work. Assessment rubric. Checklists. Oral questions.	

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



					Present the project for assessment.				
13	<b>END OF TERM ASSESSMENT.</b>								
14	<b>CLOSURE OF SCHOOL</b>								