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| COMPUTER FORM 1 SCHEMES OF WORK – TERM 1 |
| **WEEK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **LEARNING OBJECTIVES** | **TEACHING/LEARNING****ACTIVITIES** | **TEACHING/LEARNING****RESOURCES** | **REFERENCES** | **REMARKS** |
| **1** | **1** |  | DEFINITION OF A COMPUTER | By the end of the lesson, the learner should be able to* Define computer
* Distinguish between data and information
* Explain unique characteristics of computer as a data processing tool
 | Learner to:* Through questions and answer define computer
* Through brainstorming distinguish between data and information
* Through group discussion, discuss characteristics of a computer as data processing tools
 | * A calculator
* A personal Computer
* Charts
* Sample data
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 1-2
* Computer studies Dr. Onunga and Renu Shah Page 1-2
 |  |
|  | **2-3** |  | PHYSICAL PARTS OF A COMPUTER | By the end of the lesson, the learner should be able to* State and explain various physical parts of a computer
 | * Through question and answer list parts of a Computer
* Through brainstorming, explain various parts of a computer
 | * A working personal computer
 | * Gateway secondary Revision S.Mburu G. Chemwapg 1
* Foundations of Computer studies by Pepelapg 3
 |  |
| **2** | **1** |  | CLASSIFICATION OF COMPUTERS | By the end of the lesson, the learner should be able to* Classify computer according to physical size
 | Learner to* In group of two identify and discuss pictures from books, magazines
 | * Charts or photographs from books, magazines or newspapers
 | * Gateway secondary Revision S.Mburu G. Chemwapg 7-8
 |  |
|  | **2-3** |  | CLASSIFICATION OF COMPUTERS | * Classify computer according to functionality and according to purpose
 | * Discussion
* Q/A
 | * Charts or photographs from books, magazines or newspapers
 | * Onunga and Renu Shah Page6
 |  |
| **3** | **1** |  | DEVELOPMENT OF COMPUTERS | By the end of the lesson, the learner should be able to* Explain how computers have developed
 | * Through brainstorming identify and discuss non-electronic tools
 | * Charts or photographs from books, magazines or newspapers
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 10
 |  |
|  | **2-3** |  | ELECTRONIC COMPUTERS | * List five generations computers
 | * In group of three, discuss five generation computers
 | * Charts or photographs from books, magazines or newspapers
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 12-13
* Foundations of Computer studies by Pepelapg 22
 |  |
| **4** | **1** |  | AREAS WHERE COMPUTER ARE USED | By the end of the lesson, the learner should be able to* Identify areas where computers are used
* Describe the listed areas where computers are used
 | Learner to* Through brainstorming identify and discuss areas where computers are used
 | * Flash Cards
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 14-15
 |  |
|  | **2-3** |  | * THE COMPUTER LABORATORY
* MEASURES THAT PROTECT COMPUTER
 | * Define computer laboratory
* Describe the safety precautions and practices that protect computer
 | * Through question and answer define computer laboratory
* In group of three, discuss safety precautions and practices that protect computer
 | * UPS,Surge protector
* charts
 | * Foundations of Computer studies by Pepelapg 47
 |  |
| **5** | **1** |  | MEASURES THAT PROTECT USER | * Describe the safety precautions and practices that protect user
 | * In group of three, discuss safety precautions practices that protect user
 | * Antiglare standard furniture
 |  |  |
|  | **2-3** |  | PRACTICAL HANDS-ON SKILLS | By the end of the lesson, the learner should be able to* Start up a computer
* Restart a computer
* Shutting down computer
 | * Through demonstration by the teacher, learner to observe and imitate on how to start up a computer, restart a computer and shut down computer
 | * Computer
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 21-23
 |  |
| **6** | **1** |  | KEYBOARD AND MOUSE SKILLSKEYBOARD SKILLS | By the end of the lesson, the learner should be able to* Define keyboard
* Identify parts of the Keyboard
 | Learner to* Through brainstorming define keyboard and identify parts of the Keyboard
 | * Computer keyboard
* Mobile keyboard
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 22
 |  |
|  | **2-3** |  | KEYBOARD SKILLS | * Discuss parts of the keyboard
* Type using keyboard
 | * In group of three, discuss parts of the keyboard and type using keyboard
 | * charts
 | * Foundations of Computer studies by Pepelapg 25
 |  |
| **7** | **1** |  | TYPING TUTOR | * Identify typing tutors
* Use typing tutors
 | * Through question and answer identify typing tutors and use typing tutors
 | * Typing tutor software computer
 |  |  |
|  | **2-3** |  | MOUSE SKILLS | * Define computer mouse
* Identify parts of the mouse
 | * Through brainstorming define computer mouse and identify parts of the mouse
 | * Computer mouse
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 23
 |  |
| **8** | **1** |  | MOUSE SKILLS | By the end of the lesson, the learner should be able to:* Describe parts of mouse
* Use mouse techniques
 | * In group of three, discuss parts of the mouse
 | * Computer mouse
 | * Foundations of Computer studies by Pepelapg 23-25
 |  |
|  | **2-3** |  | MOUSE SKILLS | * Drag and drop items
* Open file and folders through double clicking, right clicking
 | * Through demonstration by the teacher, learner to observe and imitate on how to drag and drop items
 | * Computer mouse
 | * Foundations of Computer studies by Pepelapg 23-25
 |  |
| **COMPUTER SYSTEM** |
| **9** | **1** |  | COMPUTER SYSTEMSINPUT DEVICES(KEYING DEVICES | By the end of the lesson, the learner should be able to* Describe computer system
* Define input devices
 | Learner to* Through brainstorming describe computer system
* define input devices
 | * Computer system
* PDA’s
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 30-31
 |  |
|  | **2-3** |  | INPUT DEVICES (KEYING DEVICES) | * List keying devices
* Describe keying devices
 | * Through questions and answer, list keying devices, describe keying devices
 | * Computer Keyboard
* PDA’s Keypad
 | * Foundations of Computer studies by Pepelapg 68
 |  |
| **10** | **1** |  | POINTING DEVICES | * Define pointing devices
* List pointing devices
* Describe the listed pointing devices
 | * Through question and answer define scanning device
* In group of three, describe the listed pointing devices
 | * Mouse
* Joystick
* Light pen
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 30-34
 |  |
| **11** | **END TERM 1 EXAM** |
| **12** | **REVISION** |
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| **COMPUTER FORM 1 SCHEMES OF WORK – TERM 2** |
| **COMPUTER SYSTEMS (cont)** |
| **WEEK** | **LESSON** | **TOPIC** | **SUB - TOPIC** | **OBJECTIVES** | **LEARNING/TEACHING ACTIVITIES** | **LEARNING/TEACHING RESOURCES** | **REFERENCES** | **REMARKS** |
| **1** | **1** |  | COMPUTER SYSTEMSDIGITIZERSSPEECH RECOGNITION DEVICES | By the end of the lesson, the learner should be able to* Define digitizer
* List other input technologies
* Describe the listed input technologies
 | Learner to:* Through question and answer define digitizer
* Through brainstorming to list other input technologies
* Through group discussion, discuss the listed input technologies
 | * Pictures from books and newspapers
* PDA’s
 | * Lomghorn Secondary. S.Mburu, G. Chemwa page 37-38
* Foundations of Computer studies by Pepelapg 76
 |  |
|  | **2-3** |  | CENTRAL PROCESSING UNIT | By the end of the lesson, the learner should be able to* Define term CPU
* List functional elements of CPU
 | * Through questions and answer define the term CPU
* Through brainstorming, list and illustrate the functional elements of CPU
 | * A working personal computer
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 40
* Foundations of Computer studies by Pepelapg 77
 |  |
| **2** | **1** |  | CONTROL UNIT AND ARITHMETIC LOGIC UNIT | * Describe the control Unit and Arithmetic Logic Unit
 | * Through brainstorming, describe the Control Unit and Arithmetic Logic Unit
 | * Charts
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 41-42
 |  |
|  | **2-3** |  | MAIN MEMORY | By the end of the lesson, the learner should be able to* Classify computer memories
* List examples of primary memory and secondary memory
* State characteristics of RAM and ROM
 | Learner to:* Through question and answer classify computer memories
* Trough brainstorming list examples of primary memory and secondary memory
* Through questions and answer state characteristics of RAM and ROM
 | * Pictures from books
* RAM module
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 41-43
 |  |
| **3** | **1** |  | SPECIAL PURPOSE MEMORIES | * Define special purpose memory
* List special purpose memories
* Describe Cache memory and Buffers
 | * Through question and answer define special purpose memory and list special purpose memories
* Through brainstorming describe Cache memory and Buffers
 | * Input/output devices
* microprocessor
 | * Foundations of Computer studies by Pepelapg 77
 |  |
|  | **2-3** |  | SPECIAL PURPOSE MEMORIES | * Define registers
* List types of registers
* Describe the listed types of registers
 | * Through question and answer define registers and list types of registers
* In group of five, discuss the listed types of registers
 | * Chart
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 44-45
 |  |
| **4** | **1** |  | MEMORY CAPACITY | By the end of the lesson, the learner should be able to* Define byte
* Express memory quantities
* Calculate memory quantities
 | Learner to:* Through questions and answer define byte
* Through teachers demonstration, express memory quantities and calculate memory quantities
 | * RAM module
* Flash cards
 | * Foundations of Computer studies by Pepelapg 79-80
 |  |
|  | **2-3** |  | OVERALL FUNCTIONAL ORGANIZATION OF THE CPU | * Define computer bus
* List types of computer buses
* Describe the listed computer buses
* Give an illustration of the overall functional organization of the CPU
 | * Through brainstorming, define computer bus
* In group of five, discuss the listed types of computer buses
* Through group discussion, illustrate the overall functional organization of the CPU
 | * Schematic diagram from the book
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 48
 |  |
| **5** | **1** |  | TYPES OF PROCESSORS | * Classify processors
* Discuss the listed processor classifications
 | * Through question and answer Classify processors
* Through group discussion, discuss the listed processor classification
 | * Photograph
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 48
 |  |
|  | **2-3** |  | TRENDS IN PROCESSORS TECHNOLOGY AND SPEED | * List processors

TypeManufacturesYear and speed | * Through question and answer, list processors Type, manufactures, year and speed
 | * Photograph
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 44-47
 |  |
| **6** | **1** |  | OUTPUT DEVICES | By the end of the lesson, the learner should be able to* Define output device
* Classify output devices
* List softcopy output devices
* Describe monitor as a soft copy output device
 | Learner to:1. Through question and answer define output device and classify output devices
2. Through group discussion, discuss the listed softcopy output devices
 | * CRT,LCD, TFT monitors
* Speakers
* LED
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 51-60
* Foundations of Computer studies by Pepelapg 80
 |  |
|  | **2-3** |  | MONITOR DISPLAY TERMINOLOGIES AND VIDEO GRAPHIC ADAPTERS | * Define the terminologies used in monitor
* List and describe the video graphic adapters
 | * Through question and answer define terminologies
* Through group discussion, describe the listed video graphic adapters
 | * Photograph from books
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 49-52
 |  |
| **7** | **1** |  | HARDCOPY OUTPUT DEVICES | * Describe hard copy output devices
 | * Through group discussion, describe hard copy output devices
 | * Printers
* Pictures from magazines
* Newspapers
 | * Foundations of Computer studies by Pepelapg 81
 |  |
|  | **2-3** |  | HARD COPY OUTPUT DEVICES | * List factors to consider when purchasing a printer
 | * Through question and answer list factors to consider when purchasing a printer
 | * Printers
* Pictures from magazines
* Newspapers
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 53
 |  |
| **8** | **1** |  | SECONDARY STORAGE DEVICES AND MEDIA | * List secondary storage media
* Describe removable storage device
 | * Through question and answer list secondary storage media
* Through group discussion, describe removable storage device
 | * Flash disc
* Floppy
* Diskettes
* Memory sticks
* Compact disk
* Hard disk
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 61-69
 |  |
|  | **2-3** |  | SECONDARY STORAGE DEVICES AND MEDIA | By the end of the lesson, the learner should be able to* Discuss fixed storage device
 | * Through brainstorming, discuss fixed storage device
 | * Flash disc
* Floppy
* Diskettes
* Memory sticks
* Compact disk
* Hard disk
 | * Foundations of Computer studies by Pepelapg 101
 |  |
| **9** | **1** |  | POWER SUPPLY AND PERIPHERAL DEVICE INTERFACING | * Distinguish between power and interface cables
* Describe power cables
 | * Through question and answer, distinguish between and interface cables
 | * Computer power cables
* Interface cables
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 65-67
 |  |
|  | **2-3** |  | POWER SUPPLY AND PERIPHERAL DEVICE INTERFACING | * Describe interfacing cables
 | * Through discussion, describe interfacing cables
 | * Computer power cables
* Interface cables
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 65-67
 |  |
| **10** | **1** |  | BASIC COMPUTER SET-UP AND CABLING | By the end of the lesson, the learner should be able to* Explain basic computer setup and cabling
 | * Through teachers demonstration, explain basic computer setup and cabling
 | * Computer power cables
* Interface cables
 | * Foundations of Computer studies by Pepelapg 101
 |  |
|  | **2-3** |  | “” | * Mount hard drives and optical drives
 | * Through teachers demonstration, mount hard drives and optical drives
 | * Computer
 | * Foundations of Computer studies by Pepelapg 101
 |  |
| **11** | **1** |  | COMPUTER SOFTWARE | By the end of the lesson, the learner should be able to* Distinguish between system software and application software
 | * Through question and answer, distinguish between system software and application software
 | * Computer software’s
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 73-76
 |  |
|  | **2-3** |  | COMPUTER SOFTWARE | * Classify software according to purpose
 | * Through brainstorming, classify software according to purpose
 | * Computer software’s
 | * Foundations of Computer studies by Pepelapg 143-144
 |  |
| **12** | **1** |  | COMPUTER SOFTWARE | * Classify software according to acquisition
 | Through brainstorming, classify software according to acquisition | * Computer software’s
 | * Foundations of Computer studies by Pepelapg 143-144
 |  |
|  | **2-3** |  | COMPUTER SOFTWARE | * Classify software according to end user- License
* Evaluate criteria for selecting computer system
 | * Through brainstorming, classify software according to user- License
* Through question and answer, Evaluate criteria for selecting computer system
 | * Computer software’s
 | * Foundations of Computer studies by Pepelapg 143-144
 |  |
| **13** | **END TERM EXAM AND REVISION** |  |
|  |
| **COMPUTER FORM 1 SCHEMES OF WORK – TERM 3** |
| **OPERATING SYSTEM (OS)** |
| **WEEK** | **LESSON** | **TOPIC** | **SUB - TOPIC** | **OBJECTIVES** | **LEARNING/TEACHING ACTIVITIES** | **LEARNING/TEACHING RESOURCES** | **REFERENCES** | **REMARKS** |
| **1** | **1** |  | DEFINITION OF AN OPERATING SYSTEM | By the end of the lesson, the learner should be able to* Illustrate an operating system as a supervisor of hardware and application software
 | Learner to* Identify operating system used by the computer
 | * Charts
* computer
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 82
* Foundations of Computer studies by Pepelapg 155
 |  |
|  | **2-3** |  |  | * Identify parts of operating system
 | * Through brainstorming describe parts of the operating system
 | * Charts
* computer
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 82
* Foundations of Computer studies by Pepelapg 155
 |  |
| **2** | **1** |  | FUNCTION OF AN OPERATING SYSTEM | By the end of the lesson, the learner should be able to* List devices under the operating system
 | * Through questions and answers, list devices under control of operating system
 | * Flash Cards
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 83-85
 |  |
|  | **2-3** |  | DEVICES UNDER THE OPERATING SYSTEM CONTROL | * State functions of an operating system in resource management
 | * Through brainstorming, state functions of operating system
 | * Computer
* Operating system
* software
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 87
 |  |
| **3** | **1** |  | TYPES OF OPERATING SYSTEM | By the end of the lesson, the learner should be able to* List types of operating system
 | Learner to1. List and describe types of operating system
 | * PC’s loaded with different operating systems, pupils book part 3,4
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 83-85
 |  |
|  | **2-3** |  |  | Describe:* Single program and multitasking operating system
 | 1. Draw a summary diagram of various operating system types
 | * PC’s loaded with different operating systems, pupils book part 3,4
 | * Foundations of Computer studies by Pepelapg 170
 |  |
| **4** | **1** |  |  | * Multi- user and single user operating system
 | * Draw a summary diagram of various operating system types
 | * Chart
 | * Foundations of Computer studies by Pepelapg 170
 |  |
|  | **2-3** |  |  | * Command line, menu driven and graphical user interface operating system
 | * Draw a summary diagram of various operating system types
 | * Chart
 | * Gateway Secondary Revision, S.MburuG.Chemwapg 90-91
 |  |
| **5** | **1** |  | HOW OPERATING SYSTEM ORGANIZE INFORMATION | By the end of the lesson, the learner should be able to* State and explain factors that dictate file organization
 | * Identify features on windows desktop
 | * PC loaded with any version of windows
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 89-94
 |  |
|  | **2-3** |  |  | * Describe files, folders and drives
* Start Microsoft windows
 | * Identify features on windows desktop
 | * PC loaded with any version of windows
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 89-94
 |  |
| **6** | **1** |  | MANAGING FILE AND FOLDERS | By the end of the lesson, the learner should be able to* Distinguish between folder and directory
* Draw directory (folder) tree
 | Learner to* Create folder in both Graphical user interface and MS-DOS
 | * Flash cards
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 95-97
 |  |
|  | **2-3** |  | MANAGING FILE AND FOLDERS | * Create ne files and folders
* Identify parts of an application window
 |  | * Flash cards
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 95-97
 |  |
| **7** | **1** |  |  | * Save changes to a file
* Rename files or folders
* Copy, move, sort files and folders
 | Learner to* Save changes to a file, rename files and folders
 | * Personal computer loaded with any version of windows
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 95-97
 |  |
|  | **2-3** |  |  | * Manipulate files and folders using

Short cut menu, drag and dropSelecting multiple files and foldersSearching for files and folders | * In group of two, manipulate files and folders using

Shortcut menu, drag and dropSelecting multiple files and foldersSearching for files and folders | * Personal computer loaded with any version of windows
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 90
 |  |
| **8** | **1** |  | DISK MANAGEMENT USING WINDOWS | By the end of the lesson, the learner should be able to* Format disk
* Back-up data
 | Learner to:In group of three* Format disk
* Back-up data
 | * Personal computer loaded with any version of windows
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 106-113
 |  |
|  | **2-3** |  |  | * scan problems related to disk
* defragment a disk
 | In group of three * use scan disk to detect disk errors
* defragment a disk
 | * floppy diskette
* flash disk
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 106-113
 |  |
| **9** | **1** |  |  | * Compress files within a disk
* Scan a disk for virus
 | In a group of three* Compress a disk
 | * floppy diskette
* flash disk
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 106-113
 |  |
|  | **2-3** |  |  | * Create/restore back-up data
* Create startup disk
* Partition a disk
 | In group of three* Partition a disk
 | * Un partition
* Hard disk
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 106-113
 |  |
| **10** | **1** |  | INSTALLATION AND CONFIGURING AN OPERATING SYSTEM | By the end of the lesson, the learner should be able to* Know installation requirements
 | Learner to* List installation requirement
* Describe the listed installation requirements
 | * Personal computer without an operating system
 | * Longhorn Secondary. S.Mburu, G. Chemwa page 114-117
 |  |
|  | **2-3** |  |  | * Install operating system
 | * With the help of the teacher install operating system
 | * Installation and start up disk
* Manufactures documentations
 | * Foundations of Computer studies by Pepelapg 170
 |  |