GRADE 8 SCHEMES OF WORK

PRE-TECHNICAL STUDIES

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1-3

Contact us for Complete Schemes of work

Mr Isaboke 0746 222 000 / 0742 999 000

MWALIMU CONSULTANCY

PRE-TECHNICAL STUDIES SCHEME OF WORK TERM 1

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Safety	Safety practices in the work environment	By the end of the lesson, the learner should be able to: a) Identify potential safety threats that people in different work environments are likely to face. b) Define the term 'dress code' c) Describe the dress code for each work environment. d) Appreciate the importance of appropriate dress code for various tasks in the work environment.	In groups, in pairs or in individually, learners are guided to identify potential safety threats that people in different work environments are likely to face In groups, in pairs or in individually, learners are guided to define the term 'dress code' In groups, in pairs or in individually, learners are guided to describe the dress code for each work environment	Why is it important to observe safety while doing the tasks in the work environment ?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 1-5 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Safety	Practicing appropriate safety procedures in the work environment	By the end of the lesson, the learner should be able to: a) Discuss how the safety rules help to maintain safety at the building and construction site. b) Prepare a short skit about appropriate behavior while in a work environment. c) State the importance of safety in a work environment. d) Acknowledge the importance of a well	In groups, in pairs or in individually, learners are guided to discuss how the safety rules help to maintain safety at the building and construction site In groups, in pairs or in individually, learners are guided to prepare a short skit about appropriate behavior while in a work environment In groups, in pairs or in individually, learners are guided	What safety procedures should be followed to ensure safety in the work environment ?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 5-8 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				arranged work environment.	to state the importance of safety in a work environment.				
	3	Fire Safety	Identifying possible causes of fire in a work environment.	By the end of the lesson, the learner should be able to: a) Identify the possible causes of fire in a work environment. b) Share experiences where there was fire outbreak in schools or homes in their locality and suggest the possible causes of the fires. c) Advocate the importance of fire safety.	In groups, in pairs or in individually, learners are guided to identify the possible causes of fire in a work environment In groups, in pairs or in individually, learners are guided to share experiences where there was fire outbreak in schools or homes in their locality and suggest the possible causes of the fires.	What causes fire in a work place?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 10-11 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Fire Safety	Describing injuries caused by fire at the work environment.	By the end of the lesson, the learner should be able to: a) Explain the meaning of each fire escape signs. b) Describe injuries caused by fire at the work environment. c) Discuss measures that can be adopted to prevent fire outbreak in different work environment. d) Draw the fire escape signs. e) Appreciate the use of fire escape signs.	In groups, in pairs or in individually, learners are guided to explain the meaning of each fire escape signs. In groups, in pairs or in individually, learners are guided to describe injuries caused by fire at the work environment. In groups, in pairs or in individually, learners are guided to draw the fire escape signs	What measures have been put in place to prevent fire outbreak in your school and at home?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 11-15 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
2	**1**	Fire Safety	First Aid for injuries caused by fire.	By the end of the lesson, the learner should be able to:	In groups, in pairs learners are guided to discuss the First Aid procedures injuries caused by fire.	How do you deal with fire outbreak in your locality?	Mentor; Pre-Technical Studies Learner's Book	Oral questions Oral Rep	

				a) Discuss the First Aid procedures injuries caused by fire. b) Prepare a skit on the First Aid procedures for injuries caused by fire. c) State the importance of observing fire safety in the work environment. d) Role play different fire-fighting methods. e) Appreciate the importance of observing fire safety in the work environment.	In groups, in pairs or in individually, learners are guided to prepare a skit on the First Aid procedures for injuries caused by fire. In groups, in pairs or in individually, learners are guided to state the importance of observing fire safety in the work environment In groups, learners are guided to role play different fire-fighting methods.	What First Aid steps should be taken after dipping the hand in water?	Grade 8 pg. 15-19 Pictures Charts Realia Computing devices	ort Obse rvati on	
	2	Fire Saf ety	Electric al safety	By the end of the lesson, the learner should be able to: a) Identify electricity related injuries in the work environment. b) State ways of preventing electricity- related injuries in the work environment. c) Discuss the causes of electricity injuries in the work environment within their locality. d) Appreciate the importance of safety.	In groups, learners are guided to identify electricity related injuries in the work environment. In groups, learners are guided to state ways of preventing electricity- related injuries in the work environment. In groups, learners are guided to discuss the causes of electricity injuries in the work environment within their locality.	What are the causes of electrical injuries in the work environment ?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 21-25 Pictures Charts Realia Computing devices	Oral ques tions Oral Rep ort Obse rvati on	
	3	Fire Saf ety	First Aid require	By the end of the lesson, the learner should be able to:	In groups, learners are guided to outline the procedure for first aid for electric shocks.	What is the First Aid procedure	Mentor; Pre-Technical Studies	Oral ques tions	

			ments for electricity-related injuries: Electric shocks	a) Outline the procedure for first aid for electric shocks. b) Role play First Aid procedure for electric shock. c) Acknowledge the importance of First Aid.	In groups, learners are guided to role play First Aid procedure for electric shock.	for an electric shock?	Learner's Book Grade 8 pg. 25-26 Pictures Charts Realia Computing devices	Oral Report Observation	
	4	Fire Safety	First Aid requirements for electricity-related injuries: Electric burn	By the end of the lesson, the learner should be able to: a) Outline the procedure for first aid for electric burns. b) Role play First Aid procedure for electric burns. c) Appreciate the importance of First Aid.	In groups, learners are guided to outline the procedure for first aid for electric burns. In groups, learners are guided to role play First Aid procedure for electric burns.	What is the First Aid procedure for an electric burn?	Mentor; Pre-Technical Studies Learner's Book Grade 8 pg. 27-29 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
3	**1**	Foundation of Computer Science	Computer case	By the end of the lesson, the learner should be able to: a) Define the term 'computer case' b) Watch a video on how to assemble and disassemble a computer case. c) Outline the steps to assemble and disassemble a computer case.	In groups, in pairs or in individually, learners are guided to define the term 'computer case' In groups, in pairs or in individually, learners are guided to watch a video on how to assemble and disassemble a computer case.	What is a computer case? How do you assemble and disassemble a computer case?	Longhorn; Computer Science Learner's Book Grade 8 pg. 1-4 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

				d) Have fun and enjoy assembling and disassembling a computer case.	In groups, in pairs or in individually, learners are guided to outline the steps to assemble and disassemble a computer case.				
	2	Foundation of Computer Science	Computer housed in a computer case.	By the end of the lesson, the learner should be able to: a) List the components housed in a computer case. b) State the importance of managing computer case waste. c) Model a computer case. d) Have fun and enjoy modelling a computer case.	In groups, in pairs or in individually, learners are guided to list the components housed in a computer case. In groups, in pairs or in individually, learners are guided to state the importance of managing computer case waste. In groups, in pairs or in individually, learners are guided to model a computer case.	What is the importance of managing computer case waste?	Longhorn; Computer Science Learner's Book Grade 8 pg. 5-9 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Foundation of Computer Science	Computer Motherboard	By the end of the lesson, the learner should be able to: a) Explain the meaning of "Motherboard" b) Discuss the features of a Motherboard. c) Draw the pictures in learner's book 8 page 10 d) Appreciate the features of a Motherboard.	In groups, learners are guided to explain the meaning of "Motherboard" In groups, learners are guided to discuss the features of a Motherboard. In groups, learners are guided to draw the pictures in learner's book 8 page 10	What is a Motherboard? What are the features of a Motherboard?	Longhorn; Computer Science Learner's Book Grade 8 pg. 10-11 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Foundation of	Components of a	By the end of the lesson, the learner should be able to:	In groups, in pairs or in individually, learners are guided to state the components of a Motherboard.	What are your components of a	Longhorn; Computer Science Learner's Book	Oral questions Oral	

		Computer Science	Motherboard	a) State the components of a Motherboard. b) Identify the techniques of mounting computer components on a Motherboard. c) Draw a computer Motherboard and label its components. d) Appreciate the components of a Motherboard.	In groups, in pairs or in individually, learners are guided to identify the techniques of mounting computer components on a Motherboard. In groups, in pairs or in individually, learners are guided to draw a computer Motherboard and label its components.	Motherboard ? What are the techniques of mounting computer components on a Motherboard ?	Grade 8 pg. 12-14 Pictures Charts Realia Computing devices	Report Observation	
4	**1**	Foundation of Computer Science	Mounting computer components on a motherboard	By the end of the lesson, the learner should be able to: a) Outline the procedure of mounting computer components on a motherboard. b) Mount computer components on a motherboard. c) Enjoy the mounting process.	In groups, in pairs or in individually, learners are guided to outline the procedure of mounting computer components on a motherboard. In groups, in pairs or in individually, learners are guided to mount computer components on a motherboard.	How do you mount computer components on a motherboard ?	Longhorn; Computer Science Learner's Book Grade 8 pg. 14-15 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Foundation of Computer	Factors to consider when acquiring a computer	By the end of the lesson, the learner should be able to: a) Name the factors to consider when acquiring a computer motherboard.	In groups, learners are guided to name the factors to consider when acquiring a computer motherboard. In groups, learners are guided to state the importance of	How else can computer motherboard waste be managed?	Longhorn; Computer Science Learner's Book Grade 8 pg. 15-17 Pictures	Oral questions Oral Report Obse	

		Science	mother board.	b) State the importance of managing computer motherboard waste. c) Discuss the ways of managing computer motherboard waste. d) Appreciate the importance of managing computer motherboard waste.	managing computer motherboard waste. In groups, learners are guided to discuss the ways of managing computer motherboard waste.	What is the importance of managing computer motherboard waste?	Charts Realia Computing devices	rvation	
	3	Foundation of Computer Science	Modelling a computer mother board.	By the end of the lesson, the learner should be able to: a) List down the materials used in modelling the computer motherboard. b) Use locally available materials like clay, plastics or carton boxes to model a computer motherboard. c) Have fun and enjoy modelling a computer motherboard.	In groups, learners are guided to list down the materials used in modelling the computer motherboard. In groups, learners are guided to use locally available materials like clay, plastics or carton boxes to model a computer motherboard.	What are the materials used to model a computer motherboard ?	Longhorn; Computer Science Learner's Book Grade 8 pg. 17 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Foundation of Computer	Computer Buses	By the end of the lesson, the learner should be able to: a) Explain the meaning of computer buses. b) Discuss the types of computer buses.	In groups, learners are guided to explain the meaning of computer buses. In groups, learners are guided to discuss the types of computer buses.	What is a computer bus?	Longhorn; Computer Science Learner's Book Grade 8 pg. 18 Pictures	Oral questions Oral Report Obse	

		Science		c) Have a desire to learn more about computer buses.			Charts Realia Computing devices	rvation	
5	**1**	Foundation of Computer Science	Functions if computer buses.	By the end of the lesson, the learner should be able to: a) Read the conversation in learner's book 8 page 18 and answer the questions that follow. b) Discuss the functions of computer buses. c) Appreciate the functions of computer buses.	In groups, learners are guided to read the conversation in learner's book 8 page 18 and answer the questions that follow. In groups, learners are guided to discuss the functions of computer buses.	What are the functions of computer buses?	Longhorn; Computer Science Learner's Book Grade 8 pg. 18-19 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Foundation of Computer Science	Connecting the CPU to the memory and input and output devices.	By the end of the lesson, the learner should be able to: a) Watch a video on how the CPU is connected to the main memory and input and output devices. b) Draw and label a simple diagram that shows how computer buses connect to the Central Processing Unit to the main memory and the input and output devices. c) Appreciate the importance of CPU	In groups, in pairs or in individually, learners are guided to watch a video on how the CPU is connected to the main memory and input and output devices. In groups, in pairs or in individually, learners are guided to draw and label a simple diagram that shows how computer buses connect to the Central Processing Unit to the main memory and the input and output devices.	How do you connect the CPU to the memory and input and output devices?	Longhorn; Computer Science Learner's Book Grade 8 pg. 20-21 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

	3	Business and money management	Financial goals	By the end of the lesson, the learner should be able to: a) Brainstorm the meaning of a goal. b) Outline the steps taken to achieve a goal. c) Brainstorm the meaning of financial goal setting. d) Appreciate the importance of a goal.	In groups, in pairs or in individually, learners are guided to brainstorm the meaning of a goal. In groups, in pairs or in individually, learners are guided to outline the steps taken to achieve a goal. In groups, in pairs or in individually, learners are guided to brainstorm the meaning of financial goal setting.	What are goals? Which goals have you set?	Mentor; Business Studies Learner's Book Grade 8 pg. 1-3 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Business and money management	Importance of financial discipline	By the end of the lesson, the learner should be able to: a) Define the term financial discipline. b) State the importance of financial discipline. c) Outline the factors to consider when setting financial goals. d) Exercise financial discipline in their everyday life.	In groups, in pairs or in individually, learners are guided to define the term financial discipline. In groups, in pairs or in individually, learners are guided to state the importance of financial discipline. In groups, in pairs or in individually, learners are guided to outline the factors to consider when setting financial goals.	What is financial discipline? Why is it important to always exercise financial discipline?	Mentor; Business Studies Learner's Book Grade 8 pg. 3-5 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

Contact us for Complete TERM 1 Schemes of work

TERM 2 WORK

Contact us for Complete Schemes of work

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

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Computer Programming	Computer programming concepts	By the end of the lesson, the learner should be able to: a) Explain the meaning of program and computer programming. b) Identify the programs represented by the icons in the pictures. c) Draw the icons that represent different programs d) Develop curiosity to learn more about computer programming.	In groups or in pairs, learners are guided to explain the meaning of program and computer programming. In groups or in pairs, learners are guided to identify the programs represented by the icons in the pictures. In groups or in pairs, learners are guided to draw the icons that represent different programs.	Who is a programmer? What is computer programming?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Computer Programming	Importance of computer programming	By the end of the lesson, the learner should be able to: a) Identify and explain the importance of computer programming. b) Read the messages and answer the questions that follow. c) Appreciate the importance of computer programming.	In groups or in pairs, learners are guided to identify and explain the importance of computer programming. In groups or in pairs, learners are guided to read the messages and answer the questions that follow.	What are the importance's of computer programming?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Computer	Application areas of	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to discuss how computer	How do you use computer	Curriculum Design; Pre-	Oral questions Oral	

		Programming	computer programs	a) Discuss how computer programs are being used in the pictures. b) Search for information on application areas of computer programs. c) Investigate how they use computer programs in their daily life. d) Apply areas of computer programs.	programs are being used in the pictures. In groups or in pairs, learners are guided to search for information on application areas of computer programs. In groups or in pairs, learners are guided to investigate how they use computer programs in their daily life.	programs in your daily life?	Technical Studies, Grade 8 Pictures Digital devices Computing devices	Report Observation	
	4	Computer Programming	Launching and interacting with computer programs	By the end of the lesson, the learner should be able to: a) Identify a game he or she would like to play. b) List the steps they followed to open the game. c) Play the game and quit the game. d) Have fun and enjoy playing the game.	In groups or in pairs, learners are guided to identify a game he or she would like to play. In groups or in pairs, learners are guided to list the steps they followed to open the game. In groups or in pairs, learners are guided to play the game and quit the game.	What game did you play?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
2	**1**	Computer Programming	Launching and interacting with computer programs	By the end of the lesson, the learner should be able to: a) Identify the parts of the paint program main window. b) Practice using the paint application to draw, paint and save a drawing.	In groups or in pairs, learners are guided to identify the parts of the paint program main window. In groups or in pairs, learners are guided to practice using the paint application to draw, paint and save a drawing	What are the functions of each part of the **Paint** program main window?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	

				c) Draw and colour the national flag of Kenya. d) Enjoy using the paint program.	In groups or in pairs, learners are guided to draw and colour the national flag of Kenya.		Computing devices		
	2	Computer Programming	Visual programming concepts	By the end of the lesson, the learner should be able to: a) Explain the meaning of visual programming. b) Discuss any visual programming application they are familiar with. c) Recognize the types of visual programming application they found. d) Appreciate the types of visual programmes.	In groups or in pairs, learners are guided to explain the meaning of visual programming. In groups or in pairs, learners are guided to discuss any visual programming application they are familiar with. In groups or in pairs, learners are guided to recognize the types of visual programming application they found.	Why do we use visual programming applications?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Computer Programming	Launching a visual programming application	By the end of the lesson, the learner should be able to: a) Outline the steps to follow to launch Scratch. b) Identify the components of the Scratch window. c) Launch a visual programming application. d) Enjoy using the programme Scratch.	In groups or in pairs, learners are guided to outline the steps to follow to launch Scratch. In groups or in pairs, learners are guided to identify the components of the Scratch window. In groups or in pairs, learners are guided to launch a visual programming application.	How do you launch a visual programme application?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Computer	Visual progra	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to define the term Scratch.	What is scratch?	Curriculum Design; Pre-	Oral questions Oral	

		Programming	mming features	a) Define the term Scratch. b) Identify the features of Scratch. c) Open the Scratch application in a digital device and compare its features with the ones in the screenshot. d) Appreciate the features of scratch.	In groups or in pairs, learners are guided to identify the features of Scratch. In groups or in pairs, learners are guided to open the Scratch application in a digital device and compare its features with the ones in the screenshot		Technical Studies, Grade 8 Pictures Digital devices Computing devices	Report Observation	
3	**1**	Computer Programming	Functions of the features of Scratch	By the end of the lesson, the learner should be able to: a) Identify the functions of the features of Scratch. b) Match each feature with its correct function. c) Watch a video on how to navigate Scratch. d) Appreciate the functions of a screenshot.	In groups or in pairs, learners are guided to identify the functions of the features of Scratch. In groups or in pairs, learners are guided to match each feature with its correct function. In groups or in pairs, learners are guided to watch a video on how to navigate Scratch.	What are the functions of scratch?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Computer Programming	Terminologies used in visual programming application	By the end of the lesson, the learner should be able to: a) Identify terminologies used in visual programming applications. b) Watch a video on creating instructions in Scratch and answer any questions.	In groups or in pairs, learners are guided to identify terminologies used in visual programming applications. In groups or in pairs, learners are guided to watch a video on creating instructions in Scratch and answer any questions.	What is syntax?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	

				c) Name the command used to create the instructions. d) Appreciate the terminologies used in visual programming application.	In groups or in pairs, learners are guided to name the command used to create the instructions.		Computing devices		
	3	Computer Programming	Using Scratch to create a sequence of instructions	By the end of the lesson, the learner should be able to: a) Define the term backdrop and sensing. b) Create their own electric keyboard by placing code blocks. c) Use Scratch to create a sequence of instructions. d) Have fun and enjoy using scratch.	In groups or in pairs, learners are guided to define the term backdrop and sensing. In groups or in pairs, learners are guided to create their own electric keyboard by placing code blocks. In groups or in pairs, learners are guided to use Scratch to create a sequence of instructions.	What is backdrop?	Curriculum Design; Pre-Technical Studies, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Materials	Composite materials	By the end of the lesson, the learner should be able to: a) Define composite materials. b) Identify composite materials found in their locality. c) Draw the composite materials in learner's book 8 page 39 d) Appreciate the composite materials found in their locality.	In groups or in pairs, learners are guided to define composite materials. In groups or in pairs, learners are guided to identify composite materials found in their locality. In groups or in pairs, learners are guided to draw the composite materials in learner's book 8 page 39	What are composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 38-39 Pictures Computing devices	Oral questions Oral Report Observation	

4	**1**	Materials	Composition of composite materials	By the end of the lesson, the learner should be able to: a) Describe the composition of common composite materials in the locality. b) Examine each of the composite materials, one at a time. c) Discuss the composition of any other composite materials. d) Appreciate the composition of composite materials.	In groups or in pairs, learners are guided to describe the composition of common composite materials in the locality. In groups or in pairs, learners are guided to examine each of the composite materials, one at a time. In groups or in pairs, learners are guided to discuss the composition of any other composite materials.	Which composite are found in your locality?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 40-41 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Materials	Uses of composite materials	By the end of the lesson, the learner should be able to: a) Define the term prosthetics. b) Discuss the materials used to make the items in learner's book 8 page 41 c) Examine uses of composite materials. d) Appreciate the uses of composite materials.	In groups or in pairs, learners are guided to define the term prosthetics. In groups or in pairs, learners are guided to discuss the materials used to make the items in learner's book 8 page 41 In groups or in pairs, learners are guided to examine uses of composite materials.	What are the uses of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 41-44 Pictures Charts Computing devices	Oral questions Oral Report Observation	
	3	Materials	Careers in use of compos	By the end of the lesson, the learner should be able to: a) Identify careers in use of composite materials.	In groups or in pairs, learners are guided to identify careers in use of composite materials.	Which careers are related to the use of	KLB, Top Scholar; Pre-Technical	Oral questions Oral Report	

			ite materials	b) Examine the relationship between different careers and the composite materials. c) Relate different careers to the use of composite materials. d) Appreciate the careers in use of composite materials.	In groups or in pairs, learners are guided to examine the relationship between different careers and the composite materials. In groups or in pairs, learners are guided to relate different careers to the use of composite materials.	composite materials?	Studies Learner's Book Grade 8 pg. 45-47 Pictures Charts Realia Computing devices	Observation	
	4	Materials	Importance of composite materials	By the end of the lesson, the learner should be able to: a) State the importance of composite materials. b) Discuss the importance of composite materials in their locality. c) Examine how the use of composite materials influences people's day-to-day lives. d) Acknowledge the importance of composite materials used in the locality.	In groups or in pairs, learners are guided to state the importance of composite materials. In groups or in pairs, learners are guided to discuss the importance of composite materials in their locality. In groups or in pairs, learners are guided to examine how the use of composite materials influences people's day-to-day lives.	What are the importance's of composite materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 47-49 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
5	**1**	Materials	Ceramics; Common ceramic materials	By the end of the lesson, the learner should be able to: a) Discuss the term 'ceramic materials' b) Describe the common types of ceramics found in their locality.	In groups or in pairs, learners are guided to discuss the term 'ceramic materials' In groups or in pairs, learners are guided to describe the common types of ceramics found in their locality.	What are ceramic materials?	KLB, Top Scholar; Pre-Technical Studies Learner's Book Grade 8 pg. 49-51	Oral questions Oral Report Observation	

				c) Draw the ceramic materials in learner's book 8 page 50 d) Appreciate the ceramic materials found in their locality.	In groups or in pairs, learners are guided to draw the ceramic materials in learner's book 8 page 50		Pictures Charts Realia Computing devices		

Contact us for Complete TERM 2 Schemes of work

TERM 3 WORK

Contact us for Complete Schemes of work

GRADE 8 PRE-TECHNICAL STUDIES SCHEMES OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	ENTREPRENEURSHIP	Book keeping	**By the end of the lesson the learner should be able to:** -Give the meaning of basic terms used in book keeping -explain the importance of bookkeeping for a business -appreciate the importance of bookkeeping for a business	What is book keeping for a business?	**The learner is guided to:** -discuss the meaning of basic terms used in business -discuss the importance of bookkeeping for a business	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
	2	ENTREPRENEURSHIP	Book keeping	-Give the meaning of basic terms used in book keeping -explain the importance of bookkeeping for a business -appreciate the importance of bookkeeping for a business	What is book keeping for a business?	-discuss the meaning of basic terms used in business -discuss the importance of bookkeeping for a business	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
	3	ENTREPRENEURSHIP	Book keeping	-Give the meaning of basic terms used in book keeping -explain the importance of bookkeeping for a business -appreciate the importance of bookkeeping for a business	Why is bookkeeping important to a business?	-discuss the meaning of basic terms used in business -discuss the importance of bookkeeping for a business	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
	4	ENTREPRENEURSHIP	Book keeping	-classify business transactions in bookkeeping -prepare simple financial statements for a business -appreciate the importance of bookkeeping for a business	How do you prepare simple financial statements for a business?	-classify business transactions in bookkeeping -calculate assets, liabilities and capital using book keeping equation -determine the cost and price of a given product to calculate profit and loss	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
2	1	ENTREP	Book keeping	-classify business transactions in bookkeeping	How do you prepare	-classify business transactions in bookkeeping	Pre-technical		

		REN EUR SHIP		-prepare simple financial statements for a business -appreciate the importance of bookkeeping for a business	simple financial statements for a business?	-calculate assets, liabilities and capital using book keeping equation -determine the cost and price of a given product to calculate profit and loss	studies curriculum design Grade 8	-oral questions -written questions	
	2	ENT REP REN EUR SHIP	Book keeping	-classify business transactions in bookkeeping -prepare simple financial statements for a business -appreciate the importance of bookkeeping for a business	How do you prepare simple financial statements for a business?	-classify business transactions in bookkeeping -calculate assets, liabilities and capital using book keeping equation -determine the cost and price of a given product to calculate profit and loss	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
	3	ENT REP REN EUR SHIP	Book keeping	-identify the components of a statement of financial position, cash flow and income statement -keep financial records for effective decision making -desire to keep financial records in a business	How are statements of financial position,cash flow and income statement prepared?	-discuss the components of a statement of financial position, cash flow and income statement - keep financial records for effective decision making -draw and present simple statements of financial position cash flow and income statement for a business	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
	4	ENT REP REN EUR SHIP	Book keeping	-identify the components of a statement of financial position, cash flow and income statement -keep financial records for effective decision making -desire to keep financial records in a business	How are statements of financial position,cash flow and income statement prepared?	-discuss the components of a statement of financial position, cash flow and income statement - keep financial records for effective decision making -draw and present simple statements of financial position cash flow and income statement for a business	Pre-technical studies curriculum design Grade 8	-oral questions -written questions	
3	1	ENT REP REN	Income and budgeting	-explain what is income -identify sources of income for an individual -appreciate sources of income	What are sources of income in	-discuss what is income -discuss sources of income for an individual	Pre-technical studies curriculu	-oral questions	

		EUR SHIP			our community?		m design Grade 8	-written question s	
	2	ENT REP REN EUR SHIP	Income and budgetin g	-explain what is income -identify sources of income for an individual -appreciate sources of income	What are sources of income in our community?	-discuss what is income -discuss sources of income for an individual	Pre-technical studies curriculu m design Grade 8	-oral question s -written question s	
	3	ENT REP REN EUR SHIP	Income and budgetin g	-explain what is income -identify sources of income for an individual -appreciate sources of income	What are sources of income in our community?	-discuss what is income -discuss sources of income for an individual	Pre-technical studies curriculu m design Grade 8	-oral question s -written question s	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000

for Complete Term 3 Schemes of Work.

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

THE END

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

FOR THE FOLLOWING;

- ✓ONLINE TUITION
- ✓REVISION NOTES
- ✓SCHEMES OF WORK
- ✓SETBOOKS VIDEOS
- ✓TERMLY EXAMS
- ✓QUICK REVISION KITS
- ✓KCSE PREMOCKS
- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
- ✓KJSEA POSTMOCKS
- ✓TOP SCHOOLS PREDICTIONS
- ✓FINAL EXAM PREDICTIONS
- ✓KPLEA REVEALED SETS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

CALL/TEXT/WHATSAPP

0746 222 000 / 0742 999 000

mwalimuconsultancy@gmail.com

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

THIS IS A PROPERTY OF MWALIMU CONSULTANCY

Powered By Mr Isaboke.

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

SUCCESS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.