**2023 GRADE 7 KLB TOP SCHOLAR PRE- TECHNICAL SCHEMES OF WORK TERM 2**

TEACHERS NAME………………………………………………….SCHOOL………………………….TERM……………………

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| **WEEK** | **LESSON** | **STRAND** | **SUB-STRAND** | **SPECIFIC LEARNING OUTCOME** | | **LEARNING EXPERIENCES** | **KEY INQUIRY QUESTION** | | | **LEARNING RESOURCES** | **ASSESSMENT TOOLS** | **RF** |
| 1 | 1 | **TOOLS.** | Household hand tools.  (a) Identification of household hand tools in the locality . | By the end of the lesson, the learner should be able to:   1. define the terms tool,hand tool and household hand tool. 2. name some of the household hand tools in the locality. 3. draw some of the household hand tools in the locality. | | In groups,pairs, individually,learners are guided to;  brainstorm the meaning of tool,hand tool and household hand tool.  mention some of the household hand tools.  use realia and visual aids to identify household hand tools.  draw and name some of the household hand tools. | What are household hand tools?  Which are the household hand tools? | | | Charts.  Pictures.  Digital devices.  Realia.  ***Top Scholar Pre-Technical Studies pg 67-68.*** | Checklist.  Oral questions.  Assessment rubric.  Observation.  Portfolio. |  |
| 2 | **TOOLS.** | Household hand tools.  (b). Categorization of household hand tools according to their uses. | By the end of the lesson, the learner should be able to:   1. Categorize household hand tools based on their uses. 2. Give examples in each of the category of household hand tools. 3. Draw the household hand tools in each category. | | In groups,pairs, individually,learners are guided to:  discuss the uses of different categories of household hand tools.  Categorize the tools in figure 3.1 according to their uses.  Use digital devices to search photos of some of the household hand tools in different categories.  draw household hand tools in each category on charts and exercise books. | How do you categorise the household hand tools?  Which are the categories of household hand tools? | | | Digital devices.  Charts.  Photos.  Realia.  ***Top Scholar Pre-Technical Studies pg 69-71.*** | Assessment rubric.  Oral questions.  Checklist.  Written test. |  |
| 3 | **TOOLS.** | Household hand tools.  (c). Using household hand tools safely. | By the end of the lesson, the learner should be able to:   1. Identify the different household hand tools. 2. State the specific uses of the identified household hand tools. 3. Appreciate the specific uses of different household hand tools. | | In groups,pairs, individually,learners are guided to;  mention some of the common household hand tools used at home.  state the specific uses of the household hand tools.  use digital devices to search for more household hand tools and their specific uses.  match household hand tools with their corresponding uses correctly. | What are the specific uses of some of household hand tools? | | | Digital devices.  Top Scholar Charts.  ***Pre-Technical Studies pg 72.*** | Oral questions  Written tests.  Checklist. |  |
| 4 | **TOOLS.** | Household hand tools.  (d). using household hand items. | By the end of the lesson, the learner should be able to:   1. discuss how household hand tools are used safely to perform tasks. 2. use household hand tools to perform given tasks correctly. 3. Enjoy using household hand tools in performing tasks. | | In groups,pairs, individually,learners are guided to:  brainstorm how household hand tools are used safely to perform tasks.  role play safe use and storage of household hand tools.  practice how to perform simple practical tasks that involve using household hand tools. | What are the safety measures to observe when using household hand tools? | | | Pictures.  Realia. ***Top Scholar Pre-Technical Studies pg 73-75.*** | Observation.  Checklist.  Oral questions. |  |
| 5 | **TOOLS.** | Household Tools.  (e).Care for and maintenance of household hand tools. | By the end of the lesson, the learner should be able to:   1. identify the maintenance practices one should adopt after using household hand tools to perform a task. 2. care and maintain household hand tools appropriately after use. 3. Show care to household hand tools. | | In groups,pairs, individually,learners are guided to:  brainstorm the maintenance practices that should be followed after using household hand tools.  discuss the proper care, maintenance and safe storage of household hand tools.  practise how to take care for and maintain different household hand tools. | How can one care and maintain household hand tools after use?  What is the importance of caring and maintaining household hand tools? | | | Digital devices.  Realia. ***Top Scholar Pre-Technical Studies pg 76-77.*** | Written tests.  Checklist.  Oral questions.  Assessment rubric. |  |
| 2 | 1 | **TOOLS.** | Household hand tools.  (f). Careers related to household hand tools. | By the end of the lesson, the learner should be able to:   1. Name careers related to household hand tools. 2. Discuss the careers related to household hand tools. 3. Appreciate the careers related to household hand tools. | | In groups,pairs,learners are guided to:  explore the careers related to household hand tools.  Mention the careers related to household hand tools in their locality.  discuss the careers related to household hand tools. | What can you do with household hand tools to earn a living? | | | Digital devices.  Pictures. ***Top Scholar Pre-Technical Studies pg 77-78.*** | Oral questions.  Checklist.  Written test.  Observation. |  |
| 2 | **TOOLS.** | Household hand tools.  (g). The role of household hand tools in the community. | By the end of the lesson, the learner should be able to:   1. List the role of household hand tools in the community. 2. discuss the role of household hand tools in the community. 3. appreciate the role of household hand tools in the community. | | In groups,pairs, individually,learners are guided to;  brainstorm what would happen in their homes or community if there was no household hand tools.  identify the roles of household hand tools in the community.  explain the role of household hand tools in the community.  collaborate with teachers,parents or guardians to perform simple tasks using household hand tools. | What are the roles of household hand tools in the community? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 78.  Charts. | Oral questions.  Written tests.  Checklist.  Assessment rubric. |  |
| 3 | **TOOLS.** | Farming hand tools.  (a). Identification of farming hand tools. | By the end of the lesson, the learner should be able to:   1. define the term farming hand tool. 2. identify farming hand tools in the locality. 3. Draw and name the farming hand tools. 4. Enjoy drawing the farming hand tools. | | In groups,pairs, individually,learners are guided to;  explain the meaning of farming hand tools.  list some of the farming hand tools in the locality.  use realia and visual aids to identify farming hand tools used in the locality.  draw and name the farming hand tools.  download and watch video clips and observe charts on farming hand tools. | What is a farming hand tool?  What are some of the farming hand tools? | | | Digital devices.  Realia.  Charts.  Top Scholar Pre-Technical Studies pg 79-80. | Observation.  Oral questions.  Checklist.  Assessment rubric.  Written test. |  |
| 4 | **TOOLS.** | Farming hand tools.  (b). Categorisation of farming hand tools. | By the end of the lesson, the learner should be able to:   1. discuss the uses of different categories of farming hand tools. 2. categorize farming hand tools according to their uses. 3. draw farming hand tools in each category. | | In groups,pairs, individually,learners are guided to;  categorize the farming hand tools in figure 3.9.  discuss the uses of different categories of farming hand tools.  draw the farming hand tools in each category.  categorize farming hand tools according to use | What are the different categories of farming hand tools?  How do you categorize the farming hand tools? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 80-82.  Charts.  Pictures.  Realia. | Checklists.  Written tests.  Assessment rubric.  observation. |  |
| 5 | **TOOLS.** | Farming hand tools.  (c). The specific uses of farming hand tools. | By the end of the lesson, the learner should be able to:   1. mention various farming hand tools used in the locality. 2. state the specific uses of the mentioned farming hand tools. 3. appreciate the specific uses of the different farming hand tools. | | In groups,pairs,learners are guided to;  mention the various farming hand tools.  state and discuss the specific uses of the farming hand tools.  match the farming hand tools with their corresponding uses. | What are the specific uses of different farming hand tools? | | | Digital devices.  Charts.  Top Scholar Pre-Technical Studies pg 83-84.  Pictures. | Assessment rubric.  Checklist.  Written tests.  oral questions. |  |
| 3 | 1 | **TOOLS.** | Farming hand tools.  (d). Using farming hand tools safely. | By the end of the lesson, the learner should be able to:   1. list the safety measures to be observed when using farming hand tools to perform tasks. 2. discuss the safety measures to be observed when using farming hand tools. 3. practise safe use of farming hand tools. | | In groups,pairs, individually,learners are guided to;  mention and discuss the safety measures to be observed when using farming hand tools.  practise how to perform simple practical tasks using farming hand tools at school.  visit a neaby farm to observe how farming tools are used safely. | What are the safety measures to observe when using farming hand tools? | | | Digital devices.  Realia.  Top Scholar Pre-Technical Studies pg 85-86.  Pictures. | Observation.  Assessment rubric.  Oral questions.  Checklists. |  |
| 2 | **TOOLS.** | Farming hand tools.  (e). Care for and maintenance of farming hand tools. | By the end of the lesson, the learner should be able to:   1. identify the maintenance practices to be adopted after using farming hand tools. 2. discuss the caring and maintenance practices for farming hand tools. 3. practice how to properly care for and maintain different farming hand tools after performing tasks. 4. show care to farming hand tools after performing tasks. | | In groups,pairs, Individually,learners are guided to:  mention the maintenance practices that should be observed after using farming hand tools to perform tasks.  discuss on the proper care, maintenance and safe storage of farming hand tools.  use a digital device to search the internet for information on other maintenance practices done on farming hand tools. | How do you care for the farming hand tools after performing tasks?  What are maintenance practices to be adopted after using farming hand tools to perform tasks? | | | Digital devices.  Top Scholar Pre-Technical Studies PG 87-88.  pictures. | Observation.  Assessment rubric.  Written tests.  oral questions. |  |
| 3 | **TOOLS.** | Farming hand tools.  (f). Careers related to farming hand tools. | By the end of the lesson, the learner should be able to:   1. list the careers related to farming hand tools. 2. recognize the careers related to farming hand tools. 3. appreciate the careers related to farming hand tools. | | In groups,pairs, individually,learners are guided to;  observe and relate farming hand tools to careers.  discuss some of the careers related to farming hand tools.  use digital devices to search on careers related to farming hand tools. | What are some of the careers related to farming hand tools?  What can you do with the farming hand tools to earn a living. | | | Digital devices.  Top Scholar Pre-Technical Studies pg 88-89.  pictures. | Checklist.  oral questions.  Written tests. |  |
| 4 | **TOOLS.** | Farming hand tools.  (g). The role of farming hand tools in our community. | By the end of the lesson, the learner should be able to:   1. State the role of farming hand tools in their community. 2. Discuss the role of farming hand tools in their home, school and community. 3. appreciate the importance of farming hand tools in the community. | | In groups,pairs, individually,learners are guided to;  outline the roles of farming hand tools in the community.  discuss the role of farming tools in their home, school and community.  collaborate with teachers,parents or guardians to perform simple tasks using farming hand tools. | How are farming hand tools helpful in the community?  What are the roles of farming hand tools in the community? | | | Realia.  Top Scholar Pre-Technical Studies pg 89.  Digital devices. | Observation.  Oral questions.  Written test. |  |
| 5 | **TOOLS.** | Project Activity 2: Project Design.  Task 2.1. | By the end of the lesson, the learner should be able to:   1. Suggest an item that may solve the problem identified in project activity 1. 2. Discuss the possible items to solve the problem. | | In groups,pairs,learners are guided to;  refer to the problems identified in Task 1.1 on pg 65.  discuss the possible items to solve the problem. | What items are suitable for solving the problems in your community? | | | Top Scholar Pre-Technical Studies pg 65 & 90.  Digital devices. | Oral questions. |  |
| 4 | 1 | **TOOLS.** | Project Activity 2.  Task 2.1. | By the end of the lesson, the learner should be able to:   1. identify the most suitable item to solve the problem. 2. state the key features of the item chosen to solve the problem. | | In groups,pairs,learners are guided to:  decide on the most suitable item to solve the problem.  summarise the key features of the item they have chosen to solve the problem. | What are the key features of the chosen item to solve the problem?  Which criteria did you use to select the item? | | | Top Scholar Pre-Technical Studies pg 90.  Digital devices. | Oral questions.  observation. |  |
| 2 | **TOOLS.** | Project Activity 2.  Task 2.2 . | By the end of the lesson, the learner should be able to:   1. design the item that may solve the problem identified in project activity 1. 2. enjoy drawing the item to chosen to solve the problem. | | In groups,pairs,learners are guided to:  refer to the item identified in Task 2.1.  use visual aids to design items that may solve the problems identified in project activity 1.  make a free hand sketch of the item selected.  draw the item to scale using drawing instruments.  label the drawing to show the different parts of the item. | How can you design the item selected to solve the identified problem? | | | Drawing instruments.  Top Scholar Pre-Technical Studies pg 90.  Digital devices. | observation.  checklists.  portfolios. |  |
| 3 | **TOOLS.** | Project Activity 2.  Task 2.3 | By the end of the lesson, the learner should be able to:   1. prepare a part list of the item in the drawing. 2. determine the quantities of the materials for making the item. | | In groups, pairs,learners are guided to;  prepare a parts list of the item in the drawing.  determine the quantities of the materials for making the item. | What are the parts of the item in the drawing? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 90.  Drawings. | Checklist.  Oral questions. |  |
| 4 | **TOOLS.** | Project Activity 2.  Task 2.3. | By the end of the lesson, the learner should be able to:   1. Inquire the prices of the materials required to make the item. | | In groups,pairs, individually,learners are guided to:  use a resource person or digital devices find out the prices of the materials required to make the item. | What are the prices of the prices for the materials required to make the item? | | | Digital devices.  Resource person.  Top Scholar Pre-Technical Studies pg 90. | Oral questions. |  |
| 5 | **TOOLS.** | Project Activity 2.  Task 2.3. | By the end of the lesson, the learner should be able to:  a) price all the parts of the item.   1. prepare a cost estimate for the designed item. | | In groups,pairs,learners are guided to;  price all the parts of the item.  summarise the estimated cost of the item. | What is the estimate cost of the item? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 90. | Checklist. |  |
| 5 | 1 | **DRAWING.** | Types of drawings.  (a). Identification of types of drawings. | By the end of the lesson, the learner should be able to:   1. identify different types of drawings used in the technical fields. 2. discuss the different types of drawings used in technical fields and give examples. 3. appreciate the different types of drawings used in technical fields. | | In groups,pairs, learners are guided to;  research and identify the different types of drawings used in the technical fields.  discuss about the artistic and technical drawings and give examples in each.  Summarise points about artistic and technical drawing. | What is an artistic drawing?  What is a technical drawing? | | | Digital devices.  Pictures.  Top Scholar Pre-Technical Studies pg 91-92. | Assessment rubric.  Oral questions.  Written test. |  |
| 2 | **DRAWING.** | Types of drawings.  (b). Differences between artistic and technical drawings. | By the end of the lesson, the learner should be able to:   1. distinguish between artistic and technical drawings. 2. discuss the differences between the artistic and technical drawings. 3. appreciate the differences between the artistic and technical drawings. | | In groups,pairs,learners are guided to;  identify the differences between artistic and technical drawings.  discuss the differences between artistic and technical drawings.  use digital devices to search the internet for other differences between artistic and technical drawings.  Summarize the differences between artistic and technical drawings on charts and display in class. | What are the differences between artistic and technical drawings?  How do distinguish an artistic drawing from a technical drawing? | | | Digital devices.  Charts.  Top Scholar Pre-Technical Studies pg 92-93.  Pictures. | Observation.  Checklists.  Assessment rubric.  Written tests.  Oral questions. |  |
| 3 | **DRAWING.** | Types of drawings.  (c). Use of artistic and technical drawings. | By the end of the lesson, the learner should be able to:   1. identify the uses of artistic and technical drawings. 2. describe the uses of artistic and technical drawings. 3. appreciate the uses of artistic and technical drawings. | | In groups,pairs,learners are guided to;  use downloaded video clips to identify the uses of artistic and technical drawings.  discuss the uses of the technical and artistic drawings.  use digital devices to search the internet for other uses of artistic and technical drawings. | What are the uses of technical drawings?  What are the uses of artistic drawings? | | | Digital devices.  Video clips.  Top Scholar Pre-Technical Studies pg 94-95.  Pictures. | Written tests.  Assessment rubric.  Oral questions.  Observation. |  |
| 4 | **DRAWING.** | Types of drawings.  (d). Application of drawings in various careers. | By the end of the lesson, the learner should be able to:   1. identify the careers that requires drawing skills. 2. discuss the careers related to the use of drawings. 3. recognize the application of drawings in various careers. 4. appreciate the careers related to use of drawings. | | In groups,pairs, individually,learners are guided to:  use digital devices to search careers that are related to drawings.  identify and discuss the careers that requires drawing skills.  discuss the application of drawing in other careers | What are some of the careers related to use of drawings?  How are drawings used in various careers? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 96-98.  Video clips. | Assessment rubric.  Written tests.  Checklist.  Oral questions. |  |
| 5 | **DRAWING.** | Types of drawings.  (e). The importance of drawing. | By the end of the lesson, the learner should be able to:   1. identify the importance of drawing in day to day life. 2. discuss the importance of drawing in day to day life. 3. appreciate the importance of drawing in day to day life. | | In groups,pairs,learners are guided to;  identify objects at home, school or in the community where drawing has been used to make them.  discuss the importance of drawing in day to day life.  use digital devices to search the internet for the importance of drawing in the day to day life. | Why are drawings important in our day to day life?  What are the importances of drawing in day to day life? | | | Digital devices.  Top Scholar Pre-Technical Studies pg 98-99. | Assessment rubric.  Written test.  oral questions. |  |
| 6 | **HALF TERM BREAK** | | | | | | | | | | | |
| 7 | 1 | **DRAWING.** | Drawing instruments and equipment.  (a). Identification of drawing instruments and equipment. | By the end of the lesson, the learner should be able to:   1. identify the various drawing instruments and equipment. 2. discuss the instruments and equipment used in technical drawing. 3. draw and name the various drawing instruments and equipment. 4. appreciate the various drawing instruments and equipment. | In groups,pairs, individually,learners are guided to:  list the instruments and equipment used in technical drawing in the notebook.  discuss the instruments and equipment used in technical drawing.  draw and name the drawing instruments and equipment.  use digital device to search the internet for more technical drawing instruments and equipment. | | | What are the drawing instruments and equipment? | Digital devices.  Top Scholar Pre-Technical Studies pg 99-100.  Pictures.  Realia.  Charts. | | observation.  Assessment rubric.  Checklist.  Written test. |  |
| 2 | **DRAWING.** | Drawing instruments and equipment.  (b). Use of drawing instruments and equipment. | By the end of the lesson, the learner should be able to:   1. mention the uses of different drawing instruments and equipment. 2. describe the use of drawing instruments and equipment in technical drawing. 3. Enjoy using the drawing instruments and equipment. | In groups,pairs, individually,learners are guided to;  identify and state the uses of different drawing instruments.  discuss the uses of different drawing equipment and instruments.  use digital devices to search and watch videos from the internet about use of technical drawing instruments and equipment. | | | How are the drawing instruments and equipment used?  What are the uses of different drawing instruments and equipment? | Digital devices.  Top Scholar Pre-Technical Studies pg 101-102.  Charts.  Pictures.  Realia. | | Assessment rubric.  Written test.  Oral questions.  Checklists. |  |
| 3 | **DRAWING.** | Drawing instruments and equipment.  (c). Drawing lines and shapes. | By the end of the lesson, the learner should be able to:   1. Outline the steps to follow when drawing a straight line and simple shapes. 2. discuss the steps to follow when drawing straight lines and simple shapes. 3. draw lines and shapes using drawing instruments and equipment. 4. enjoy drawing lines and simple shapes using different drawing instruments and equipment. | In groups,pairs, individually,learners are guided to;  outline the steps to follow when drawing a straight line and simple shapes.  discuss the steps to follow when drawing a straight line and simple shapes.  summarize the steps to follow when drawing a straight line and simple shapes in their notebook.  use drawing instruments to draw straight lines and simple shapes and display in class. | | | What are the steps to follow when drawing a straight line and simple shapes? | Digital devices.  Drawing instruments and equipment.  Top Scholar Pre-Technical Studies pg 102-103.  Drawings. | | Assessment rubric.  Checklist.  observation. |  |
| 4 | **DRAWING.** | Drawing instruments and equipment.  (e). Care for and maintenance of drawing instruments and equipment. | By the end of the lesson, the learner should be able to:   1. outline ways for caring and maintaining technical drawing instruments and equipment. 2. demonstrate proper care and maintenance of drawing instruments and equipment. 3. Have a desire to care and maintain the drawing instruments and equipment. | In groups,pairs, individually,learners are guided to:  discuss how to care for and maintenance of technical drawing instruments and equipment.  summarise points about proper care and maintenance of technical drawing instruments and equipment.  practise how to care for and maintenance of technical drawing instruments and equipment. | | | How do you care for and maintain drawing equipment and instruments?  Why is it important to care for and maintain drawing instruments and equipment? | Digital devices.  Top Scholar Pre-Technical Studies pg 103-104.  Realia. | | Assessment rubric.  Observation.  Written test.  Oral questions. |  |
| 5 | **DRAWING.** | Drawing instruments and equipment.  (e). The use of drawing instruments and equipment in different careers. | By the end of the lesson, the learner should be able to:   1. identify the use of drawing instruments and equipment in different careers. 2. discuss the use of drawing instruments and equipment in different careers. 3. appreciate the use of drawing instruments and equipment in various careers. | In groups,pairs, individually,learners are guided to;  discuss the uses of drawing equipment and instruments in different careers.  summarise the use of drawing instruments and equipment in different career.  watch video clips on the use of drawing instruments and equipment in various careers. | | | How are drawing instruments and equipment used in different careers? | Digital devices.  Top Scholar Pre-Technical Studies pg 104-105. | |  |  |
| 8 | 1 | **DRAWING.** | Free hand sketching.  (a). Freehand sketching of straight line. | By the end of the lesson, the learner should be able to:   1. define the term Freehand sketching. 2. identify and describe the types of straight lines. 3. sketch straight lines using free hand. 4. enjoy sketching straight lines. | In groups,pairs, individually,learners are guided to;  explain the meaning of freehand sketching.  describe the types of straight lines.  discuss how to draw a straight line using free hand.  use pencils and drawing papers to sketch lines. | | | What is freehand sketching? | Digital devices.  Top Scholar Pre-Technical Studies pg 105-106.  Pencils and papers. | | Assessment rubric.  Checklist.  Observation. |  |
| 2 | **DRAWING.** | Freehand Sketching.  (b). Freehand sketching of two-dimensional shapes. | By the end of the lesson, the learner should be able to:   1. define a two-dimensional shape. 2. mention examples of two-dimensional shapes. 3. discuss how to draw two-dimensional shapes using freehand. 4. sketch two-dimensional shapes using freehand. 5. enjoy sketching two-dimensional shapes. | In groups,pairs, individually,learners are guided to:  explain what is a two-dimensional shapes.  discuss how to draw two-dimensional shapes using freehand.  use pencils and drawing papers to sketch two-dimensional shapes. | | | What is a two-dimensional shape?  How do you sketch a two-dimensional shape using freehand? | Pencils and drawing papers.  Digital devices.  Top Scholar Pre-Technical Studies pg 107-108. | | Observation.  Checklist.  Assessment rubric. |  |
| 3 | **DRAWING.** | Freehand sketching.  (c). Sketching of still life objects in perspective drawing. | By the end of the lesson, the learner should be able to:   1. explain the meaning of still life drawing and perspective drawing. 2. discuss how to draw still life objects in perspective drawing using freehand. 3. sketch still life objects in perspective drawing. 4. enjoy sketching still life objects in perspective drawing. | In groups,pairs, individually,learners are guided to:  explain the meaning of still life objects and perspective drawing.  outline and discuss the steps to follow when sketching still life object in perspective drawing using freehand.  use realia to sketch still life objects. | | | What are still life and perspective drawings ?  How do you sketch still life objects in perspective drawing? | Digital devices.  Top Scholar Pre-Technical Studies pg 108-110.  Realia. | | Observation.  Assessment rubric.  Portfolios.  Checklist. |  |
| 4 | **DRAWING.** | Freehand sketching.  (d). Uses of freehand sketching in artistic drawing. | By the end of the lesson, the learner should be able to:   1. identify the uses of freehand sketching in expression of artistic ideas in different career fields. 2. discuss the use of freehand sketches in expression of artistic ideas in different career fields. 3. recognize the use of freehand sketches in expression of artistic ideas in different career fields. | In groups, pairs,learners are guided to:  use digital media to observe how freehand sketches express artistic ideas in different career fields.  discuss the use of freehand sketches in expression of artistic ideas in different career fields.  summarize points about the use of freehand sketches in expression of artistic ideas in different career fields. | | | How are freehand sketches used to express artistic ideas in different career fields? | Digital devices.  Top Scholar Pre-Technical Studies pg 110-111. | | Written test.  Oral questions.  Assessment rubric. |  |
| 5 | **DRAWING.** | Free hand sketching.  (e). The importance of freehand sketching. | By the end of the lesson, the learner should be able to:   1. outline the importance of freehand sketching in day to day life. 2. discuss the importance of freehand sketching in day to day life. 3. appreciate the importance of free hand sketching in day to day life. | In groups,pairs, individually,learners are guided to:  identify and explain the importance of freehand sketching in day to day life.  summarise the importance of freehand sketching in day to day life.  visit a resource center in the locality to appreciate the importance of freehand sketching in the day to day life. | | | Why is freehand sketching important? | Digital devices.  Realia.  Top Scholar Pre-Technical Studies pg 111. | | Written test.  Oral questions.  Assessment rubric. |  |
| 9 | 1 | **DRAWING.** | Freehand sketching. | By the end of the lesson, the learner should be able to:   1. take photos of the sketches and drawings. 2. develop portfolios of the photos of sketches and drawings. 3. enjoy taking photos of the sketches and drawings using digital devices. | In pairs, groups, individually,learners are guided to:  take photos of the sketches and drawings for the development of portfolios.  use digital devices to develop portfolios. | | | How do you develop a portfolio? | Top Scholar Pre-Technical Studies pg 105-110.  Digital devices.  Photos.  Drawings. | | Observation.  Portfolios. |  |
| 2 | **DRAWING.** | Geometric constructions.  (a). Construction of angles. | By the end of the lesson, the learner should be able to:   1. define the term bisecting. 2. mention the requirements for bisecting lines and angles. 3. construct a perpendicular at a given point on a line. 4. construct a perpendicular bisector. 5. enjoy constructing a perpendicular line and bisecting a line. | Individually,in pairs,in groups,learners are guided to:  explain the meaning of bisecting.  outline the steps for constructing a perpendicular at a given point on a line and constructing a perpendicular bisector.  construct a perpendicular at a given point on a line.  construct a perpendicular bisector. | | | How do you construct a perpendicular at a given point on a line?  How do you construct a perpendicular bisector? | Top Scholar Pre-Technical Studies pg 112-116.  Rulers and pair of compasses. | | Assessment rubric.  Observation.  Checklist. |  |
| 3 | **DRAWING.** | Geometric constructions.  (b) Bisecting an angle. | By the end of the lesson, the learner should be able to:   1. outline the steps for bisecting an angle. 2. bisect an angle following the outlined steps. 3. enjoy bisecting angles. | In groups,pairs, individually,learners are guided to;  outline the steps to follow in bisecting angles.  bisect angles. | | | How do you bisect an angle? | Top Scholar Pre-Technical Studies pg 117-119.  Pair of compasses, pencils and rulers. | | Assessment rubric.  Checklist.  Observation. |  |
| 4 | **DRAWING.** | Geometric constructions.  (c). constructing angle of 60° and 30°. | By the end of the lesson, the learner should be able to:   1. outline steps to follow in constructing angle of 30° and 60°. 2. construct angle of 30° and 60°. 3. enjoy constructing angle of 30° and 60°. | In groups,pairs, individually,learners are guided to;  Outline the steps in constructing angle of 30° and 60°.  construct angle of 30° and 60°.  illustrate to other learners how to construct angle 30° and 60° | | | How do you construct angle of 30° and 60°? | Top Scholar Pre-Technical Studies pg 119-123.  Digital devices.  Pencils,pair of compasses and rulers. | | observation.  Checklist.  Assessment rubric.  Rating scale. |  |
| 5 | **DRAWING.** | Geometric constructions.  (d). constructing angle 90° and angle of 45°. | By the end of the lesson, the learner should be able to:   1. outline the steps in constructing a 90° angle and angle of 45°. 2. Construct a 90° angle and angle of 45°. 3. enjoy constructing a 90° angle and angle of 45°. | In groups,pairs, individually,learners are guided to;  outline the steps in constructing a 90° angle and angle of 45°.  construct a 90° angle and angle of 45°.  illustrate to other learners how to construct a 90° angle and angle of 45°. | | | How do you construct a 90° angle and angle of 45°? | Top Scholar Pre-Technical Studies pg 123-129.  Digital devices.  Rulers,pair of compasses and pencils. | | Checklist.  Observation.  Rating scales.  Assessment rubric. |  |
| 10 | 1 | **DRAWING.** | Geometric constructions.  (e). constructing angle of 120° . | By the end of the lesson, the learner should be able to:   1. outline the steps in constructing angle of 120°. 2. Construct angle of 120° following the outlined steps. 3. enjoy constructing angle of 120°. | In groups,pairs, individually,learners are guided to;  outline and explain the steps in constructing angle of 120°.  construct angle of 120°.  illustrate to other learners how to construct angle of 120° | | | How do you construct an angle of 120°? | Digital devices.  Top Scholar Pre-Technical Studies pg 129-131.  Rulers,pair of compasses and pencils. | | observation.  Rating scales.  Checklist. |  |
| 2 | **DRAWING.** | Geometric constructions.  (f) constructing angle of 150°. | By the end of the lesson, the learner should be able to:   1. outline the steps in constructing angle of 150°. 2. construct angle of 150°. 3. enjoy constructing angle of 150°. | In groups,pairs, individually,learners are guided to;  outline the steps in constructing angle of 150°.  construct angles of 150°.  illustrate to other learners how to construct angle of 150°. | | | How do you construct angle of 150°? | Digital devices.  Top Scholar Pre-Technical Studies pg 131-134.  Pencils, Rulers and pair of compasses. | | Checklist.  Rating scales.  Observation. |  |
| 3 | **DRAWING.** | Geometric constructions.  (a). construction of triangles. | By the end of the lesson, the learner should be able to:   1. define a triangle. 2. identify the types of triangles and state their properties. 3. construct an equilateral and isosceles triangle. 4. enjoy constructing an equilateral and isosceles triangle. | In groups,pairs, individually,learners are guided to:  define the term triangle.  identify the different types of triangles and state their properties.  illustrate how to construct equilateral and isosceles triangles.  construct equilateral and isosceles triangles. | | | What is a triangle?  What are the properties of the different types of triangles? | Top Scholar Pre-Technical Studies pg 134-136.  Pencil,Ruler and pair of compasses.  Digital devices. | | Checklist.  Assessment rubric.  Written test. |  |
| 4 | **DRAWING.** | Geometric constructions.  (b) construction of scalene and right-angled triangle. | By the end of the lesson, the learner should be able to:   1. outline steps to construct a scalene and right-angled triangle. 2. construct scalene and right-angled triangles. 3. enjoy drawing scalene and right-angled triangles. | In groups,pairs, individually,learners are guided to;  outline and explain the steps in constructing a scalene and right-angled triangles.  construct scalene and right-angled triangles and display them in the classroom. | | | How do you construct scalene and right-angled triangles? | Top Scholar Pre-Technical Studies pg 136-137.  Rulers,pair of compasses and pencils. | | Assessment rubric.  Checklist.  Observation. |  |
| 5 | **DRAWING.** | Geometric constructions.  (a). Construction of quadrilaterals. | By the end of the lesson, the learner should be able to:   1. define a quadrilateral. 2. identify the types of quadrilaterals and state their properties. 3. outline the steps to follow in constructing a square and rectangle. 4. enjoy constructing a square and rectangle. | In groups,pairs, individually,learners are guided to:  explain what is a quadrilateral.  identify the types of quadrilaterals and state their properties.  construct a square given the length of one side and rectangle given the length of adjacent sides. | | | What is a quadrilateral?  What are the properties of the different types of quadrilaterals? | Top Scholar Pre-Technical Studies pg 138-143.  Pencils, rulers and pair of compasses. | | Assessment rubric.  Checklist.  Written test. |  |
| 11 | 1 | **DRAWING.** | Geometrical construction.  construction of rhombus. | By the end of the lesson, the learner should be able to:   1. outline the steps to follow in constructing a rhombus. 2. construct a rhombus given the length of one side and one diagonal. 3. enjoy constructing rhombuses. | In groups,pairs, individually,learners are guided to;  outline the steps to follow in constructing a rhombus.  construct a rhombus given the length of one side and one diagonal.  practice constructing rhombuses in plane geometry. | | | How do you construct a rhombus given length of one side and one diagonal? | Top Scholar Pre-Technical Studies pg 143-144.  Pencils,rulers and pair of compasses. | | Checklist.  observation.  Assessment rubric.  written test. |  |
| 2 | **DRAWING.** | Geometrical construction.  (a). Construction of circles. | By the end of the lesson, the learner should be able to:   1. define a circle and give examples of circular objects. 2. draw a circle and identify the parts of a circle. 3. construct a circle given the diameter | In groups,pairs, individually,learners are guided to:  explain what is a circle and give examples of circular objects.  identify and explain the parts of a circle.  outline the steps of constructing a circle given the diameter.  construct circles given the diameter. | | | What are the parts of a circle?  How do you construct a circle given the diameter? | Pictures.  Drawings.  Top Scholar Pre-Technical Studies pg 145-146.  Digital devices. | | Assessment rubric.  Written test.  oral questions.  observation. |  |
| 3 | **DRAWING.** | Geometrical construction.  (b) construction of circle inscribed in a triangle. | By the end of the lesson, the learner should be able to:   1. outline the steps in constructing a circle inscribed in a triangle. 2. construct a circle inscribed in a triangle. 3. Practice and enjoy constructing a circle inscribed in a triangle. | In groups,pairs, individually,learners are guided to:  outline and explain the steps to follow in constructing a circle inscribed in a triangle.  construct a circle inscribed in a triangle.  Use a digital device to search and watch a video clip showing how to construct a circle inscribed in a triangle.  practice constructing circles inscribed in triangles. | | | How do you construct a circle inscribed in a triangle? | Top Scholar Pre-Technical Studies pg 147-148.  Digital devices.  Pencil,pair of compasses and rulers. | | Assessment rubric.  Checklist.  observation.  Rating scales.  written test. |  |
| 4 | **DRAWING.** | Geometrical construction.  (c) constructing a circle circumscribed on a triangle. | By the end of the lesson, the learner should be able to:   1. outline the steps in constructing a circle circumscribed on a triangle. 2. illustrate how to construct a circle circumscribed on a triangle. 3. construct a circle circumscribed on a triangle. 4. enjoy constructing circles circumscribed on triangles. | In groups,pairs, individually,learners are guided to:  outline the steps to follow in constructing a circle circumscribed on a triangle.  use a digital device to search videos on how to construct circle circumscribed circles.  construct circles circumscribed on triangles.  practice constructing circumscribed circles. | | | How do you construct circumscribed circles? | Top Scholar Pre-Technical Studies pg 149-151.  Digital devices.  Rulers,pair of compasses and pencils. | | Assessment rubric.  observation.  Rating scale.  Checklist.  Written test. |  |
| 5 | **DRAWING.** | Geometrical construction.  (a). construction of combined shapes. | By the end of the lesson, the learner should be able to:   1. define the term combined shape. 2. outline the procedure for constructing a combined shape in plane geometry. 3. construct combined shapes. 4. enjoy constructing combined shapes. | In groups,pairs and individually,learners are guided to:  discuss combined shapes in plane geometry  observe various combined shapes.  outline and discuss the procedure for constructing combined shapes.  practice how to construct combined shapes in plane geometry.  use digital devices to search videos on how to construct combined shapes. | | | How do you construct combined shapes?  What is a combined shape? | Top Scholar Pre-Technical Studies pg 151-152.  Digital devices.  drawing instruments. | | observation.  Rating scales.  checklist. |  |
| 12 | **REVISION.** | | | | | | | | | | | |
| 13-14 | **ASSESSMENT AND CLOSSING** | | | | | | | | | | | |