

# **SCHEMES OF WORK 2021**

**COMPUTER FORM 1**

**TERM 2**

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**COMPUTER STUDIES 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 SYSTEMS DIGITIZERS SPEECH RECOGNITION DEVICES	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define digitizer</li> <li>• List other input technologies</li> <li>• Describe the listed input technologies</li> </ul>	Learner to: <ul style="list-style-type: none"> <li>• Through question and answer define digitizer</li> <li>• Through brainstorming to list other input technologies</li> <li>• Through group discussion, discuss the listed input technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures from books and newspapers</li> <li>• PDA's</li> </ul>	<ul style="list-style-type: none"> <li>• Lomghorn Secondary. S.Mburu, G. Chemwa page 37-38</li> <li>• Foundations of Computer studies by Pepela pg 76</li> </ul>	
	2-3		CENTRAL PROCESSING UNIT	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Define term CPU</li> <li>• List functional elements of CPU</li> </ul>	<ul style="list-style-type: none"> <li>• Through questions and answer define the term CPU</li> <li>• Through brainstorming, list and illustrate the functional elements of CPU</li> </ul>	<ul style="list-style-type: none"> <li>• A working personal computer</li> </ul>	<ul style="list-style-type: none"> <li>• Gateway Secondary Revision, S.Mburu G.Chemwa pg 40</li> <li>• Foundations of Computer studies by Pepela pg 77</li> </ul>	
2	1		CONTROL UNIT AND ARITHMETIC LOGIC UNIT	<ul style="list-style-type: none"> <li>• Describe the control Unit and Arithmetic Logic Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Through brainstorming, describe the Control Unit and Arithmetic Logic Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn Secondary. S.Mburu, G. Chemwa page 41-42</li> </ul>	
	2-3		MAIN MEMORY		Learner to:	<ul style="list-style-type: none"> <li>• Pictures from books</li> </ul>		

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				<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Classify computer memories</li> <li>List examples of primary memory and secondary memory</li> <li>State characteristics of RAM and ROM</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer classify computer memories</li> <li>Trough brainstorming list examples of primary memory and secondary memory</li> <li>Through questions and answer state characteristics of RAM and ROM</li> </ul>	<ul style="list-style-type: none"> <li>RAM module</li> </ul>	<ul style="list-style-type: none"> <li>Gateway Secondary Revision, S.Mburu G.Chemw a pg 41-43</li> </ul>	
3	1		SPECIAL PURPOSE MEMORIES	<ul style="list-style-type: none"> <li>Define special purpose memory</li> <li>List special purpose memories</li> <li>Describe Cache memory and Buffers</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer define special purpose memory and list special purpose memories</li> <li>Through brainstorming describe Cache memory and Buffers</li> </ul>	<ul style="list-style-type: none"> <li>Input/output devices</li> <li>microprocessor</li> </ul>	<ul style="list-style-type: none"> <li>Foundatio ns of Computer studies by Pepela pg 77</li> </ul>	
	2		SPECIAL PURPOSE MEMORIES	<ul style="list-style-type: none"> <li>Define registers</li> <li>List types of registers</li> <li>Describe the listed types of registers</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer define registers and list types of registers</li> <li>In group of five, discuss the listed types of registers</li> </ul>	<ul style="list-style-type: none"> <li>Chart</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn Secondary. S.Mburu, G. Chemwa page 44-45</li> </ul>	
	3		MEMORY CAPACITY	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define byte</li> <li>Express memory quantities</li> <li>Calculate memory quantities</li> </ul>	<p>Learner to:</p> <ul style="list-style-type: none"> <li>Through questions and answer define byte</li> <li>Through teachers demonstration, express memory quantities and calculate memory quantities</li> </ul>	<ul style="list-style-type: none"> <li>RAM module</li> <li>Flash cards</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of Computer studies by Pepela pg 79-80</li> </ul>	
4	1							

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			OVERALL FUNCTIONAL ORGANIZATION OF THE CPU	<ul style="list-style-type: none"> <li>Define computer bus</li> <li>List types of computer buses</li> <li>Describe the listed computer buses</li> <li>Give an illustration of the overall functional organization of the CPU</li> </ul>	<ul style="list-style-type: none"> <li>Through brainstorming, define computer bus</li> <li>In group of five, discuss the listed types of computer buses</li> <li>Through group discussion, illustrate the overall functional organization of the CPU</li> </ul>	<ul style="list-style-type: none"> <li>Schematic diagram from the book</li> </ul>	<ul style="list-style-type: none"> <li>Gateway Secondary Revision, S.Mburu G.Chemwa a pg 48</li> </ul>	
	2		TYPES OF PROCESSORS	<ul style="list-style-type: none"> <li>Classify processors</li> <li>Discuss the listed processor classifications</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer Classify processors</li> <li>Through group discussion, discuss the listed processor classification</li> </ul>	<ul style="list-style-type: none"> <li>Photograph</li> </ul>	<ul style="list-style-type: none"> <li>Gateway Secondary Revision, S.Mburu G.Chemwa a pg 48</li> </ul>	
	3		TRENDS IN PROCESSORS TECHNOLOGY AND SPEED	<ul style="list-style-type: none"> <li>List processors Type Manufactures Year and speed</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer, list processors Type, manufactures, year and speed</li> </ul>	<ul style="list-style-type: none"> <li>Photograph</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn Secondary. S.Mburu, G. Chemwa page 44-47</li> </ul>	
5	1		OUTPUT DEVICES	<p>By the end of the lesson, the learner should be able to</p> <ul style="list-style-type: none"> <li>Define output device</li> <li>Classify output devices</li> <li>List softcopy output devices</li> </ul>	<p>Learner to:</p> <p>(a) Through question and answer define output device and classify output devices</p> <p>(b) Through group discussion, discuss the listed softcopy output devices</p>	<ul style="list-style-type: none"> <li>CRT,LCD, TFT monitors</li> <li>Speakers</li> <li>LED</li> </ul>	<ul style="list-style-type: none"> <li>Gateway Secondary Revision, S.Mburu G.Chemwa pg 51-60</li> <li>Foundations of Computer studies by</li> </ul>	

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				<ul style="list-style-type: none"> <li>Describe monitor as a soft copy output device</li> </ul>			Pepela pg 80	
	2		MONITOR DISPLAY TERMINOLOGIES AND VIDEO GRAPHIC ADAPTERS	<ul style="list-style-type: none"> <li>Define the terminologies used in monitor</li> <li>List and describe the video graphic adapters</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer define terminologies</li> <li>Through group discussion, describe the listed video graphic adapters</li> </ul>	<ul style="list-style-type: none"> <li>Photograph from books</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn Secondary . S.Mburu, G. Chemwa page 49-52</li> </ul>	
	3	<b>MID TERM BREAK</b>						
6	1		HARDCOPY OUTPUT DEVICES	<ul style="list-style-type: none"> <li>Describe hard copy output devices</li> <li>List factors to consider when purchasing a printer</li> </ul>	<ul style="list-style-type: none"> <li>Through group discussion, describe hard copy output devices</li> <li>Through question and answer list factors to consider when purchasing a printer</li> </ul>	<ul style="list-style-type: none"> <li>Printers</li> <li>Pictures from magazines</li> <li>Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of Computer studies by Pepela pg 81</li> </ul>	
	2		POWER SUPPLY AND PERIPHERAL DEVICE INTERFACING	<ul style="list-style-type: none"> <li>Distinguish between power and interface cables</li> <li>Describe power cables</li> </ul>	<ul style="list-style-type: none"> <li>Through question and answer, distinguish between and interface cables</li> </ul>	<ul style="list-style-type: none"> <li>Computer power cables</li> <li>Interface cables</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn Secondary . S.Mburu, G. Chemwa page 65-67</li> </ul>	
	3		POWER SUPPLY AND PERIPHERAL DEVICE INTERFACING	<ul style="list-style-type: none"> <li>Describe interfacing cables</li> </ul>	<ul style="list-style-type: none"> <li>Through discussion, describe interfacing cables</li> </ul>	<ul style="list-style-type: none"> <li>Computer power cables</li> <li>Interface cables</li> </ul>	<ul style="list-style-type: none"> <li>Longhorn Secondary . S.Mburu, G. Chemwa page 65-67</li> </ul>	
7	1							

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			BASIC COMPUTER SET-UP AND CABLING	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Explain basic computer setup and cabling</li> </ul>	<ul style="list-style-type: none"> <li>• Through teachers demonstration, explain basic computer setup and cabling</li> </ul>	<ul style="list-style-type: none"> <li>• Computer power cables</li> <li>• Interface cables</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Computer studies by Pepela pg 101</li> </ul>	
	2		''''	<ul style="list-style-type: none"> <li>• Mount hard drives and optical drives</li> </ul>	<ul style="list-style-type: none"> <li>• Through teachers demonstration, mount hard drives and optical drives</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Computer studies by Pepela pg 101</li> </ul>	
	3		COMPUTER SOFTWARE	By the end of the lesson, the learner should be able to <ul style="list-style-type: none"> <li>• Distinguish between system software and application software</li> </ul>	<ul style="list-style-type: none"> <li>• Through question and answer, distinguish between system software and application software</li> </ul>	<ul style="list-style-type: none"> <li>• Computer software's</li> </ul>	<ul style="list-style-type: none"> <li>• Longhorn Secondary . S.Mburu, G. Chemwa page 73-76</li> </ul>	
8	1		COMPUTER SOFTWARE	<ul style="list-style-type: none"> <li>• Classify software according to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Through brainstorming, classify software according to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Computer software's</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Computer studies by Pepela pg 143-144</li> </ul>	
	2		COMPUTER SOFTWARE	<ul style="list-style-type: none"> <li>• Classify software according to acquisition</li> </ul>	Through brainstorming, classify software according to acquisition	<ul style="list-style-type: none"> <li>• Computer software's</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Computer studies by Pepela pg 143-144</li> </ul>	

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	<b>3</b>		COMPUTER SOFTWARE	<ul style="list-style-type: none"> <li>• Classify software according to end user- License</li> <li>• Evaluate criteria for selecting computer system</li> </ul>	<ul style="list-style-type: none"> <li>• Through brainstorming, classify software according to user- License</li> <li>• Through question and answer, Evaluate criteria for selecting computer system</li> </ul>	<ul style="list-style-type: none"> <li>• Computer software's</li> </ul>	<ul style="list-style-type: none"> <li>• Foundations of Computer studies by Pepela pg 143-144</li> </ul>	
<b>9/10</b>	<b>END TERM EXAM AND REVISION</b>							

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