

GRADE 7 RATIONALISE PRE- TECHNICAL SCHEMES OF WORK TERM 2

SCHOOL..... TEACHER'S NAME..... TERM 2

Week	Lesson	Strand	Sub-strand	Lesson learning outcome	Learning experiences	Key inquiry questions	Learning resources	Assessment method	Reflection
1	1	Tools and Production.	Measuring and Marking Out Tools. Identification of the measuring tools used in a work environment.	By the end of the lesson, the learner should be able to: a) Define the term Measuring Tools. b) Identify the measuring tools used in a work environment. c) Draw the measuring tools used in work environment. d) Appreciate the different measuring tools used in the work environment.	In groups pairs, learners are guided to: Use visual aids and realia to observe and identify the measuring tools. Draw the measuring tools in exercise books and charts. Display their drawings in class and peers to give feedback.	What are measuring tools? Which measuring tools do you know?	Pictures. Measuring tools. <u>Top Scholar Pre-Technical Studies Grade 8 pg 69-100</u>	Oral questions. Observation. Peer and Self Assessment. Written test Assessment rubric.	
1	2	Tools and Production	Measuring and Marking Out Tools. Uses of the measuring tools in a work environment.	By the end of the lesson, the learner should be able to: a) Identify the uses of the measuring tools in a work environment. b) Discuss the uses of the measuring tools in a work environment. c) Search the internet for clips on how measuring tools are used in the work environment. d) Appreciate the uses of the measuring tools in a work environment.	In groups, pairs, learners are guided to: Observe pictures in learner's book and identify the uses of the measuring tools being used Outline the uses of the measuring tools used in the work environment. Discuss the uses of the measuring tools. Search the internet for clips on how measuring tools are used in a work environment.	What are the uses of the measuring tools used in a work environment?	Pictures. Video clips. Digital devices. <u>Top Scholar Pre-Technical Studies Grade 8 pg 69-100</u>	Oral questions. Oral discussions. Written tests. Assessment rubric. Checklists.	
1	3	Tools and Production.	Measuring and Marking	By the end of the lesson, the learner should be able to: a) Define the term Marking	In groups, in pairs or individually, learners are guided to:	What are marking tools?	Pictures. Photos. Digital	Oral questions. Drawing.	

			Out Tools. Identificati on the marking tools used in a work environme nt	tools. b) Identify the marking tools used in a work environment. c) Draw the marking tools in exercise books and charts. d) Appreciate the different marking tools in a work environment.	Observe pictures and identify the marking tools used in a work environment. Search the internet for photos of the marking tools used in a work environment. Draw the marking tools used in a work environment in exercise books and charts. Display their drawings in class and peers to assess them.	Which marking tools do you know?	devices. <u>Top Scholar</u> <u>Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	Checklists. Written tests. Peer Assessment.	
	4	Tools and Production.	Measuring and Marking Out Tools. Uses of the different marking tools used in a work environme nt.	By the end of the lesson, the learner should be able to: a) Outline the uses of the different marking tools used in a work environment. b) Discuss the uses of the marking tools in a work environment. c) Search the internet for clips on how marking tools are used in a work environment. d) Appreciate the uses of the different marking tools in a work environment.	In groups,in pairs,learners are guided to: Search the internet for clips on how marking tools are used in a work environment. State the uses of the different marking tools in a work environment. Discuss the uses of the different marking tools in work environment.	What are the individual uses of the marking tools in a work environment?	Video clips. Digital devices. <u>Top Scholar</u> <u>Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	Observation. Written tests. Assessment rubric. Oral questions. Oral discussion.	
2	1	Tools and Production.	Measuring and Marking Out Tools. Caring for measuring and marking tools in a work environme nt.	By the end of the lesson, the learner should be able to: a) Identify ways of caring for measuring and marking tools in a work environment. b) Discuss the ways of caring for measuring and marking tools in a work environment. c) Prepare posters showing the ways of caring for measuring and marking tools in a work environment. d) Embrace the ways of caring for measuring and marking tools in a work environment.	In groups,pairs,learners are guided to: Brainstorm on the ways of caring for measuring and marking tools in a work environment. Discuss the ways of caring for measuring and marking tools in a work environment. Prepare posters showing the ways of caring for measuring and marking tools in a work environment.	How do you take care of measuring and marking tools in a work environment?	Posters. Marker pens and Charts. <u>Top Scholar</u> <u>Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	Assessment rubric. Written tests. Oral questions. Oral discussions.	
2	2	Tools and	Measuring	By the end of the lesson, the learner	In groups,learners,are guided	Why are	Digital	Assessment	

		Production.	and Marking Out Tools. Importance of measuring and marking tools in the work environment.	should be able to: a) State the importance of measuring and marking tools in the work environment. b) Discuss the importance of measuring and marking tools in a work environment. c) Recognize the importance of measuring and marking tools in the work environment.	to: Brainstorm on the importance of measuring and marking tools in a work environment. Discuss the importance of measuring and marking tools in a work environment. Search the internet for more information on the importance of marking and measuring tools in a work environment. Make a presentation on the importance of measuring and marking tools.	measuring and marking tools important in a work environment?	devices . <u>Top Scholar Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	rubric. Oral discussion. Oral questions. Written tests. Checklists. Oral presentation.	
2	3	Tools and Production.	Measuring and Marking Out Tools. steps of performing a task using the selected marking and measuring tools.	By the end of the lesson, the learner should be able to: a) Select a measuring and marking tools for a given task. b) Outline the steps of performing a task using the selected marking and measuring tools. c) Search the internet for clips on how the selected tools are used to perform a task. d) Acknowledge the steps to perform a task using a specific marking out and measuring tool.	In groups, learners are guided to: Collaborate in choosing the appropriate measuring and marking tools to perform a given task. Discuss the steps to follow in performing the given task. Use digital devices to search the internet for clips on how to use the selected marking and measuring tools to perform a task.	How do you use measuring and marking tools to perform a task?	Digital devices. Video clips <u>Top Scholar Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	Oral discussions. Oral questions. Checklists.	
	4	Tools and Production.	Measuring and Marking Out Tools. measuring and marking out tools to perform a given task.	By the end of the lesson, the learner should be able to: a) Use the selected measuring and marking out tools to perform a given task. b) Enjoy using the measuring and marking out tools to perform the given tasks.	In groups, pairs, learners are guided to: Collaborate in performing specific tasks using the the selected measuring and marking out tools. Record using digital devices as they carry out the tasks using the marking out and measuring tools.	How did you use the marking out and measuring tools to perform a specific task?	Measuring and Marking Out tools. Digital devices. <u>Top Scholar Pre-Technical Studies</u> <u>Grade 8 pg 69-100</u>	Checklists. Observation schedule. Assessment rubrics.	

3	1	Tools and Production.	Production of Goods and Services. benefits/importance of Production to the community .	By the end of the lesson, the learner should be able to: a) Define the term Production. b) State the benefits/importance of Production to the community. c) Discuss the benefits of Production to the community. d) Search the internet for additional information on the benefits of Production to the community. e) Acknowledge the benefits of production to the community.	In groups,in pairs,learners are guided to: Brainstorm and present the meaning of Production. List the activities involved in the production of goods and services in the community. Discuss the benefits of production in the community. Search the internet for information on the importance of production in the community.	What is Production? What are the benefits of Production in the community?	Teacher's Notes. Digital devices. MTP Business Studies pg 84-85	Oral questions. Oral discussion Written tests.	
3	2	Tools and Production.	Production of Goods and Services. Goods, Services and Market as used in production	By the end of the lesson, the learner should be able to: a) Define the terms:Goods, Services and Market as used in production. b) Identify the types of goods and services found in the local market. c) Describe the different types of goods and services found in a local market. d) Search the internet for information on types of goods and services in a local market. e) Recognize the different types of goods and services found in a local market.	In groups,pairs,learners are guided to: Brainstorm and present the meaning of the terms goods, services and market. Identify the different types of goods and services found in a local market. Discuss about the different types of goods and services found in a local market. Search the internet for information on the types of goods and services found in a local market.	What is a Good and Service? What types of Goods and Services are found in your local market?	MTP Business Studies Grade 7 pg 61-63 Teacher's Notes Digital devices.	Assessment rubric. Checklists. Written tests. Oral questions.	
3	3	Tools and Production.	Production of Goods and Services. differences between Goods and Services found in a	By the end of the lesson, the learner should be able to: a) Outline the differences between Goods and Services found in a local market b) Discuss the distinguishing characteristics between goods and services found in local market. c) Prepare posters to show the distinguishing characteristics	In groups,pairs,learners are guided to: Brainstorm on the differences between goods and services found in a local market. Search the internet for information on differences between goods and services. Discuss the distinguishing characteristics between goods	What are the distinguishing characteristics between goods and services?	Teacher's Notes. Digital devices MTP Business Studies Grade 7 pg 67 Posters.	Oral questions. Written tests Oral discussion. Assessment rubrics. Checklists. Rating Scales.	

			local market	between goods and services. d) Acknowledge the distinguishing characteristics of goods and services.	and services and make a presentation. Prepare posters or charts showing the differences between goods and services.		Charts and Marker pens.		
3	4	Tools and Production.	Production of Goods and Services. factors of production and their rewards in the community .	By the end of the lesson, the learner should be able to: a) Identify the factors of production and their rewards in the community. b) Describe the factors of production in the community. c) Search the internet for information on the factors of production. d) Appreciate the role of factors of production in the community.	In groups, learners are guided to: Identify the factors of production and their rewards in the community. Discuss the characteristics of each of the factors of production in the community. Search the internet for information on the factors of production. Prepare flashcards showing the factors of production and their rewards.	Why are factors of production important to the community? What are the factors of production and their rewards?	Teacher's Notes. MTP Business Studies Grade 7 pg 86-89 Digital devices Flashcards, Scissors and Marker Pens.	Assessment rubrics. Written tests. Oral questions. Checklists Oral discussion.	
4	1	Tools and Production.	Production of Goods and Services. ethical practices in production of goods and services in the community .	By the end of the lesson, the learner should be able to: a) State the ethical practices in production of goods and services in the community. b) Discuss the ethical practices in the production of goods and services. c) Search the internet for information on ethical practices in production of goods and services in the community. d) Acknowledge the ethical practices in production of goods and services in the local market.	In groups, pairs, learners are guided to: Explain the meaning of the term ethical practices in production of goods and services. Use print or digital media to search for information on ethical practices in production of goods and services. Discuss the ethical practices in production of goods and services in local market.	What are the ethical practices in production of goods and services?	Teacher's Notes. Digital devices. Internet. MTP Business Studies Grade 7 pg 89-91	Assessment rubric. Written tests Oral questions. Oral discussions. Checklists.	
4	2	Tools and Production.	Production of Goods and Services. unethical	By the end of the lesson, the learner should be able to: a) Outline the unethical practices in the production of goods and services in the local market. b) Discuss the unethical practices in	In groups, pairs, learners are guided to: Explain the term unethical practices in production of goods and services. Search the internet or print	What are the unethical practices in the production of goods and services in the	Teacher's Notes. Internet. Digital devices. MTP	Assessment rubric. Checklists. Written tests. Oral questions.	

			practices in the production of goods and services in the local market.	production of goods and services in the local market. c) Search the internet for information on the unethical practices in production of goods and services. d) Acknowledge the unethical practices in the production of goods and services.	media for information on the unethical practices in production of goods and services. Discuss the unethical practices in the production of goods and services. Share experiences on unethical practices in the production of goods and services.	local market?	Business Studies pg 89-91	Oral discussions.	
4	3	Tools and Production.	Production of Goods and Services: Assessment .	By the end of the lesson, the learner should be able to: a) Attempt questions on the sub-strand; Production of goods and services.	In pairs, individually, learners are guided to; Answer the assessment questions on the sub-strand; Production of Goods and Services.		Assessment rubrics. MTP Business Studies pg Teacher's Assessment Questions.	Written tests. Assessment rubrics.	
4	4	Tools and Production.	Introduction to Entrepreneurship.	By the end of the lesson, the learner should be able to: a) Define the terms: Social Entrepreneurship, Entrepreneur and Entrepreneurship. b) State the importance of entrepreneurship to an individual and community. c) Discuss the importance of entrepreneurship to an individual and community. d) Search the internet for information on importance of entrepreneurship to an individual and community. e) Acknowledge the importance of entrepreneurship to individuals and the community.	In groups, pairs, learners are guided to: Search the internet or dictionary for the meaning of entrepreneur and entrepreneurship and share in class. Identify the entrepreneurship activities carried out in the community. Discuss and present on the importance of entrepreneurship activities to an individual and community. Search the internet for information on the importance of entrepreneurship to an individual and community.	What is Entrepreneurship? Which entrepreneurship activities do you know in your community? Who is an entrepreneur?	MTP Business Studies Grade 8 pg 45-47. Teacher's Notes. Digital devices. Dictionary.	Assessment rubric. Oral questions. Oral discussion. Written tests.	
5	1	Entrepreneurship.	Introduction to Entrepreneurship.	By the end of the lesson, the learner should be able to: a) Identify the qualities of an entrepreneur in business. b) Describe the qualities of an	In groups, pairs, learners are guided to : Read the story in learner's book and identify qualities of an entrepreneur.	What qualities should an entrepreneur possess in a business?	Teacher's Notes. MTP Business Studies	Assessment rubric. Written tests. Oral questions.	

			qualities of an entrepreneur in business	entrepreneur in business. c) Prepare flashcards or posters showing the qualities of an entrepreneur in business. d) Appreciate the qualities of an entrepreneur in business.	Download and watch clips or use the internet to search for information on qualities of an entrepreneur. Discuss the qualities that any entrepreneur should possess in a business. Prepare flashcards or posters showing the qualities of an entrepreneur.		Grade 8 pg 47-48. Digital devices. Scissors, Charts and marker pens. Video clips.		
5	2	Entrepreneurship.	Introduction to Entrepreneurship. sources of business ideas for a business venture	By the end of the lesson, the learner should be able to: a) Define the term Business Idea. b) Identify the sources of business ideas for a business venture. c) Discuss the sources of business ideas for a business venture. d) Search the internet for information on the sources of Business ideas for a business venture. e) Recognize the sources of business ideas for a business venture.	In groups, in pairs, learners are guided to: Brainstorm and present the meaning of business idea. Search the internet for information on the sources of generating business ideas for a business venture. Identify the sources of generating business ideas. Discuss the sources of generating business ideas for business venture in the community.	What are the sources of business ideas for a business venture?	Teacher's Notes. MTP Business Studies Grade 8 pg 49-50. Digital devices. Internet.	Assessment rubric. Written tests. Oral questions. Oral discussion.	
5	3	Entrepreneurship.	Introduction to Entrepreneurship. ways of generating business ideas in a community	By the end of the lesson, the learner should be able to: a) Identify ways of generating business ideas in a community. b) Discuss the ways of generating business ideas in a community. c) Search the internet for information on the ways of generating business ideas in a community. d) Appreciate the ways of generating business ideas in a community.	In groups, pairs, learners are guided to; Brainstorm and present on the ways in which an individual can generate business ideas in the community. Discuss the ways in which individuals can generate business ideas in the community. Search the internet for information on the ways of generating business ideas in the community.	What ways can one generate a business ideas for the community?	Teacher's Notes. MTP Business Studies Grade 8 pg 50. Digital devices. Internet.	Assessment rubric. Oral questions. Written tests. Oral discussion.	

5	4	Entrepreneurship.	Introduction to Entrepreneurship. Business Opportunity, Viability and Evaluating as used in Entrepreneurship.	By the end of the lesson, the learner should be able to: a) Define the terms: Business Opportunity, Viability and Evaluating as used in Entrepreneurship. b) Outline the factors that an entrepreneur should consider when determining a business viability. c) Discuss the factors that entrepreneurs should consider to determine business viability. d) Create posters on factors that ensure the viability of a business opportunity. e) Acknowledge the factors considered by entrepreneurs when determining a business viability.	In groups,pairs,learners are guided to: Search the internet and present the meaning of business opportunity, Evaluating and Viability. Brainstorm on the factors that an entrepreneur should consider to determine business viability. Discuss the factors that entrepreneurs should consider to determine business viability Create posters on the factors that entrepreneurs should consider to determine business viability.	What factors should an entrepreneur consider to determine a business viability?	Teacher's Notes. MTP Business Studies Grade 8 pg 51-52. Digital devices. Posters.	Assessment rubric. Written tests. Oral discussion. Oral questions.	
6	1	Entrepreneurship.	Introduction to Entrepreneurship. factors that enhance business success in the community .	By the end of the lesson, the learner should be able to: a) Identify the factors that enhance business success in the community. b) Discuss the factors that enhance business success in the community. c) Prepare posters showing the factors that enhance business success in the community. d) Acknowledge the factors that enhance business success in the community.	In groups,pairs,learners are guided to; Read,analyse a case study about the factors that enhance business success in the community. Identify the factors enhancing business success in the community from the case study. Discuss the factors that entrepreneurs should consider to enhance business success from the case study. Prepare and display posters showing the factors that enhance business success in the community.	What factors should entrepreneurs in community consider to enhance success in their businesses?	Teacher's Notes. MTP Business Studies Grade 8 pg 53-54. Posters.	Assessment rubrics. Checklists. Oral presentation. Oral discussion.	
6	2	Entrepreneurship.	Introduction to Entrepreneurship	By the end of the lesson, the learner should be able to: a) Attempt assessment questions	Individually or in pairs,learners are guided to: Answer the questions on the		Assessment books. Teacher's	Assessment rubric. Written tests.	

			urship: Assessment .	on the sub-strand: Introduction to Entrepreneurship.	sub-strand: Introduction to Entrepreneurship in their assessment books.		Written tests. MTP Business Studies Grade 8 pg 54.	Checklists.	
6	3	Entreprene urship.	Financial Goals. Financial Manageme nt and Goal Setting.	By the end of the lesson, the learner should be able to: a) Define the terms: Financial Management and Goal Setting. b) Identify the importance of setting goals in financial management. c) Explain the importance of setting goals in financial management. d) Acknowledge the need of setting goals in financial management.	In groups,pairs,learners are guided to: Brainstorm on the meaning of goal setting,goal and financial management. Study the pictures in learner's book and identify a goal in each picture. Identify the categories of financial goals that is:Short term, medium and long term financial goals. Discuss the importance of setting goals in financial management. Search the internet for information on the importance of setting goals in financial management.	What is a Goal? Why is it important for an individual to set financial goals?	Teacher's Notes. MTP Business Studies Grade 8 pg 1-4. Pictures. Internet Digital devices.	Assessment rubric. Written tests. Oral questions. Oral discussion.	
6	4	Entreprene urship.	Financial Goals. 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) Discuss the importance of financial discipline. d) Search the internet for information on the importance of financial discipline. e) Acknowledge the need for financial discipline to individuals.	In groups,in pairs,learners are guided to: Brainstorm on the meaning of financial discipline. Search the internet for the meaning of financial discipline and information on importance of financial discipline. Discuss the importance of financial discipline.	What is Financial Discipline? Why is it important for individuals to have financial discipline?	Teacher's Notes. MTP Business Studies Grade 8 pg 4. Digital devices. Internet.	Assessment rubric. Oral questions. Written tests. Checklists. Project.	

7	1	Entrepreneurship.	Financial Goals. project	By the end of the lesson, the learner should be able to: a) Create educative messages on the importance of financial discipline using digital devices or posters. b) Enjoy creating educative messages on the importance of financial discipline.	In groups, learners are guided to; Collaborate in creating educative messages on the importance of financial discipline using digital devices or posters.	How can you create an attractive and educative message on the importance of financial discipline using digital devices?	Digital devices. Internet.	Assessment rubrics. Checklists.	
7	2	Entrepreneurship.	Financial Goals. factors to consider when setting up financial goals	By the end of the lesson, the learner should be able to: a) Identify the factors to consider when setting up financial goals. b) Search the internet for information on the factors to consider when setting financial goals. c) Prepare flashcards showing the factors considered when setting financial goals. d) Acknowledge the factors considered when setting financial goals.	In groups, in pairs, learners are guided to: Brainstorm and present on the factors to consider when setting financial goals. Search the internet for information on the factors considered when setting financial goals. Prepare flashcards showing the factors considered when setting financial goals.	What are the factors to consider when setting financial goals?	Digital devices. Internet. Teacher's Notes. MTP Business Studies Grade 8 pg 4-5. Marker pens, scissors and manilla. Flashcards.	Checklists. Assessment rubric. Written tests. Oral questions.	
	3	Entrepreneurship.	Financial Goals. factors considered when setting financial goals.	By the end of the lesson, the learner should be able to: a) Mention the factors considered when setting financial goals. b) Discuss the factors considered when setting financial goals. c) Appreciate the factors considered when setting up financial goals.	In groups, in pairs, learners are guided to; Mention the factors considered when setting up financial goals. Discuss and present the factors considered when setting up financial goals.	What are the factors considered when setting up financial goals?	Teacher's Notes. MTP Business Studies Grade 8 pg 5. Digital devices.	Assessment rubrics. Written tests. Oral discussion. Oral presentation.	
	4	Entrepreneurship.	Financial Goals.	By the end of the lesson, the learner should be able to: a) Identify learning resources that one can use to search for information on setting	In groups or pairs, learners are guided to: Study the pictures in learner's book and identify the	How can you use the resources to search for information on	Teacher's Notes. MTP Business Studies	Assessment rubric. Checklists. Written tests. Oral	

9	1	Entrepreneurship.	Financial Goals. Formulate financial goals for individual development.	By the end of the lesson, the learner should be able to: c) Formulate financial goals for individual development. d) Enjoy formulating financial goals for individual development.	Individually,in pairs,in groups,learners are guided to; Observe keenly as the teacher demonstrates how to set a SMART financial goal. Set SMART financial goals in their note books and present in class for assessment.	How do you set a SMART financial goal?	MTP Business Studies Grade 8 pg 6-7. Teacher's Sample Financial Goals.	Assessment rubrics. Checklists. Peer Assessment.	
9	2	Entrepreneurship.	Financial Goals: Assessment .	By the end of the lesson, the learner should be able to: a) Attempt assessment questions on the sub-strand: Financial Goals.	In pairs or individually,learners are guided to: Answer the questions on the sub-strand: Financial Goals.		Assessment rubrics. Teacher's Assessment questions.	Assessment rubrics. Written tests Checklists.	
9	3	Communication.	Plane Geometry. types/methods of dimensioning in drawing	By the end of the lesson, the learner should be able to: a) Define the term:Dimensioning as used in drawing. b) Identify the types/methods of dimensioning in drawing. c) Describe the types of dimensioning used in drawing. d) Search the internet for more information on types of dimensioning used in drawing. e) Acknowledge the different types of dimensioning used in drawing in plane geometry.	In groups,in pairs,learners are guided to: Search the internet or textbook for the meaning of dimensioning. Identify the types of dimensioning used in drawing. Describe the different types of dimensioning used in drawing. Search the internet for information and diagrams on the types of dimensioning used in drawing.	What is dimensioning? What types of dimensioning are used in drawing in plane geometry?	Top Scholar Pre-Technical Studies Grade 8 pg 138-141. Pictures. Digital devices. Drawing books. Rulers. Pencils. Pair of Compasses.	Assessment rubrics. Checklists. Oral questions. Written tests.	
9	4	Communication	Plane Geometry. types/methods of dimensioning in	By the end of the lesson, the learner should be able to: a) Identify the types of lines used for dimensioning in drawing. b) Describe the types of lines used for dimensioning in	In groups,in pairs or individually,learners are guided to: Identify the types of lines used for dimensioning in drawing. Discuss the types of lines used	Which types of lines are used for dimensioning in drawing? How do you	Top Scholar Pre-Technical Studies Grade 8 pg 141-142. Drawing	Assessment rubrics. Checklists. Drawing.	

			drawing	drawing. c) Draw the types of lines used for dimensioning in drawing. d) Recognize the types of lines used for dimensioning in drawing.	for dimensioning in drawing. Observe teacher as he/she illustrates how to draw lines used for dimensioning. Practice how to draw the types of lines used for dimensioning in drawing of plane geometry.	draw lines used for dimensioning in drawing?	books. Pencils. Rulers. Pair of Compasses.		
10	1	Communication.	Plane Geometry. rules that guide dimensioning in drawing	By the end of the lesson, the learner should be able to: a) Outline the rules that guide dimensioning in drawing. b) Discuss the rules that guide dimensioning in drawing. c) Illustrate the standard rules that guide dimensioning in drawing. d) Acknowledge the rules that guide dimensioning in drawing.	In groups,pairs or individually,learners are guided to: Study the pictures in learner's book and discuss how the drawings have been dimensioned. Outline and discuss the rules that guide dimensioning in drawing. Illustrate the standard rules that guide dimensioning in drawing.	What are the standard rules that guide dimensioning in drawing?	Top Scholar Pre-Technical Studies Grade 8 pg 143-145. Drawing books. Pencils. Rulers. Compasses.	Checklists. Assessment rubrics. Illustration drawing.	
10	2	Communication.	Plane Geometry. combined shapes from pictures	By the end of the lesson, the learner should be able to: a) Identify combined shapes from pictures. b) Outline the procedure for constructing combined shapes in plane geometry. c) Construct a combined shape in plane geometry. d) Enjoy constructing combined shapes in plane geometry.	In groups,in pairs,learners are guided to: Use visual aids to identify combined shapes. Outline the procedure for drawing/constructing combined shapes. Search for a clip illustrating how to construct a combined shape. Discuss how to draw combined shape. Practice constructing/drawing combined shapes in plane geometry.	How do you construct a combined shape?	Pre-Technical Studies Grade 7 pg 151-152. Video clips. Digital devices. Drawing books. Geometrical sets.	Assessment rubric. Checklists. Drawing. Peer Assessment.	

10	3	Communication.	Plane Geometry. forms of dimensioning combined shapes.	By the end of the lesson, the learner should be able to: a) Identify the forms of dimensioning combined shapes. b) Describe the forms of dimensioning combined shapes. c) Illustrate the forms of dimensioning combined shapes. d) Acknowledge the different forms of dimensioning combined shapes.	In groups, pairs, individually, learners are guided to: Search the internet for information and pictures for the forms of dimensioning combined shapes.(parallel, chain, combined) Discuss the forms of dimensioning combined shapes(parallel, chain and combined) Draw combined shapes and illustrate forms of dimensioning combined shape.	What are the forms of dimensioning combined shapes?	Top Scholar Pre-Technical Studies Grade 8 pg 146-147 Teacher's Notes. Digital devices. Pictures. Drawing books. Geometrical sets.	Assessment rubric. Checklists. Peer assessment.	
10	4	Communication.	Plane Geometry. steps for drawing dimensioned combined figures in plane geometry	By the end of the lesson, the learner should be able to: a) Outline the steps for drawing dimensioned combined figures in plane geometry. b) Search and observe a clip on how to draw and dimension combined shapes in plane geometry. c) Embrace the use of plane geometry in work environment.	In groups, individually or in pairs, learners are guided to: Outline the procedure for drawing a dimensioned combined shape in plane geometry. Discuss the steps or procedure for drawing a dimensioned combined shape in plane shape. Watch clips on how to draw and dimension a combined shape in plane geometry.	What are the steps followed in drawing and dimensioning combined shapes in plane geometry?	Top Scholar Pre-Technical Studies Grade 8 pg 146-147. Video clips. Digital devices.	Assessment rubric. Oral discussion. Demonstration.	
11	1	Communication. Communication.	Plane Geometry.	By the end of the lesson, the learner should be able to: a) Draw and dimension combined shapes in plane geometry. b) Embrace the use of plane geometry in a work environment.	In pairs or individually, learners are guided to: Follow the steps from the previous lesson to practice drawing and dimensioning combined shapes in plane geometry.	How are combined shapes applied in day to day life?	Drawing Books. Pencils. Ruler Eraser. Geometrical Set. Top Scholar Pre-Technical	Assessment rubric. Observation checklists. Peer Assessment.	

							Studies Grade 8 pg 146-147.		
11	2	Communication. Communication.	Plane Geometry.	By the end of the lesson, the learner should be able to: c) Draw and dimension combined shapes in plane geometry. d) Embrace the use of plane geometry in a work environment.	In pairs or individually, learners are guided to: Follow the steps from the previous lesson to practice drawing and dimensioning combined shapes in plane geometry.	How are combined shapes applied in day to day life?	Drawing Books. Pencils. Ruler Eraser. Geometrical Set. Top Scholar Pre-Technical Studies Grade 8 pg 146-147.	Assessment rubric. Observation checklists. Peer Assessment.	
11	3	Community Service Learning	Project	By the end of the lesson, the learner should be able to: a) Identify problem members of the community face b) Use print or digital media to search for information on possible items to solve the identified problem. c) Be creative in finding out the suitable item to solve the identified problem.	In groups, learners are guided to: discuss the problem in detail and think about an item that they can make using skills acquired in Pre-Technical Studies. discuss the possible items that can be made to solve the identified problem. use digital or print resources to search for information on possible items to solve the identified problem. write a final report on their agreed item to make.	Which identified problem have you found within the community?	portfolio Digital resources. Identified problem.	Oral discussion. Checklists. Project Portfolios. Peer Assessment.	

11	4	Community Service Learning	Project	By the end of the lesson, the learner should be able to: a) Select an item that can be made to solve the problem identified. b) Sketch the item to be made using the skills acquired to solve the identified problem. c) Utilize the skills acquired in Pre-Technical Studies to solve problems.	In groups, learners are guided to; select and identify the most suitable item to solve the problem identified. use drawing materials and apply skills acquired in Pre-Technical to sketch the item to solve the problem identified. discuss the sketch with peers and improve on it. display their sketches in class for assessment and feedback.	How are skills acquired in Pre-Technical Studies used to solve problems in the community?	Distinction Pre-Technical Studies pg 130-131. Drawing materials. Identified item. Drawing papers. Digital resources.	Drawing. Checklists. Peer Assessment. Project Portfolios. Assessment rubrics.	
12	1	Tools and Production.	Project	By the end of the lesson, the learner should be able to: a) List the materials you require to make the item against the estimated cost. b) Estimate the cost of materials for making the project item. c) Embrace use of locally available materials in making the project item.	In groups, learners are guided to; list all the materials they require to make project item against the estimated cost. collaborate in estimating the cost of materials for making the project item and document the cost of the materials on a table. brainstorm on ways to raise funds to buy the materials. keep the cost estimates in the project portfolio for	What is the estimate cost of the materials required to make the project item?	Distinction Pre-Technical Studies pg 130-131. Digital resources. Resource person.	Project Portfolios. Checklists. Oral discussion.	

					reference.				
12	2	Tools and Production.	Project	By the end of the lesson,the learner should be able to: a) Outline a plan for the project. b) Discuss the safety precautions to observe when implementing the project. c) Adhere to the project deadline.	In groups,learners are guided to: come up with a plan for the project.Give the dates when they intend to finish each of the phase of the project. keep the plan in the project portfolio. discuss the safety precautions to observe when implementing the project. write the safety rules neatly and keep a copy in the project portfolio.	Why is planning important in project work?	Distinction Pre-Technical Studies pg 130-131. Project portfolio. Digital resources.	Checklists. Project Portfolios. Oral discussion.	
12	3	Tools and Production.	Project	By the end of the lesson,the learner should be able to; a) Display the finished product to other groups. b) Embrace the feedback from their peers.	In groups, learners,are guided to: display their finished product in class /to other groups. peers to give comments on the product/item. collaborate in using the comments to improve the item.	Why are other's comments important to a project item?	Project Item. Open/Display area. Digital resources.	Peer Assessment. Checklists. Project portfolio. Assessment rubric. Observation .	
12	4	Tools and Production.	Project.	By the end of the lesson,the learner should be able to: a) Write a report on the	In groups,learners are guided to; write a report on the	Why is report writing necessary	Project Item. Digital	Report. Assessment rubrics.	

				concluded project. b) Acknowledge the need of report writing after a concluded project.	concluded project. present their report to the teacher in charge project work.	after completion of a project?	resources.	Project portfolio.	
13	END OF TERM ASSESSMENT.								
14	CLOSURE OF SCHOOL								