**COMPUTER SCHEMES OF WORK FORM 3**

**TERM 2**

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/L AIDS** | **REFERENCE** | **REMARKS** |
| **1** | Opening and Revision |
| **2** | 1 | Elementary programming principles | Levels of programming | By the end of the lesson, the learner should be able to:Describe high-level languages | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 51-61 |  |
| 2 | Elementary programming principles | Program developmentProgram development | By the end of the lesson, the learner should be able to:Discuss the stages of program developmentDiscuss the program codingExplain how to test and debug a program | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 62-65 |  |
| 3 | Elementary programming principles | Program documentation | By the end of the lesson, the learner should be able to:Discuss the target groups for type of documentation | ExplainingDemonstrationDiscussions | NewspaperBooksinternet | Longhorn SecondaryComputer studiesForm 3, pages 68 |  |
| 4 | Elementary programming principles | Development of algorithms | By the end of the lesson, the learner should be able to:Explain the guidelines for designing a good pseudocode | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 69-70 |  |
| **3** | 1 | Elementary programming principles | Program flowcharts | By the end of the lesson, the learner should be able to:Discuss the guidelines for drawing a flowchart | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 71-73 |  |
| 2 | Elementary programming principles | Program control structuresProgram control structures | By the end of the lesson, the learner should be able to:Discuss the control structuresDiscuss the sequence and selection of pseudocode | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 74-75 |  |
| 3 | Elementary programming principles | Program control structures | By the end of the lesson, the learner should be able to:Discuss the iteration of pseudocode | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 79-83 |  |
| 4 | Elementary programming principles | Designing more complex algorithms | By the end of the lesson, the learner should be able to:Design more complex algorithms | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 83-86 |  |
| **4** | 1 | Elementary programming principles | Designing more complex algorithms | By the end of the lesson, the learner should be able to:Use pseudocode to solve problems | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 86-89 |  |
| 2 | System development | Description of a systemCharacteristics of systems | By the end of the lesson, the learner should be able to:Explain the hard and soft systemsDiscuss the characteristics of systems | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 91-92 |  |
| 3 | System development | Information system | By the end of the lesson, the learner should be able to:Discuss the purpose and role of information system in an organization | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 94-95 |  |
| 4 | System development | Theories of system development | By the end of the lesson, the learner should be able to:Discuss the most common system development theories | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 96-97 |  |
| **5** | 1 | System development | Stages of system development | By the end of the lesson, the learner should be able to:Discuss the stages of system development | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 97-104 |  |
| 2 | System development | Stages of system developmentStages of system development | By the end of the lesson, the learner should be able to:Explain the requirements specificationDiscuss the system design | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 105-108 |  |
| 3 | System development | System construction | By the end of the lesson, the learner should be able to:Discuss the system construction methods | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 113-114 |  |
| 4 | Programming with visual basic | Definition of visual basic | By the end of the lesson, the learner should be able to:Define the term visual basic | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 122-123 |  |
| **6** | 1 | Programming with visual basic | Starting Microsoft visual basic | By the end of the lesson, the learner should be able to:Start Microsoft visual basic | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 123 |  |
| 2 | Programming with visual basic | Features of visual basic IDE windowFeatures of visual basic IDE window | By the end of the lesson, the learner should be able to:Explain the features of visual basic IDE windowExplain the visual basic toolbox | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 124-126 |  |
| 3 | Programming with visual basic | Saving a visual basic project | By the end of the lesson, the learner should be able to:Save a visual basic project | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 128 |  |
| 4 | Programming with visual basic | Opening an existing project | By the end of the lesson, the learner should be able to:Open an existing project | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 128-129 |  |
| **7** | 1 | Programming with visual basic | Visual basic fundamental concepts | By the end of the lesson, the learner should be able to:Discuss the visual basic fundamental concepts | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 129-130 |  |
| 2 | Programming with visual basic | Visual basic fundamental conceptsMathematical operators | By the end of the lesson, the learner should be able to:Discuss the terms used in scopeExplain the user defined data typesExplain how to use relational operators | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 131-132 |  |
| 3 | Programming with visual basic | Mathematical operators | By the end of the lesson, the learner should be able to:Discuss the mathematical operators | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 134-136 |  |
| 4 | Programming with visual basic | Print statement | By the end of the lesson, the learner should be able to:Explain the structure of the print statement | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 136-137 |  |
| **8** | Mid Term Exams and Mid Term Break |
| **9** | 1 | Programming with visual basic | Library functions | By the end of the lesson, the learner should be able to:Discuss the library functions | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 137-138 |  |
| 2 | Programming with visual basic | Converting a numeric string to a valueProject | By the end of the lesson, the learner should be able to:Convert a numeric string to a value and vice versaExplain the steps for creating a project | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 138 |  |
| 3 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:Create a project using a code | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 141-142 |  |
| 4 | Programming with visual basic | Control structures | By the end of the lesson, the learner should be able to:Discuss the how these control structures are implemented in visual basic | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 143-144 |  |
| **10** | 1 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:Write a program that can used to find roots of quadratic expression | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 144-146 |  |
| 2 | Programming with visual basic | ProjectWorking with graphical objects | By the end of the lesson, the learner should be able to:Write a program that can used to find roots of quadratic expressionDiscuss how to add a picture or object on to a form | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 146-148 |  |
| 3 | Programming with visual basic | Modules and procedures | By the end of the lesson, the learner should be able to:Discuss the main modules used in visual basic | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 149-151 |  |
| 4 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:Use codes to create a project | ExplainingDemonstrationDiscussions | NewspaperBooksinternet | Longhorn SecondaryComputer studiesForm 3, pages 151-153 |  |
| **11** | 1 | Programming with visual basic | Creating menus | By the end of the lesson, the learner should be able to:Explain the steps for creating menus | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 154-155 |  |
| 2 | Programming with visual basic | Message boxesDialog boxes | By the end of the lesson, the learner should be able to:Explain the steps for creating message boxesExplain the steps for creating dialog boxes | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 155-156 |  |
| 3 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:Work on a project to open project menu | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 157-158 |  |
| 4 | Programming with visual basic | Project | By the end of the lesson, the learner should be able to:Explain how to create a project | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 159-160 |  |
| **12** | 1 | Programming with visual basic | List boxes | By the end of the lesson, the learner should be able to:Explain the steps of creating list boxes | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 160-161 |  |
| 2 | Programming with visual basic | Combo boxesVisual basic data structures | By the end of the lesson, the learner should be able to:Explain the steps of creating combo boxesDiscuss the visual basic data structures | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 161-162 |  |
| 3 | Programming with visual basic | Visual basic data structures | By the end of the lesson, the learner should be able to:Discuss how to record dataExplain how to keep array of records | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 164-165 |  |
| 4 | Programming with visual basic | Visual basic data structures | By the end of the lesson, the learner should be able to:Discuss the data filesExplain types of data files | ExplainingDemonstrationDiscussions | NewspaperBooksInternet | Longhorn SecondaryComputer studiesForm 3, pages 165-168 |  |
| **13-14** | End Term 2 Exams and closing |