Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	FOUNDATIONS OF PRE-TECHNICAL STUDIES	Safety on Raised Platforms – types of raised platforms (ladders & trestles)	By the end of the lesson, the learner should be able to: a) identify types of raised platforms used in performing tasks, b) Explore the use of ladders and trestles c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • walk around the school to explore types of raised platforms (ladders, trestles), • brainstorm on the types of raised platforms used in day-to-day life,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.1-4	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	2		types of raised platforms (steps & work benches)	By the end of the lesson, the learner should be able to: a) identify types of raised platforms used in performing tasks, b) Explore the use of steps and work benches. c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • walk around the school to explore types of raised platforms (steps, work benches), • brainstorm on the types of raised platforms used in day-to-day life,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.1-4	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	3		types of raised platforms (ramps & stands)	By the end of the lesson, the learner should be able to: a) identify types of raised platforms used in performing tasks, b) Explore the use of ramps and stands. c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • walk around the school to explore types of raised platforms (stands, ramps), • brainstorm on the types of raised platforms used in day-to-day life,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.1-4	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4		types of raised platforms (scaffolding & cradles platforms)	By the end of the lesson, the learner should be able to: a) identify types of raised platforms used in performing tasks, b) Explore the use of scaffolding and cradle platforms. c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • walk around the school to explore types of raised platforms (mobile raised platforms), • brainstorm on the types of raised platforms used in day-to-day life,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.1-4	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
2	1		Risks associated with working on raised platforms	By the end of the lesson, the learner should be able to: a) describe risks associated with working on raised platforms, b) examine how to minimize the risks associated with working on raised platforms. c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • use print or digital media to search for information on risks associated with working on raised platforms, • discuss ways of minimizing risks related to working on raised platforms,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.5-8	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	2		Risks associated with working on raised platforms	By the end of the lesson, the learner should be able to: a) describe risks associated with working on raised platforms, b) examine how to minimize the risks associated with working on raised platforms. c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • use print or digital media to search for information on risks associated with working on raised platforms, • discuss ways of minimizing risks related to working on raised platforms,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.5-8	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

	3		Safety when working on raised platforms	By the end of the lesson, the learner should be able to: a) identify the safety precautions when working with raised platforms. b) observe safety when working on raised platforms, c) appreciate working with raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • visit the locality to observe safety precautions taken when working on raised platforms.	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.8-11	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Need for observing safety	By the end of the lesson, the learner should be able to: a) identify the safety precautions when working with raised platforms. b) Role play the safety precautions when working on raised platforms. c) appreciate the need for observing safety while working on raised platforms.	What is the importance of observing safety when working on raised platforms?	The learner is guided to: • role-play safety practices for working on raised platforms,	• Raised platforms • Video clips and visual aids • Personal protective equipment (PPEs) Distinction Pretech. Studies Grade 9 P.B. Pg.11-12	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
3	1	Handling Hazardous Substances	Identifying hazardous substances found in the immediate environment	By the end of the lesson, the learner should be able to: a) identify hazardous substances found in the environment, b) Observe pictures of hazardous substances. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • use print or digital media to search for information on hazardous substances (poisonous, flammable, corrosive),	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.13-15	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

	2		Classification of hazardous substances - Poisonous	By the end of the lesson, the learner should be able to: a) Describe a poisonous substance. b) classify hazardous substances found in the locality as poisonous. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • explore the environment to identify hazardous substances (poisonous), • group hazardous substances into poisonous	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.16-17	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	3		Classification of hazardous substances - Corrosive	By the end of the lesson, the learner should be able to: a) Describe a corrosive substance. b) classify hazardous substances found in the locality as corrosive. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • explore the environment to identify hazardous substances (corrosive), • group hazardous substances into Corrosive.	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.16-17	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4		Classification of hazardous substances - flammable	By the end of the lesson, the learner should be able to: a) Describe a flammable substance. b) classify hazardous substances found in the locality as flammable. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • explore the environment to identify hazardous substances (flammable), • group hazardous substances into Flammable.	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.16-17	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
4	1		Safe ways of handling hazardous substances – flammable substances	By the end of the lesson, the learner should be able to: a) describe safe ways of handling flammable substances in the environment, b) Read and interpret instructions on the conditions for use of hazardous substances. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • discuss safe ways of handling hazardous substances in the environment, • read and interpret instructions on the conditions for use of hazardous substances,	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.18	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	2		Safe ways of handling hazardous substances – poisonous substances	By the end of the lesson, the learner should be able to: a) describe safe ways of handling poisonous substances in the environment, b) Read and interpret instructions on the conditions for use of hazardous substances. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • discuss safe ways of handling hazardous substances in the environment, • read and interpret instructions on the conditions for use of hazardous substances,	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.19-20	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

	3		Safe ways of handling hazardous substances – corrosive substances	By the end of the lesson, the learner should be able to: a) describe safe ways of handling corrosive substances in the environment, b) Read and interpret instructions on the conditions for use of hazardous substances. c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • discuss safe ways of handling hazardous substances in the environment, • read and interpret instructions on the conditions for use of hazardous substances,	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.21-23	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Handling hazardous substances safely	By the end of the lesson, the learner should be able to: a) identify ways of handling hazardous substances. b) handle hazardous substances safely in the environment, c) Develop curiosity in safe use of hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • visit the locality to learn about safe handling of poisonous, flammable and corrosive substances, • practise safe handling of poisonous, flammable and corrosive substances in the environment,	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.24	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
5	1		Importance of observing safety when handling hazardous substances	By the end of the lesson, the learner should be able to: a) identify the importance of observing safety when handling hazardous substances. b) Practice handling hazardous substances safely in the environment, c) appreciate the importance of observing safety when handling hazardous substances.	1. Why are hazardous substances labelled? 2. How are hazardous substances handled?	The learner is guided to: • practise safe handling of poisonous, flammable and corrosive substances in the environment, • discuss the importance of observing safety when handling hazardous substances.	• Local work places • Personal protective equipment (PPEs) • Safety labels and manuals • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.24-26	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

	2	Self-Exploration and Career Development	Ways of nurturing talents and abilities	By the end of the lesson, the learner should be able to: a) explain ways of nurturing talents and abilities for self-development, b) Observe pictures of various talents and abilities. c) Develop curiosity in nurturing talents and abilities.	1. How are talents and abilities nurtured? 2. Why is self-exploration necessary for career development?	The learner is guided to: • discuss and present on ways of nurturing talents and abilities,	• Volunteer resource person • Relevant textbooks and reference materials • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.26-29	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	3		Ways of nurturing talents and abilities	By the end of the lesson, the learner should be able to: a) explain ways of nurturing talents and abilities for self-development, b) Observe pictures of various talents and abilities. c) Develop curiosity in nurturing talents and abilities.	1. How are talents and abilities nurtured?	The learner is guided to: • display talents and abilities through clubs and societies and other planned school activities,	• Volunteer resource person • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.26-29	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Relationship between talents and abilities to career pathways	By the end of the lesson, the learner should be able to: a) explain how talents and abilities relate to career pathways. b) relate talents and abilities to career pathways, c) Develop curiosity in nurturing talents and abilities.	How are talents and abilities nurtured? 2. Why is self-exploration necessary for career development?	The learner is guided to: • make a list of talents and abilities and their corresponding career pathways,	• Volunteer resource person • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.30-33	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

6	1		Relationship between talents and abilities to career pathways	By the end of the lesson, the learner should be able to: a) explain how talents and abilities relate to career pathways. b) relate talents and abilities to career pathways, c) Develop curiosity in nurturing talents and abilities.	1. How are talents and abilities nurtured? 2. Why is self-exploration necessary for career development?	The learner is guided to: • engage with a resource person on career opportunities related to talents and abilities,	• Volunteer resource person • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.30-33	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	2		Ethics related to the use of talents and abilities	By the end of the lesson, the learner should be able to: a) Give the ethical and unethical practices related to the use of talents and abilities. b) analyse ethical and unethical practices related to the use of talents and abilities, c) Develop curiosity in nurturing talents and abilities.	1. How are talents and abilities nurtured? 2. Why is self-exploration necessary for career development?	The learner is guided to: • discuss a case scenario on ethical and unethical practices related to the use of talents and abilities,	• Volunteer resource person • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.34-36	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	
	3		Choosing a career based on talents and abilities	By the end of the lesson, the learner should be able to: a) List ways of nurturing talents and abilities for self-development, b) choose a career based on talents and abilities for self-development. c) Develop curiosity in nurturing talents and abilities.	1. How are talents and abilities nurtured? 2. Why is self-exploration necessary for career development?	The learner is guided to: • make presentations on careers of choice based on talents and abilities.	• Volunteer resource person • Photographs and pictures • Charts Distinction Pretech. Studies Grade 9 P.B. Pg.36-37	• Oral tests • Observation • Checklist • Written test • Rubrics • Practical work	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4	COMMUNICATION IN PRE-TECHNICAL STUDIES	Oblique Projection – meaning	By the end of the lesson, the learner should be able to: a) explain the meaning of oblique projection. b) Observe pictures of oblique projection. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • use print or digital media to search for information on the meaning of oblique projection.	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.38-40	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
7	1		characteristic of oblique drawings in technical fields - Horizontal	By the end of the lesson, the learner should be able to: a) explain the characteristics of oblique drawing in technical fields, b) Analyze oblique drawings. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • use print or digital media to search for information on the characteristic of oblique drawings, • brainstorm on the characteristic of oblique drawings,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.38-40	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
	2		characteristic of oblique drawings in technical fields - vertical	By the end of the lesson, the learner should be able to: a) explain the characteristics of oblique drawing in technical fields, b) Analyze oblique drawings. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • use print or digital media to search for information on the characteristic of oblique drawings, • brainstorm on the characteristic of oblique drawings,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.38-40	• Oral tests • Observation • Checklist • Written test • Project • Practical work	

	3		characteristic of oblique drawings in technical fields - face	By the end of the lesson, the learner should be able to: a) explain the characteristics of oblique drawing in technical fields, b) Analyze oblique drawings. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • use print or digital media to search for information on the characteristic of oblique drawings, • brainstorm on the characteristic of oblique drawings,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.38-40	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Sketching given drawings in oblique projection – on plain paper	By the end of the lesson, the learner should be able to: a) explain how to sketch drawings in oblique projection on plain paper. b) sketch given drawings in oblique projection, c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.41	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
8	HALF TERM								
9	1		Sketching given drawings in oblique projection – on plain paper	By the end of the lesson, the learner should be able to: a) explain how to sketch drawings in oblique projection on plain paper. b) sketch given drawings in oblique projection, c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.41	• Oral tests • Observation • Checklist • Written test • Project • Practical work	

	2		Sketching given drawings in oblique projection – on grid paper	By the end of the lesson, the learner should be able to: a) explain how to sketch drawings in oblique projection on grid paper. b) sketch given drawings in oblique projection on grid paper. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.42-44	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
	3		Sketching given drawings in oblique projection – on grid paper	By the end of the lesson, the learner should be able to: a) explain how to sketch drawings in oblique projection on grid paper. b) sketch given drawings in oblique projection on grid paper. c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.42-44	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Draw shaped blocks in oblique projection	By the end of the lesson, the learner should be able to: a) identify how to draw blocks in oblique projection. b) draw shaped blocks in oblique projection, c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.45-48	• Oral tests • Observation • Checklist • Written test • Project • Practical work	

10	1		Draw shaped blocks in oblique projection	By the end of the lesson, the learner should be able to: a) identify how to draw blocks in oblique projection. b) draw shaped blocks in oblique projection, c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.45-48	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
	2		Draw shaped blocks in oblique projection	By the end of the lesson, the learner should be able to: a) identify how to draw blocks in oblique projection. b) draw shaped blocks in oblique projection, c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • discuss the steps for drawing shaped blocks in oblique projection,	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.45-48	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
	3		Classification of oblique projection - cavalier	By the end of the lesson, the learner should be able to: a) explain the two types of oblique projections b) classify oblique projections c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • draw given drawings in oblique projection without using instruments (cavalier and cabinet), • use geometrical set drawing instruments to draw shaped blocks in oblique projection (cabinet),	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.45-48	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**

	4		Classification of oblique projection - Cabinet	By the end of the lesson, the learner should be able to: a) explain the two types of oblique projections b) classify oblique projections c) Develop curiosity in using oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • draw given drawings in oblique projection without using instruments (cavalier and cabinet), • use geometrical set drawing instruments to draw shaped blocks in oblique projection (cabinet),	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.45-48	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
11	1		Application of oblique projection in communication	By the end of the lesson, the learner should be able to: a) explain the application of oblique projection in communication b) apply oblique projection in daily communication c) appreciate the application of oblique projection in drawing.	How are oblique drawings used in technical fields?	The learner is guided to: • walk around the locality to observe the use of oblique drawings.	• Drawing papers • Pencils • Samples of free hand sketches Distinction Pretech. Studies Grade 9 P.B. Pg.49-51	• Oral tests • Observation • Checklist • Written test • Project • Practical work	
	2	Visual Programming	Meaning of visual programming	By the end of the lesson, the learner should be able to: a) explain the meaning of visual programming b) Use IT devices to access visual programming programmes. c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● use print or digital media to search for information on meaning of visual programming.	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.52	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	

	3		Application areas of visual programming software in solving problems	By the end of the lesson, the learner should be able to: a) explain the application areas of visual programming software in solving problems, b) Apply visual programming software in solving problems. c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● use print or digital media to search for information on the application areas of visual programming, ● discuss the application areas of visual programming software,	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.53	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	4		Creating an application using visual programming software for solving problems in daily life	By the end of the lesson, the learner should be able to: a) explain the scratch programme features. b) create an application using visual programming software for solving problems in day-to-day life, c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● watch a video on how to develop an application using visual programming software (games, stories and animations),	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.54	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	
12	1		Developing interactive games	By the end of the lesson, the learner should be able to: a) explain the application areas of visual programming software in solving problems, b) create an interactive game using visual programming software c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● watch a video on how to develop an application using visual programming software (games, stories and animations), ● develop interactive games using visual programming software,	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.55	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	

	2		Developing interactive games	By the end of the lesson, the learner should be able to: a) explain the feature of a scratch programme, b) create an interactive game using visual programming software c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● watch a video on how to develop an application using visual programming software (games, stories and animations), ● develop interactive games using visual programming software,	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.55	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	
Wk	**LSN**	**strand**	**Sub-strand**	**Specific Learning Outcomes**	**Key Inquiry Question(s)**	**Learning Experiences**	**Learning Resources**	**Assessment Methods**	**Refl**
	3		Developing interactive games	By the end of the lesson, the learner should be able to: a) explain the feature of a scratch programme, b) create an interactive game using visual programming software c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● watch a video on how to develop an application using visual programming software (games, stories and animations), ● develop interactive games using visual programming software,	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.55	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	

	4		Navigating scratch	By the end of the lesson, the learner should be able to: a) Describe the features of a scratch programme b) Navigate and use the various sections of a scratch programme. c) Appreciate the use of visual programme in daily life.	How are applications developed using visual programming software?	The learner is guided to: ● use print or digital media to search for information on the features of visual programming,	• Digital Devices • Manilla Papers • Internet • Video Clips • Audio Clips • Visual Programming Software Distinction Pretech. Studies Grade 9 P.B. Pg.55-64	• Rubrics • Projects • Portfolios • Written Tests • Observation Schedules • Checklists	
13	END OF TERM ONE ASSESSMENT/CLOSING								