

Week	Lesson	Strand	Sub-strand	Specific learning outcome	Learning experiences	Key inquiry questions	Learning resources	Assessment method	Reflection
1	1	Tools and Production.	Measuring and Marking Out Tools.	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</u> <u>Pre-Technical Studies</u> <u>Grade 8 pg</u>	Oral questions. Observation. Peer and Self Assessment. Written test Assessment rubric.	
	2	Tools and Production	Measuring and Marking Out Tools.	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</u> <u>Pre-Technical Studies</u> <u>Grade 8 pg</u>	Oral questions. Oral discussions. Written tests. Assessment rubric. Checklists.	
	3	Tools and Production.	Measuring and Marking Out Tools.	By the end of the lesson, the learner should be able to: a) Define the term Marking tools. b) Identify the marking tools used in a work environment. c) Draw the marking tools in exercise books and charts.	In groups, in pairs or individually, learners are guided to: Observe pictures and identify the marking tools used in a work environment. Search the internet for photos of the marking tools used in a	What are marking tools? Which marking tools do you know?	Pictures. Photos. Digital devices. <u>Top Scholar</u> <u>Pre-Technical Studies</u>	Oral questions. Drawing. Checklists. Written tests. Peer Assessment.	

				d) Appreciate the different marking tools in a work environment.	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.		<u>Grade 8 pg</u>		
	4	Tools and Production.	Measuring and Marking Out Tools.	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 Pre-Technical Studies Grade 8 pg</u>	Observation. Written tests. Assessment rubric. Oral questions. Oral discussion.	
2	1	Tools and Production.	Measuring and Marking Out Tools.	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 Pre-Technical Studies Grade 8 pg</u>	Assessment rubric. Written tests. Oral questions. Oral discussions.	
	2	Tools and Production.	Measuring and	By the end of the lesson, the learner should be able to:	In groups,learners,are guided to:	Why are measuring and	Digital devices	Assessment rubric.	

			Marking Out Tools.	<ul style="list-style-type: none"> 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. 	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.	marking tools important in a work environment?	<u>.Top Scholar Pre-Technical Studies</u> <u>Grade 8 pg</u>	Oral discussion. Oral questions. Written tests. Checklists. Oral presentation.	
	3	Tools and Production.	Measuring and Marking Out Tools.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>In groups,learners are guided to:</p> <p>Collaborate in choosing the appropriate measuring and marking tools to perform a given task.</p> <p>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.</p>	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</u>	Oral discussions. Oral questions. Checklists.	
	4	Tools and Production.	Measuring and Marking Out Tools.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>In groups,pairs,learners are guided to:</p> <p>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</p>	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</u>	Checklists. Observation schedule. Assessment rubrics.	

					the marking out and measuring tools.		<u>Studies</u> <u>Grade 8 pg</u>		
3	1	Tools and Production.	Production of Goods and Services.	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	Oral questions. Oral discussion Written tests.	
	2	Tools and Production.	Production of Goods and Services.	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 Teacher's Notes Digital devices.	Assessment rubric. Checklists. Written tests. Oral questions.	
	3	Tools and Production.	Production of Goods and Services.	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	In groups,pairs,learners are guided to: Brainstorm on the differences between goods and services found in a local market.	What are the distinguishing characteristics between goods and services?	Teacher's Notes. Digital devices MTP	Oral questions. Written tests Oral discussion.	

				b) Discuss the distinguishing characteristics between goods and services found in local market. c) Prepare posters to show the distinguishing characteristics between goods and services. d) Acknowledge the distinguishing characteristics of goods and services.	Search the internet for information on differences between goods and services. Discuss the distinguishing characteristics between goods and services and make a presentation. Prepare posters or charts showing the differences between goods and services.		Business Studies Grade 7 pg Posters. Charts and Marker pens.	Assessment rubrics. Checklists. Rating Scales.	
	4	Tools and Production.	Production of Goods and Services.	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 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.	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.	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	What are the ethical practices in production of goods and services?	Teacher's Notes. Digital devices. Internet. MTP Business Studies Grade 7 pg	Assessment rubric. Written tests Oral questions. Oral discussions. Checklists.	

				d) Acknowledge the ethical practices in production of goods and services in the local market.	production of goods and services in local market.				
	2	Tools and Production.	Production of Goods and Services.	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 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.	In groups,pairs,learners are guided to: Explain the term unethical practices in production of goods and services. Search the internet or print 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.	What are the unethical practices in the production of goods and services in the local market?	Teacher's Notes. Internet. Digital devices. MTP Business Studies pg	Assessment rubric. Checklists. Written tests. Oral questions. Oral discussions.	
	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	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	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.	What is Entrepreneurs hip? Which entrepreneurship activities do you know in your community?	MTP Business Studies Grade 8 pg 45-47. Teacher's Notes. Digital devices. Dictionary.	Assessment rubric. Oral questions. Oral discussion. Written tests.	

				<p>and community.</p> <p>d) Search the internet for information on importance of entrepreneurship to an individual and community.</p> <p>e) Acknowledge the importance of entrepreneurship to individuals and the community.</p>	<p>Discuss and present on the importance of entrepreneurship activities to an individual and community.</p> <p>Search the internet for information on the importance of entrepreneurship to an individual and community.</p>	Who is an entrepreneur?			
5	1	Entrepreneurship.	Introduction to Entrepreneurship.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the qualities of an entrepreneur in business.</p> <p>b) Describe the qualities of an entrepreneur in business.</p> <p>c) Prepare flashcards or posters showing the qualities of an entrepreneur in business.</p> <p>d) Appreciate the qualities of an entrepreneur in business.</p>	<p>In groups, pairs, learners are guided to :</p> <p>Read the story in learner's book and identify qualities of an entrepreneur.</p> <p>Download and watch clips or use the internet to search for information on qualities of an entrepreneur.</p> <p>Discuss the qualities that any entrepreneur should possess in a business.</p> <p>Prepare flashcards or posters showing the qualities of an entrepreneur.</p>	What qualities should an entrepreneur possess in a business?	<p>Teacher's Notes.</p> <p>MTP Business Studies Grade 8 pg 47-48.</p> <p>Digital devices.</p> <p>Scissors, Charts and marker pens.</p> <p>Video clips.</p>	<p>Assessment rubric.</p> <p>Written tests.</p> <p>Oral questions.</p>	
	2	Entrepreneurship.	Introduction to Entrepreneurship.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the term Business Idea.</p> <p>b) Identify the sources of business ideas for a business venture.</p> <p>c) Discuss the sources of business ideas for a business venture.</p> <p>d) Search the internet for information on the sources of Business ideas for a business venture.</p> <p>e) Recognize the sources of business</p>	<p>In groups, in pairs, learners are guided to:</p> <p>Brainstorm and present the meaning of business idea.</p> <p>Search the internet for information on the sources of generating business ideas for a business venture.</p> <p>Identify the sources of generating business ideas.</p> <p>Discuss the sources of</p>	What are the sources of business ideas for a business venture?	<p>Teacher's Notes.</p> <p>MTP Business Studies Grade 8 pg 49-50.</p> <p>Digital devices.</p> <p>Internet.</p>	<p>Assessment rubric.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Oral discussion.</p>	

				ideas for a business venture.	generating business ideas for business venture in the community.				
	3	Entrepreneurship.	Introduction to Entrepreneurship.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>In groups,pairs,learners are guided to;</p> <p>Brainstorm and present on the ways in which an individual can generate business ideas in the community.</p> <p>Discuss the ways in which individuals can generate business ideas in the community.</p> <p>Search the internet for information on the ways of generating business ideas in the community.</p>	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.	
	4	Entrepreneurship.	Introduction to Entrepreneurship.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>In groups,pairs,learners are guided to:</p> <p>Search the internet and present the meaning of business opportunity, Evaluating and Viability.</p> <p>Brainstorm on the factors that an entrepreneur should consider to determine business viability.</p> <p>Discuss the factors that entrepreneurs should consider to determine business viability</p> <p>Create posters on the factors that entrepreneurs should consider to determine business viability.</p>	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.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>In groups,pairs,learners are guided to;</p> <p>Read,analyse a case study about the factors that enhance business success in the community.</p> <p>Identify the factors enhancing business success in the community from the case study.</p> <p>Discuss the factors that entrepreneurs should consider to enhance business success from the case study.</p> <p>Prepare and display posters showing the factors that enhance business success in the community.</p>	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.	
	2	Entrepreneurship.	Introduction to Entrepreneurship: Assessment .	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Attempt assessment questions on the sub-strand: Introduction to Entrepreneurship. 	<p>Individually or in pairs,learners are guided to:</p> <p>Answer the questions on the sub-strand: Introduction to Entrepreneurship in their assessment books.</p>		Assessment books. Teacher's Written tests. MTP Business Studies Grade 8 pg 54.	Assessment rubric. Written tests. Checklists.	
	3	Entrepreneurship.	Financial Goals.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the terms: Financial Management and Goal Setting. b) Identify the importance of setting goals in financial management. c) Explain the importance of 	<p>In groups,pairs,learners are guided to:</p> <p>Brainstorm on the meaning of goal setting,goal and financial management.</p> <p>Study the pictures in learner's book and identify a goal in each picture.</p>	<p>What is a Goal?</p> <p>Why is it important for an individual to set financial goals?</p>	Teacher's Notes. MTP Business Studies Grade 8 pg 1-4. Pictures. Internet Digital	Assessment rubric. Written tests. Oral questions. Oral discussion.	

				<p>setting goals in financial management.</p> <p>d) Acknowledge the need of setting goals in financial management.</p>	<p>Identify the categories of financial goals that is: Short term, medium and long term financial goals.</p> <p>Discuss the importance of setting goals in financial management.</p> <p>Search the internet for information on the importance of setting goals in financial management.</p>		devices.		
	4	Entrepreneurship.	Financial Goals.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the term Financial discipline.</p> <p>b) State the importance of financial discipline.</p> <p>c) Discuss the importance of financial discipline.</p> <p>d) Search the internet for information on the importance of financial discipline.</p> <p>e) Acknowledge the need for financial discipline to individuals.</p>	<p>In groups, in pairs, learners are guided to:</p> <p>Brainstorm on the meaning of financial discipline.</p> <p>Search the internet for the meaning of financial discipline and information on importance of financial discipline.</p> <p>Discuss the importance of financial discipline.</p>	<p>What is Financial Discipline?</p> <p>Why is it important for individuals to have financial discipline?</p>	<p>Teacher's Notes.</p> <p>MTP Business Studies Grade 8 pg 4.</p> <p>Digital devices.</p> <p>Internet.</p>	<p>Assessment rubric.</p> <p>Oral questions.</p> <p>Written tests.</p> <p>Checklists.</p> <p>Project.</p>	
7	1	Entrepreneurship.	Financial Goals.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Create educative messages on the importance of financial discipline using digital devices or posters.</p> <p>b) Enjoy creating educative messages on the importance of financial discipline.</p>	<p>In groups, learners are guided to;</p> <p>Collaborate in creating educative messages on the importance of financial discipline using digital devices or posters.</p>	<p>How can you create an attractive and educative message on the importance of financial discipline using digital devices?</p>	<p>Digital devices.</p> <p>Internet.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p>	
	2	Entrepreneurship.	Financial Goals.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the factors to consider</p>	<p>In groups, in pairs, learners are guided to:</p>	<p>What are the factors to consider when</p>	<p>Digital devices.</p> <p>Internet.</p>	<p>Checklists.</p> <p>Assessment rubric.</p>	

				<p>when setting up financial goals.</p> <p>b) Search the internet for information on the factors to consider when setting financial goals.</p> <p>c) Prepare flashcards showing the factors considered when setting financial goals.</p> <p>d) Acknowledge the factors considered when setting financial goals.</p>	<p>Brainstorm and present on the factors to consider when setting financial goals.</p> <p>Search the internet for information on the factors considered when setting financial goals.</p> <p>Prepare flashcards showing the factors considered when setting financial goals.</p>	setting financial goals?	Teacher's Notes. MTP Business Studies Grade 8 pg 4-5. Marker pens, scissors and manilla. Flashcards.	Written tests. Oral questions.	
	3	Entrepreneurship.	Financial Goals.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Mention the factors considered when setting financial goals.</p> <p>b) Discuss the factors considered when setting financial goals.</p> <p>c) Appreciate the factors considered when setting up financial goals.</p>	<p>In groups, in pairs, learners are guided to;</p> <p>Mention the factors considered when setting up financial goals.</p> <p>Discuss and present the factors considered when setting up financial goals.</p>	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.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify learning resources that one can use to search for information on setting financial goals.</p> <p>b) Select and use learning resources to search for information on setting financial goals.</p> <p>c) Appreciate the different learning resources used to search for information on setting financial goals.</p>	<p>In groups or pairs, learners are guided to:</p> <p>Study the pictures in learner's book and identify the resources that one can use to search for information on setting up financial goals.</p> <p>List other resources that can be used to search for information for setting financial goals.</p> <p>Select and use a learning</p>	<p>How can you use the resources to search for information on setting up financial goals?</p> <p>Which resources can you use to search for information on</p>	Teacher's Notes. MTP Business Studies Grade 8 pg 6. Print and Digital media.	Assessment rubric. Checklists. Written tests. Oral questions.	

					resource to search for information on setting up financial goals and make a presentation of their findings.	setting financial goals?			
8	MID-TERM								
9	1	Entrepreneurship.	Financial Goals.	By the end of the lesson, the learner should be able to: a) Outline the steps for formulating financial goals for individual development. b) Discuss the steps for formulating financial goals for individual development. c) Search the internet for steps for formulating financial goals for individual development. d) Acknowledge the steps followed in formulating financial goals for self development.	In groups, learners are guided to: Outline the steps to follow when formulating a financial goal for individual development. Discuss the steps followed when formulating financial goals for individual development. Search the internet for information or clips on the steps followed when formulating financial goals for individual development.	Which steps should one follow when formulating a financial goal for individual development?	Teacher's Notes Digital devices. Internet. Video clips.	Assessment rubrics. Checklists. Oral questions.	
	2 & 3	Entrepreneurship.	Financial Goals.	By the end of the lesson, the learner should be able to: a) Formulate financial goals for individual development. b) 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.	
	4	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.	
10	1	Communic	Plane	By the end of the lesson, the learner	In groups, in pairs, learners are	What is	Top Scholar	Assessment	

		ation.	Geometry.	<p>should be able to:</p> <ol style="list-style-type: none"> Define the term:Dimensioning as used in drawing. Identify the types/methods of dimensioning in drawing. Describe the types of dimensioning used in drawing. Search the internet for more information on types of dimensioning used in drawing. Acknowledge the different types of dimensioning used in drawing in plane geometry. 	<p>guided to:</p> <p>Search the internet or textbook for the meaning of dimensioning.</p> <p>Identify the types of dimensioning used in drawing.</p> <p>Describe the different types of dimensioning used in drawing.</p> <p>Search the internet for information and diagrams on the types of dimensioning used in drawing.</p>	<p>dimensioning?</p> <p>What types of dimensioning are used in drawing in plane geometry?</p>	<p>Pre-Technical Studies Grade 8 pg 138-141. Pictures. Digital devices. Drawing books. Rulers. Pencils. Pair of Compasses.</p>	<p>rubrics. Checklists. Oral questions. Written tests.</p>	
	2	Communic ation	Plane Geometry.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the types of lines used for dimensioning in drawing. Describe the types of lines used for dimensioning in drawing. Draw the types of lines used for dimensioning in drawing. Recognize the types of lines used for dimensioning in drawing. 	<p>In groups,in pairs or individually,learners are guided to:</p> <p>Identify the types of lines used for dimensioning in drawing. Discuss the types of lines used for dimensioning in drawing.</p> <p>Observe teacher as he/she illustrates how to draw lines used for dimensioning.</p> <p>Practice how to draw the types of lines used for dimensioning in drawing of plane geometry.</p>	<p>Which types of lines are used for dimensioning in drawing?</p> <p>How do you draw lines used for dimensioning in drawing?</p>	<p>Top Scholar Pre-Technical Studies Grade 8 pg 141-142. Drawing books. Pencils. Rulers. Pair of Compasses.</p>	<p>Assessment rubrics. Checklists. Drawing.</p>	
	3	Communic ation.	Plane Geometry.	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Outline the rules that guide dimensioning in drawing. Discuss the rules that guide 	<p>In groups,pairs or individually,learners are guided to:</p> <p>Study the pictures in learner's</p>	<p>What are the standard rules that guide dimensioning in drawing?</p>	<p>Top Scholar Pre-Technical Studies Grade 8 pg</p>	<p>Checklists. Assessment rubrics. Illustration drawing.</p>	

				<p>dimensioning in drawing.</p> <p>c) Illustrate the standard rules that guide dimensioning in drawing.</p> <p>d) Acknowledge the rules that guide dimensioning in drawing.</p>	<p>book and discuss how the drawings have been dimensioned.</p> <p>Outline and discuss the rules that guide dimensioning in drawing.</p> <p>Illustrate the standard rules that guide dimensioning in drawing.</p>		143-145. Drawing books. Pencils. Rulers. Compasses.		
	4	Communication.	Plane Geometry.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify combined shapes from pictures.</p> <p>b) Outline the procedure for constructing combined shapes in plane geometry.</p> <p>c) Construct a combined shape in plane geometry.</p> <p>d) Enjoy constructing combined shapes in plane geometry.</p>	<p>In groups,in pairs,learners are guided to:</p> <p>Use visual aids to identify combined shapes.</p> <p>Outline the procedure for drawing/constructing combined shapes.</p> <p>Search for a clip illustrating how to construct a combined shape.</p> <p>Discuss how to draw combined shape.</p> <p>Practice constructing/drawing combined shapes in plane geometry.</p>	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.	
11	1	Communication.	Plane Geometry.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the forms of dimensioning combined shapes.</p> <p>b) Describe the forms of dimensioning combined shapes.</p> <p>c) Illustrate the forms of dimensioning combined shapes.</p>	<p>In groups, pairs, individually,learners are guided to:</p> <p>Search the internet for information and pictures for the forms of dimensioning combined shapes.(parallel,chain, combined)</p> <p>Discuss the forms of dimensioning combined</p>	What are the forms of dimensioning combined shapes?	Teacher's Notes. Digital devices. Pictures. Drawing books. Geometrical sets.	Assessment rubric. Checklists. Peer assessment.	

				d) Acknowledge the different forms of dimensioning combined shapes.	shapes(parallel,chain and combined) Draw combined shapes and illustrate forms of dimensioning combined shape.				
	2	Communication.	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.	
	3 & 4	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 Studies Grade 8 pg 146-147.	Assessment rubric. Observation checklists. Peer Assessment.	
12	COMMUNITY SERVICE LEARNING (MILESTONE 1 & 2)								
13	END OF TERM ASSESSMENT.								
14	CLOSURE OF SCHOOL								