WEEK1

Topic: Revision

Subtitle: general knowledge of computer

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. state uses of computer at school and home.

2. mention computer devices found at home and in school

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart

Building Background/connection to prior knowledge: pupils have a background knowledge of computer from their previous class.

CONTENT

Computer

What is a computer device?

A computer device is a device which can be used in the communication of information.

Types of computer devices include: tablet, phones, laptop, printer, etc.

Uses of computer

1. **To send information**
2. **To receive information**
3. **To store data and documents**

4. To view document
5. Use to run analysis

Strategies & Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **What is a computer device?**
2. **What device do we use to receive information?**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. write five computer devices

WEEK 2

Topic: History of Computer

Subtitle: History of Computer I

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. identify early counting devices

2.state four early counting device

Resources and materials:

Scheme of work

Online information

Instructional material: Picture chart

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

History of computer

Many years ago, people used their fingers and toes in counting. They also used stones, pebbles and cowries. Sometimes, seeds of plants like the palm kernel were also used in counting. When many things had to be counted, people could no longer use their fingers andtoes, or stones, pebbles, cowries, sticks and seeds in counting, and then the computer was invented, and was made as a counting machine.

Strategies& Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **What did the early people use to count?**

WRAP UP (CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:1. List four early counting device

WEEK 3

Topic: History of computer II

Subtitle: Mechanical counting devices

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. state the uses of Abacus.

2. mention inventors of mechanical counting devices

Resources and materials:

Scheme of work

Online information

Instructional material: charts

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

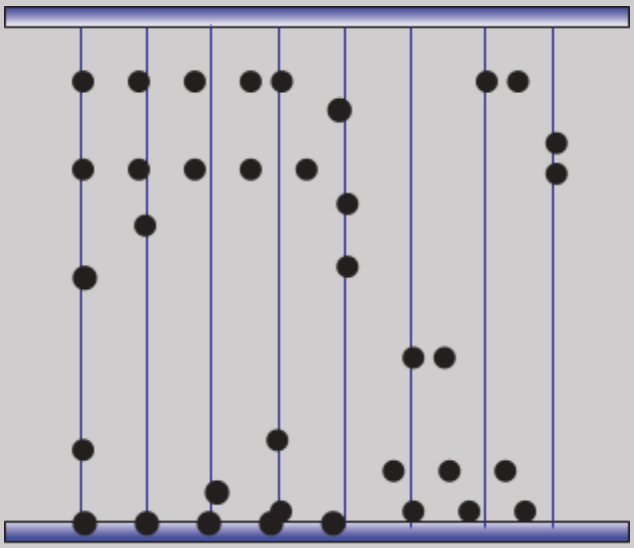
CONTENT

The first computer was called the Abacus counting machine.

Early mechanical counting devices and their inventors

1. **Abacus**

The first computer was made several years ago by a man called Abacus. It was used for simple additions and subtractions. It is known as theAbacus counting machine.



2. **Blaise Pascal**

A Frenchman called Blaise Pascal made the first adding machine in 1642. It was a very big machine. Blaise Pascal's father used this machine in recording taxes collected and spent by the government.

3. **Sir Samuel Morland**

Sir Samuel Morland, an Englishman, invented three calculating machines between 1663 and
1666. The first one was used for addition and subtraction of money. The other two were used for more difficult arithmetic.

4. **Charles Babbage**

Charles Babbage, another Englishman, made the first machine that calculates and stores information. His computer was better than an ordinary calculator. It was a very big machine.
Charles Babbage is therefore known as the father of the computer.

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **The first adding machine was invented in what year?**
2. **Abacus is use for……. And …….**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. **Name five counting devices people used before the invention of computer.**
2. **Write to inventors, their invention and the use of their invention.**

WEEK 4

Topic: History of computer III

Subtitle: Developed technology

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. **explain the transmission of early devices to present day computer**
2. **state the sequences in computer graduation**

Resources and materials:

Scheme of work

Online information

Instructional material: charts

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

The history of computing covers the developments from early counting tools such as stone, pebbles and sticks, to devices to aid calculation such as abacus, to modern day computers. Before 20th century, most calculations were done by humans. Early mechanical tools to help humans with digital calculation followed like the abacus were called calculating machines now known as calculator.

Computers were first made basically to calculate, but now we use computer to search for information, input information and retrieve information.

Sequences of computer graduation

Sequence of computer can also be called generations of computers. Generations of computers are the stages the computer has passed through before becoming what we now have as computers. There

are five stages of development or generations of computer. Each stage of development is a generation of the computer.

First generation computers
When computers were first made, they were large and costly. They gave out heat when
used. They were also slow in making calculations and could only store very few items of information. They also needed much electricity before they could be used.

Second generation computers
Soon, the large, costly and slow computers were no longer used by many people. New computers which were cheaper and smaller than the first ones had been made. These were the second-generation computers. These new computers stored many more items of information than the earlier computers. They also used less electricity and were faster than the first generation.
Third generation computers
In the third-generation computers, the electric path ways were all joined together as one and moved very fast, inside the computers. This was called an integrated circuit. The third-generation computers were cheaper, smaller and faster than the second-generation computers. They also used less electricity and gave out less heat when used.

Fourth- generation computers
The type of computers we use today are the fourth-generation computers. The electric
pathways are even more completely joined together inside the computers. The large-scale integrated circuits have made the fourth-generation computers better than all the earlier ones. They are smaller, cheaper and store more items of information than the third-

generation computers, used less electricity, faster and well known all over the world.

Fifth generation computers

The makers of computers are still working hard to make even better computers. These are the

fifth generation computers. They are the next generation of computers. Scientists think that these computers will act like human beings.

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **Which generation of computer is being used in school?**
2. **How many generations of computers do we have?**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. **Which generation of computer were electricity pathway join together?**
2. **Which generation of computer gave out heat when used, used much electricity and were slower ?**

WEEK 5

Topic: Input Devices I

Subtitle: Input Devices

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. state the meaning of input device

2. identify the input devices

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart, and keyboard

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

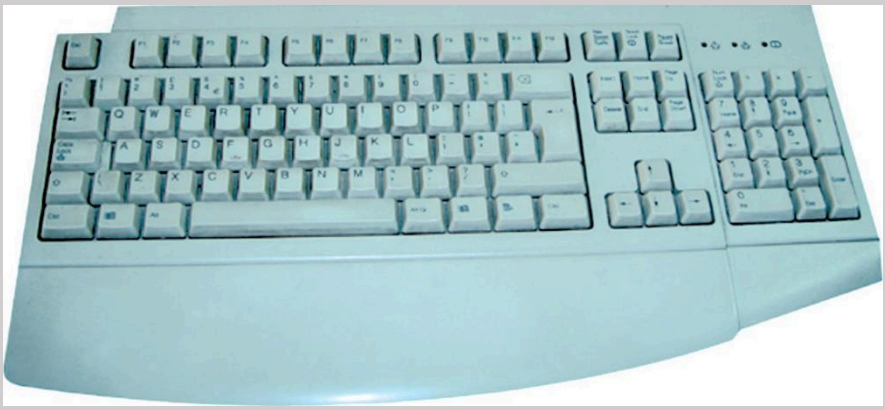
Input device

The computer system is made up of the hardware and the software components.
The hardware components are the things we can see and touch in a computer system. There are three basic parts of the hardware components.

These are:
1. the input devices;
2. the output devices; and

3. the system unit.

Input devices
These are used for sending data and information into the computer system. They are also used for telling the computers what we want it to do or used for giving instructions to the computer on what to do. Below are pictures of input device:



A KEYBOARD

A MOUSE

A MICROPHONE

A LIGHT PEN

A JOYSTICK

Strategies& Activities:

Step1: Teacher revises the previous topic.

Step2: Teacher introduces the new topic.

Step3: Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **What is an input device ?**
2. **Name three input device.**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. Draw one input device.

2. An input device is a hardware or software component of a computer?

3. write three parts of a hardware components of a computer

WEEK 6

Topic: Input devices II

Subtitle: Description of input devices

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. describe input device of a computer

2. differentiate input device from output device

Resources and materials:

Scheme of work

Online information

Instructional material: picture chart, keyboard, light pen, mouse and a microphone

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

An input device is any hardware device that sends data to a computer, allowing you to interact with and control it. The most commonly used or primary input devices on a computer are the keyboard and mouse. Other examples of input devices include; biometrics=finger print scanner, business card reader, gamepad, touch screen, video capture device.

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: teacher takes the pupil's to computer laboratory to do some practical

Step5: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. mention four input device in the laboratory

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. state uses of input devices

WEEK 7

Topic: Input devices

Subtitle: keyboard

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. **Identify different types of keyboard**
2. **Describe a computer keyboard**

Resources and materials:

Scheme of work

Online information

Instructional material: computer keyboard

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Description of computer keyboard

A computer keyboard is an input device used to enter characters and functions into the computer system by pressing buttons, or keys. It is the primary device used to enter text. A keyboard typically contains keys for individual letters, numbers and special characters, as well as keys for specific functions. A keyboard is connected to a computer system using a cable or a wireless connection. The individual keys for letters, numbers and special characters are collectively called the character keys. The most widely used layout in the English language is called QWERTY, named after the sequence of the first six letters from the top left.

Standard layout of keys

Types of keyboard

1. **Gaming keyboard**

2. **Membrane keyboard**

3. **Ergonomic keyboard**

4. **Flexible keyboard**

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:1. What's the name of the most widely used English computer keyboard?

2.Name two types of keyboard

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:1. Describe a computer keyboard

2.State two primary uses of computer keyboard

WEEK 8

Topic: Input devices

Subtitle: Mouse

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. **Identify the mouse**
2. **Describe a computer mouse**

Resources and materials:

Scheme of work

Online information

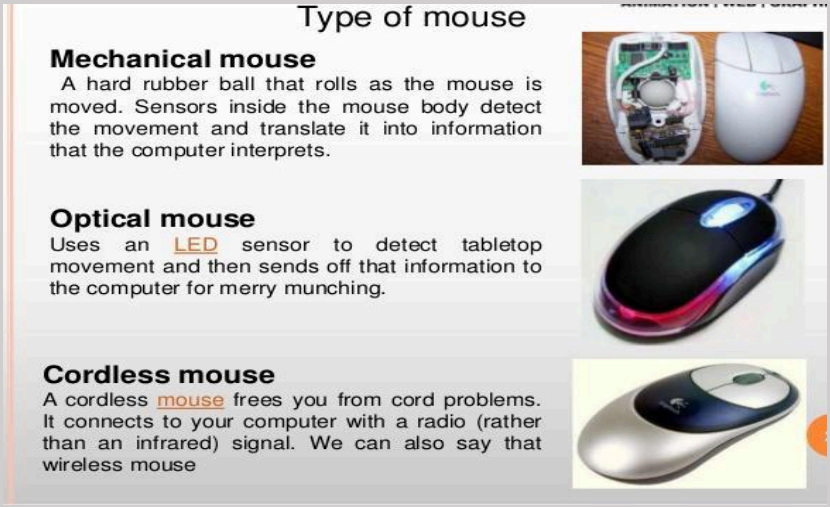
Instructional material: computer mouse

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

A computer mouse is a handheld hardware input device that controls a cursor in a graphical user interface(GUI) and can move and select text, icons, files, and folders on your computer. For desktop computers, the mouse is placed on a flat surface (e.g., mouse pad or desk) in front of your computer. Today's mice have two buttons, the left button and right button, with a scroll wheel in between the two.

There are many types of mouse. Optical mouse, wireless mouse, mechanical mouse, trackball mouse.



Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:1. For desk top computer the mouse is placed on a surface called….

2.State three types of mouse

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:1. State two part a mouse

2. Draw a mouse

3. what's the full meaning of GUI

WEEK 9

Topic: keyboard

Subtitle: functions of keyboard

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. **State two functions of keyboard**
2. **State two functions of special keys**

Resources and materials:

Scheme of work

Online information

Instructional material: keyboard

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

Parts and functions of a keyboard

- **Typing (alphanumeric) keys. These keys include the same letter, number, punctuation, and symbol keys found on a traditional typewriter.**
- **Control keys. These keys are used alone or in combination with other keys to perform certain actions. The most frequently used control keys are Ctrl, Alt, the Windows logo key , and Esc.**
- **Function keys. The function keys are used to perform specific tasks. They are labeled as F1, F2, F3, and so on, up to F12. The functionality of these keys differs from program to program. They are arranged at the top of the keyboard provide common shortcuts and are frequently combination with other keys such as the CTRL key, ALT key and the SHIFT key.**
- **Navigation keys. These keys are used for moving around in documents or webpages and editing text. They include the arrow keys, Home, End, Page Up, Page Down, Delete, and Insert.**
- **Numeric keypad. The numeric keypad is handy for entering numbers quickly. The keys are grouped together in a block like a conventional calculator or adding machine.**

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **Mention parts of a computer and it functions**
2. **List the function keys**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. **Explain the function of numeric keys**
2. **Explain the control keys**

WEEK 10

Topic: input device IV

Subtitle: Functions of mouse

Learning Objectives: At the end of this this lesson, pupils should be able to:

1. **Explain the function of a mouse**
2. **List two functions of mouse**

Resources and materials:

Scheme of work

Online information

Instructional material:

Building Background/connection to prior knowledge: pupils are familiar with the topic in their previous classes.

CONTENT

COMPUTER MOUSE - USES AND IMPORTANCE

1. **Point to and select objects on the screen.**
2. **Select and/or move data or files by dragging and dropping.**
3. **Execute programs and shortcuts, or open files.**
4. **Scroll application windows or web pages by clicking and holding a scroll bar or by moving the mouse wheel.**

Strategies& Activities:

Step1:Teacher revises the previous topic.

Step2:Teacher introduces the new topic.

Step3:Teacher explains the new topic.

Step4: Teacher welcomes pupils' questions.

Step5: Teacher evaluates the pupils.

Assessment & Evaluation:

1. **We use mouse to select and move data by …… and ……**
2. **Explain two uses of mouse.**

WRAP UP(CONCLUSION) Teacher goes over the topic once again for better understanding.

Assignment:

1. **The mouse is used to …… and …… on the screen**
2. **…… open files**
3. **State two functions of mouse.**