

## FORMAT OF UNIT PLAN/SCHEME OF WORK

Academic year: 2021-2022

Term: First Term

School:

Subject: ICT

Teacher:

Class: S3

period per week: 2

Nº of

DATES	UNIT TITLE	LESSON TITLE	Learning objectives + Key Unit competence	Teaching methods& techniques +Evaluation procedures	Resources & References	OBSERVATIONS

<b>WEEK 1</b> <b>11/10/2021-</b> <b>15/10/2021</b>	<b>Unit</b> <b>1:APPLICATION AND UTILITY SOFTWARE INSTLLATION</b>	<ul style="list-style-type: none"> <li>▪ <b>Operating system(OS)</b></li> <li>▪ <b>Functions of operating systems</b> Application, I/O, memory and CPU management.</li> <li>▪ <b>Types of license for software</b> Open source and proprietary licence</li> <li>▪ Download software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the basic functions of an operating system.</li> <li>▪ Describe computer user privileges while installing and uninstalling a program.</li> <li>▪ Explain the difference between open source and proprietary software.</li> <li>▪ Allow program access to administrative privileges during program installation.</li> <li>▪ Download an open source application program from the internet.</li> <li>▪ Use administrative privileges to install different</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners discuss the role of open source applications over proprietary and vice versa.</li> <li>▪ Learners download different software setups/installer from the internet with the teacher's guidance.</li> <li>▪ Learners install and uninstall applications provided by a teacher.</li> <li>▪ Learners download and install add-on and use them.</li> <li>▪ In groups, learners are given DVDs containing operating systems and are to follow the instructions to install on</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ text book,</li> <li>➢ storage devices,</li> <li>➢ the internet,</li> <li>➢ Storage of different applications and operating systems,</li> <li>➢ installation video</li> </ul>	
<b>Week 2</b> <b>18/10/2021-</b> <b>22/10/2021</b>		<ul style="list-style-type: none"> <li>▪ <b>Installation of software</b> MS office, antivirus, Skype, browser, media player programs, burning applications, adobe reader/Photoshop, and games.</li> </ul>				

<b>Week 3</b> <b>25/10/2021 -</b> <b>29/10/2021</b>		<ul style="list-style-type: none"> <li>▪ Software add-on</li> <li>-Definition</li> <li>-Role of add-ons(interface change, adding features, change content of webpage,etc.),(e.g. Download Helper, AdBlock,Media player for YouTube, Mail notifier, screen capture, etc. )</li> <li>-Download and install add -ons</li> <li>-Download file (video) using add-ons</li> </ul>	<p>set-ups Install add-on/add-in to application software (brows er, Office, and video and music player's applications).</p>	<p>selected computers in laboratories.</p>		
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**Key Unit Competency:** Understand the functions of operating system, install and use application and utility software

**SUMMATIVE EVALUATION**

Week 4 01/11/2021- 05/11/2021	Unit 2: TABLE OF CONTENTS AND MAIL MERGE	<ul style="list-style-type: none"> <li>▪ <b>Table of content(TOC)</b></li> <li>▪ List of tables and list of figures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the role of a table of contents in a document.</li> <li>▪ Identify the need to write and print a letter to multiple recipients.</li> <li>▪ Generate a table of contents for a document.</li> <li>▪ Apply and use mail merge to produce a personalized document for multiple recipients.</li> <li>▪ Protect a document with a password.</li> <li>▪ Organize and print a document.</li> <li>▪ Use a table of contents to indicate document's content.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Within a document, learners create and amend a table of contents, list of figures, and tables.</li> <li>▪ Learners write a formal letter and use mail merge features to produce multiple copies to different people.</li> <li>▪ Learners adjust a document and print different orientations using the school printer, print preview, and PDF writer.</li> <li>▪ Learners protect a document using a password.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ data(formal letter and list of recipients and their individual details),</li> <li>➢ textbooks containing both table of contents,</li> <li>➢ list of figures and tables,</li> <li>➢ the internet.</li> <li>➢ ICT student book 3</li> </ul>	
Week 5 08/11/2021- 12/11/2021		<ul style="list-style-type: none"> <li>▪ <b>Mail merge</b> -Concept of mail merge, use new list of recipients, and use existing list</li> <li>▪ Organize, print and view shortcuts</li> <li>▪ Protect a document</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the need to write and print a letter to multiple recipients.</li> <li>▪ Generate a table of contents for a document.</li> <li>▪ Apply and use mail merge to produce a personalized document for multiple recipients.</li> <li>▪ Protect a document with a password.</li> <li>▪ Organize and print a document.</li> <li>▪ Use a table of contents to indicate document's content.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners write a formal letter and use mail merge features to produce multiple copies to different people.</li> <li>▪ Learners adjust a document and print different orientations using the school printer, print preview, and PDF writer.</li> <li>▪ Learners protect a document using a password.</li> </ul>	<ul style="list-style-type: none"> <li>➢ textbooks containing both table of contents,</li> <li>➢ list of figures and tables,</li> <li>➢ the internet.</li> <li>➢ ICT student book 3</li> </ul>	

**Key Unit Competency:** Generate a table of contents and use one document to have multiple copies for different recipients.

#### SUMMATIVE EVALUATION

Week 6	Unit 3: CHARTS	<ul style="list-style-type: none"> <li>▪ Charts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners insert</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
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15/11/2021- 19/11/2021	AND ADVANCED OBJECTS	<ul style="list-style-type: none"> <li>-Role and types of charts.</li> <li>▪ <b>To create a chart or graph</b></li> <li>▪ <b>Formatting an object and chart</b> <ul style="list-style-type: none"> <li>-Styles, adjust image, format an object and others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ present data graphically using charts.</li> <li>▪ Identify procedures to add and read documents added in a document as objects.</li> </ul>	<ul style="list-style-type: none"> <li>charts and common mathematical equations in a provided document.</li> <li>▪ Learners choose and insert</li> </ul>	<ul style="list-style-type: none"> <li>documents, presentations, sheets and PDF files</li> <li>▪ appropriately in a document by displaying the entire file or displaying them in the document as icons.</li> </ul>	<ul style="list-style-type: none"> <li>➢ projector,</li> <li>➢ ICT student book 3,</li> <li>➢ and some interactive materials.</li> </ul>	
Week 7 22/11/2021- 26/11/2021		<ul style="list-style-type: none"> <li>▪ <b>Add object from files</b> Document, workbook, presentation, PDF, etc</li> <li>▪ <b>Add objects</b> Excel, presentation, and equation applications in a document</li> <li><b>Evaluation</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to</li> <li>▪ insert different objects from different programs in a document e.g. equations, excel and, portable document format (PDFs).</li> <li>▪ Illustrate information with different charts.</li> <li>▪ Insert common mathematical equations and symbols into a document.</li> <li>▪ Add documents to another word processing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners use embedded files in a document by opening them, editing and making a presentation</li> </ul>			

			<p>document.</p> <ul style="list-style-type: none"> <li>▪ Insert objects of different programs in a document e.g. equations, excel</li> <li>▪ and, portable document format(PDFs).</li> </ul>		
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**Key Unit Competency:** Present data graphically and use different objects in a document.

**SUMMATIVE EVALUATION**

<p><b>WEEK 8</b>  <b>29/11/2021 -</b>  <b>03/12/2021</b></p>	<p><b>UNIT 4:</b>  <b>ArcGIS</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Query methods (III)</b> <ul style="list-style-type: none"> <li>-Select features by attributes, select by location, export selected features.</li> </ul> </li> <li>▪ <b>Display of layer (II)</b> <ul style="list-style-type: none"> <li>-Symbolize layer</li> <li>-Add/remove label of layer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Know how to query a map using complex selections.</li> <li>▪ Explain how to export and convert ArcGIS maps.</li> <li>▪ Query a map using complex selections.</li> <li>▪ Use advanced symbology and labelling.</li> <li>▪ Produce a map layout.</li> <li>▪ Print, export and send a map.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher helps learners select on a map all the rivers that flow through a predetermined location using the tools they learnt.</li> <li>▪ Practical exercises on how to select by attributes/by location and on how to export selected features.</li> <li>▪ The teacher demonstrates how symbology can be given using categories.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ ArcGIS,</li> <li>➢ interactive board,</li> <li>➢ and text books.</li> </ul>
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				<p>Afterwards learners practice symbolising layers according to categories and quantities.</p> <ul style="list-style-type: none"> <li>▪ The teacher helps learners work with map elements and perform exercises on how to insert a legend, scale, orientation and text.</li> <li>▪ Under the teacher's guidance, learners perform an exercise on printing, exporting a map as a picture(eg.jpg) and sending a map.</li> </ul>	
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<b>Week 9</b> <b>06/12/2021-10/12/2021</b>		<b>REVISION</b>
<b>Week 10</b> <b>13/12/2021-17/12/2021</b>		<b>EXAMINATION PERIOD</b>
<b>Week 11</b>		<b>MARKING AND REPORT</b>

20/12/2021 - 24/12/2021		
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## TERM 2

DATES	UNIT TITLE	LESSON TITLE	Learning objectives + Key Unit competence	Teaching methods& techniques +Evaluation procedures	Resources & References	OBSERVATIONS
<b>Week 1</b> <b>10/01 - 14/01/2022</b>	<b>UNIT 4: ArcGIS</b>	<ul style="list-style-type: none"> <li>▪ <b>map layout</b> -Work with map elements -Insert: legend, scale, orientation (grid or north arrow), text (title, author, date, sources, etc.).</li> <li>▪ <b>Use page and print setup menu</b> -Print setup, data frame setup, and print.</li> <li>▪ <b>Save and send a map</b> -Export map and email it (attach the exported map and send)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Query a map using complex selections.</li> <li>▪ Use advanced symbology and labelling.</li> <li>▪ Produce a map layout.</li> <li>▪ Print, export and send a map.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher helps learners select on a map all the rivers that flow through a predetermined location using the tools they learnt.</li> <li>▪ Practical exercises on how to select by attributes/by location and on how to export selected features.</li> <li>▪ The teacher demonstrates how symbology can be given using categories. Afterwards learners practice symbolising layers according to categories and quantities.</li> <li>▪ The teacher helps</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ ArcGIS,</li> <li>➢ interactive board,</li> <li>➢ and text books.</li> </ul>	

				<p>learners work with map elements and perform exercises on how to insert a legend, scale, orientation and text.</p> <ul style="list-style-type: none"> <li>Under the teacher's guidance, learners perform an exercise on printing, exporting a map as a picture(eg.jpg) and sending a map.</li> </ul>		
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**Key Unit Competency:** Query a map using selections (attribute and location). Create a map layout and insert map elements. Use advanced symbology and labeling. Print, export and send a map.

#### **SUMMATIVE EVALUATION**

<p><b>Week 2</b>  <b>17/01 -</b>  <b>21/01/2022</b></p>	<p><b>UNIT 5:</b>  <b>CHARTS AND</b>  <b>OBJECTS IN</b>  <b>SPREADSHEET</b></p>	<p><b>Charts</b></p> <p><b>Create common chart</b></p> <ul style="list-style-type: none"> <li>▪ Column, bar, pie, and scatter.</li> </ul> <p><b>Formatting chart</b></p> <ul style="list-style-type: none"> <li>▪ Backgrounds, colors and patterns, legend, axis, and labels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify different ways of presenting data graphically.</li> <li>▪ Identify the different techniques used to organise and to</li> <li>▪ print content from many sheets.</li> <li>▪ Use charts and graphics to present data graphically.</li> <li>▪ Format a range of data cells as a table to improve readability.</li> <li>▪ Apply basic data manipulation techniques to organise content in many sheets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Represent and interpret data graphically using sample data provided by the teacher.</li> <li>▪ Teacher helps learners to organise and print data from a sheet.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ text books,</li> <li>➢ and an interactive board.</li> </ul>	
<p><b>Week 3</b>  <b>24/01 -</b>  <b>28/01/2022</b></p>		<p><b>Format cell data as a table</b></p> <ul style="list-style-type: none"> <li>▪ Table design and layout, change,</li> </ul>				

		etc. <b>Printable datasheet</b> <ul style="list-style-type: none"> <li>▪ Set margins, set page numbers, and headers and footers, printing a chart, print area.</li> </ul>			
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**Key Unit Competency:** Use charts and objects in a spreadsheet, use different techniques to organize a printable datasheet.

#### SUMMATIVE EVALUATION

Week 4 31/01 - 04/02/2022	Unit 6: <b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>▪ Role of presentation applications</li> <li>▪ Creating, saving and opening a presentation</li> <li>▪ Components of a presentation environment.</li> </ul> <p><b>Slide</b></p> <ul style="list-style-type: none"> <li>▪ Insert slide, slide navigation pane, copy, cut, and paste slides.</li> <li>▪ Slide title placeholder, and body content holder.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and explain the role of presentation applications.</li> <li>▪ Recognize the criteria used for a good presentation.</li> <li>▪ Understand how to insert objects into slides.</li> <li>▪ State how to distinguish between different presentation views.</li> <li>▪ Arrange and format presentation slides.</li> <li>▪ Insert objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher helps learners to organize slides and choose appropriate objects for the audience.</li> <li>▪ In groups, learners are given the following topics (HIV/AIDS, peace and value, genocide prevention, gender, and the impact of computers in society) and each group makes a presentation (not less than five slides) containing text, images, and sounds. Learners focus on the use of slide transition, layout, design and animations.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ text books,</li> <li>➢ and an interactive board.</li> </ul>
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			<ul style="list-style-type: none"> <li>▪ into slides.</li> <li>▪ Explain the importance of each presentation view.</li> <li>▪ Use animations and transitions to format slides and use various slide presentation modes to display the presentation</li> </ul>			
<b>Week 5</b> <b>07/02-</b> <b>11/02/2022</b>		<b>Objects</b> <ul style="list-style-type: none"> <li>▪ Text, images, table, Clip Art, Word Art, smart Art, shapes, charts, and media clips.</li> </ul> <b>Formatting slide</b> <ul style="list-style-type: none"> <li>▪ Font, theme fonts, change themes and background, slide design, and slide layout.</li> </ul>				
<b>Week 6</b> <b>14/02-</b> <b>18/02/2022</b>		<b>Presentation views</b> <ul style="list-style-type: none"> <li>▪ Normal view, slide sort view, slide show, notes page, reading view, slide</li> </ul>				

		<p>master, handout master, and notes master</p> <p><b>Animation of presentation</b></p> <ul style="list-style-type: none"> <li>▪ Custom animation, slide transition, preview presentation, transition sound, and transition speed.</li> </ul>			
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**Key Unit Competency:** Prepare and make a presentation

**SUMMATIVE EVALUATION**

Week 7 21/02- 25/02/2022	Unit 7: <b>INTODUCTION TO COMPUTER GRAPHICS</b>	<p><b>Definition of:</b></p> <ul style="list-style-type: none"> <li>▪ Computer graphics, model, vector graphics, bitmap graphics, image, 2D, 3D, vector, raster, etc</li> <li>▪ Graphics file format.</li> <li>▪ JPEG, GIF, PNG, and TIFF.</li> </ul>	<ul style="list-style-type: none"> <li>▪ State the value of graphics like logos and explain computer graphics related terms.</li> <li>▪ Identify places and areas where graphics are mostly used.</li> <li>▪ State different graphics file formats.</li> <li>▪ Know and understand</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher helps learners to define computer graphics related items.</li> <li>▪ Learners do photo shoot with a digital camera to be familiar with all operation</li> <li>▪ Learners use scanner to capture some images from papers.</li> <li>▪ Learners are given a sample of every type of graphic and they resize them and discuss and compare the</li> </ul>	<ul style="list-style-type: none"> <li>➢ Computers,</li> <li>➢ projector,</li> <li>➢ graphics application (adobe Photoshop),</li> <li>➢ text books, and an interactive board.</li> </ul>
Week 8 28/02- 04/03/2022		<p><b>Area of graphics use</b></p> <ul style="list-style-type: none"> <li>▪ Advertisement</li> <li>▪ Decoration services</li> <li>▪ Logos</li> <li>▪ Book illustrations</li> </ul>			

		<ul style="list-style-type: none"> <li>▪ Magazines</li> <li>▪ Product packaging</li> <li>▪ Entertainment</li> </ul> <p><b>Graphics software</b></p> <ul style="list-style-type: none"> <li>▪ Paint</li> <li>▪ Adobe Photoshop</li> </ul>	<p>how to use basic vector graphic elements to create a graphic.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate the difference between vector graphics and bitmap graphics.</li> </ul>	<p>different types.</p> <ul style="list-style-type: none"> <li>▪ Learners are given a sample of every type of graphics and they resize them and discuss and compare the different type.</li> <li>▪ In small groups, teacher facilitates students to create a vector and bitmap graphic using graphic elements</li> </ul>	
<p><b>Week 9</b></p> <p><b>07/06-11/03/2022</b></p>		<p><b>Basic graphic element</b></p> <ul style="list-style-type: none"> <li>▪ Lines, curves, sectors, polygons, circles, ovals, squares, rectangles, brush, spray and fill tools</li> </ul> <p><b>Graphic features</b></p> <ul style="list-style-type: none"> <li>▪ Copy and paste, duplicate, move and arrange, resize, flip, skew, rotate, group, combine, cut out, trim, weld, and intersect</li> <li>▪ Reshape vector graphics</li> <li>▪ Manipulate nodes and control points.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creating vector graphics and bitmap graphics using basic graphic elements.</li> <li>▪ Manipulate vector graphics by using graphics features.</li> <li>▪ Manipulate bitmap graphics.</li> </ul>		

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	<p><b>Graphics formatting</b></p> <ul style="list-style-type: none"> <li>▪ Colors for the outlines and fill of objects, and create shading and fill objects with patterns and textures.</li> <li>▪ Fonts as part of the graphic design</li> <li>▪ Fit text to path and envelope effect</li> </ul> <p><b>Edit image</b></p> <ul style="list-style-type: none"> <li>▪ Crop an image, resize, and magnify an area of a picture, change color, color picker, brightness and contrast, flip, rotate, stretch, changing pixels, brushing tools, and work with layers.</li> </ul>			
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**Key Unit Competency:** Create graphics using basic graphic elements and edit predefined graphics.

**SUMMATIVE EVALUATION**

Week 10 14/03- 18/03/2022	REVISION
Week 11	EXAMINATION PERIOD

21/03- 25/03/2022	
Week 12 28/03- 1/4/2022	<b>MARKING AND REPORT</b>

### TERM 3

DATES	UNIT TITLE	LESSON TITLE	Learning objectives + Key Unit competence	Teaching methods& techniques +Evaluation procedures	Resources & References	OBSERVATIONS
WEEK 1 18/04- 22/04/2022	UNIT: 8 INTRODUCTION TO MULTIMEDIA	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition, different types of media, media applications, hardware and software requirements, and techniques or steps</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand multimedia.</li> <li>Identify the media tools used to create images, audio and video files.</li> <li>Explain different multimedia tools and applications.</li> <li>Create an interactive presentation.</li> <li>Use media tools to create digital images, video and audio files.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher helps learners to understand and explain the multimedia tools and applications.</li> <li>In small groups, the teacher facilitates learners to create hyperlinks.</li> <li>In groups, learners use media tools to capture</li> </ul>	<ul style="list-style-type: none"> <li>➤ Computers,</li> <li>➤ projector,</li> <li>➤ text books,</li> <li>➤ scanner,</li> <li>➤ digital cameras,</li> <li>➤ phone cameras,</li> <li>➤ microphone,</li> <li>➤ flash media</li> </ul>	
Week 2 24/04- 29/04/2022		<b>An interactive multimedia</b> <ul style="list-style-type: none"> <li>Create hyperlinks to: a location in the current presentation, another presentation, a file, and an e-mail address.</li> </ul>				
Week 3 02/05- 06/05/2022		<b>Create action buttons</b> <ul style="list-style-type: none"> <li>Buttons for: play or stop, inserted sound/movie during presentation, playing</li> </ul>				

		<p>a CD during presentation, and adding sound/movie effects to an animation.</p>		<p>images, video, audio or search images on the internet to create interactive media files.</p>	<p>➤ files, and headphones.</p>	
<p><b>Week 4</b> 09/05- 13/05/2022</p>		<p><b>Create digital images and video audio files</b></p> <ul style="list-style-type: none"> <li>▪ Create images using media tools, record video and audio, digitize and edit created images by cropping, save created images and video and audio files</li> </ul>				

**Key Unit Competency:** Explain the different uses of multimedia and interactive multimedia applications. Use multimedia software to create a video.

#### SUMMATIVE EVALUATION

<p><b>Week 5</b> 16/05- 20/05/2022</p>	<p><b>Unit9: NETWORK SECURITY</b></p>	<p><b>Definition</b></p> <ul style="list-style-type: none"> <li>▪ Security</li> <li>▪ Threat</li> <li>▪ Authentication</li> <li>▪ Encryption</li> <li>▪ Decryption</li> <li>▪ Firewall</li> <li>▪ Importance of computer security</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain why security is important.</li> <li>▪ Identify security threats.</li> <li>▪ Identify security procedures.</li> <li>▪ Describe why security is important.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher helps learners to understand computer security.</li> <li>▪ Teachers organize group work where learners apply network security concepts like, authentication, authorization to access equipment and data.</li> </ul>	<p>➤ Computers, ➤ servers, ➤ , ➤ routers</p>	
<p><b>Week 6</b> 23/05- 27/05/2022</p>		<p><b>Security threats</b></p> <ul style="list-style-type: none"> <li>▪ Physical (events/ attacks that steal, damage, or destroy equipment).</li> <li>▪ Data (events/attacks that remove/change, corrupt, deny access, allow access, or steal information).</li> <li>▪ Viruses, worms, spyware and Trojans</li> <li>▪ Social engineering</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe security threats.</li> <li>▪ Apply security measures to prevent unauthorized access, misuse or modification of data flowing through the network.</li> <li>▪ Apply network security concepts to</li> </ul>	<ul style="list-style-type: none"> <li>▪ learners apply network security concepts like, authentication, authorization to access equipment and data.</li> </ul>	<p>➤ , ➤ switches, ➤ transmission data cables, ➤ project or,</p>	

Week 7 30/05- 03/06/2022		<p><b>Security procedures</b></p> <ul style="list-style-type: none"> <li>▪ Protect physical equipment</li> <li>▪ Protect data</li> </ul> <p><b>Basic security precautions</b></p>	<p>prevent unauthorized intruders from intercepting data travelling through the network or to initiate commands</p> <ul style="list-style-type: none"> <li>▪ disrupting the network's normal operation.</li> </ul>		<p>➤ and text books.</p>	
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**Key Unit Competency:** Explain network security and apply basic security measures.

#### SUMMATIVE EVALUATION

Week 8 06/06- 10/06/2022	Unit 10: <b>PLATFORM GAME PROGRAMMING</b>	<p><b>Concept of platform and its usage</b></p> <ul style="list-style-type: none"> <li>▪ Create platform sprites</li> <li>▪ Interact with platform sprites</li> <li>▪ Role of platform in scratch</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the platform and its role.</li> <li>▪ Apply different colors to produce more interesting backgrounds.</li> <li>▪ Manage the interaction with platform sprites.</li> <li>▪ Identify and add levels to games.</li> <li>▪ Explain the meaning and the role of platform.</li> <li>▪ Practice the creation of platform sprites.</li> <li>▪ Explore the interaction with platform sprites.</li> <li>▪ Add a level to a game.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual work on producing platforms.</li> <li>▪ Group discussion on how to associate scratch tools/facilities and produce a planned platform.</li> <li>▪ Practice how to use colors, copy, edit, and build combo blocks.</li> <li>▪ Practice on using commands to add a level of a</li> </ul>	<p>➤ Scratch editor, ➤ digital material, ➤ project or, ➤ and computer.</p>	
Week 9 13/06- 17/06/2022		<p><b>Create platform sprite</b></p> <ul style="list-style-type: none"> <li>▪ Pick a color, design a needed item, use (edit, copy, etc.), use fill tool, and build a combo block</li> </ul>				
Week 10 20/06- 24/06/2022		<p><b>Sample commands for sprite manipulations</b></p> <ul style="list-style-type: none"> <li>▪ Color is touching, repeat until, change by, when key pressed, switch to costume; if, etc.</li> </ul> <p><b>Sample control</b></p> <ul style="list-style-type: none"> <li>▪ If, forever, repeat until, point in direction, move</li> </ul>				

		steps, touching, show/ hide, if else, switch to costume, set to, etc.		game.		
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**Key Unit Competency:** To be able to use complex expressions, operators and controls to design platforms.

**SUMMATIVE EVALUATION**

Week 11 27/06- 01/07/2022		REVISION
Week 12 04/07- 08/07/2022		EXAMINATION PERIOD
Week 13 11/07- 15/07/2022		MARKING AND REPORT