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| **SENIOR ONE**  | **Theme**  | **Topic**  | **Time (Periods)**  |
| **Term 1**  | **Computer Systems**  | **Introduction to ICT**  | **24**  |
| **Term 2**  | **Computer Systems**  | **Computer Hardware and System** **Start up**  | **12**  |
| **Data Management and sharing**  | **File and Folder Management**  | **12**  |
| **Term 3**  | **Data Management and sharing**  | **Word Processing I**  | **24**  |
| **Total**  | **72**  |

**A COURSE OUTLINE FOR ICT SENIOR ONE 2024 FOR A WHOLE YEAR**

**BY DAMBA JOWET**

**SENIOR 1: TERM 1**

**THEME: COMPUTER SYSTEMS**

**TOPIC 1: INTRODUCTION TO ICT 24 PERIODS**

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| **Competency:** The learner understands the concept of ICT and the related terminologies, its benefits and the required safety precautions. **LEARNING OUTCOMES**  | **SUGGESTED LEARNING ACTIVITIES**  | **SAMPLE ASSESSMENT STRATEGY**  |
| The learner should be able to: a. Explain the concept of “ICT” and the related terminologies. (k) b. know the common ICT tools and their use in various fields. (k, u, v) c. use various ICT tools. (s, v) d. appreciate the Safety precautions for the different ICT tools. (u, v)  | **Guide learners to:** • brainstorm the term “ICT”. • name the ICT Technologies they know of and how they are used in the everyday life. Use ICT equipment, and in pairs or in groups, ask them to: • identify and name each of the ICT tools, and describe how they are used. • research on specialised applications of ICTs in various fields; health, industry, transport, banks, communication, education, security and allow them to discuss in groups. • work in pairs to study user manuals for a variety of ICT tools, summarise and present the safety precautions in a whole class discussion. • operate available ICT tools to produce a product i.e. taking a photograph using a camera, typing a text, texting…project using a projector. • describe, in a discovery session, the information processing cycle using a simple diagram to illustrate how data is processed into information and stored for future use. • identify, in a guided discussion, possible threats to computers • prepare, in groups, and present rules to govern the use of the computer laboratory. • in a tutoring session in class or computer laboratory to identify some security and safety concerns of ICT tools  | • Listen and ensure that learners interact with, name and state the use(s) of ICT tools, • Listen as learners’ state the necessary safety precautions they would take while using each of the tools above. • Observe learners’ use or describe the use of various ICT tools.  |

**SENIOR 1: TERM 2**

**THEME: COMPUTER SYSTEMS**

**TOPIC 2: COMPUTER HARDWARE AND SYSTEM STARTUP 12 PERIODS**

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| **Competency:** The learner understands the importance of the physical devices of a computer system and uses them in everyday life. **LEARNING OUTCOMES**  | **SUGGESTED LEARNING ACTIVITIES**  | **SAMPLE ASSESSMENT STRATEGY**  |
| The learner should be able to: a. know the physical devices of a computer system and how each operates. (k, s, u, v) b. assemble a computer system. (s, v) c. safely start and shut down a computer system. (s, v) d. use computer peripheral tools. (k, u, s, v)  | **Guide learners to:** • classify in pairs, a list of hardware devices as Input, output, storage, communication and processing tools into their respective categories. • brainstorm, in a think pair session, and report on the importance of each of the hardware tools. • identify by name and use, the physical devices of a computer system (not assembled). • work in pairs, to follow a given step-by- step procedure to connect parts of a computer, power, start and shut down a computer system. • individually prepare texts, take picture and use peripheral tools such as printer, scanner and projector to get an output.  | • Observe learners as they, assemble the different parts into a working computer system. • Observe learners as they connect and use peripheral tools such as printer, scanner and projector appropriately. • Listen as learners discuss and explain the importance of each of these hardware tools: Mouse, Keyboard, Monitor, Speakers. • Evaluate the connected set of peripherals and confirm whether the connections are proper.  |

**THEME: DATA MANAGEMENT AND SHARING**

**TOPIC 3: FILE AND FOLDER MANAGEMENT 12 PERIODS**

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| **Competency**: The learner understands the different types of storage media to store information following the structure of files, folders and directories. **LEARNING OUTCOMES**  | **SUGGESTED LEARNING ACTIVITIES**  | **SAMPLE ASSESSMENT STRATEGY**  |
| The learner should be able to: a. use the different types of storage media to create, save and transfer files. (u, s, v). b. convert units for data storage. (k, u)  | **Guide learners to:** • discuss and Identify different types of storage media. • create and save a simple file. • transfer files between different storage media. • work in pairs and use a simple program (e.g. paint, WordPad) to add some information on a file (e.g. shapes, simple drawings) • work in pairs and create, name and rename folders/files on a variety of storage media. • match different storage devices to their respective names and storage capacities. • work in pairs or in groups, and: - save files on a variety of storage media. - store files/folders in a desired location (file path); online/offline. - convert from one storage measurement unit to another (B, KB,MB, etc.). In pairs, learners classify physical storage media according to methods of storage and move files/ folders from one storage device to another. • work in pairs, to compare the different types of storage media in terms of speed of access, portability, storage capacity and method.  | • Observe learners identifying different storage media types and transferring files. • Observe learners’ drawings and their accuracy in using paint. • Observe learners as they create and transfer files and folders from one location to another. • Discuss with learners as they make conversions of data storage units.  |

**SENIOR 1: TERM 3**

**THEME: DATA MANAGEMENT AND SHARING**

**TOPIC 4: WORD PROCESSING I 24 PERIODS**

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| **Competency:** The learner uses a Word processing software (e.g. MS Word) to create, edit and print documents. **LEARNING OUTCOMES**  | **SUGGESTED LEARNING ACTIVITIES**  | **SAMPLE ASSESSMENT STRATEGY**  |
| The learner should be able to: a. use the word processor interface. (k, u, s, v) b. use a word processing software to create, format, edit and print a document. (k, u, s, v)  | Working individually or in pairs, learners: • open a word processing Application software. • study the word processor interface and take note of the various features and their effects on text. • study a hard copy document (prepared by the teacher) and identifying the range of formats used. • use tools and features of a word processor to format and edit documents (s). • format a Word document (page orientation, margins, size, fonts, paragraphing, etc.). • insert objects in a word document (tables, images, shapes, header and footer). • print part or the whole document.  | • Observe as learners open and interact with the word processing application. • Observe learners making a peer review of each other’s work • Evaluate learners printed work in line with the specifications given.  |

**BY THE END OF THE YEAR, ALL THE ABOVE SHOULD HAVE BEEN COVERED, LOOKING FORWARD TO SEE YOU IN CLASS.**