

COMPUTER STUDIES SCHEMES OF WORK FORM ONE 2016

TERM I

REFERENCES

1. Gateway
2. Longhorn
3. Computer studies by Dr. George and Renu Shah
4. Foundations of comp

W K	LN	TOPIC	SUB-TOPIC	LEARNING OBJECTIVES	TEACHING/LEARNING ACTIVITIES	TEACHING/ LEARNING RESOURCES	REFERENCES	REMARKS
1	1		DEFINITION OF A COMPUTER	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Define computer Distinguish between data and information Explain simple characteristics of computer as a data processing tool 	Learner to: <ul style="list-style-type: none"> Through questions and answer define computer Through brainstorming distinguish between data and information Through group discussion, discuss characteristics of a computer as data processing tool 	<ul style="list-style-type: none"> A calculator A personal Computer Charts Sample data 	<ul style="list-style-type: none"> Longhorn Secondary S.MBum. O. Chapter page 1-2 Computer studies (Dr. George and Renu Shah) Page 1-2 	
	2-3		PHYSICAL PARTS OF A COMPUTER	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Show and explain various physical parts of a computer 	<ul style="list-style-type: none"> Through question and answer list parts of a Computer Through brainstorming explain various parts of a computer 	<ul style="list-style-type: none"> A working personal computer 	<ul style="list-style-type: none"> Gateway secondary Revision S.MBum. O. Chapter 1 Foundations of Computer studies by Psychology 3 	
1	4		CLASSIFICATION OF COMPUTERS	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Classify computer according to physical size 	Learner to: <ul style="list-style-type: none"> In group activity identify and discuss pictures from books, magazines 	<ul style="list-style-type: none"> Charts or photographs from books, magazines or newspapers 	<ul style="list-style-type: none"> Gateway secondary Revision S.MBum. O. Chapter 7-8 	
	5-6		CLASSIFICATION OF COMPUTERS	<ul style="list-style-type: none"> Classify computer according to functionality and according to purpose 	<ul style="list-style-type: none"> Discussion Q & A 	<ul style="list-style-type: none"> Charts or photographs from books, magazines or newspapers 	<ul style="list-style-type: none"> George and Renu Shah Page 4 	

Computer Schemes Of Work

RC Schank



Computer Schemes Of Work:

Computer Assisted Learning M.R. Kibby,J.R. Hartley,2014-05-23 This volume contains a selection of the best papers from the Computer Assisted Learning 91 Symposium It includes research on a wide range of topics related to computers and learning with an emphasis on hard research evidence and innovative explorations **Geocology and Computers** SergeyA. Yufin,2018-05-02 This volume presents technical papers devoted to development and practical use of computer methods in geotechnical and geoenviromental engineering It covers issues on space use and construction soil and rock mechanics and mining applications amongst other topics **Implementing the Whole Curriculum for Pupils with Learning Difficulties** Richard Rose,Ann Fergusson,Caroline Coles,Richard Byers,David Banes,2022-08-30 First published in 1994 Implementing the Whole Curriculum for Pupils with Learning Difficulties explores practical ways of addressing the curriculum for pupils with learning difficulties It draws upon the experience of classroom teachers in developing their practice within and beyond the National Curriculum It provides examples of ways in which pupil s personal and social development may be fostered through pupil self advocacy pupil participation pupil directed learning and group work This book is an essential read for teachers and educationists Activities for Using the Internet in Primary Schools Eta De Cicco,Mike (Senior Lecturer Farmer,Claire Hargrave,2014-01-27 This text guides primary staff to Internet sites of value to the national curriculum Key Stages 1 and 2 offering appropriate ways of using ICT in the classroom It contains practical activities information and advice on developing and supporting class activities Reflections on the History of Computers in Education Arthur Tatnall,Bill Davey,2014-05-05 This book is a collection of refereed invited papers on the history of computing in education from the 1970s to the mid 1990s presenting a social history of the introduction and early use of computers in schools The 30 papers deal with the introduction of computer in schools in many countries around the world Norway South Africa UK Canada Australia USA Finland Chile The Netherlands New Zealand Spain Ireland Israel and Poland The authors are not professional historians but rather people who as teachers students or researchers were involved in this history and they narrate their experiences from a personal perspective offering fascinating stories Computers Into Classrooms John Beynon,Hugh Mackay,1993 This collection of papers plus some other material presented at the Symposium on Information Technology and Education BERA conference in 1988 aims to provide a picture of current information technology and education research issues and debates The style is non technical and accessible **Computer Education** ,1980 Computers in Kenya's Secondary Schools B. M. Makau,1989 *Soviet Life* ,1969 *The Computer Users' Year Book* ,1980 **Children, Computers and the Curriculum** Jerry J. Wellington,1985 **Teachers, Computers, and the Classroom** Ivan Reid,James Rushton,1985 **Teaching Secondary Science with ICT** Roy Barton,2004 This title is intended to identify the ways in which ICT can be used to enhance secondary science education The Electrical Review ,1896 **Organization of Engineering Knowledge for Product Modelling in Computer Integrated Manufacturing**

Toshio Sata,1989 Design and manufacturing preparation activities can be regarded as information processing activities that starting from the original concept of the product and the use of product models generate detailed manufacturing control information and the framework which describes all the necessary information about the product and its processing In order to achieve a higher level of automation for design and manufacturing processes it is essential to analyse engineering information as transferred to and manipulated among related activities It is also vitally important to prepare the framework which is to capture the information systematically this is known as the engineering knowledge It includes basic information such as dimensions tolerances assembling mechanics etc and also expert knowledge which strongly depends on the respective engineering and product domains This book examines the methods used in the representation and manipulation of this engineering knowledge as well as in the generation and manipulation of product models *Applications of Digital Computers* Walter F. Freiburger,William Prager,1963 Computers in Education ,1975 **Using Microcomputers in the Primary School** Peter J. Wayth,1983 **New Scientist** ,1969 **Computer Standards Conference 1988** ,1988

Whispering the Techniques of Language: An Psychological Journey through **Computer Schemes Of Work**

In a digitally-driven world wherever monitors reign great and immediate conversation drowns out the subtleties of language, the profound secrets and psychological nuances hidden within words often get unheard. However, located within the pages of **Computer Schemes Of Work** a charming fictional treasure sporting with organic feelings, lies an extraordinary journey waiting to be undertaken. Published by an experienced wordsmith, that enchanting opus invites viewers on an introspective journey, delicately unraveling the veiled truths and profound affect resonating within the very fabric of each word. Within the mental depths of the moving review, we shall embark upon a sincere exploration of the book is primary themes, dissect their captivating publishing type, and fail to the powerful resonance it evokes deep within the recesses of readers hearts.

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the number line can function in solving mathematical tasks by first graders (6 year olds). The Number Line: An Auxiliary Means or an Obstacle? - ERIC by C Skoumpourdi · 2010 · Cited by 19 — The main research question was whether the number line functioned as an auxiliary means or as an obstacle for these students. Through analysis ... The Number Line - subtraction, and measurement The number line is not just a school object. It is as much a mathematical idea as functions. Unlike the Number Line Hotel, hundreds charts, Cuisenaire rods, and ... What is a Number Line? | Definition and Examples A number line is useful because it acts as a visual math aid. It can support teachers and parents as they teach children how to count and write numbers. It's ... Common Core State Standards for Mathematics figure and can use the strategy of drawing an auxiliary line for solving problems. ... Understand a fraction as a number on the number line; represent fractions ... how kindergartners use auxiliary means to solve problems Sep 3, 2010 — The aim of this paper is to investigate the role that auxiliary means (manipulatives such as cubes and representations such as number line) ... Number Line - Definition, Examples | Inequalities A number line is a visual representation of numbers on a straight line. This line is used to compare numbers that are placed at equal intervals on an infinite ... Massachusetts Mathematics Curriculum Framework — 2017 ... auxiliary line for solving problems. They also can step ... Understand a fraction as a number on the number line; represent fractions on a number line diagram. Michigan Math Standards figure and can use the strategy of drawing an auxiliary line for solving problems. ... A diagram of the number line used to represent numbers and support ...