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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



YEAR OF
ZAYED

Design and Technology

TEACHER'S GUIDE



Grade **8**

Volume

1

2

3

Grade	8	Subject	DT	Lesson Number	1	Week number	1
Unit	1	Date	WC: 13/01/19	Time	45 minutes	Page number	10-19
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				1.1. Understand apps and their significance			
Keywords				App, Internet, Social Media, Communication, Purpose			
Starter/Introduction activity							
Take students through the E-safety guidelines. You may choose to do this as an activity such as a crossword or word finder puzzle.							
Main							
<p>Introduce the course with a discussion about apps. Ask students which apps they use the most.</p> <p>Go through the overview and keywords of Unit 1. Discuss the curriculum with students. Explain the different uses of apps and give plenty of examples. Invite students to speak up as much as possible. Complete Activity 1.</p> <p>Activity 1 Facebook, Periscope, Uber, Spotify, Netflix, Intuit, Oculus, Amazon, MySpace</p> <p>Explain the different function served by apps and complete Activity 2.</p> <p>Activity 2 Gaming, Communication, E-Commerce, Entertainment, News, Social Media</p>							
Plenary							
Take students through Unit 1 learning outcomes and review the lesson.							
Assessment focus				Activities 1-2			

Grade	8	Subject	DT	Lesson Number	2	Week number	1
Unit	Date		Time		Page number		
1	WC: 13/01/19		45 minutes		20-24		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				1.1. Understand apps and their significance, 1.2. Demonstrate knowledge of changes in information over time and the effects those changes may have on education, the workplace and society (G8.4.2.2.1)			
Keywords				Disruption, e-Commerce			
Starter/Introduction activity							
Review last lesson, especially keywords. Ask students CCQs.							
Main							
Go through the History behind apps. Talk about the evolution of mobile phones and how more capable mobile phones allow mobile apps to prosper. Complete Activity 3.							
<p>Activity 3</p> <p>Match Top Left with Bottom Right and Bottom Left with Top Right</p> <p>Discuss the importance of mobile apps in our society. Introduce the term 'disruption'. With examples, explain how industries are being disrupted by mobile apps. Complete Activity 4.</p> <p>Activity 4</p> <p>Netflix – Movie and Television Uber – Transportation Airbnb – Hotel and Travel Spotify – Music</p>							
Plenary							
Review the lesson. Ask students if advancements in technology are always beneficial.							
Assessment focus				Activities 3-4			

Grade	8	Subject	DT	Lesson Number	3	Week number	1
Unit	1	Date	WC: 13/01/19	Time	45 minutes	Page number	25-30
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				1.3. Discuss "Cyber Bullying" including attached implications (G8.4.4.3.3) 1.4. Plan Basic strategies to guide inquiry (G8.1.3.8.1)			
Keywords				Wearable Technology, Virtual Reality			
Starter/Introduction activity							
Discuss which apps students use the most. Ask them what their favourite things about these apps are. Do they think there are any negative aspects at all?							
Main							
Misuse of technology can be dangerous. Use examples to illustrate this point. Particularly focus on addiction, identity theft Introduce the course with a discussion about apps. Ask students which apps they use the most.							
Activity 5							
Sharing someone's pictures without their permission is okay. True/False							
You should never share your private information with strangers. True/False							
It is okay to impersonate someone else online. True/False							
Discuss app purpose. Explain the different function served by apps and complete Activity 2.							
Activity 6							
1. Provide information about sport							
2. Sports fans							
Explain what copyright is and why copyright laws are so important.							
Plenary							
Quiz student about the purpose of apps. Provide verbal feedback on progress.							
Assessment focus				Activities 5-6			

Grade	8	Subject	DT	Lesson Number	4	Week number	2
Unit	Date		Time		Page number		
1	WC: 20/01/19		45 minutes		30-33		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				1.1. Understand apps and their significance, 1.2. Demonstrate knowledge of changes in information over time and the effects those changes may have on education, the workplace and society (G8.4.2.2.1) 1.3. Discuss "Cyber Bullying" including attached implications (G8.4.4.3.3) 1.4. Plan Basic strategies to guide inquiry (G8.1.3.8.1)			
Keywords				App, Internet, Social Media, Communication, Purpose			
Starter/Introduction activity							
Summarise the Unit. You may choose to do this as a Q and A activity or you may have a class discussion.							
Main							
<p>Instruct students to complete End of Unit Quiz. You may provide support where needed.</p> <p>Question 1 Apps have been around since the early 1960s. True/False The first iPhone was launched in 2007. True/False It is not important to make apps interactive. True/False Fewer apps are being developed every year. True/False Layout is how the app appears to the user. True/False</p> <p>Question 2 What should we know before we create an app? Purpose, Target Audience, Navigation, Layout</p> <p>Follow this up with Pop Quiz 1. Students are to complete this without any assistance. 1. C, 2. A, 3.C, 4. D, 5. A</p>							
Plenary							
Review the learning objectives to ensure everything has been covered. Give oral feedback to students. Assign homework to students who may have left any activities incomplete.							
Assessment focus				End of Unit Quiz, Pop Quiz 1			

Grade	8	Subject	DT	Lesson Number	5	Week number	2
Unit	Date		Time		Page number		
2	WC: 20/01/19		45 minutes		34-43		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				2.1. Demonstrate understanding of widgets in Blippit			
Keywords				Blippit App Maker, Widgets			
Starter/Introduction activity							
Go through the keywords. You may choose to do this as an activity, such as crossword or word finder puzzle.							
Main							
<p>Take students through the unit overview and learning objectives. Ensure students are clear on their learning targets.</p> <p>Introduce Blippit App Maker. You may take students to the lab. This ensures:</p> <ul style="list-style-type: none"> • Everyone has access • Students can get a hands-on experience <p>Activity 1</p> <p>You may assign this activity as homework as it is highly likely students won't have their mobile devices on them.</p> <p>Now, explain all the important features. Widgets are the main components of a Blippit app. Demonstrate how they are used.</p> <p>Explain the functions of the various buttons.</p>							
Plenary							
Review the lesson, especially the keywords learnt. Inform students that they are to start developing apps from the next lesson. This ensures they will come prepared with some ideas.							
Assessment focus				Activity 1			

Grade	8	Subject	DT	Lesson Number	6	Week number	2
Unit	Date		Time		Page number		
2	WC: 20/01/19		45 minutes		44-47		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				2.1. Demonstrate understanding of widgets in Blippit. 2.2. Demonstrate practical skills using Blippit. 2.3. Create digital artwork (G8.1.2.11.1)			
Keywords				Widgets, icon, app, customisation			
Starter/Introduction activity							
Review Blippit's features. Discuss what customisation means. Quiz students on the use of buttons.							
Main							
<p>Lab should be ready before the start of the lesson. Students should be able to start working right away.</p> <p>Start creating an app with your students. Take them through the step-by-step instructions in the book.</p> <p>After they write their App Name and App Description, ask them to think of the customisation options. Assist them in customising their apps in accordance with their app purpose.</p> <p>Activity 2</p> <p>Instruct students to create an icon for their apps. They are to create the artwork using MS Paint. The artwork should be unique to each student. An example is provided in the textbook.</p> <p>Customise the apps by changing the themes, looks and widget links among other things.</p> <p>Explain the different widget placement options in Blippit.</p>							
Plenary							
Ensure everyone is up to speed. Assist anyone who hasn't finished their work. Explain what students are going to do in the next lesson.							
Assessment focus				Activity 2			

Grade	8	Subject	DT	Lesson Number	7	Week number	3
Unit	Date		Time		Page number		
2	WC: 27/01/19		45 minutes		48-54		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				2.1. Demonstrate an understanding of widgets in Blippit 2.2. Demonstrate practical skills using Blippit			
Keywords				Schedule, Form, Feedback, Writer			
Starter/Introduction activity							
Review Unit 2 up to this point. Introduce Writer widget and its uses.							
Main							
<p>Instruct students to insert a Writer widget into their apps. They are to create a timetable using this widget. For instructions, follow the step-by-step guide given in the textbook. Complete Activity 3.</p> <p>Activity 3 Students are to add their lessons to the table created earlier.</p> <p>Afterwards, demonstrate how Writer widget can be used to create depth in the apps. Explain what creating depth means. Ensure each student gets hands on experience of app development.</p> <p>Next, instruct students to add Maps widget to their app. The step-by-step instructions are available in the textbook.</p> <p>Activity 4 Students to write down a few questions to create a quiz for their apps.</p> <p>The Forms widget can be added using the step-by-step instructions in the book. Use the questions for Activity 4.</p>							
Plenary							
Review the lesson and provide feedback. Ensure everyone has completed the tasks for the lesson.							
Assessment focus				Activities 3-4			

Grade	8	Subject	DT	Lesson Number	8	Week number	3
Unit	Date		Time		Page number		
2	WC: 27/01/19		45 minutes		55-59		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				2.2. Demonstrate practical skills using Blippit, 2.4. Create simple mobile applications (G8.3.4.7.3)			
Keywords				Preview, Publish			
Starter/Introduction activity							
Introduce the words Preview and Publish. Demonstrate how the Preview feature works in Blippit.							
Main							
Continue working on the app from the last lesson. Students are to Preview their work to ensure their apps work as expected.							
Instruct students to complete the Task Sheet. It is an extension activity and does not count towards the students' final grade . Teacher is expected to provide support. The purpose of this task is to allow students to practically test their skills and understanding of Blippit.							
Students are to add five new widgets to their app and personalise/customise it.							
Teacher should complete the Teacher Evaluation section in student books as the lesson proceeds.							
By the end of the lesson, everyone should have Published their apps.							
Plenary							
Teacher should take some time to provide generalised feedback. Explain and demonstrate how published apps can be accessed via Blippit Torus.							
Assessment focus				Task Sheet			

Grade	8	Subject	DT	Lesson Number	9	Week number	3
Unit	Date		Time		Page number		
2	WC: 27/01/19		45 minutes		60-61		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				2.1 Demonstrate understanding of widgets in Blippit. 2.2. Demonstrate practical skills using Blippit. 2.3. Create digital artwork (G8.1.2.11.1) 2.4. Create simple mobile applications (G8.3.4.7.3)			
Keywords				Preview, Publish			
Starter/Introduction activity							
Review the Keywords and learning objectives from the unit.							
Main							
Summarise the unit. Instruct students to complete the reflection. This will prepare them for the End of Unit Quiz.							
You may complete the Quiz via discussion or as an individual activity.							
Question 1							
Preview							
Question 2							
1. User opinion about app experience. It can be good or bad. 2. Forms							
Question 3							
						True/False	
Blippit is a word processing software.						False	
Apps can be previewed before they are published.						True	
The Side Menu widget placement option is not available in Android style apps.						False	
You can only use Google forms in the Blippit App Maker.						False	
The Map Widget lets the user search for any location.						True	
Plenary							
Provide feedback on the apps created by students in the last lesson. Briefly describe ways in which apps can be improved							
Assessment focus				End of Unit Quiz			

Grade	8	Subject	DT	Lesson Number	10	Week number	4
Unit	Date		Time		Page number		
3	WC: 03/02/19		45 minutes		62-69		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				3.1. Identify different platforms and programming tools for mobile devices. (G8.3.1.4.1) 3.2. Demonstrate an understanding of HTML and CSS.			
Keywords				Platform, HTML, Tags			
Starter/Introduction activity							
Introduce HTML, CSS and other keywords to students. You may choose to do this as a word finder or crossword puzzle.							
Main							
<p>Introduce Unit 3. Go through the Overview, Keywords and Learning Outcomes.</p> <p>Discuss what platforms are. You may begin the discussion by asking students about iOS and Android and lead from there.</p> <p>Discuss the advantages and disadvantages of these platforms. Ask students why they use iPhones or Android phones? Is it just hardware? Are they loyal to one platform or will they switch if they feel the other platform is better?</p> <p>Introduce HTML to students. Explain what tags are and complete Activity 1.</p> <p>Activity 1</p> <p>Answers may vary. Some possibilities: <code><p> </p></code> <code><th> </th></code> <code><tr> </tr></code></p>							
Plenary							
Provide feedback on the apps created by students in the last lesson. Briefly describe ways in which apps can be improved and how implementing HTML will help.							
Assessment focus				Activity 1			

Grade	8	Subject	DT	Lesson Number	11	Week number	4			
Unit	3	Date	WC: 03/02/19	Time	45 minutes	Page number	70-75			
Equipment required:				Learning objectives						
Textbook Pen Mobile devices (optional) Computer				3.2. Demonstrate an understanding of HTML and CSS, 3.3. Test different events for correctness. (G8.3.5.6.1), 3.4. Run the applications on mobile devices or emulators. (G8.3.5.6.2)						
Keywords				Format, Edit, Text						
Starter/Introduction activity										
Review the Keywords and learning objectives from the unit. Talk about tags and how they are going to be used in this lesson.										
Main										
Demonstrate how to use HTML to edit text, create lists and tables. It is imperative that students get hands on experience. Complete Activities 2 and 3.										
<p>Activity 2</p> <p>Possible solution:</p> <pre><h1>Design and Technology</h1></pre> <pre><p>I have learned how to make apps in Blippit. I can use many widgets to make the apps interesting and user friendly.</p></pre> <pre></pre> <pre> entertainment</pre> <pre> gaming</pre> <pre> news</pre> <pre> social media</pre> <pre></pre> <p>Activity 3</p> <p>1. Which of these tags does not have a closing tag?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><code></code></td> <td style="width: 33%;"><code>
</code></td> <td style="width: 33%;"><code></code></td> </tr> </table> <p>2. Write down the two sets of tags you need to make an ordered list.</p> <pre> </pre> <pre> </pre> <p>Assist students throughout the process. The step-by-step guides and examples should help students but as it is their first time coding, they will need some support.</p>								<code></code>	<code>
</code>	<code></code>
<code></code>	<code>
</code>	<code></code>								
Plenary										
Provide feedback on the apps created by students in the last lesson. Briefly describe ways in which apps can be improved										
Assessment focus				Activities 2-3						

Grade	8	Subject	DT	Lesson Number	12	Week number	4								
Unit	3	Date	WC: 03/02/19	Time	45 minutes	Page number	76-81								
Equipment required:				Learning objectives											
Textbook Pen Mobile devices (optional) Computer				3.2. Demonstrate an understanding of HTML and CSS, 3.3. Test different events for correctness. (G8.3.5.6.1), 3.4. Run the applications on mobile devices or emulators. (G8.3.5.6.2)											
Keywords				Hyperlink, embed											
Starter/Introduction activity															
Explain the words hyperlink and embed. Use visuals and examples. Talk about the tags that will be used in this lesson.															
Main															
<p>Show students how to create hyperlinks, add images and embed content. Go through them one at a time. Ensure there are no ambiguities before moving on to the next one.</p> <p>Before attempting the activities, instruct students to follow the step by step instructions in the book to create code. This will give them more practice and get them used to writing code. Complete Activities 4-6.</p> <p>Activity 4</p> <ol style="list-style-type: none"> <code></code> <table border="1"> <thead> <tr> <th>FA Cup wins</th> <th>Team name</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>Arsenal</td> </tr> <tr> <td>12</td> <td>Manchester United</td> </tr> <tr> <td>8</td> <td>Chelsea</td> </tr> </tbody> </table> <p>Activity 5</p> <p>Sample answer: <code></code> <code>Hope Mars Mission will be launched in 2020</code></p> <p>Activity 6</p> <p>Sample answer: <code><iframe height="100%" src="https://www.youtube.com/embed/o7KpDBYYB4Q" width="100%"></iframe></code></p>								FA Cup wins	Team name	13	Arsenal	12	Manchester United	8	Chelsea
FA Cup wins	Team name														
13	Arsenal														
12	Manchester United														
8	Chelsea														
Plenary															
Ask CCQs about Unit 3, especially the tags. Ensure students are familiar with tags for everything they have learnt so far.															
Assessment focus				Activities 4-6											

Grade	8	Subject	DT	Lesson Number	13	Week number	5
Unit	3	Date	WC: 10/02/19	Time	45 minutes	Page number	82-86
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				3.2. Demonstrate an understanding of HTML and CSS, 3.3. Test different events for correctness. (G8.3.5.6.1) 3.4. Run the applications on mobile devices or emulators. (G8.3.5.6.2)			
Keywords				CSS, inline CSS			
Starter/Introduction activity							
Introduce CSS. Explain what inline CSS means and how they will be using it in Blippiit. Use visual aids and demonstrations to get your point across.							
Main							
<p>Discuss with students how CSS will help improve their apps. Demonstrate how to colour text and change text background colour. Students should first attempt the example shown in the textbook. Once they are confident, they can move on to Activities 7 and 8.</p> <p>Activity 7</p> <p>Sample answer:</p> <pre><p style="color:blue">Vincent</p> <p style="color:green">Willem</p> <p style="color:brown">van Gogh</p></pre> <p>Activity 8</p> <p>Sample answer:</p> <pre><p style="color:blue;background-color:red">Vincent</p> <p style="color:green;background-color:black">Willem</p> <p style="color:brown;background-color:grey">van Gogh</p></pre> <p>Teacher may choose to employ extension activities if time permits.</p>							
Plenary							
Discuss how HTML and CSS are different. Ask students to share ideas of how they are going to use CSS in their apps going forward.							
Assessment focus				Activities 7-8			

Grade	8	Subject	DT	Lesson Number	14	Week number	5						
Unit	Date		Time		Page number								
3	WC: 10/02/19		45 minutes		86-87								
Equipment required:				Learning objectives									
Textbook Pen Mobile devices (optional) Computer				3.2. Demonstrate an understanding of HTML and CSS, 3.3. Test different events for correctness. (G8.3.5.6.1) 3.4. Run the applications on mobile devices or emulators. (G8.3.5.6.2)									
Keywords				Font, CSS, inline CSS									
Starter/Introduction activity													
Introduce the term 'font'. Ask students to use word processing software such as Microsoft Word to try different fonts and find out which one they like. They can use it later on for Activities 9 and 10.													
Main													
<p>Explain what font family means and how font size can be changed using CSS. Ensure students attempt the examples first. They should be getting the results shown in the textbook. Provide assistance where required. Afterwards, they should complete Activities 9 and 10.</p> <p>Activity 10 can be modified for each student based on the font they picked in the starter activity.</p> <p>Activity 9</p> <table border="1"> <tbody> <tr> <td></td> <td><code><p style="font-family=Chiller">This code changes font to Chiller</p></code></td> </tr> <tr> <td>✓</td> <td><code><p style="font-family:Chiller">This code changes font to Verdana</p></code></td> </tr> <tr> <td></td> <td><code><p style="fontfamily:Chiller">This code changes font to Chiller</p></code></td> </tr> </tbody> </table> <p>Activity 10</p> <p>Sample answer: <code><p style="color:yellow;background-color:black;font-family:arial;font-size:30">Text about CSS here</p></code></p> <p>Ensure everyone has finished the tasks.</p>									<code><p style="font-family=Chiller">This code changes font to Chiller</p></code>	✓	<code><p style="font-family:Chiller">This code changes font to Verdana</p></code>		<code><p style="fontfamily:Chiller">This code changes font to Chiller</p></code>
	<code><p style="font-family=Chiller">This code changes font to Chiller</p></code>												
✓	<code><p style="font-family:Chiller">This code changes font to Verdana</p></code>												
	<code><p style="fontfamily:Chiller">This code changes font to Chiller</p></code>												
Plenary													
Review the learning outcomes. Ask CCQs about platforms, tags, HTML and CSS													
Assessment focus		Activities 9-10											

Grade	8	Subject	DT	Lesson Number	15	Week number	5
Unit	3	Date	WC: 10/02/19	Time	45 minutes	Page number	88-89
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer				3.1. Identify different platforms and programming tools for mobile devices. (G8.3.1.4.1) 3.2. Demonstrate an understanding of HTML and CSS, 3.3. Test different events for correctness. (G8.3.5.6.1) 3.4. Run the applications on mobile devices or emulators. (G8.3.5.6.2)			
Keywords				Platforms, HTML, CSS			
Starter/Introduction activity							
Assign Pop Quiz 2 to students. Teacher should have PQ2 printed and prepared before the start of the lesson. (Students can glue it in their textbooks after it has been marked.)							
Main							
Summarise the unit. The tables given in Unit summary can be modified to create quizzes if the teacher so chooses.							
HTML							
Opening tag		Closing tag		Structure specified			
<p>		</p>		Paragraph text			
<h1>		</h1>		Main heading			
<h2>		</h2>		Sub heading			
 		None		Line break			
				Hyperlink			
				Unordered list (Bullets)			
				Ordered list (Numbers)			
				List item			
		None		Image			
<iframe src="URL">		</iframe>		Embed content			
CSS							
Style				Structure specified			
color				Text colour			
background-color				Text background colour			
font-family				Type of font			
font-size				Size of font			
Have a discussion about the unit. Ask students what they found easy and what was difficult. This will help the teacher in creating support materials.							
Plenary							
Provide feedback on student progress. Ensure all student work is complete.							
Assessment focus		Pop Quiz 2					

Grade	8	Subject	DT	Lesson Number	16	Week number	6
Unit	4	Date	WC: 17/02/19	Time	45 minutes	Page number	90-98
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				4.1. Understand the importance of planning and design.			
Keywords				Plan, design, purpose			
Starter/Introduction activity							
Ask students what they know about planning. Do they think it is important? If so, why? How can it help in creating apps?							
Main							
<p>Introduce Unit 4. Go through Overview, Keywords and Learning Outcomes. Students are to plan and create an app in this unit. The activities support them in planning each element of their app. Students should decide on their app purpose and app name by the end of the lesson.</p> <p>Students are to plan and create an app in this unit. First, they should think about the purpose of their apps and decide on a name.</p> <p>Activity 1 Varying answers</p> <p>Activity 2 Varying answers</p> <p>Next, they should draw an icon for their apps. MS Paint should be used, but first, they need to draw it on the textbook.</p> <p>Activity 3 Varying answers</p>							
Plenary							
Review app purpose and the advantages of planning. Explain what they are to do in the next lesson.							
Assessment focus				Activities 1-3			

Grade	8	Subject	DT	Lesson Number	17	Week number	6										
Unit	4	Date	WC: 17/02/19	Time	45 minutes	Page number	99-102										
Equipment required:				Learning objectives													
Textbook Pen Mobile devices (optional) Computer				4.1. Understand the importance of planning and design, 4.4. Make mobile applications easy to understand. (G8.3.6.3.2)													
Keywords				Icon, customisation, target audience													
Starter/Introduction activity																	
What is target audience? Discuss its meaning. Discuss the target audience of popular apps like Amazon, Nike, Fortnite etc.																	
Main																	
Continuing on from the starter activity, assign Activity 4 to students. If students are unsure about what an app does, explain it to them.																	
<p>Activity 4</p> <p>L1-R3, L2-R1, L3-R2, L4-R5, L5-R4</p> <p>Students created a school app in Unit 2. Who is the target audience for it? Instruct them to complete Activity 5.</p> <p>Activity 5</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>Parents of students in your schools</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teachers in other schools</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Students from your school</td> </tr> <tr> <td><input type="checkbox"/></td> <td>People interested in cars</td> </tr> <tr> <td><input type="checkbox"/></td> <td>People interested in cooking</td> </tr> </table> <p>By now, students should know what the term target audience means. They have to figure out who is going to use they app they are creating in this unit. Assist students if there still is ambiguity. Complete Activity 6.</p> <p>Activity 6</p> <p>Varying answers</p>								<input checked="" type="checkbox"/>	Parents of students in your schools	<input type="checkbox"/>	Teachers in other schools	<input checked="" type="checkbox"/>	Students from your school	<input type="checkbox"/>	People interested in cars	<input type="checkbox"/>	People interested in cooking
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<input type="checkbox"/>	People interested in cooking																
Plenary																	
Ask CCQs about target audience and everything they have done in the unit so far. Provide verbal feedback.																	
Assessment focus				Activities 4-6													

Grade	8	Subject	DT	Lesson Number	18	Week number	6								
Unit	Date		Time	Page number											
4			45 minutes												
Equipment required:			Learning objectives												
Textbook Pen Mobile devices (optional) Computer (optional)			4.3. Use content-specific tools, software and simulations to support learning and research. (G8.2.3.1.1)												
Keywords			Layout, navigation, content												
Starter/Introduction activity															
Reintroduce the terms layout, navigation and content. You may choose to do this as an activity or a puzzle.															
Main															
<p>Demonstrate what layout and navigation are. Explain their importance. Explain how using HTML impacts both layout and navigation. Students should be familiar with the three ways of creating navigation in Blippit:</p> <ul style="list-style-type: none"> • Menu options • Depth using Writer widget • Hyperlinks <p>Explain that app content should suit the app purpose and cater to target audience. The content should also be assigned to suitable widgets. Complete Activities 7 and 8.</p> <table border="1" data-bbox="459 1069 1251 1367"> <thead> <tr> <th>Page</th> <th>Widget</th> </tr> </thead> <tbody> <tr> <td>Highlights</td> <td>Video; Writer (Embed video)</td> </tr> <tr> <td>Fixture list</td> <td>Writer widget; Calendar</td> </tr> <tr> <td>Stadium location</td> <td>Map</td> </tr> </tbody> </table> <p>Activity 8 Varying answers</p>								Page	Widget	Highlights	Video; Writer (Embed video)	Fixture list	Writer widget; Calendar	Stadium location	Map
Page	Widget														
Highlights	Video; Writer (Embed video)														
Fixture list	Writer widget; Calendar														
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Plenary															
HTML and CSS can be used in apps.															
Assessment focus			Activities 7-8												

Grade	8	Subject	DT	Lesson Number	19	Week number	7
Unit	4	Date	WC: 24/02/19	Time	45 minutes	Page number	107-109
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional) Computer (optional)				4.2. Plan and design an app, 4.4. Make mobile applications easy to understand. (G8.3.6.3.2)			
Keywords				Customisation, Feedback			
Starter/Introduction activity							
Discussion about customisation options in Blippit.							
Main							
<p>Review the customisation options available in Blippit. Students should complete Activity 9 to show the customisations they are planning for their app. If a student is creating an app about Arsenal football club, picking red coloured theme would be ideal.</p> <p>Recommend using the Preview feature when testing customisation options.</p> <p>Activity 9 Varying answers</p> <p>Activity 9 also gives students an opportunity to elaborate on how the plan to use HTML and CSS to further customise their apps.</p> <p>Next, students are to assign widgets to each bit of information in their apps by completing Activity 10.</p> <p>Activity 10 Varying answers</p> <p>Remind them of the importance of Feedback and complete Activity 11. For this activity, students should come up with a few questions that they think will help them improve the app experience. For example, 'what did you not like about the app?' or 'what is the one thing you would change about the app?'.</p> <p>Activity 11 Varying answers</p>							
Plenary							
Take students through Unit 1 learning outcomes.							
Assessment focus				Activities 9-11			

Grade	8	Subject	DT	Lesson Number	20	Week number	7
Unit	4	Date	WC: 24/02/19	Time	45 minutes	Page number	110-120
Equipment required:				Learning objectives:			
Textbook Pen Mobile devices (optional)				4.2. Plan and design an app, 4.5. Develop a mobile app using plans.			
Keywords				Plan, design			
Starter/Introduction activity							
Review everything completed up to this point. Discuss the salient points.							
Main							
<p>Inform students that they are to design their apps as they want them to appear to users. (Students will develop apps in the next lesson).</p> <p>Activity 12</p> <p>Encourage students to make the design as detailed as possible. The design should have the correct layout, navigation guide and labels for any HTML or CSS code used.</p> <div style="text-align: center;">  </div> <p>Remember to:</p> <ul style="list-style-type: none"> • Begin with the Startup screen. • Show the layout in detail. Label hyperlinks, tables, embedded content etc. • Mention the widgets used. • Include sub-menus in sketches. • Remember apps can be designed in either landscape or portrait view. 							
Plenary							
Inform students that they are to transfer their designs to Blippit and develop an app in the next lesson. Summarise the unit.							
Assessment focus				Activity 12, End of Unit Quiz			

Grade	8	Subject	DT	Lesson Number	21	Week number	7																		
Unit	4	Date	WC: 24/02/19	Time	45 minutes	Page number	121																		
Equipment required:				Learning objectives:																					
Textbook Pen Mobile devices (optional) Computer				4.5. Develop a mobile app using plans.																					
Keywords				Plan, develop																					
Starter/Introduction activity																									
Quiz students on some keywords, Blippit widgets and features.																									
Main																									
The End of Unit task is to create this app. Students must develop this app as per their plan. Remind them to follow the checklist given in their textbooks.																									
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This is practice for the CA task in unit 5.																									
Plenary																									
Publish student apps. Publishing generates a QR code. Ensure everyone has their QR codes to share with their friends and family.																									
Assessment focus				End of Unit Task																					

Grade	8	Subject	DT	Lesson Number	22	Week number	8																																							
Unit	5	Date	WC: 03/03/19	Time	45 minutes	Page number	122-131																																							
Equipment required:				Learning objectives																																										
Textbook Pen Mobile devices (optional) Computer(optional)				5.2. Select information sources and digital tools based on the appropriateness to specific tasks (G8.1.3.8.2)																																										
Keywords				Emirates Mars Mission, rocket, shuttle, probe																																										
Starter/Introduction activity																																														
Show some short videos about space missions. Have a discussion about why they are important and explain the key terms.																																														
Main																																														
<p>Introduce Unit 5. Go through Overview, Keywords and Learning Outcomes. Discuss the different types of space missions. Mention some space missions from the past.</p> <p>Explain what the Emirates Mars Mission is and why it is so important. Complete Activities 1-4.</p> <p>Activity 1</p> <p>1.</p> <table border="1"> <thead> <tr> <th>Organisation</th> <th>Year</th> <th>Headquarters</th> </tr> </thead> <tbody> <tr> <td>NASA</td> <td>1964</td> <td>Washington DC</td> </tr> <tr> <td>Roscosmos</td> <td>1971</td> <td>Moscow</td> </tr> <tr> <td>ESA</td> <td>2003</td> <td>Paris</td> </tr> <tr> <td>ISRO</td> <td>2014</td> <td>Bangalore</td> </tr> </tbody> </table> <p>2. Orbiter</p> <p>Activity 2</p> <table border="1"> <tr> <td colspan="3">When was UAE Space Agency was created?</td> </tr> <tr> <td>2015</td> <td>2014</td> <td>2020</td> </tr> <tr> <td colspan="3">The UAE is the first Arab state to join the International Space Exploration Committee.</td> </tr> <tr> <td>True</td> <td colspan="2">False</td> </tr> <tr> <td colspan="3">When is the UAE planning to create a colony on Mars?</td> </tr> <tr> <td>2117</td> <td>2014</td> <td>2017</td> </tr> <tr> <td colspan="3">The UAE is not planning a Mars Science City project simulation centre in the desert outside Dubai.</td> </tr> <tr> <td>True</td> <td colspan="2">False</td> </tr> </table>								Organisation	Year	Headquarters	NASA	1964	Washington DC	Roscosmos	1971	Moscow	ESA	2003	Paris	ISRO	2014	Bangalore	When was UAE Space Agency was created?			2015	2014	2020	The UAE is the first Arab state to join the International Space Exploration Committee.			True	False		When is the UAE planning to create a colony on Mars?			2117	2014	2017	The UAE is not planning a Mars Science City project simulation centre in the desert outside Dubai.			True	False	
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Activity 3

1. Varying answers
2. Writer or Slideshow

Activity 4

Mission	Organisation
Hope Mars mission	UAE Space Agency
Mars 2020	NASA
ExoMars	ESA
2020 Chinese Mars mission	CNSA
Mars Terahertz Microsatellite	NICT

Plenary

Talk about the CA and give students an overview of the project. Discuss the breakdown of marks.

**Assessment
focus**

Activities 1-4

Grade	8	Subject	DT	Lesson Number	23	Week number	8
Unit	5	Date	WC: 03/03/19	Time	45 minutes	Page number	132-136
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				5.2. Select information sources and digital tools based on the appropriateness to specific tasks (G8.1.3.8.2)			
Keywords				Project Brief, Purpose, Task			
Starter/Introduction activity							
Introduce the Project							
Main							
<p>Take students through the Project Brief. This will help students understand the project requirements. It will also help them compartmentalise information. Complete Activities 5-10.</p> <p>Activity 5 Varying answers. Some examples include: UAE citizens People with an interest in space exploration Science students</p> <p>Activity 6 Writer widget</p> <p>Activity 7 Basic Link</p> <p>Activity 8 Using hyperlinks Using all three menu options</p> <p>Activity 9 Varying answers</p> <p>Activity 10 Varying answers</p>							
Plenary							
Review the project brief. Ensure all work up to this point is complete.							
Assessment focus				Project Brief, Activities 5-10			

Grade	8	Subject	DT	Lesson Number	24	Week number	8
Unit	5	Date	WC: 03/03/19	Time	45 minutes	Page number	137-149
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				5.3. Set behaviours to the components of the application (G8.3.4.7.2)			
Keywords				Planning, layout, navigation, features			
Starter/Introduction activity							
Quiz students on the salient features of unit 4 (planning and design).							
Main							
<p>Get students to plan out their app for Emirates Mars mission. Activities 11 and 12 will be helpful in supporting app planning.</p> <p>For Activity 11, students have to create an icon for their app. They should do it on paper first and then use MS Paint to create one digitally. Ensure they save it in their folder at the end of</p> <p>Activity 11 Varying answers</p> <p>Activity 12 Varying answers</p> <p>Ensure students complete the widget layout tables as instructed in the textbook. The table must be filled out with as much detail as possible.</p>							
Plenary							
Provide verbal feedback							
Assessment focus		Planning, Activities 11-12					

Grade	8	Subject	DT	Lesson Number	25	Week number	9
Unit	5	Date	WC: 10/03/19	Time	45 minutes	Page number	150
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				5.4. Create simple and intuitive user interface for mobile applications (G8.3.3.1)			
Keywords				Program, Widget			
Starter/Introduction activity							
Discuss the ways of creating good apps: using a variety of widgets, using plans, using customisation options, using HTML and CSS etc.							
Main							
<p>Students are to create the app they planned. Remind them that:</p> <ul style="list-style-type: none"> • The App should match their plan. • The widget requirement should be met. • HTML and CSS should be used in each Writer widget. • All navigation options should be used. • Content should satisfy the target audience. <p>They may refer to the textbook to instructions on how to use Blippit.</p> <ul style="list-style-type: none"> • Unit 2 for a general guide to Blippit. • Unit 3 for HTML and CSS codes. • This code has further information on Blippit: 							
							
Plenary							
Instruct students to preview their apps. Provide feedback so that they can make changes if needed in the next lesson.							
Assessment focus				App Development			

Grade	8	Subject	DT	Lesson Number	26	Week number	9																		
Unit	Date		Time		Page number																				
					150-152																				
Equipment required:				Learning objectives																					
				5.4. Create simple and intuitive user interface for mobile applications (G8.3.3.3.1) 5.5. Run the devices on mobile devices or emulator (G8.3.5.6.2)																					
Keywords				Preview, Publish, Test																					
Starter/Introduction activity																									
Main																									
Continue working on the app.																									
Afterwards, Preview it. Allow students to correct any errors. Apps should fulfil the criteria mentioned in the textbook before they can be published.																									
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If any criterion is not met, students must make the requisite changes. Students are to describe any changes they make in the box given in the textbook.																									
Plenary																									
Assessment focus	Testing and Previewing																								

Grade	8	Subject	DT	Lesson Number	27	Week number	9
Unit	Date		Time		Page number		
5	WC: 10/03/19		45 minutes		153		
Equipment required:				Learning objectives			
Textbook Pen Mobile devices (optional)				5.1. Demonstrate skills and knowledge developed by undertaking a project			
Keywords				Self-Reflection, Feedback			
Starter/Introduction activity							
Discuss what self-reflection is and how it can be helpful going forward.							
Main							
By the end of this lesson, everyone should have their apps published. They should be given their QR codes to share with their family and friends.							
Students should complete the self-reflection forms in the textbook.							
Statements		I know how to do this.	I have improved the project.	I am an expert.			
I can use all widgets in Blippit.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
I can use HTML and CSS.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
I can use customisation options.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Tell us one area of your app you think you could improve on.							
What part of the project did you enjoy the most?							
Teacher to provide feedback on each app.							
Plenary							
Ensure everyone has completed their app, received QR code and completed self-reflection. Provide feedback.							
Assessment focus		Self-Reflection					