TECHNOLOGY AND LIVELIHOOD EDUCATION

ICT

Grade 8

Three-Term Budget Of Work (BOW)
for Learning Competencies

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First Term		
Performance Standard	The learners create videos with graphics design in a safe and responsible manner.	
Content Standard	• Demonstrate an understanding of ICT as a tool for online marketing. • Demonstrate an understanding of digital citizenship. • Demonstrate an understanding of ICT-related legal issues. • Demonstrate an understanding of the tools and equipment in ICT. • Demonstrate an understanding of software applications.	
Week	**Learning Competency**	**Suggested Activities**
1	**Information and Communications Technology** • Assess ICT as tools for online marketing.	• **Digital Marketing Detective** ○ Evaluate effectiveness of ICT tools in online marketing. ■ Individually, research two (2) ICT tools used in online marketing (e.g. social media, email marketing) and create a short report assessing their advantages, disadvantages and impact on businesses. • **Marketing Tech Explorer** ○ Demonstrate understanding of ICT tools for promoting products or

		services online. ■ Individually, choose a product or service and create a simple mock-up online marketing campaign using at least one ICT tool, highlighting how it reaches and engages customers.
2	**Information and Communications Technology** ● Discuss current events reflecting on their own digital citizenship.	● **Trending and Responsible** ○ Connect current online events to responsible digital citizenship practices. ■ Individually, pick a recent social media trend or online news story and write a short paragraph explaining how you would act responsibly if you encountered it online. ● **Digital Footprint Snapshot** ○ To reflect on personal online behavior in the context of current events. ■ Individually, create a simple chart or poster showing examples of positive and negative digital actions, based on recent events, and note how you would improve your own digital footprint.
3 to 4	**Information and Communications Technology** ● Distinguish ICT-related legal bases and their	● **Law & Order: Digital Edition** ○ To understand the legal rules that

	consequences.	govern ICT use and their consequences. ■ Individually, research one (1) ICT-related law (e.g. Data Privacy Act, Cybercrime Prevention Act) and create a short infographic showing its purpose, key provisions, and penalties for violations. • **Cyber Court Case** ○ To analyze real-world scenarios and apply ICT legal knowledge. ■ Individually, read a given case study involving a cyber incident and write a one-paragraph explanation of which law was violated, the consequences, and how it could have been prevented.
5	**Information and Communications Technology** • Familiarize themselves with the tools and equipment in ICT.	• **Tech Treasure Hunt** ○ To identify and become familiar with common ICT tools and equipment. ■ Individually, explore the classroom or lab and create a labeled diagram or list of at least 10 ICT tools and equipment, noting their purpose and functions. • **Gadget Guru Challenge** ○ To demonstrate understanding of the

		use and function of ICT tools. ● Individually, pick three ICT tools or devices, explain how they work, and write a short paragraph on how they are used in everyday ICT tasks.
6	**Information and Communications Technology** ● Familiarize themselves with appropriate software applications for specific tasks. ● Introduction to software.	● **Software Explorer** ○ Identify and classify types of software. ■ Individually, list at least five (5) software you use and classify them as system or application software. ● **Hardware vs Software Showdown** ○ Differentiate software from hardware. ● In pairs, sort a set of cards labeled as hardware or software into correct categories.
7	**Information and Communications Technology** ● System Software	● **OS Detective** ○ Describe the functions and types of operating systems. ■ Individually, create a mind map showing at least five (5) OS functions and examples. ● **Utility Explorer** ○ Identify the purpose of utility software. ● In pairs, explore classroom computers and record 3 utility

		programs and their uses.
8	**Information and Communications Technology** • Application Software	• **App Hunt** ○ Differentiate application software from system software. ■ Individually, create a table listing at least five (5) application software with their functions. • **Productivity Wizard** ○ Demonstrate basic productivity software skills. ● Individually, create a simple Word document, spreadsheet, or presentation using basic features.
9	**Information and Communications Technology** • Multimedia, Graphics, and Web Software	• **Photo Fun** ○ Apply basic multimedia editing skills. ■ Individually, edit a photo using cropping, resizing, and adding text. • **Safe Surfer Challenge** ○ Demonstrate responsible use of web and communication tools. ● Individually, research a topic online and summarize findings while noting safe browsing practices.

10	**Information and Communications Technology**
	• Software Installation, Updates
		• **Install it Right**
		  ○ Demonstrate proper software installation procedures.
		  ■ Individually, follow guided steps to install free software on a classroom computer.
		• **Software Sorting Game**
		  ○ Review and categorize software types.
		  ■ In groups, sort a list of software programs into system or application categories and explain choices.

Suggested Performance Tasks	• **Individual Performance Task: My Ultimate Software Portfolio**
	  ○ To demonstrate mastery of system and application software concepts and their practical use.
	  ○ Individually, create a mini portfolio that includes: examples of system software and their functions, at least two application software with screenshots of tasks (e.g., Word, Excel, or multimedia editing), and a short reflection on how software installation, updates, and safe web usage affect daily ICT tasks.
	• **Group Performance Task: Team Tech Expo**
	  ○ To collaboratively showcase understanding of software types and their applications.
	  ○ In groups of 3–4, create a digital or poster exhibition presenting system software, application software, multimedia projects, and safe web usage tips; demonstrate one simple software task and explain how it helps in real-life ICT use.	

Second Term		
Performance Standard	The learners create videos with graphics design in a safe and responsible manner.	
Content Standard	• Demonstrate an understanding of graphic design tools.	
Week	**Learning Competency**	**Suggested Activities**
1	**Information and Communications Technology** • Utilize graphic design tools for graphic production. • Introduction to Graphic Design.	• **Design Detective** ○ Identify and explain different types of graphic design. ■ Individually, research 3 types of graphic design and list their features and uses. • **Graphic Explorer** ○ Recognize real-life examples of graphic design. ■ In pairs, find five (5) real-life examples (posters, banners, logos) and classify them by type.
2	**Information and Communications Technology** • Introduction to Graphic Design Tools.	• **Tool Tracker** ○ Identify popular graphic design tools and their purposes. ■ Individually, create a table listing five (5) tools, their type (vector/raster), and common uses. • **Tool Match-Up** ○ Differentiate between types of graphic

		design tools. ■ In pairs, match software names with descriptions and type of tool (vector, raster, online, offline).
3	**Information and Communications Technology** ● Basic Graphic Production Skills	• **Shape Shifter** ○ Apply basic shapes and colors in a design project. ■ Individually, create a simple design using at least 5 shapes and 3 colors in your chosen software. • **Color Splash Challenge** ○ Demonstrate understanding of color fill and combination. ■ In pairs, design a digital card or small poster using different shapes and colors.
4	**Information and Communications Technology** ● Working with text and typography.	• **Typography Explorer** ○ Apply text formatting and typography skills. ■ Individually, design a motivational quote using at least 2 fonts and proper alignment. • **Poster Perfect** ○ Create visually appealing text-image graphics. ■ In pairs, design a mini poster

		for a school event, combining text and shapes effectively.

5	**Information and Communications Technology**
	• Importing and editing images.
		• **Photo Fixer**
		  ○ Demonstrate basic image editing skills.
		  ■ Individually, enhance a given image by adjusting brightness, contrast, or applying a filter.
		• **Creative Collage**
		  ○ Combine multiple images creatively.
		  ○ In pairs, create a digital collage with at least three (3) images, applying basic edits and effects.

6	**Information and Communications Technology**
	• Applying filters and effects.
		• **Filter Fun**
		  ○ Apply filters and effects to enhance images.
		  ■ Individually, edit an image by applying at least 2 filters and explain the visual effect.
		• **Layer Magic**
		  ○ Use layers effectively in design projects.
		  ■ In pairs, create a layered design combining images, shapes, and text, demonstrating proper layer management.

7	**Information and Communications Technology** • Advanced Graphic Elements	• **Icon Innovator** ○ Incorporate icons and vector elements into a design.

		■ Individually, create a design using at least 3 icons or vector elements with gradient fills. • **Pattern Play** ○ Apply patterns and gradients for visual appeal. ■ In pairs, design a themed digital poster combining patterns, shapes, and text.
8	**Information and Communications Technology** • Preparing for final Project	• **Project Blueprint** ○ Plan a complete graphic design project. ■ Individually, sketch or digitally plan a poster/banner including all design elements and layout. • **Group Brainstorm Board** ○ Collaboratively plan a cohesive graphic project. ○ In groups of 3–4, create a design plan showing elements, colors, text, and images for a final project.
9	**Information and Communications Technology** • Final Graphic Production Project	• **My Digital Masterpiece** ○ Apply all graphic design skills to produce a final design. ■ Individually, create a final poster, card, or social media

		graphic incorporating shapes, text, images, and effects. • **Team Design Showcase** ○ Demonstrate teamwork and design integration. ■ In groups, create a set of coordinated graphics (poster series or social media posts) and prepare a short presentation explaining design choices.
10	**Information and Communications Technology** • Presentation, Reflection and Critique	• **Show & Tell: Solo Edition** ○ Present and reflect on personal graphic design projects. ■ Individually, present your final project to the class and write a short reflection on what skills were applied and improved. • **Peer Review Gallery** ○ Provide constructive feedback on others' designs. ■ In groups, display projects and provide feedback using a checklist for design elements, clarity, and creativity.
Suggested	• **Individual Performance Task: My Digital Creation**	

Performance Tasks	○ Apply learned graphic design tools and techniques to produce an original design. ○ Individually, create a digital poster or social media graphic using shapes, text, images, and colors in your chosen graphic design software, showcasing your creativity and technical skills. • **Group Performance Task: Team Design Showcase** ○ Collaboratively produce a cohesive graphic project demonstrating teamwork and design skills. ○ In groups of 3–4, design a series of coordinated graphics (poster series or social media graphics) using text, images, shapes, and effects, then present the project to the class explaining your design choices.

Third Term		
Performance Standard	The learners create videos with graphics design in a safe and responsible manner.	
Content Standard	• Demonstrate an understanding of video editing tools.	
Week	**Learning Competency**	**Suggested Activities**
1	**Information and Communications Technology** • Utilize video editing tools with multimedia materials. • Introduction to Video Editing	• **Before and After Magic Objective** ○ Identify the purpose of video editing. ■ Watch a raw and an edited clip, then list three differences or improvements you notice. • **Editor's Eye Objective** ○ Recognize key elements of a video. ■ Identify transitions, text, music, and effects used in a sample video.
2	**Information and Communications Technology** • Exploring the video editing interface.	• **Editor's Playground** ○ Familiarize yourself with editing tools and workspace. ■ Label the main parts of the video editing interface using a screenshot or diagram. • **Media Mix Master** ○ Practice importing multimedia materials. ■ Create a new project and import at least one video, one image, and one audio file.

3	**Information and Communications Technology**
	• Basic editing: Cutting and Trimming
		• **Cut It Like A Pro!**
		  ○ Apply trimming and splitting techniques to video clips.
		  ■ Edit a 1-minute raw clip by trimming unnecessary parts and arranging it on the timeline.
		• **Timeline Tetris**
		  ○ Organize clips in logical sequence.
		  ■ Rearrange a set of mixed clips into the correct story order on the timeline.

4	**Information and Communications Technology**
	• Adding transitions and effects.
		• **Transition Transformer**
		  ○ Enhance video flow using transitions.
		  ■ Add at least three different transitions between clips in your project.
		• **Effect Explorer**
		  ○ Experiment with video effects.
		  ■ Apply at least two visual effects to improve the look of a clip and describe their impact.

5	**Information and Communications Technology**
	• Basic editing: Cutting and Trimming
		• **Title It Right**
		  ○ Apply text elements to videos.
		  ■ Add a title screen, subtitles, and captions to a sample video clip.
		• **Caption Creator**
		  ○ Demonstrate proper use of captions

		for clarity. ■ Watch a silent clip and add accurate captions to convey the story.
6	**Information and Communications Technology** ● Adding and adjusting audio.	• **Soundtrack Star** ○ Integrate audio into video projects. ■ Add background music to a clip and adjust volume to balance with the original audio. • **Voiceover Expert** ○ Create clear voiceovers for video. ■ Record a 15-second narration and sync it with a video clip.
7	**Information and Communications Technology** ● Advanced editing techniques.	• **Filter Frenzy** ○ Enhance video aesthetics using filters. ■ Apply color correction or a filter to a clip and describe the visual effect. • **Overlay Magic** ○ Apply overlays creatively. ■ Add an image or video overlay and position it using keyframes or timeline adjustments.
8	**Information and Communications Technology** ● Storyboarding and planning a video.	• **Storyboard Stars** ○ Plan a video project with multimedia

		elements. ■ Draw a simple storyboard for a 1–2 minute video showing scenes, clips, and audio. • **Scene Planner Challenge** ○ Organize video content effectively. ■ Create a timeline of shots and multimedia elements to guide the editing process.
9	**Information and Communications Technology** • Final Video Project Editing	• **Mini Movie Maker** ○ Produce a complete edited video. ■ Create a 1–2 minute video using clips, images, text, audio, and transitions. • **Editing Master Challenge** ○ Refine video for clarity and impact. ■ Review your video project and make improvements to sequencing, transitions, and audio balance.
10	**Information and Communications Technology** • Exporting and sharing videos.	• **Premiere Day** ○ Present and share edited videos. ■ Export your final video and showcase it to the class, explaining your editing choices. • **Critique & Reflect**

		○ Evaluate video projects and reflect on learning. ■ Watch peer videos and give constructive feedback using a simple rubric; reflect on your own learning.
Suggested Performance Tasks	• **Individual Performance Task: My Mini Movie** ○ Apply all video editing skills to create a short multimedia project. ○ Individually, produce a 1–2 minute video incorporating clips, images, audio, text, transitions, and effects, then export it as a final project. • **Group Performance Task: Team Trailer Challenge** ○ Collaborate to produce a multimedia video combining creative ideas and editing techniques. ○ In groups of 3–4, plan, storyboard, and edit a 2–3 minute video using multimedia materials, ensuring smooth transitions, captions, music, and visual effects, then present it to the class.	