



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**BUSINESS STUDIES FOR LEARNERS
WITH VISUAL IMPAIRMENT**

GRADE 7



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

Curriculum is a tool, which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate *‘to develop curriculum and curriculum support materials’* has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on ‘Reforming Education and Training in Kenya for Sustainable Development’. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country’s future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education and Foundation level, Grades 4, 5 and Intermediate Level. The roll out for Grade 6, Junior Secondary (Grade 7-9), and Prevocational Level will subsequently follow.

It is my hope that the curriculum designs for learners with Visual Impairment in Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision, which seeks to have engaged, empowered and ethical citizens.

PROF. GEORGE A. O. MAGOHA, EGH
CABINET SECRETARY,
MINISTRY OF EDUCATION

PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3) and Foundation Level. The implementation progressed to Upper Primary (Grade 4, 5 and 6) and Intermediate Level based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based Curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level. This is similar to the Pre-vocational and Vocational Level.

The Grade 7 curriculum designs for learners with Visual Impairment in the respective learning areas will enable the development of 21st Century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based Curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all Government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum for learners with Visual Impairment will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

JULIUS O. JWAN, PhD, CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENTS

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed and adapted the Grade 7 curriculum designs for learners with Visual Impairment taking cognizance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs for learners with Visual Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed and adapted with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.

I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development and adaption of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development and adaptation of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers' Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process.

Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development and adaptation of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre technical Studies	4
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject including Braille skills	3
14.	Optional Subject	3
	Total	45

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships, which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy, which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) **Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

- v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system, which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- viii) **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practice relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Business Studies at junior secondary will be offered as an integrated subject covering the following strands; business and money management skills, business and its environment, Government and global influence in business and financial records in business. This will equip the learner with Business competencies like; critical thinking, problem solving and creativity, digital and financial literacy, communication and networking which are considered necessary for their personal life and business in general.

The subject is critical at this level of education as evidenced by the KICD needs assessment report and the Kenya Vision 2030. Offering Business Studies to learners with visual impairments at junior secondary level recognises that learning and development of potential is influenced by social-cultural factors, developmental age, instructional opportunities and models as embraced by theories such as the Instructional Design Theory, Vygotsky's Social-Cultural Theory, Gardner's Multiple Intelligence Theory and Piaget's Theory of Cognitive Development. Others are accounting and entrepreneurship theories such as descriptive accounting theory, normative accounting theory and Innovation Theory by Schumpeter among others.

Learners with visual impairments are encouraged to undertake Business studies as a subject to enable them venture into business activities such as agribusiness, entrepreneurship and procurement since they are entitled to exemptions from some tax on income accruing from their businesses or employment. Upon completion of their tertiary courses on the various career opportunities related to Business studies, learners with visual impairments are entitled to a five percent of all casual, emergency and contractual positions in employment in both the public and private sectors. The Kenyan Government has reserved 30% of all procurement budget to persons living with disabilities who have got registered companies and therefore learners with visual impairment are encouraged to engage in such businesses upon completion of their Business studies related courses.

The government has ensured a tax relief on machines and any other equipment imported into the country for purposes of teaching and training learners with visual impairment for self-realization and community development.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Junior Secondary School, the learner with visual impairment should be able to:

1. Make effective use of financial literacy skills for prudent financial decision making, generation of income and creation of wealth for sustainable development
2. Understand business and its environment in addressing economic issues in the society
3. Practise basic business and entrepreneurial skills for the development of self and society
4. Act with integrity and apply knowledge, critical understanding and technology to environmental concerns and ethical issues as both opportunities and constraints for businesses
5. Recognise the role of government in exempting VAT on machines and equipment imported for teaching and training learners with visual impairment to enable them realize their full potentials in matters related to business.
6. Recognise the role of government in business and respond to community, national and global economic issues, as an informed and responsible citizen.
7. Develop an awareness of the nature and significance of basic skills of keeping business financial records, innovation and change within the context of business activities
8. Exhibit understanding of pertinent and contemporary issues in business and the society
9. Develop a foundation for further studies in careers related to Business Studies

STRAND 1.0: BUSINESS AND MONEY MANAGEMENT SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management Skills	1.1 Introduction to Business Studies (6 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) examine the concept of Business Studies in Kenya; b) explore career opportunities related to Business Studies in Kenya; c) identify the business and employment entitlements and reservations enshrined within the Kenyan constitution to persons with visual impairment; d) start and run a small income generating activity within the school compound; e) appreciate the importance of Business Studies in day- to-day life. 	<ul style="list-style-type: none"> ● In groups, learners discuss and present the meaning, components and importance of Business Studies. ● Learners interact with relevant digital devices with assistive technology or appropriate print and braille textbooks and brainstorm on the components and importance of Business Studies. ● Learners role-play careers associated with business studies sighted peers to support learners with blindness in activities that require sight as they role-play. ● Learners with low vision watch and listen to an audiovisual clip on business careers. Learners with blindness listen to verbal descriptions and discuss activities and pictures on the video clip on business careers. ● In groups, learners are guided to use digital devices with assistive technology to search for and present information on business and employment entitlements and reservations to persons with visual impairment. ● Learners to discuss with a resource person on business career opportunities and business and employment entitlements and reservations (tax exemption, funds, 	<ol style="list-style-type: none"> 1. Why is it important to study the concept of Business Studies? 2. How is Business Studies related to different career opportunities? 3. How important is Business studies in day-to - day life?

			licences, procurement opportunities etc) enshrined within the Kenyan constitution to persons with visual impairment. <ul style="list-style-type: none"> ● Learners to brainstorm and come up with the required resources to start and run a viable income generating activity. 	
Core competencies to be developed: <ul style="list-style-type: none"> ● Imagination and creativity as learners role play on different careers associated with Business Studies ● Learning to learn as learners interact with digital devices with assistive technology to brainstorm on components and importance of business studies. ● Critical thinking and problem solving as learners discuss on the concept of Business Studies and role play on the career opportunities ● Self-efficacy as learners start and run an income generating activity. ● Communication and collaboration as learners role play and discuss careers. ● Digital literacy as learners interact with digital devices with assistive technology to surf the internet. 				
Values: <ul style="list-style-type: none"> ● Peace is enhanced as learners work together during discussions. ● Responsibility is promoted as learners start and run an income generating activity within the school compound. ● Unity is promoted as learners role-play and discuss career opportunities. ● Respect is achieved as learners role-play on the career opportunities. ● Love is enhanced as learners share learning resources and ideas on the importance of business studies. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Decision-making is promoted as learners identify careers to role-play in Business Studies. ● Critical thinking is enhanced as learners brainstorm on viable income generating activity within the school compound. ● Financial literacy is acquired as learners discuss careers and earning opportunities associated with Business Studies. ● Social cohesion is achieved as learners engage in an income generating activity within the school compound and role play the careers. 				
Link to other subjects: <ul style="list-style-type: none"> ● Pre-Technical and Pre-Career Studies as learners discuss careers associated with business. ● English as learners debate about and discuss careers related to business studies. ● Performing Arts as learners role play different careers related to business studies. ● Religious Education as learners learn how to love one another and share resources. 				

<p>Suggested Non - formal activities to support learning: Learners discuss with a resource person on:</p> <ul style="list-style-type: none"> ● Career opportunities associated with business studies in an organised school programme. ● Business and employment entitlement and reservations enshrined within the Kenyan constitution to persons with visual impairment in an organised school programme.
<p>Suggested learning Resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design grade 7. ● Business studies handbook for grade 7. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7. ● Digital resources using digital devices with assistive technology. ● Resource person.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments ● Oral questions ● Self and peer assessment ● Observation

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Examining the concept of Business Studies in Kenya.	Analyses the concept of Business Studies and its importance in Kenya.	Examines the concept of Business Studies in Kenya.	Explains the concept of Business Studies in Kenya.	Defines the concept of Business Studies in Kenya.
Exploring Career opportunities in Business Studies in Kenya.	Explores and gives relevant examples of career opportunities in Business Studies in Kenya.	Explores career opportunities in Business Studies in Kenya.	States career opportunities in Business Studies in Kenya.	Lists career opportunities in Business Studies in Kenya.
Explaining business and employment privileges to persons with visual impairment.	Analyses with relevant examples, business and employment privileges to persons with visual impairment.	Explains business and employment privileges to persons with visual impairment.	States business and employment privileges to persons with visual impairment.	Identifies business and employment privileges to persons with visual impairment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management Skills	1.2 Money (6 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the uses of money in day- to- day life identify the key security features of the Kenyan currency; describe themes and symbols on the Kenyan currency; appreciate the importance of money in the economy. 	<ul style="list-style-type: none"> Learners discuss in groups and present the meaning and uses of money. Learners share experiences on use of money for buying goods and services. Learners use digital devices with assistive technology or appropriate print or braille textbooks to identify the key security features of the Kenyan currency. Learners with low vision observe pictures and photographs or realia of the Kenyan currency. Learners with blindness manipulate realia of the Kenyan currency. In groups, learners discuss the themes and symbols used on the Kenyan currency. 	<ol style="list-style-type: none"> Why is money important? How should we ensure Kenyan currency is secure? How are the themes and symbols on the Kenyan currency identified?
Core competencies to be developed: <ul style="list-style-type: none"> Self- efficacy as learners discuss and present the meaning and uses of money. Learning to learn as learners discuss the themes and symbols of Kenyan currency and link them to growth and development of different sectors of the economy. Patriotism as learners discuss the themes, symbols and uses of Kenyan currency. Digital literacy as learners interact with digital devices with assistive technology to identify key security features of the Kenyan currency. Communication and collaboration as learners discuss uses of money. 				
Values: <ul style="list-style-type: none"> Peace is enhanced as learners discuss the uses of money. Respect is developed as learners discuss the themes, symbols and uses of Kenyan currency. Unity is enhanced as learners engage in discussions and debate on uses of money. Responsibility is promoted as learners share experiences on use of money for buying goods and services. Love is achieved as learners share learning resources and realia of the Kenyan currency. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Critical thinking is enhanced as learners analyse the uses of money. Financial literacy is acquired as learners discuss uses and security features of the Kenyan currency. Social cohesion is promoted as learners recognize and identify with the symbols on the Kenyan currency. 				

<ul style="list-style-type: none"> ● Mentorship and Peer Education is achieved as learners share experiences on use of money for buying goods and services.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Mathematics as learners identify different currencies and their exchange rates. ● Social Studies as learners identify themes of the Kenyan currency. ● English as learners discuss the uses of money.
<p>Suggested Non-formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners make posters with messages on symbols and themes of Kenyan Currency and display them at strategic places within the school.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business Studies Curriculum Design Grade 7. ● Business Studies Handbook for Grade 7. ● Relevant approved appropriate print and braille business studies textbooks and revision books for Grade 7. ● Digital Resources using digital devices with assistive technology. ● Photographs and pictures of the Kenyan currency. ● Realia of the Kenyan Currency.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Observation. ● Portfolio Assessment. ● Oral questions. ● Assignments.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the uses of money in day- to- day life.	Explains by demonstrating the uses of money in day- to- day life.	Explains the uses of money in day- to-day life.	States the uses of money in day- to- day life.	Highlights the uses of money in day- to- day life.
Identifying the key security features of the Kenyan currency.	Analyses the key security features of Kenyan currency.	Identifies the key security features of Kenyan currency.	Identifies 2 to 3 key security features of the Kenyan currency.	Identifies 1 key security feature of the Kenyan currency.
Describing themes and symbols on the Kenyan currency.	Describes by demonstrating the themes and symbols on the Kenyan currency.	Describes themes and symbols on the Kenyan currency.	States the themes and symbols on the Kenyan currency.	Lists the themes and symbols on the Kenyan currency.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management Skills	1.3 Personal goals (6 lessons)	By the end of the sub strand, the learner should be able to: a) explore the meaning and importance of setting personal goals for self-development; b) analyse the factors to consider when setting personal goals for self- development; c) use ICT devices with assistive technology or exercise books or braille papers for setting personal goals for self- development; d) set personal goals for self-development; e) recognize the need for setting personal goals for self- development.	<ul style="list-style-type: none"> ● Learners discuss the meaning and importance of setting personal goals. ● Learners discuss the factors to consider when setting personal goals. ● Learners use digital devices with assistive technology or exercise books or braille papers to set personal goals. ● Learners set personal goals. 	<ol style="list-style-type: none"> 1. Why is it important to set personal goals? 2. How do we set personal goals?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners set personal goals. ● Creativity and imagination as learners set personal goals. ● Critical thinking and problem solving as learners analyse the factors to consider when setting personal goals. ● Digital literacy as learners interact with digital devices with assistive technology when setting personal goals. ● Communication and collaboration as learners interact in discussion with other learners and resource persons. ● Learning to learn as learners use digital devices with assistive technology to set and improve their personal goals. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility is enhanced as learners set personal goals. ● Respect is promoted as learners discuss the factors to consider when setting personal goals. ● Peace is promoted as learners hold discussion on the factors to consider when setting personal goals. ● Unity is achieved as learners work together and hold discussions on setting personal goals. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Decision making is enhanced as learners set their personal goals. ● Effective communication is achieved as learners discuss personal goal setting. ● Financial literacy is achieved as learners analyse the factors to consider when setting personal goals. ● Career guidance is promoted as learners are guided in setting personal goals. 				

<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Life skills education in problem solving, critical thinking, effective communication and decision-making. ● Pre-Technical and Pre-Career Studies as learners set goals to determine learning pathways and future careers. ● Computer Science as learners learn to use digital devices with assistive technology.
<p>Suggested Non - formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners make posters and braille cards with messages on factors to consider when setting personal goals for self-development and display them in a strategic place within the school compound.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Business Studies Curriculum Design Grade 7. ● Business Studies Grade 7 Hand book. ● Digital Resources using digital devices with assistive technology ● Relevant approved appropriate print or braille business studies textbooks and revision books for Grade 7. ● Resource person.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments ● Self and peer assessment ● Oral questions ● Observation.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring the meaning and importance of setting personal goals for self-development.	Explores and analyses the meaning and importance of setting personal goals for self-development.	Explores the meaning and importance of setting personal goals for self-development.	Explains the meaning of setting personal goals for self- development	Defines the meaning of setting personal goals for self- development.
Analysing the factors to consider when setting personal goals for self-development.	Analyses the factors to consider and their influence on personal goal setting for self-development.	Analyses the factors to consider when setting personal goals for self-development.	States factors to consider when setting personal goals for self-development.	Lists factors to consider when setting personal goals for self-development.

Setting personal goals for self- development.	Sets SMART personal goals for self- development.	Sets personal goals for self- development.	Sets unrealistic personal goals for self- development.	Mentions personal goals for self- development.
Applying ICT devices when setting personal goals for self- development.	Innovatively applies ICT devices when setting personal goals for self -development.	Applies ICT devices when setting personal goals for self- development.	Identifies ICT devices when setting personal goals for self - development.	Cites ICT devices when setting personal goals for self- development.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management Skills	1.4 Talents and abilities (8 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between talents and abilities of learners in school; b) identify ways of nurturing talents and abilities for business purpose; c) demonstrate personal talents and abilities in school; d) relate talents and abilities to career opportunities in the world; e) identify ethical issues related to the use of talents and abilities in business; f) Apply digital resources to g) grow own talents and abilities; h) appreciate the importance of nurturing talents and abilities in generating income.	<ul style="list-style-type: none"> ● In groups, learners discuss the distinction between talents and abilities. ● Learners take part in talent shows to help identify their talents and abilities. Sighted peers to support learners with blindness in activities that require use of sight. ● Learners display their talents and abilities in and out of class through clubs and societies and other planned school fora. ● Learners access digital resources using digital devices with assistive technology to grow their own talents and abilities. ● Learners participate in career talks on opportunities related to talents and abilities. 	<ol style="list-style-type: none"> 1. How are talents different from abilities? 2. How can talents and abilities be nurtured? 3. How are ethical issues related to the use of talents and abilities? 4. How are career opportunities related to talents and abilities?

Core competencies to be developed:

- Creativity and imagination as learners demonstrate their talents and abilities.
- Communication and collaboration as learners display their talents and abilities during talent shows.
- Learning to learn as learners use digital devices to grow their talents and abilities.
- Self- efficacy as learners demonstrate their talents and abilities during talent shows.

Values:

- Integrity is enhanced as learners learn about ethics in talents and abilities.
- Respect is promoted as learners take part in showcasing their talents and abilities.
- Peace is promoted as learners interact in discussions on talents and abilities.
- Unity is achieved as learners interact in discussions on how to grow their talents and abilities.
- Love is promoted as learners share their talents and abilities for the benefit of others..
- Personal responsibility is achieved as learners take up roles during the talent shows.

Pertinent and Contemporary Issues (PCIs):

- Critical thinking is enhanced as learners identify their talents and abilities.
- Social cohesion is promoted as learners demonstrate their talents and abilities during talent shows.
- Financial literacy is acquired as learners discuss talents and abilities in business.
- Gender issues in education is achieved as learners display their talents and abilities in an organised school programme.

Link to other Subjects:

- Performing Arts as learners identify and demonstrate talents and abilities.
- Visual Arts as learners display their talents and abilities..
- Life Skills Education as learners identify suitable career opportunities related to their talents and abilities.
- Integrated Science as learners create and innovate using their talents and abilities.

Suggested Non - formal activities to support learning:

- Learners participate in school drama festivals with themes on talents and abilities.
- Learners make posters and braille cards with messages on talents and abilities and display them at strategic places within the school.

Suggested Learning Resources:

- Business Studies Curriculum Design Grade 7.
- Business Studies handbook for Grade 7.
- Digital resources in digital devices with assistive technology.
- Print and tactile charts, Posters and braille cards.
- Relevant approved appropriate print and braille Business studies textbooks and revision books for Grade 7

Suggested Assessment Methods:

- Observation.
- Assignment.
- Self and peer Assessment.
- Portfolio assessment

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Distinguishing between talents and abilities of learners in school.	Explains the differences between talents and abilities of learners in school with examples.	Distinguishes between talents and abilities of learners in school.	Defines and gives examples of talents of learners in school.	Gives examples of talents of learners in school.
Identifying ways of nurturing talents and abilities for business purposes.	Identifies and gives examples on ways of nurturing talents and abilities for business purposes.	Identifies ways of nurturing talents and abilities for business purposes.	Identifies ways of nurturing talents for business purposes.	Mentions ways of nurturing talents for business purposes.
Demonstrating personal talents and abilities in school.	Innovatively demonstrates personal talents and abilities in school.	Demonstrates personal talents and abilities in school.	Demonstrates talents and abilities in school when prompted.	Has challenges demonstrating personal talents in school.
Relating talents and abilities to career opportunities in the world.	Relates by giving examples the relationship between talents and abilities to career opportunities in the world.	Relates talents and abilities to career opportunities in the world.	Relates either talents or abilities to career opportunities in the world.	Inadequately relates talents to career opportunities in the world.
Identifying ethical issues related to the use of talents and abilities in business.	Identifies and practices ethical issues related to the use of talents and abilities in business.	Identifies ethical issues related to the use of talents and abilities in business.	Highlights ethical issues related to the use of talents and abilities in business.	Cites ethical issues related to the use of talents and abilities in business.

STRAND 2.0: BUSINESS AND ITS ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>2.0 Business and its Environment</p>	<p>2.1 Business activities (8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) distinguish between needs and wants as used in Business Studies; b) explore the meaning of the term scarcity, choice, scale of preference and opportunity cost in relation to satisfaction of consumer needs and wants; c) prepare a scale of preference to satisfy personal needs and wants; d) justify the need for business activities for self and the community; e) analyse trading activities in the community; f) recognize the need for business activities in the satisfaction of human wants and needs for self and the community. 	<ul style="list-style-type: none"> ● Learners to brainstorm and present the differences between human needs and wants. ● In groups, learners discuss and present the meaning of the term scarcity, choice, scale of preference and opportunity cost. ● Learners interact with digital devices with assistive technology or appropriate print or braille textbooks to search on scarcity and choice. ● Learners demonstrate opportunity cost given limited resources. ● Learners prepare a scale of preference for their personal needs and wants. ● In groups, learners discuss the purpose of business activities in the society. ● Learners role-play trading activities in the community. Sighted peers to support learners with blindness in activities that require sight as they role-play. ● Learners to debate the role of retailers to the consumer. 	<ol style="list-style-type: none"> 1. How important is the scale of preference in the satisfaction of human wants and needs? 2. Why should we carry out business activities?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss the need for business activities in the community. ● Imagination and creativity as learners make choices during role play. ● Critical thinking and problem solving as learners prepare the scale of preference. ● Learning to learn as learners prepare the scale of preference and make choices. ● Digital literacy as learners may interact with digital devices. 				

Values:

- Peace is promoted as learners work together during discussions.
- Unity is achieved as learners work together during discussions.
- Respect is promoted as learners work together during discussions.
- Integrity is acquired as learners are guided to conduct simple survey.
- Personal responsibility is enhanced as learners make choices; prepare scale of preferences and role-play.

Pertinent and Contemporary Issues (PCIs):

- Good governance is achieved as learners make the scale of preference on the needs and wants.
- Decision making skill is acquired as learners make choices and role-play.
- Financial literacy is acquired as learners discuss the economic problem of scarcity and choice.

Link to other subjects:

- Social Studies as learners learn about economic activities.
- Home Science as learners learn about consumer education.
- Agriculture as learners learn about agribusiness.
- English as learners learn about communication skills.

Suggested Non - formal activities to support learning:

- Learners make posters, braille cards, print and tactile charts on scale of preference and display them in strategic places within the school.

Suggested learning resources:

- Business studies curriculum design for grade 7.
- Business studies handbook for Grade 7.
- Digital resources using digital devices with assistive technology.
- Resource person.
- Relevant approved appropriate print and braille business studies textbooks and revision books for Grade 7.
- Print and tactile charts.

Suggested Assessment Methods:

- Observation
- Oral questions
- Assignments
- Self and peer assessment.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Distinguishing between needs and wants as used in Business Studies	Distinguishes between needs and wants as used in Business Studies and gives examples in each case.	Distinguishes between needs and wants as used in business Studies.	Defines needs and wants as used in Business Studies.	States needs and wants as used in Business Studies.
Exploring the meaning of the term scarcity, choice, scale of preference and opportunity cost in relation to satisfaction of human wants and needs.	Explores and demonstrates the meaning of the term scarcity, choice, scale of preferences and opportunity cost in relation to satisfaction of consumer needs and wants.	Explores the terms scarcity, choice, scale of preferences and opportunity cost in relation to satisfaction of consumer needs and wants.	Defines the term scarcity, choice, scale of preferences and opportunity cost in relation to satisfaction of consumer needs and wants.	Recalls the terms scarcity, choice, scale of preferences and opportunity cost in relation to satisfaction of consumer needs and wants.
Preparing a scale of preference to satisfy personal needs and wants.	Prepares with reasons a scale of preference to satisfy personal needs and wants.	Prepares a scale of preference to satisfy personal needs and wants.	Prepares an unrealistic scale of preference to satisfy personal needs and wants.	Prepares an incomplete scale of preference to satisfy personal needs and wants.
Justifying the need for business activities for self and the community.	Justifies by demonstrating the need for business activities for self and community.	Justifies the need for business activities for self and community.	States the need for business activities for self and the community.	Mentions the need for business activities for self and the community.
Analysing trading activities in the community.	Analyses and maps trading activities in the community.	Analyses trading activities in the community.	Locates trading activities in the community.	Mentions trading activities in the community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.2 Goods and services (5 lessons)	By the end of the sub strand, the learner should be able to: a) analyse types and importance of goods and services found in the local market; b) distinguish between goods and services found in the market; c) identify sources and places where consumers may buy goods and services; d) embrace the value of goods and services for the satisfaction of human wants.	<ul style="list-style-type: none"> ● In groups, learners discuss and present the meaning, types, importance and characteristics of goods and services. ● Learners visit the local market and compile a list of goods and services available. Sighted peers to guide and ensure safety of learners with blindness as they walk within the local market. ● Learners use digital devices with assistive technology to log in to a virtual market and generate a list of goods and services available. ● Learners to discuss sources and places where consumers may buy goods and services. 	<ol style="list-style-type: none"> 1. How are goods different from services? 2. How important are goods and services in the satisfaction of human wants?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital literacy as learners interact with digital devices with assistive technology. ● Critical thinking and problem solving as learners distinguish between goods and services. ● Communication and collaboration as learners interact in discussions of goods and services. ● Learning to learn as learners have a market exposure. ● Self-efficacy as learners interact with people in the market. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace is promoted as learners interact with each other and the local market. ● Respect is achieved as learners discuss sources and values of goods and services. ● Unity is promoted as learners discuss the meaning of goods and services. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social skills are acquired as learners interact during discussions and visit to the market. 				

<ul style="list-style-type: none"> • Social cohesion is promoted as learners interact with each other and the community during visit to the local market. • Financial literacy is acquired as learners discuss values of goods and services.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Social Studies as learners learn about economic activities. • Computer Science as learners learn about the virtual market. • Home Science as learners learn about consumer education. • Agriculture as learners learn about the marketing of agricultural goods.
<p>Suggested Non - formal activities to support learning:</p> <ul style="list-style-type: none"> • Learners make posters on goods available in the local market and display them in strategic places within the school compound. • Learners role play activities carried out in the local market.
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Business studies curriculum design for grade 7. • Business studies handbook for grade 7. • Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7. • Digital Resources using digital devices with assistive technology. • Local Market. • Charts. • Photographs and pictures
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> • Oral questions. • Observation. • Portfolio assessment. • Assignments.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analysing types and importance of goods and services found in the local market.	Analyses and gives examples of types and importance of goods and services found in the local market	Analyses types and importance of goods and services found in the local market.	Explains the importance of goods and services found in the local market.	Cites the importance of goods and services found in the local market.

Distinguishing between goods and services found in the local market.	Distinguishes between goods and services found in the local market and gives examples in each case.	Distinguishes between goods and services found in the local market.	States goods and services found in the local market.	Mentions goods and services found in the local market.
Identifying sources and places where consumers may buy goods and services.	Identifies and maps sources and places where consumers may buy goods and services.	Identifies sources and places where consumers may buy goods and services.	States sources and places where consumers may buy goods and services.	Recalls sources and places where consumers may buy goods and services.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.3 Economic resources (6 lessons)	By the end of the sub strand, the learner should be to: a) examine the characteristics of economic resources used for production of goods and services; b) analyse types of economic resources in Kenya c) explore sustainable ways of using economic resources in Kenya; d) conduct resource mapping in the local community and classify economic resources; e) appreciate the importance of economic resources in Kenya for the production of goods and services.	<ul style="list-style-type: none"> ● Learners discuss in groups and present the meaning and characteristics of economic resources in the community. ● Learners classify economic resources in the community. ● Learners carry out resource mapping in the local community and classify economic resources. ● Learners interact with digital devices with assistive technology or appropriate print and braille textbooks to establish the distribution of economic resources in the community. ● In groups, learners brainstorm and present sustainable ways of using economic resources. 	<ol style="list-style-type: none"> 1. What are the characteristics of economic resources? 2. How are economic resources classified? 3. How can economic resources be used sustainably?
Core competencies to be developed:				
● Communication and collaboration as learners carry out resource mapping in the community, and discuss the types of economic resources.				

<ul style="list-style-type: none"> ● Self-efficacy as learners present their discussions about economic resources. ● Critical thinking and problem solving as learners classify and discuss types of economic resources. ● Good governance as learners learn about sustainable ways of using economic resources. ● Digital literacy as learners interact with digital resources to establish the distribution of economic resources in the community. ● Learning to learn as learners interact with digital resources in digital devices with assistive technology on economic resources.
<p>Values:</p> <ul style="list-style-type: none"> ● Respect is promoted as learners work together during discussions of sustainability of economic resources. ● Peace is promoted as learners work together and discuss meaning and importance of economic resources to the community ● Responsibility is developed as learners map out economic resources. ● Unity is achieved as learners work together in mapping economic resources. ● Integrity is acquired as learners learn about sustainable use of economic resources. ● Social justice is enhanced as learners explore sustainable ways of using economic resources.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners classify and discuss types of economic resources. ● Social cohesion is promoted as learners map out resources in their locality. ● Decision making is developed as learners classify economic resources. ● Critical thinking is developed as learners classify the economic resources. ● Financial literacy is acquired as learners discuss economic resources. .
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social Studies as learners learn about economic activities such as mining, fishing, trade. ● Agriculture as learners learn about the distribution of crops, soil, animals. ● Religious education as learners learn about creation. ● English as learners discuss in groups.
<p>Suggested Non- formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners visit an established business firm. ● Learners debate on economic resources in a business club.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design for grade 7. ● Business studies handbook for grade 7. ● Digital resources using digital devices with assistive technology. ● Resource person. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7.

Suggested Assessment Methods:

- Observation.
- Assignments.
- Self and peer assessment.
- Oral questioning.

Assessment Rubric				
Criteria	Exceeding expectation	Meets expectation	Approaches expectation	Below expectation
Examining the characteristics of economic resources used for production of goods and services.	Examines the characteristics of economic resources used for production of goods and services and gives examples.	Examines the characteristics of economic resources used for production of goods and services.	Highlights the characteristics of economic resources used for production of goods and services.	Cites the characteristics of economic resources used for production of goods and services.
Analysing types of economic resources in Kenya.	Analyses and shows the distribution of types of economic resources in Kenya.	Analyses types of economic resources in Kenya.	Identifies types of economic resources in Kenya.	Lists the types of economic resources in Kenya.
Exploring sustainable ways of using economic resources in Kenya.	Explores and suggests sustainable ways of using economic resources in Kenya.	Explores sustainable ways of using economic resources in Kenya.	Mentions some of the sustainable ways of using economic resources in Kenya.	Highlights sustainable ways of using economic resources in Kenya.
Conducting resource mapping in the local community and classifying economic resources.	Conducts resource mapping in the local community and nationwide and classifies economic resources.	Conducts resource mapping in the local community and classifies economic resources.	Sites resources in the local community and classifies economic resources.	Recalls resources in the local community and classifies economic resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.4 Business Communication (6 lessons)	By the end of the sub strand, the learner should be able to: a) assess the meaning and importance of communication in business; b) use ICT tools in business communication; c) recognise the role of effective communication in business.	<ul style="list-style-type: none"> ● Learners brainstorm in groups and present the meaning and importance of communication in business. ● Learners role-play in pairs the importance of communication in business. Sighted peers to support learners with blindness in activities that require sight during the role-play. ● In groups, learners discuss in groups and present the available ICT tools and their application in business communication. ● Learners apply ICT tools using digital devices with assistive technology in business for communication. 	<ol style="list-style-type: none"> 1. How important is communication in business? 2. How can one use ICT tools in business communication?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Imagination and creativity as learners role play and discuss the ICT tools and their application. ● Communication and collaboration as learners discuss the ICT tools and the importance of communication in business. ● Learning to learn as learners interact with ICT tools and their applications. ● Critical thinking and problem solving as learners discuss the importance of communication in business and role-play. ● Digital literacy as learners interact with ICT communication tools and their applications. ● Self - efficacy as learners discuss and role play on the importance of communication in business. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace is promoted as learners discuss in class the meaning and importance of communication in business. ● Unity is promoted as learners work together during discussions on the importance of communication in business. ● Love is enhanced as learners discuss the meaning and importance of communication in business. ● Respect is enhanced as learners discuss the meaning and importance of communication in business. ● Responsibility is developed as learners use different ICT tools in business communication and role-play. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners discuss the ICT tools and their applications. ● Social cohesion is promoted as learners discuss the available ICT tools and their applications in business communication. ● Financial literacy is acquired as learners learn about communication in business. 				

<p>Link to other Subjects:</p> <ul style="list-style-type: none"> ● English as learners learn about communication skills. ● Life skills education as learners learn about communication skills. ● Computer Science as learners learn about ICT tools in communication..
<p>Suggested Non- formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners visit a nearby established business enterprise to familiarize with the different types and levels of communication. ● Learners organise business mentorship programmes and discuss the importance of communication in business. ● Learners compose songs on business communication and present during an organized school function.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design for grade 7. ● Business studies handbook for grade 7. ● Relevant approved appropriate print and braille business studies textbooks and reference materials for grade 7. ● Resource person. ● Digital resources using digital devices with assistive technology
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments. ● Oral questions. ● Portfolio assessment. ● Observation

Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Assessing the meaning and importance of communication in business.	Assesses the meaning and importance of communication in business and indicates the different lines of communication.	Assesses the meaning and importance of communication in business.	Defines the meaning and states the importance of communication in business.	States the importance of communication in business.
Using ICT tools in business communication.	Innovatively uses ICT tools in business communication.	Uses appropriate ICT tools in business communication.	Identifies ICT tools in business communication.	Recalls ICT tools in business communication.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.5 Production of goods and services (8 lessons)	By the end of the sub strand, the learner should be able to: a) explore the meaning and importance of production in the community; b) analyse the importance, characteristics and rewards for the factors of production in the community; c) examine consumer concerns to addressed in the production of goods and services; d) embrace the value of factors of production in producing goods and services to satisfy human wants.	<ul style="list-style-type: none"> ● Learners brainstorm in groups and present the meaning and importance of production. ● In groups, learners discuss and present the characteristics of factors of production. ● Learners analyse the importance and rewards for factors of production. ● Learners share experiences on how production of goods and services may address consumer concerns such as quality, quantity, overpricing, scarcity, safety and ingredients. 	<ol style="list-style-type: none"> 1. How important is production? 2. How are the factors of production characterised and rewarded?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners interact with digital devices ● Critical thinking and problem solving as learners discuss the importance and characteristics of factors of production ● Citizenship as learners learn about land as a factor of production ● Communication and collaboration as learners discuss factors of production ● Self- efficacy as learners discuss and present on the importance and characteristics of the factors of production. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is enhanced as learners learn how to use the factors of production ● Peace is promoted as learners discuss the importance and characteristics of factors of production ● Love is enhanced as learners discuss the importance and characteristics of factors of production ● Unity is promoted as learners discuss the importance and characteristics of factors of production ● Social Justice achieved as learners discuss the importance and characteristics of factors of production. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance is achieved as learners learn about factors of production ● Environmental awareness is promoted as learners learn about factors of production 				

<ul style="list-style-type: none"> ● Critical thinking is enhanced as learners discuss the importance and characteristics of production. ● Ethical issues are acquired as learners discuss experiences on how production of goods may address consumer concerns.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social Studies as learners learn about physical environment ● Agriculture as learners learn about conserving the environment ● Home Science as learners learn about food production. ● English as learners discuss the characteristics of factors of production.
<p>Suggested Non - formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners make posters with messages on production activities and effects on the environment and display them in strategic places within the school compound.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design for grade 7. ● Business studies handbook for grade 7. ● Digital resources in digital devices with assistive technology. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7. ● Photographs, pictures and print and tactile charts.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Oral questions. ● Self and peer assessment. ● Observation. ● Assignments.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring the meaning and importance of production in the community.	Explores the meaning, importance and types of production in the community.	Explores the meaning and importance of production in the community.	Defines production and states the importance in the community.	States the importance of production in the community.
Analysing the importance, characteristics and rewards for the factors of production in the	Analyses with examples the importance, characteristics and rewards for the factors of production in the	Analyses the importance, characteristics and rewards for the factors of production in the	States the importance, characteristics and rewards for the factors of production in the community.	Cites the importance, characteristics, and rewards for the factors of production in the

community.	community.	community.		community.
Examining consumer concerns to be addressed in the production of goods and services.	Examines and suggests relevant solutions to consumer concerns to be addressed in the production of goods and services.	Examines consumer concerns to be addressed in the production of goods and services.	States consumer concerns to be addressed in the production of goods and services.	Lists consumer concerns to be addressed in the production of goods and services.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.6 Marketing of goods and services (6 lessons)	By the end of the sub strand, the learner should be able to: a) relate the terms market, marketing and consumer to the business environment; b) explain factors considered when selecting a suitable market for goods and services; c) identify ICT platforms used for marketing goods and services; d) appreciate the role of marketing in the satisfaction of human needs and wants in the society.	<ul style="list-style-type: none"> • Learners discuss in groups the meaning of market, marketing and consumer. • Learners analyse factors considered when selecting a suitable market for goods and services from a given case study. • Learners use digital devices with assistive technology to research and present ICT platforms used in marketing of goods and services. 	<ol style="list-style-type: none"> 1. How is market, marketing and consumer related? 2. How do we select a market for goods and services?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners discuss marketing of goods and services. • Critical thinking and problem solving as learners analyse a case study in selecting a suitable market. • Learning to learn as the learners learn about marketing. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is enhanced as learners work together in groups during discussions of factors to consider when selecting a market for the business. • Peace is promoted as learners interact and work together during discussions and analysing case study. 				

- Unity is promoted as learners interact and share thoughts during discussions and analysing case study.
- Social cohesion is achieved when learners discuss marketing.

Pertinent and Contemporary Issues (PCIs):

- Effective communication is enhanced as learners discuss marketing.
- Problem solving skill is enhanced learners analyse a case study on factors considered in selecting a suitable market.
- Critical thinking is developed as learners analyse a case study on factors considered in selecting a suitable market.
- Financial literacy is acquired as learners learn about the concept of marketing of goods and services.

Link to other subjects:

- Computer Science as learners learn about the software on marketing.
- Agriculture as learners learn about marketing of agricultural products.
- Home Science as learners learn about consumer education.
- Social Studies as learners map market regions.

Suggested Non-formal activities to support learning:

- Learners visit a nearby local market and carry out marketing on a suitable product.
- Learners make posters and charts on different ICT platforms used in marketing of goods and services and display them in strategic places within the school.

Suggested learning resources:

- Business studies curriculum design for grade 7.
- Business studies handbook for grade 7.
- Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7.
- Resource person.
- Digital resources using digital devices with assistive technology.
- Local market.

Suggested Assessment Methods:

- Assignments.
- Oral questions.
- Observation.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Relating the terms market, marketing and consumer to the business environment.	Relates with examples the terms market, marketing and consumer to the business environment.	Relates the terms market, marketing and consumer to the business environment.	Defines the terms market, marketing and the consumer.	States the terms market, marketing and the consumer.
Explaining factors considered when selecting a suitable market for goods and services.	Explains factors considered when selecting and gives examples of suitable markets for goods and services.	Explains factors considered when selecting a suitable market for goods and services.	States factors considered when selecting a suitable market for goods and services.	Mentions factors considered when selecting a suitable market for goods and services.
Identifying ICT platforms used in marketing of goods and services.	Identifies appropriate ICT platforms used in marketing of goods and services.	Identifies ICT platforms used in marketing of goods and services.	States ICT platforms used in marketing of goods and services.	Mentions ICT platforms used in marketing of goods and services.

STRAND 3.0: GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Government and global influence in business	3.1 Government and business (7 lessons)	By the end of the sub strand, the learner should be able to: a) justify the need for government involvement in business in Kenya; b) identify the legal requirements for starting and operating a simple business in Kenya; c) recognise the role of Government in business in Kenya.	<ul style="list-style-type: none"> ● Learners debate on the need for government involvement in business in Kenya. ● In groups, learners use digital devices with appropriate assistive technology and textbooks to search for information on legal requirements to start and operate a simple business in Kenya. ● Learners discuss with a resource person on legal requirements to start and operate a simple business in Kenya. 	<ol style="list-style-type: none"> 1. Why is it important for the government to get involved in business? 2. Why should an entrepreneur acquire the legal requirements for starting and operating a simple business in Kenya?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Good governance as learners identify legal requirements to start and operate a simple business in Kenya. ● Self- efficacy as learners debate on the need for government involvement in business in Kenya. ● Digital literacy as learners interact with digital resources when identifying legal requirements to start and operate a simple business in Kenya. ● Communication and collaboration as learners discuss and debate the need for government involvement in business in Kenya. ● Learning to learn as learners listen and interact with the resource person on basic legal requirements to start and operate a simple business. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is enhanced as learners learn about the legal requirements influencing business activities in Kenya. ● Social Justice is promoted as learners learn about the need for government involvement in business activities in Kenya. ● Patriotism is enhanced as learners learn and interact with legal requirements influencing business activities in Kenya. ● Peace is prompted as learners debate and discuss the need for government involvement in business activities. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance is achieved as learners learn about the legal requirements for starting and operating a business. ● Social cohesion is promoted as learners learn about the legal requirements influencing business and embrace the sense of belonging in the community. ● Financial literacy is acquired as learners are made aware of the value and importance of legal requirements for starting and operating a business 				

<p>to the government.</p> <ul style="list-style-type: none"> ● Social cohesions promoted as learners interact and identify with legal requirements for starting and operating a business in Kenya. 				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social Studies as learners learn about governance. ● Computer Science as learners use digital devices with assistive technology to search for legal requirements affecting business. ● Pre-Technical and Pre-Career Studies as learners learn about careers. 				
<p>Suggested Non -formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners make posters with messages on the legal requirements for starting and operating a business in Kenya and pin them in strategic places within the school. ● Learners discuss with a resource person on basic legal requirements to start and operate a simple business in Kenya. 				
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design for grade 7. ● Business studies handbook for grade 7. ● Digital resources using digital devices with assistive technology. ● Resource person. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7 				
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments. ● Observation. ● Oral questions. ● Self and peer assessment. 				
<p>Assessment Rubric</p>				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Justifying the need for government involvement in business in Kenya.	Justifies by giving examples the need for government involvement in business in Kenya.	Justifies the need for government involvement in business in Kenya.	Explains the need for government involvement in business in Kenya when prompted.	Highlights the need for government involvement in business in Kenya.
Identifying the legal requirements for starting and operating a simple business in Kenya.	Identifies and explains legal requirements for starting and operating a simple business in Kenya.	Identifies the legal requirements for starting and operating a simple business in Kenya.	States the legal requirements for starting and operating a simple business in Kenya when prompted.	Mentions the legal requirements for starting and operating a simple business in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Government and global influence in business	3.2 Taxation in Kenya (8 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> 1. explain the meaning of tax and taxation in Kenya; 2. examine the importance of paying taxes in Kenya; 3. investigate the need for citizens to pay taxes in Kenya; 4. desire to pay taxes as a Kenyan citizen. 	<ul style="list-style-type: none"> ● Learners discuss in groups and present the meaning of tax and taxation ● Learners debate on the importance of paying taxes in Kenya. ● In groups, learners sensitize the school community on the need and importance of paying taxes by using talking walls, posters, braille cards, print and tactile charts and role-play. Sighted peers to support learners with blindness in activities that require sight during role-play and in creating talking walls. ● In groups, learners discuss with a resource on the need to pay taxes. ● Learners use digital devices with assistive technology or relevant appropriate print and braille textbooks on the importance of taxation. 	<ol style="list-style-type: none"> 1. Why is it important to pay taxes to the Government? 2. How does an individual benefit from paying taxes?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Good governance as learners learn about the importance of paying tax. ● Digital literacy as learners interact with digital resources on importance of paying tax and create posters for sensitizing the school community. ● Communication and collaboration as learners debate and sensitize the school community on the need and importance of paying taxes. ● Learning to learn as learners interact with the digital resources and resource person on the importance of paying taxes. ● Self-efficacy as learners sensitize the school community on the need and importance of paying taxes through role-play. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is enhanced as learners learn about paying tax. ● Social justice is achieved as learners learn about paying and the importance of tax. ● Patriotism is promoted as learners learn about the importance of paying tax. ● Responsibility is promoted as learners learn about paying tax. 				

<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Good governance is promoted as learners learn the importance of paying tax. ● Social cohesion is promoted as learners learn the importance of paying tax for provision of public goods and services. ● Financial literacy is acquired as learners learn the need and importance of paying tax. ● Citizenship is promoted as learners learn the need of paying tax, which makes them responsible Kenyans.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Social Studies as learners learn about governance and citizenship. ● Mathematics as learners learn about taxes. ● Agriculture as learners learn about taxes levied on agricultural goods. ● English as learners discuss and debate the importance of paying taxes.
<p>Suggested Non- formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners compose songs on the importance of paying taxes and perform during a National holiday celebration. ● Learners to perform skits, poems and songs on the importance of paying taxes during music festivals. ● Learners discuss with a resource person on the need to pay taxes in Kenya.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design for grade 7. ● Business studies hand book for grade 7. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7. ● Digital resources using digital devices with assistive technology. ● Resource person.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments. ● Observation. ● Oral questioning. ● Self and peer assessment.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectations	Below expectation
Explaining the meaning of tax and taxation in Kenya.	Explains and relates the meaning of tax and taxation in Kenya.	Explains the meaning of tax and taxation in Kenya.	Defines the meaning of tax and taxation in Kenya.	Defines the meaning of tax.
Examining the importance of paying taxes in Kenya.	Examines by giving examples, the importance of paying taxes in Kenya.	Examines the importance of paying taxes in Kenya.	States the importance of paying taxes in Kenya.	Mentions the importance of paying taxes in Kenya.
Investigating the need for paying taxes in Kenya.	Investigates and justifies the need for paying taxes in Kenya.	Investigates the need for paying taxes in Kenya.	States the need for paying taxes in Kenya when prompted.	Highlights the need for paying taxes in Kenya.

STRAND 4.0: FINANCIAL RECORDS IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Financial Records in Business	4.1 Business transactions (11 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> explain the meaning of a business transaction as used in business; distinguish between cash and credit transactions in business; identify financial documents used in buying and selling in business; analyse methods used in making payments for goods and services; keep financial records from the income generating activity that they had earlier started in the school compound; appreciate the role of financial documents in record keeping in business. 	<ul style="list-style-type: none"> In groups, learners discuss and present the meaning and types of business transactions. Learners brainstorm in pairs and present the financial documents used in buying and selling. Learners use ICT devices with assistive technology or appropriate print and braille textbooks to search for samples of financial documents used in buying and selling. Learners role-play different methods used in making payments for goods and services. Sighted peers to support learners with blindness in activities that require sight during the role-play. Learners with low vision to illustrate on a chart the different types of financial documents. Learners with blindness to illustrate using braille cards the different types of financial documents. Learners to prepare a portfolio of the financial documents from the transactions of the income generating activity within the school compound. 	<ol style="list-style-type: none"> How do we differentiate between cash and credit transactions? How do we pay for goods and services during business transactions?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners discuss and brainstorm on financial documents used in buying and selling. Imagination and creativity as learners role play methods of making payment to the government in the form of tax. Critical thinking as learners brainstorm and list the financial documents. Digital literacy as learners use ICT devices with assistive technology to search for samples of financial documents. Self- efficacy as learners brainstorm and role-play on methods of making payment. 				

<ul style="list-style-type: none"> ● Learning to learn as learners search for information on financial documents.
<p>Values:</p> <ul style="list-style-type: none"> ● Integrity is enhanced as learners learn about making payments government. ● Responsibility is promoted as learners role-play the methods of making payment. ● Respect is acquired as learners brainstorm on financial documents used in buying and selling in business. ● Love is enhanced as learners share resources e.g. ICT devices used in discussing the meaning and types of business transactions. ● Unity is promoted as learners learn about making payments and brainstorm on financial documents used in buying and selling.
<p>Pertinent and contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communication is enhanced as learners discuss, brainstorm and role-play on methods of making payments. ● Critical thinking is acquired as learners role play, discuss and brainstorm on financial documents and methods of payment. ● Decision-making is enhanced as learners role-play on methods of payment. ● Financial literacy is acquired as learners brainstorm on financial documents and methods of payment.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> ● Agriculture as learners learn about payments and farm records. ● Computer Science as learners search for information by use of ICT devices with assistive technology. ● Home Science as learners learn about consumer education. ● Mathematics as learners learn about commercial arithmetic.
<p>Suggested Non-formal activities to support learning:</p> <ul style="list-style-type: none"> ● Learners make print and tactile charts with information on financial records and display them in strategic places within the school.
<p>Suggested learning resources:</p> <ul style="list-style-type: none"> ● Business studies curriculum design grade 7. ● Business studies handbook grade 7. ● Digital resources using digital devices with assistive technology. ● Relevant approved appropriate print and braille business studies textbooks and revision books for grade 7. ● Charts of different financial documents and methods of payment.
<p>Suggested Assessment Methods:</p> <ul style="list-style-type: none"> ● Assignments. ● Observation. ● Portfolio Assessments. ● Self and peer assessment.

Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the meaning of a business transaction as used in business.	Explains with examples the meaning of a business transaction as used in business.	Explains the meaning of a business transaction as used in business.	Defines the meaning of a business transaction as used in business.	Mentions activities involved in business transactions.
Distinguishing between cash and credit transactions in business.	Distinguishes and gives examples of cash and credit transactions in business.	Distinguishes between cash and credit transactions in business.	Defines cash and credit transactions in business.	Gives examples of cash and credit transactions in business.
Identifying financial documents used in buying and selling in business.	Identifies and explains the financial documents used in buying and selling in business.	Identifies financial documents used in buying and selling in business.	Mentions financial documents used in buying and selling in business.	Mentions some financial documents used in business buying and selling.
Analysing methods used in making payment for goods and services.	Analyses and gives examples of methods used in making payments for goods and services.	Analyses methods used in making payments for goods and services.	States methods used in making payments for goods and services.	Mentions methods used in making payments for goods and services.

COMMUNITY SERVICE-LEARNING CLASS ACTIVITY

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect experience and learn from the community. The CSL project is expected to benefit the learner, the school and local community. Knowledge and skills on how to carry out a CSL project have been covered in Life Skills Education (LSE).

All learners with visual impairment in Grade 7 will be expected to participate in a CSL class activity. The activity will give learners an opportunity to practise the CSL Project skills covered under LSE. This activity will be undertaken in groups where learners with blindness will be grouped with those who have sight. Learners will be expected to apply the steps provided to carry out the CSL project.

The activity will take the form of a whole school approach, where the entire school community will be engaged in the learning process. Teachers will guide learners with visual impairment to execute a simple school based CSL class activity. This activity can be done in 4-6 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with blindness who may require more time to implement the CSL project.

CSL Skills to be covered

- i) **Research:** Learners will develop research skills as they investigate PCIs to address, ways and tools to use in collecting data, analysing information and presenting their findings.
- ii) **Communication:** Learners will develop effective communication skills as they engage with peers and school community members. These will include listening actively, asking questions, and presentation skills using varied modes.
- iii) **Citizenship:** Learners will be able to explore opportunities for engagement as members of the school community and provide a service for the common good.
- iv) **Leadership:** Learners will develop leadership skills as they take up various roles within the CSL activity.
- v) **Financial Literacy Skills:** Learners will consider how to source and utilise resources effectively and efficiently.
- vi) **Entrepreneurship:** Learners will consider ways of generating income through innovation for the CSL class activity.

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
<p>Learners will be guided to see consider the various PCIs provided in the subject in Grade 7 and choose one suitable to their context and reality</p>	<p>By the end of the CSL class activity, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify a problem in the school community through research; b) develop a plan to solve the identified problem in the community; c) design solutions to the identified problem; d) implement solution to the identified problem; e) share the findings to relevant actors; f) reflect on own learning and relevance of the project; g) appreciate the need to belong to a community. 	<ul style="list-style-type: none"> ● In groups, learners brainstorm on pertinent and contemporary issues in the community that need attention. ● In groups, learners discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. ● In groups, learners discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. ● Learners brainstorm on the resources needed for the activity and source for them. Learners with blindness to be guided in selecting materials that are safe and accessible such as tactile charts, pictures, graphs and braille. Those with low vision to use reference materials with appropriate font size and contrasting colors as well as three-dimensional resources. ● In groups, learners discuss different methods and tools of collecting data and determine the ones suitable for the selected project. learners with visual impairments to be supported in preparation and use of data collection methods and tools such as questionnaires, focus discussions and interviews. ● In groups, learners develop appropriate tools for collecting data with the guidance of the teacher. 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		<ul style="list-style-type: none"> ● In groups, learners collect data and record findings. Learners with blindness to work with sighted peers when collecting data. The sighted peers would support in explaining or describing aspects that require use of sight. ● Learners with blindness use audio recorders to record the responses. ● In groups, learners discuss their findings, develop various reporting documents and use them to report on their findings. ● Based on the research report, learners implement a project to get solutions to the identified problem. Learners with blindness to work with sighted peers and ensure the project site is free from hazards such as hanging trees, sharp objects and potholes to ensure safe mobility. ● Learners use feedback from peers and the school community to improve on the implementation of the project. ● In groups, learners discuss the successes, challenges faced while implementing the project activities and lessons learnt; write a report and share through various media to peers and the school community. ● Learners reflect on how the project enhanced learning while at the same time facilitating service to the school by providing solutions to the identified issue(s). 	
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Assessment Rubric				
Criteria	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Identifying a pertinent issue in the school community to be addressed.	Gives Justification for the identified pertinent issue in the school community to be addressed.	Identifies a pertinent issue in the school community to be addressed.	States a pertinent issue in the school community to be addressed.	Recalls a pertinent issue discussed in class.
Planning to solve the identified issue.	Designs and develops a step-by-step plan of the activities to be carried out in the process of solving the problem.	Develops a plan to solve the identified problem.	Gives an outline of a plan to solve the identified problem.	States activities to be included in the plan to solve the identified problem.
Designing and implementing solutions to the identified problem.	Designs, implements and solves the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.
Sharing findings to relevant actors.	Incorporates feedback from relevant actors to the findings.	Shares findings to relevant actors.	Gives a brief description of findings to relevant actors.	States some aspects of the findings to relevant actors.