



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**BUSINESS STUDIES FOR LEARNERS WITH
PHYSICAL 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 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 Physical 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 physical 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 physical 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 physical Impairment taking cognisance 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 physical Impairment also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present an 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 adaptation 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.	Sports and Physical Education	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.**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.

iii) **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.

- iv) **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.
- v) **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.
- vi) **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 with 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 coexistence.
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 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 Physical Impairment 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 exemption from tax from all income accruing from their businesses or employment. Upon completion of their tertiary courses and the various career opportunities, learners with Physical Impairment are entitled to a five percent of all casual, emergency and contractual positions in employment in both public and private sectors.

STRAND 1.0: BUSINESS AND MONEY MANAGEMENT SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>1.0 Business and Money Management Skills</p>	<p>1.1 Introduction to Business Studies (6 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul 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) appreciate the importance of Business Studies in day- to-day life. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present the meaning, components and importance of Business Studies. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to the activities involving manipulation in this sub-strand)</i> ● debate on the importance of Business Studies <i>and present their findings in class.</i> ● interact with relevant digital resources/textbooks and brainstorm on the components and importance of 	<ol style="list-style-type: none"> 1. What comprises Business Studies? 2. Why do we learn Business Studies in Kenya? 3. How are career opportunities related to Business Studies?

			<p><i>Business Studies and peer review in class. Learners with photophobia, such as those with epilepsy, could be supported by adjusting the screen resolution or light intensity/glare, when using the digital device. Learners with short stature or those on wheelchairs, could be supported by positioning them appropriately or adjusting their seat or tables to enhance viewing and accessing of information in this learning experience. (Apply this adaptation to the activities involving interaction with digital devices in this sub strand)</i></p> <ul style="list-style-type: none"> ● <i>role play careers associated with Business Studies and present in class. Create a conducive environment and adequate space as they role play for learners with mobility difficulties and ensure safety standards are upheld for all learners. Those with brittle bone disease, epilepsy or muscular dystrophy could be involved in lighter skills as they role play.</i> ● <i>watch / listen to a video clip on business careers and write notes.</i> ● <i>interact with a resource person on business career opportunities and write notes.</i> 	
<p>Core Competencies to be Developed:</p> <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 may interact with digital resources 				

<ul style="list-style-type: none"> ● Critical thinking and problem solving: as learners discuss and debate on the concept of Business Studies and role play on the career opportunities ● Self-efficacy: as learners debate and discuss the concept of Business Studies and role play the career opportunities associated with Business Studies ● Communication and collaboration: as learners debate, role play and discuss about careers ● Digital literacy: as learners interact with digital resources. 	
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Decision making: as learners identify careers to role play in Business Studies. ● Critical thinking: as learners debate and think of roles and how to play them. ● Financial literacy: as learners discuss careers and earning opportunities associated with Business Studies. ● Social cohesion: as learners debate and role play their careers. 	<p>Values:</p> <ul style="list-style-type: none"> ● Peace: as learners work together during discussions. ● Responsibility: as learners role play the career opportunities. ● Unity: as learners role play and debate on career opportunities. ● Respect: as learners role play and debate on career opportunities.
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● Pre-Technical and Pre-Career Studies: as learners discuss careers. ● English: as learners debate about and discuss careers. ● Performing Arts: as learners role play different careers. 	
<p>Non formal Activities to support learning</p> <ul style="list-style-type: none"> ● Participating in a talk by a resource person on career opportunities associated with Business Studies in different organised school forums. ● Posters with messages on career opportunities in business studies. ● Role play on career opportunities related to business studies during clubs and societies. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Self and peer assessment ● Oral questions ● Observation ● Written assignment
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Volunteer resource person ● Relevant approved textbooks and reference materials ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as learner support assistants, occupational and speech therapists, physiotherapist and nurse aids. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Examining the concept of Business Studies in Kenya.	Explores the concept of Business Studies in Kenya.	Examines the concept of Business Studies in Kenya.	Describes the concept of Business Studies in Kenya.	States the concept of Business Studies in Kenya.
Exploring Career opportunities in Business Studies in Kenya.	Analyses various career opportunities in Business Studies in Kenya.	Explores career opportunities in Business Studies in Kenya.	Explains career opportunities in Business Studies in Kenya.	Names career opportunities in Business Studies in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management Skills	1.2 Money (6 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) illustrate the uses of money in day- to- day life b) identify the key security features of the Kenyan currency c) describe themes and symbols on the Kenyan currency d) appreciate the importance of money in the economy 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present the meaning and uses of money. <p><i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i></p> <p><i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/ pens, or assistive technology like adapted computers with expanded keyboards and sticky keys, during presentation. (Apply this adaptation to the activities involving</i></p>	<ol style="list-style-type: none"> 1. Why is money important? 2. How can we ensure the Kenyan currency is secure? 3. What are the themes and symbols on the Kenyan currency?

			<p><i>manipulation in this sub-strand)</i></p> <ul style="list-style-type: none"> ● debate the uses of money in day- to- day life and present their findings in class. ● share experiences on use of money for buying goods and services and make notes. ● interact with digital resources/textbooks on uses of money and make notes. <p><i>Learners with photophobia, such as those with epilepsy, could be supported by adjusting the screen resolution or light intensity/glare, when using the digital device. Learners with short stature or those on wheelchair, could be supported by positioning them appropriately or adjusting their seat or tables to enhance viewing and accessing of information in this learning experience. (Apply this adaptation to the activities involving interaction with digital devices in this sub-strand)</i></p> <ul style="list-style-type: none"> ● observe pictures and photographs or realia of the Kenyan currency and make illustrations in class. ● discuss the themes and symbols used on the Kenyan currency and make notes. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self- efficacy: as learners discuss and present on the meaning and uses of money ● Imagination and creativity: as learners debate on importance 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 ● Citizenship: as learners discuss the themes, symbols and uses of Kenyan currency ● Digital literacy: as learners interact with digital resources ● Communication and collaboration: as learners discuss and debate on uses of money. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Critical thinking skills: as learners analyse and debate on the 			<p>Values:</p> <ul style="list-style-type: none"> ● Peace: as learners discuss the uses of money 	

<ul style="list-style-type: none"> uses of money ● Financial literacy: as discuss uses and security features of money ● Citizenship: as learners recognize and identify with the symbols on the Kenyan currency. 	<ul style="list-style-type: none"> ● Respect: as learners discuss the themes, symbols and uses of Kenyan currency ● Unity: as learners engage in discussions and debate on uses of money. 			
<p>Links to other subjects:</p> <ul style="list-style-type: none"> ● Mathematics: as learners identify different denominations and illustrate uses of money ● Social Studies: as learners identify themes of the Kenyan currency ● English: as learners debate the uses of money. 				
<p>Non formal activities to support learning:</p> <ul style="list-style-type: none"> ● Financial literacy and other school clubs and societies ● School drama festivals with themes on money ● Posters with messages on symbols and themes of Kenyan currency. 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Self and peer assessment ● Oral questions ● Observation ● Written assignment 			
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Business studies curriculum design ● Business Studies handbook ● Realia such as money ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 				
<p>Suggested Assessment Rubric</p>				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Illustrating the uses of money in day- to- day life.	Justifies the uses of money in day- to- day life.	Illustrates the uses of money in day- to-day life.	Describes the uses of money in day- to-day life.	Identifies the uses of money in day to day life.
Identifying the key security features of the Kenyan currency.	Explains the key security features of Kenyan currency.	Identifies the key security features of Kenyan currency.	Identifies three key security features of Kenyan currency.	Mentions key security features of the Kenyan currency.

Describing themes and symbols on the Kenyan currency.	Analyses themes and symbols on the Kenyan currency.	Describes themes and symbols on the Kenyan currency.	Identifies the themes and symbols on the Kenyan currency.	Lists the themes and symbols on the Kenyan currency.
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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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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) set personal goals for self-development d) use ICT devices or exercise books for setting personal goals for self- development e) recognize the need for setting personal goals for self-development. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss the meaning and importance of setting personal goals and present in class. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/ pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to the activities involving manipulation in this sub-strand)</i> ● discuss the factors to consider when setting personal goals and make notes. ● set personal goals for self-development and peer review in class.. ● use digital devices or exercise books to set 	<ol style="list-style-type: none"> 1. Why is it important to set personal goals? 2. What factors should be considered when setting personal goals?

			personal goals. <i>Learners with photophobia, such as those with epilepsy, could be supported by adjusting the screen resolution or light intensity/glare, when interacting with digital devices.</i>	
Core competencies to be developed <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 when setting goals ● Communication and collaboration: as learners interact in discussion with other learners and resource persons ● Learning to learn: as learners use digital devices to set and improve their personal goals. 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Decision making skills: as learners set their personal goals ● Effective communication: as learners discuss goal setting ● Financial literacy: as learners analyse the factors to consider when setting personal goals ● Career guidance: as learners are guided in setting personal goals. 			Values <ul style="list-style-type: none"> ● Responsibility: as learners set personal goals ● Respect: as learners discuss the factors to consider when setting personal goals ● Peace: as learners hold discussion on the factors to consider when setting personal goals 	
Links to other subjects : <ul style="list-style-type: none"> ● Life Skills Education: as learners are involved 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 may learn to use digital devices 				
Non formal activities to support learning: <ul style="list-style-type: none"> ● Mentoring and coaching school programmes. ● School drama festivals on personal goal setting. 			Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Self and peer assessment ● Oral questions ● Observation ● Written assignment 	
Suggested Learning Resources: <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials 				

- Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs.
- Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant.

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring the meaning and importance of setting personal goals for self-development.	Analyses the meaning and importance of setting personal goals for self-development.	Explores the meaning and importance of setting personal goals for self-development.	Describes the meaning and importance of setting personal goals for self-development.	States the meaning and importance of setting personal goals for self-development.
Analysing the factors to consider when setting personal goals for self-development.	Evaluates 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.	Describes the factors to consider when setting personal goals for self-development.	List the factors to consider when setting personal goals for self-development.
Setting personal goals for self-development.	Designs personal goals for self-development.	Sets personal goals for self-development.	Describes goals for self-development.	Defines personal goals for self-development.
Applying ICT devices when setting personal goals for self-development.	Developes 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.	Uses exercise books 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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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) appreciate the importance of nurturing talent and abilities in generating income. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss the distinction between talents and abilities <i>and present in class. Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/ pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to the activities involving manipulation in this sub-strand)</i> ● take part in talent shows to help identify their talents and abilities. <i>Learners with fine motor or manipulation difficulties could use any alternative functional part of the body or appropriate adaptive or</i> 	<ol style="list-style-type: none"> 1. How are talents different from abilities? 2. How can talents and abilities be nurtured for business purposes? 3. How are ethical issues related to the use of talents and abilities in business? 4. How are talents and abilities related to career opportunities in the world?

			<p><i>assistive technology to take part in talent shows. Create a conducive environment and adequate space as they take part in talent shows for learners with mobility difficulties and ensure safety standards are upheld for all learners. Those with brittle bone disease, epilepsy or muscular dystrophy could be involved in lighter skills as they take part in talent shows. (Apply this adaptation to activities involving display of talents in this sub-strand)</i></p> <ul style="list-style-type: none"> ● display their talents and abilities in and out of class through clubs and societies and other planned school forums. ● participate in career talks on opportunities related to talents and abilities and peer review. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● 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. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Critical thinking: as learners identify their talents and abilities ● Social cohesion: as learners demonstrate their talents and abilities during talent shows ● Financial literacy: as learners discuss talents and abilities in business 			<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as learners learn about ethics in talents and abilities ● Respect: as learners take part in showcasing their talents and abilities ● Peace: as learners interact in discussion ● Unity: as learners interact in discussion ● Love: as learners share their talents and abilities for the benefit of others 	

	<ul style="list-style-type: none"> ● Personal responsibility: as learners take up roles during the talent shows.
<p>Links to other Subjects</p> <ul style="list-style-type: none"> ● 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 	
<p>Non formal activities to support learning:</p> <ul style="list-style-type: none"> ● School drama festivals on talents and abilities ● Participating in a talk by a resource person on talents and abilities or career opportunities associated with Business Studies in different organised school forums ● Posters with messages on talents and abilities displayed at strategic places within the school ● Songs on talents and abilities during music festivals 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Self and peer assessment ● Oral questions ● Observation ● Written assignment
<p>Suggested Learning Resources</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Volunteer resource person ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Distinguishing between talents and abilities of learners in school.	Analyses between talents and abilities of learners in school.	Distinguishes the between talents and abilities of learners in school.	Outlines talents and abilities of learners in school.	Names talents and abilities of learners in school.
Identifying ways of nurturing talents and abilities for business purposes.	Examines ways of nurturing talents and abilities for business purposes.	Identifies ways of nurturing talents and abilities for business purposes.	States ways of nurturing talents and abilities for business purposes.	Mentions ways of nurturing talents and abilities for business purposes.
Demonstrating personal talents and abilities in school.	Justifies personal talents and abilities in school.	Demonstrates personal talents and abilities in school.	Describes personal talents and abilities in school.	States personal talents and abilities in school.
Relating their talents and abilities to career opportunities in the world.	Compares talents and abilities to career opportunities in the world.	Relates talents and abilities to career opportunities in the world.	Recognizes talents and abilities to career opportunities in the world.	Mentions talents and abilities to career opportunities in the world.
Identifying ethical issues related to the use of talents and abilities in business.	Examines ethical issues in the use of talents and abilities in business.	Identifies ethical issues related to the use of talents and abilities in business.	Gives examples of ethical issues related to the use of talents and abilities in business.	Lists 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
2.0 Business and its Environment	2.1 Business activities (8 lessons)	<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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● brainstorm and present the differences between human needs and wants. <i>Learners with speech difficulties could use residual speech as they are lip-read by peers, learner support assistant, teacher or they could point or write or type or stamp their responses. They could also use appropriate assistive technology such as adapted computers with screen reader software or multipurpose communication board to convey their views during brainstorming and discussion. (Apply this adaptation to the activities involving speech in this sub strand). Those with fine motor difficulties such as cerebral palsy or amputees of the upper limbs among others, could use an alternative functional part of the body, mount or trace or use assistive technology such as head or mouth pointers, artificial limbs, adapted computers with relevant software or adapted tools such as pens/pencils/rulers with grips/holders or give instructions as a learner support assistant presents their findings. (Apply this adaptation to the activities involving manipulation in this sub strand)</i> ● discuss and present the meaning of the 	<ol style="list-style-type: none"> 1. Why is the scale of preference important in the satisfaction of human wants and needs? 2. Why should we carry out business activities? 3. How do needs differ from wants?

			<p>terms scarcity, choice, scale of preference and opportunity cost</p> <ul style="list-style-type: none"> ● interact with digital resources/textbooks on scarcity and choice and make notes. <i>Learners with photophobia, could be supported by adjusting the screen resolution or light intensity/glare, when using the digital devices.</i> ● role play opportunity cost given limited resources. <i>Create a conducive environment and adequate space as they role play for learners with mobility difficulties and ensure safety standards are upheld for all learners. Those with brittle bone disease, epilepsy or muscular dystrophy, could be involved in lighter skills as they role play.</i> ● prepare a scale of preference for their personal needs and wants and display in class. ● discuss the purpose of business activities in the society and present in class. ● discuss trading activities in the community and present in class. ● debate the role of retailers to the consumer and make notes. 	
<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: learners interact with digital devices. 				

<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Good governance: as learners make the scale of preference on the needs and wants ● Decision making skills: as learners make choices and role play ● Financial literacy: as learners discuss the economic problem of scarcity and choice. 	<p>Values</p> <ul style="list-style-type: none"> ● Peace: as they work together during discussions ● Unity: as they work together during discussions ● Respect as they work together during discussions ● Integrity: as they are guided to conduct simple survey ● Personal responsibility: as they make choices, prepare scale of preferences and role play.
<p>Link to other Subjects:</p> <ul style="list-style-type: none"> • Social Studies: as they learn about economic activities • Home Science: as they learn about consumer education • Agriculture: as they learn about agribusiness • English: as they learn about communication skills. 	
<p>Non formal activities to Support Learning:</p> <ul style="list-style-type: none"> ● Debates on business activities in planned out of class school programmes 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions ● Observation ● Self and peer assessment ● Written assignment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Local market ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Distinguishing between needs and wants as used in Business Studies	Analyses needs and wants as used in Business Studies.	Distinguishes between needs and wants as used in business Studies.	Describes needs and wants and as used in Business Studies.	Names 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.	Analyses 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.	Describes the meaning of the term scarcity, scale of preferences, choice and opportunity cost in relation to satisfaction consumer needs.	Defines the meaning of 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.	Justifies a scale of preference to satisfy personal needs and wants.	Prepares a scale of preference to satisfy personal needs and wants.	Gives examples of a scale of preference to satisfy personal needs and wants.	Defines a scale of preference to satisfy personal needs and wants.
Justifying the need for business activities for self and the community.	Analyses the need for business activities for self and community.	Justifies the need for business activities for self and community.	Describes the need for business activities for self and the community.	States the need for business activities for self and the community.
Analysing trading activities in the community.	Assesses trading activities in the community.	Analyses trading activities in the community.	Outlines the trading activities in the community.	Lists 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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present the meaning, types, importance and characteristics of goods and services <i>Learners with difficulties in verbal communication such as those who stutter, could use residual speech or be keenly attended to by their peers or teacher through lip-reading, sound associations or use of speech recognition software or text to speech devices in their discussion. (This adaptation applies to learning experiences involving speech in this sub strand). Those with manipulation difficulties could use any functional part of the body or assistive technology during presentation. (This adaptation applies to learning experiences involving manipulation in this sub-strand).</i> ● visit the local market and compile a list of goods and services available or log in to a virtual market to generate a list of goods and services available. <i>Learners with mobility difficulties could use assistive devices such as crutches, wheelchairs among others as they carry out activities involving movement. Safety and precaution measures</i> 	<ol style="list-style-type: none"> 1. How do goods differ from services? 2. What are the characteristics of goods and services? 3. Why are goods and services important?

			<p><i>such as first aid, emergency and evacuation could be put in place as learners with respiratory conditions such as asthma among others, visit the local market. Learners with photophobia, could be supported by adjusting the screen resolution or light intensity/glare, when logging in to digital devices to view virtual markets.</i></p> <ul style="list-style-type: none"> ● discuss sources and places where consumers may buy goods and services and peer review in class. 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Digital literacy: as learners may interact with digital devices ● Critical thinking and problem solving: as learners distinguish between goods and services ● Communication and collaboration: as learners interact in discussions ● Learning to learn: as learners interact from the market exposure ● Self-efficacy: as learners interact with people in the market. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Social skills: as learners interact during discussions and visit to the market ● Social cohesion: as learners interact with each other and the community during visit to the local market ● Financial literacy: as learners discuss goods and services. ● Digital literacy: as learners interact with digital devices. 			<p>Values</p> <ul style="list-style-type: none"> ● Peace: as learners interact with each other and the local market ● Respect: as learners discuss goods and services. 	
<p>Links 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 about consumer education ● Agriculture: as learners learn about the marketing of agricultural goods. 				
<p>Non formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Organised and planned field visits activities 			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions 	

<ul style="list-style-type: none"> ● Planned voluntary services in established business concerns. ● Organised business mentorship programmes 	<ul style="list-style-type: none"> ● Observation ● Self and peer assessment ● Written assignment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Local market ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Analysing types and importance of goods and services found in the local market.	Evaluates 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.	Describes the types and importance of goods and services found in the local market.	List types and importance of goods and services found in the local market.
Distinguishing between goods and services found in the local market.	Evaluates goods and services found in the local market.	Distinguishes between goods and services found in the local market.	Classifies goods and services found in the local market.	Names goods and services found in the local market.
Identifying sources and places where consumers may buy goods and services	Examines sources and places where consumers may buy goods and services.	Identifies the sources and places where consumers may buy goods and services.	Defines the sources and places where consumers may buy goods and services.	Mentions 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)	<p>By the end of the sub strand, the learner should be to:</p> <ul style="list-style-type: none"> 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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present the meaning and characteristics of economic resources in the community. <i>Learners with speech difficulties could use residual speech or could be keenly attended to by their peers or teacher through lip reading, sound associations or use of speech recognition software or text to speech devices in their discussion. (This adaptation applies to learning experiences involving speech in this sub-strand). Those with manipulation difficulties could use any functional part of the body or assistive technology during presentation. (This adaptation applies to learning experiences involving manipulation in this sub strand).</i> ● classify economic resources in the community and present in class. ● carry out resource mapping in the local community, classify economic resources and make illustrations in class. <i>The teacher could provide photographs of economic resources available in the local community.</i> ● interact with digital resources or text books to establish distribution of 	<p>Key Inquiry Questions</p> <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?

			<p>economic resources in the community and make notes. <i>Learners with photophobia, such as those with epilepsy, could be supported by adjusting the screen resolution or light intensity/glare, when using the digital devices.</i></p> <ul style="list-style-type: none"> ● brainstorm and present sustainable ways of using economic resources. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: as learners carry out resource mapping in the community, and discuss the types of economic resources ● Self-efficacy: as learners present their discussions about economic resources ● Critical thinking and problem solving: as learners classify and discuss types of economic resources ● Citizenship: as learners learn about economic resources ● Digital literacy: as learners may interact with digital resources to establish the distribution of economic resources in the community ● Learning to learn: as learners may interact with digital resources on economic resources. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Effective communications: as learners classify and discuss types of economic resources ● Social cohesion: as learners maps out resources in their locality ● Decision making: as learners classify economic resources ● Critical thinking: as learners classify the economic resources ● Financial literacy: as learners discuss economic resources. 			<p>Values:</p> <ul style="list-style-type: none"> ● Respect: as learners work together during discussions ● Peace: as learners work together during discussions ● Responsibility: as learners map out economic resources ● Unity: as learners work together during discussions ● Integrity: as learners learn about sustainable use of economic resources ● Social justice: as learners explore sustainable ways of using economic resources 	
<p>Links 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. 				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Organised and planned field visits activities ● Planned voluntary services in established business concerns. 			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions ● Observation 	

<ul style="list-style-type: none"> • Debates on the benefits of economic resources in planned out of class school programmes 	<ul style="list-style-type: none"> • Self and peer assessment • Written assignment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> • Business Studies curriculum design • Business Studies handbook • Relevant approved textbooks and reference materials • Photographs and pictures • Charts • Local market • Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. • Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeding expectation	Meets expectation	Approaching expectation	Below expectation
Examining the characteristics of economic resources used for production of goods and services.	Analyses 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.	Describes the characteristics of economic resources used for production of goods and services.	Lists the characteristics of economic resources used for production of goods and services.
Analysing types of economic resources in Kenya.	Evaluate types of economic resources in Kenya.	Analyses types of economic resources in Kenya.	Describes types of economic resources in Kenya with assistance.	Names types of economic resources in Kenya.
Exploring sustainable ways of using economic resources in Kenya.	Analyses ways of using economic resources sustainably in Kenya.	Explores ways of using economic resources sustainably in Kenya.	Classifies ways of using economic resources sustainably in Kenya.	Lists ways of using economic resources sustainably in Kenya.

Conducting resource mapping in the local community and classify economic resources.	Develops resource mapping in the local community and economic resources.	Conducts resource mapping in the local community and classify economic resources.	Identifies the resources in the local community and classify economic resources.	Mentions economic resources in the local community.
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	2.4 Business Communication (6 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) assess the meaning and importance of communication in business</p> <p>b) use ICT tools in business communication</p> <p>c) recognise the role of effective communication in business.</p>	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> brainstorm and present the meaning and importance of communication in business. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <p><i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/ pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to the activities involving</i></p>	<ol style="list-style-type: none"> Why is communication important in business? How can ICT tools be used in business communication?

			<p><i>manipulation in this sub strand)</i></p> <ul style="list-style-type: none"> ● role play the importance of communication in business and present in class. <i>Create a conducive environment and adequate space as they role play for learners with mobility difficulties and ensure safety standards are upheld for all learners. Those with brittle bone disease, epilepsy or muscular dystrophy could be involved in lighter skills as they role play.</i> ● discuss and present the available ICT tools and their application in business communication. ● apply the use of ICT tools for communication and present in class. <i>Learners with photophobia such as those with epilepsy, could be supported by adjusting the screen resolution or light intensity/glare when interacting with digital devices. Learners with short stature or those on wheelchair could be supported by positioning them appropriately or adjusting their seats or tables to enhance viewing and accessing of information during this learning experience.</i> 	
<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 they 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 they interact with ICT communication tools and their applications 				

<ul style="list-style-type: none"> ● Self – efficacy: as learners discuss and role play on the importance of communication in business. 	
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: as learners discuss the ICT tools and their applications ● Social cohesion: as learners discuss the available ICT tools and their applications in business communication 	<p>Values</p> <ul style="list-style-type: none"> ● Peace: as they discuss in class the meaning and importance of communication in business ● Unity: as they work together during discussions ● Love: as they discuss the meaning and importance of communication in business ● Respect: as they discuss the meaning and importance of communication in business ● Responsibility: as they use different ICT tools in business communication and role play.
<p>Links 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 use ICT tools in communication. 	
<p>Non formal activities to support learning</p> <ul style="list-style-type: none"> ● Songs on business communication during music festivals ● Debates on business communications in planned out of class school programmes 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions ● Observation ● Self and peer assessment ● Written assignment
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Assessing the meaning and importance of communication in business.	Analyses the meaning and importance of communication in business.	Assesses the meaning and importance of communication in business.	Explains the meaning and importance of communication in business.	States the meaning and importance of communication in business.
Using ICT tools in business communication.	Operates ICT tools in business communication.	Uses appropriate ICT tools in business communication.	Applies ICT tools in business communication with support.	Names ICT tools used 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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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 be 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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● brainstorm and present the meaning and importance of production. <i>Learners with manipulation difficulties such as those with cerebral palsy, among others, could present the meaning and importance of production using alternative functional part of the body or use assistive technology such as head or mouth pointers, artificial limbs, adapted computers with relevant software or adapted tools. (This adaptation applies to learning experiences involving writing and presentation in this sub strand).</i> ● discuss and present the characteristics of factors of production. 	<ol style="list-style-type: none"> 1. Why is production important in the community? 2. What are the characteristics and rewards for the factors of production?

			<p><i>Learners with speech difficulties could use residual speech or could be keenly attended to by their peers or teacher through lip-reading, sound associations or use of speech recognition software or text to speech devices in their discussion.</i></p> <p><i>(This adaptation applies to learning experiences involving speech in this sub strand)</i></p> <ul style="list-style-type: none"> ● analyse the importance and rewards for factors of production and make notes. ● share experiences on how production of goods and services may address consumer concerns such as quality, quantity, overpricing, scarcity, safety and ingredients and make notes. <i>The teacher may create a conducive environment by allowing an open forum in or out of the classroom to foster full learner participation in the sharing of experiences regarding consumer concerns.</i> 	
<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>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Good governance: as learners learn about factors of production 			<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as learners learn how to use the factors of production 	

<ul style="list-style-type: none"> ● Environmental awareness: as learners learn about factors of production ● Critical thinking: as learners discuss the importance and characteristics of factors of production. 	<ul style="list-style-type: none"> ● Peace: as learners discuss the importance and characteristics of factors of production ● Love: as learners discuss the importance and characteristics of factors of production ● Unity: as learners discuss the importance and characteristics of factors of production ● Social Justice: as learners discuss the importance and characteristics of factors of production. 			
<p>Links 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. 				
<p>Non formal Activities to support Learning:</p> <ul style="list-style-type: none"> ● Debates on business benefits of factors of productions in planned out of class school programmes 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions ● Observation ● Self and peer assessment ● Written assignment 			
<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 				
<p>Suggested Assessment Rubric</p>				
<p>Criteria</p>	<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>
<p>Exploring the meaning and importance of production in</p>	<p>Analyses the meaning and importance of production in</p>	<p>Explores the meaning and importance of production</p>	<p>Describes meaning and importance of factors of</p>	<p>Defines the meaning and importance of</p>

the community.	the community.	in the community.	production in the community.	production in the community.
Analysing the importance, characteristics and rewards for the factors of production in the community.	Critiques importance, characteristics and rewards for the factors of production in the community.	Analyses the importance, characteristics and rewards for the factors of production in the community.	Describes the importance, characteristics and rewards for the factors of production in the community.	Lists the importance, characteristics and rewards for the factors of production in the community.
Examining consumer concerns to address in the production of goods and services.	Explores 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.	Distinguishes consumer concerns to be addressed in the production of goods and services.	Identifies 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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss the meaning of market, marketing and consumer to the business environment and present in class. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could</i> 	<ol style="list-style-type: none"> 1. How can the terms market, marketing and consumer relate to the business environment? 2. How can one select a suitable market for goods and services?

			<p><i>use any functional part of the body or use pointers, adapted pencil/ pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to activities involving manipulation in this sub-strand)</i></p> <ul style="list-style-type: none"> ● analyse factors considered when selecting a suitable market for goods and services from a given case study and write a report. <i>Learners with mobility difficulties could use devices such as crutches, wheelchairs among others, as they undertake the case study. The teacher should observe safety and precaution for all learners while undertaking the study. Where possible secondary sources like publications, newspapers and library resources could be provided for learners who are unable to carry out the case study in the field. Additional care could be taken to limit glare and resolution effects where digital resources are used for the study among learners with photophobia. (This adaptation applies to learning activities involving research and ICT presentations).</i> ● research and present ICT platforms used in marketing of 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 				

<ul style="list-style-type: none"> ● Learning to learn: as the learners learn about marketing 				
Pertinent and Contemporary Issues (PCIs) <ul style="list-style-type: none"> ● Effective communication: as learners discuss about marketing ● Problem solving: as learners analyse a case study on factors considered in selecting a suitable market ● Critical thinking: as learners analyse a case study on factors considered in selecting a suitable market ● Financial literacy: as learners learn about the concept of marketing of goods and services 		Values <ul style="list-style-type: none"> ● Respect: as learners work together during discussions ● Peace: as learners interact during discussions and analysing case study ● Unity: as learners interact during discussions and analysing case study ● Social cohesion: as learners discuss marketing. 		
Links to other subjects <ul style="list-style-type: none"> ● Computer Science: as learners learn about the software on marketing ● Agriculture: as learners learn about marketing of the agricultural products ● Home Science: as they learn about consumer education. 				
Non formal activities to support learning: <ul style="list-style-type: none"> ● Songs on marketing during music festivals ● Debates on marketing in planned out of class school programmes 		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Oral questions ● Observation ● Self and peer assessment ● Written assignment 		
Suggested Learning Resources: <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Relating the terms market, marketing and consumer to the business environment.	Analyses the terms market, marketing and consumer to the business environment.	Relates the terms market, marketing and consumer to the business	Describes the terms market, marketing and the consumer to the business environment.	Identifies the terms market, marketing and the consumer to the

		environment.		business environment.
Explaining factors considered when selecting a suitable market for goods and services.	Examines factors considered when selecting a suitable market for goods and services.	Explains factors considered when selecting a suitable market for goods and services.	Describes factors considered when selecting a suitable market for goods and services.	States factors considered when selecting a suitable market for goods and services.
Identifying ICT platforms used in marketing of goods and services.	Operates ICT platforms used in marketing of goods and services.	Identifies ICT platforms used in marketing of goods and services.	Illustrates ICT platforms used in marketing of goods and services.	Names 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
<p>3.0 Government and global influence in business</p>	<p>3.1 Government and business (7 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● debate on the need for government involvement in business in Kenya and make notes. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/pens or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to activities involving manipulation in this sub-strand)</i> ● use digital devices/textbooks to search for information on legal requirements to start and operate a 	<ol style="list-style-type: none"> 1. Why is it important for the government to get involved in business in Kenya? 2. What are the legal requirements for starting and operating a simple business in Kenya?

			<p>simple business in Kenya and present in class. <i>Adjust glare and resolution for ICT devices to cater for learners with photophobia.</i></p> <ul style="list-style-type: none"> ● interact with a resource person who gives a talk on legal requirements to start and operate a simple business in Kenya and take notes. <i>Learners with manipulation difficulties could use any alternative functional part of the body or use appropriate assistive technology such as head or mouth pointers or universal cuffs and adapted pencil or pens to write or stamp or mount or use head operated optical mouse and ICT devices such as computers with expanded keyboards, key guards, sticky keys and appropriate software in this learning experience.</i> 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Citizenship: as learners identify legal requirements to start and operate a simple business in Kenya ● Self- efficacy: as they debate on the need for government involvement in business in Kenya ● Digital literacy: as they may interact with digital resources when identifying legal requirements to start and operate a simple business in Kenya ● Communication and collaboration: as they discuss and debate the need for government involvement in business in Kenya ● Learning to learn: as they listen and interact with the resource person on basic legal requirements to start and operate a simple business. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Good governance: as learners learn about the legal requirements for starting and operating a business. ● Social cohesion: as learners learn about the legal requirements influencing business and embrace the sense of belonging in the community. ● Financial literacy as learners are made aware of legal requirements for 			<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as learners learn about the legal requirements influencing business activities in Kenya ● Social Justice: as learners learn about the need for government involvement in business activities in Kenya ● Patriotism: as learners learn and interact with legal requirements 	

<p>starting and operating a business.</p> <ul style="list-style-type: none"> ● Citizenship as learners interact and identify with legal requirements for starting and operating a business 	<p>influencing business activities in Kenya</p> <ul style="list-style-type: none"> ● Peace: as learners debate and discuss the need for government involvement in business activities.
<p>Links to other subjects</p> <ul style="list-style-type: none"> ● Social Studies: as learners learn about governance ● Computer Science: as learners search for legal requirements affecting business ● Pre-Technical and Pre-Career Studies: as learners learn about careers. 	
<p>Non formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Poems on importance of government involvement in business during drama festivals ● Debates on government involvement in business in organised out of class school activities ● Participating in a talk by a volunteer resource person on government involvement in business in different planned school forums 	<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Observation ● Self and peer assessment ● Oral questions ● Written assignment
<p>Suggested Learning Materials:</p> <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Volunteer resource person ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 	

Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Justifying the need for government involvement in business in Kenya.	Analyses the need for government involvement in business in Kenya.	Justifies the need for government involvement in business in Kenya.	Describes the need for government involvement in business in Kenya.	Mentions the need for government involvement in business in Kenya.
Identifying the legal requirements for starting and operating a simple business in Kenya.	Examine the legal requirements for starting and operating a simple business in Kenya.	Identifies the legal requirements for starting and operating a simple business in Kenya.	Lists legal requirements for starting and operating a simple business in Kenya.	Mentions 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)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of tax and taxation in Kenya b) examine the importance of paying taxes in Kenya c) investigate the need for paying taxes in Kenya d) desire to pay taxes as a Kenyan citizen. 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present the meaning of tax and taxation. <i>Learners with difficulties in verbal communication such as those who stutter, could use residual speech or be keenly attended to by their peers or teacher through lip reading, sound associations or use of speech recognition software or text to speech devices in their discussion and debate. (This adaptation applies to learning experiences involving speech in this sub-strand). Those with manipulation difficulties could use any functional part of the body or assistive technology during presentation.</i> ● debate on the importance of paying taxes in Kenya and present in class. 	<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?

			<ul style="list-style-type: none"> ● sensitize the school community on the importance of paying taxes by using talking walls and posters and make a report. <i>Learners with mobility difficulties could use assistive devices such as crutches, wheelchairs, among others as they carry out activities of placing posters within the school community.</i> ● <i>listen to a resource person on the importance of paying taxes and take notes.</i> ● interact with digital resources or text books on the importance of taxation and make notes. <i>Adjust glare and resolution for the ICT devices to cater for learners with photophobia.</i> 	
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Citizenship: as learners learn about the importance of paying tax ● Digital literacy: as learners may interact with digital resources on importance of paying tax and create posters for sensitising the school community ● Communication and collaboration: as learners debate and sensitise the school community on the importance of paying taxes ● Learning to learn: as learners interact with the digital resources and resource person on the importance of paying taxes. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Good governance: as learners learn about the importance of paying tax ● Social cohesion: as learners learn on the importance of paying tax for provision of public goods and services ● Financial literacy: as learners learn on the importance of paying tax ● Citizenship: as learners learn the importance of paying tax which makes them responsible Kenyans. 			<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as learners learn about paying tax ● Social justice: as learners learn about paying and importance of tax ● Patriotism: as learners learn about the importance of paying tax ● Responsibility: as learners learn about paying tax. 	
<p>Links 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. ● 				

Non formal Activities to Support Learning: <ul style="list-style-type: none"> ● Financial literacy and other school clubs and societies ● Posters with messages on importance of taxation placed in strategic school entry points ● Poems on importance of taxation during drama festivals ● Debates on importance of taxation in organised out of class school activities ● Participating in a talk by a volunteer resource person on taxation in different planned school forums 		Suggested Modes of Assessment: <ul style="list-style-type: none"> ● Observation ● Self and peer assessment ● Oral questions ● Written assignment 		
Suggested Learning Materials: <ul style="list-style-type: none"> ● Business Studies curriculum design ● Business Studies handbook ● Volunteer resource person ● Relevant approved textbooks and reference materials ● Photographs and pictures ● Charts ● Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. ● Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectations	Below expectation
Explaining the meaning of tax and taxation in Kenya.	Examines the meaning of tax and taxation in Kenya.	Explains the meaning of tax and taxation in Kenya.	States the meaning of tax and taxation in Kenya.	Defines tax and taxation in Kenya.
Examining the importance of paying taxes in Kenya.	Analyses the importance of paying taxes in Kenya.	Examines the importance of paying taxes in Kenya.	Describes the importance of paying taxes in Kenya.	Mentions the importance of paying taxes in Kenya.
Investigating the need for paying taxes in Kenya.	Justifies the need for paying taxes in Kenya.	Investigates the need for paying taxes in Kenya.	Explains the need for paying taxes in Kenya.	States 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
<p>4.0 Financial Records in Businesses</p>	<p>4.1 Business transactions (11 lessons)</p>	<p>By the end of the sub strand, the learners should be able to:</p> <ul style="list-style-type: none"> a) explain the meaning of a business transaction as used in business b) distinguish between cash and credit transactions in business c) identify financial documents used in buying and selling in business d) analyse methods used in making payments for goods and services e) appreciate the role of financial documents in record keeping in business 	<p>Learners shall be guided individually, in pairs or in purposive groups to:</p> <ul style="list-style-type: none"> ● discuss and present meaning and types of business transactions. <i>Learners with speech difficulties could be lip-read by peers, use residual speech, mime, write or type, sign, use assistive technology such as; universal communication board, text to speech software or alternative communication modes or be assisted by peers, learner support assistant or teacher to give their views. (Apply this adaptation to the activities involving speech in this sub strand)</i> <i>Those with manipulation difficulties could use any functional part of the body or use pointers, adapted pencil/pens, or assistive technology such as adapted computers with expanded keyboards and sticky keys during presentation. (Apply this adaptation to the activities involving manipulation in this sub-strand)</i> ● brainstorm and present the financial documents used in buying and selling. ● Use ICT or textbooks to search for samples of financial documents used in buying and selling. <i>Adjust glare and resolution for ICT devices to cater for learners with photophobia.</i> ● role play different methods used in making payments for goods and services and present in class. <i>Create a conducive environment and adequate space as they role play for learners with mobility difficulties and ensure safety standards are upheld for all learners. Those with brittle</i> 	<ol style="list-style-type: none"> 1. How is cash transaction different from credit transactions? 2. Which financial documents and methods of payment are used in business transactions?

			<p><i>bone disease, epilepsy or muscular dystrophy could be involved in lighter skills as they role play.</i></p> <ul style="list-style-type: none"> ● illustrate on a chart the different types of financial documents and display in class. <i>Learners with manipulation difficulties could use any functional part of the body or assistive devices such as adapted pens or pencils with grips, computers with expanded keys or keyboard as they prepare the charts.</i> ● prepare a portfolio for financial documents and exhibit. 	
<p>Core competencies to 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 ● Critical thinking: as learners brainstorm and list the financial documents ● Digital literacy: as learners may use ICT to search for samples of financial documents ● Self- efficacy: as learners brainstorm and role play on methods of making payment ● Learning to learn: as learners search for information on financial documents. 				
<p>Pertinent and contemporary Issues (PCIs)</p> <ul style="list-style-type: none"> ● Effective communication: as learners discuss, brainstorm and role play on methods of making payments ● Critical thinking: as learners role play, discuss and brainstorm on financial documents and methods of payment ● Decision making: as learners role play on methods of payment ● Financial literacy: as learners brainstorm on financial documents and methods of payment. 			<p>Values</p> <ul style="list-style-type: none"> ● Integrity: as they learn about making payments ● Responsibility: as they role play the methods of making payment Respect as they brainstorm on financial documents used ● Peace: as they learn about making payments and role play ● Unity: as they learn about making payments and brainstorm on financial documents used in buying and selling. 	
<p>Links to other subjects</p> <ul style="list-style-type: none"> ● Agriculture: as learners learn about payments and farm records ● Computer Science: as learners may search for information by use of ICT ● Home Science: as learners learn about consumer education ● Mathematics: as learners about commercial arithmetic. 				
<p>Non formal Activities to Support Learning:</p> <ul style="list-style-type: none"> ● Participating to a talk by a volunteer resource parson on financial records in 			<p>Suggested Modes of Assessment:</p> <ul style="list-style-type: none"> ● Oral questions 	

planned school forums <ul style="list-style-type: none"> Talking walls with financial records information displayed in strategic places within the school 	<ul style="list-style-type: none"> Portfolio assessment Observation Self and peer assessment 			
Suggested Learning Materials: <ul style="list-style-type: none"> Business Studies curriculum design Business Studies handbook Volunteer resource person Relevant approved textbooks and reference materials Photographs and pictures and charts Samples of payment documents Assistive technology such as smartphones, tablets, computers with web access software, pens with grip, pencils, extended keyboards, laptops, adjustable tables and chairs with foot boards, multi-purpose communication boards, head and mouth pointers, universal cuffs. Service providers such as occupational and speech therapists, physiotherapist, nurse aids, learner support assistant. 				
Suggested Assessment Rubric				
Criteria	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Explaining the meaning of a business transaction as used in business.	Examines the meaning of a business transaction as used in business.	Explains the meaning of a business transaction as used in business.	Describes the meaning of a business transaction as used in business.	States the meaning of a business transaction as used in business.
Distinguishing between cash and credit transactions in business.	Analyses between cash and credit transactions in business.	Distinguishes between cash and credit transactions in business.	Relates cash and credit transactions in business.	Defines cash and credit transactions in business.
Identifying financial documents used in buying and selling in business.	Examines the financial documents used in buying and selling in business.	Identifies financial documents used in buying and selling in business.	Lists financial documents used in buying and selling in business.	Mentions the financial documents used in buying and selling in business.
Analysing methods used in making payment for goods and services.	Justifies methods used in making payments for goods and services.	Analyses methods used in making payments for goods and services.	Describes methods used in making payments for goods and services.	Lists the 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 Physical 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 Physical Impairment will be purposively grouped to complement each other. 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 Physical Impairment to execute a simple school based CSL class activity. This activity can be done in 4 to 6 weeks outside the classroom time. The duration may be adjusted accordingly to accommodate learners with Physical Impairment 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	Key Inquiry Questions
<p>Learners will be guided to 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> <ol 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. 	<p>The learners are guided in purposive pairs or groups to:</p> <ul style="list-style-type: none"> • brainstorm on pertinent and contemporary issues in the community that need attention and share in class. <i>Learners with speech difficulties could be lip-read by peers, teacher, learner support assistant as they use residual speech or sign, point, write, use multipurpose communication board, speech generating device, eye tracking device or be allowed extra time to express their views. (Apply this adaptation to subsequent learning experiences involving use of speech).</i> • discuss various PCIs within the school community and identify the one that requires immediate attention giving reasons for their choice. • discuss possible solutions to the identified issue and propose the most appropriate solution to the problem. • brainstorm on the resources needed for the activity and source for them. • discuss different methods and tools of collecting data and determine the ones suitable for the selected project. • develop appropriate tools (<i>Questionnaires, interview schedule, observation checklist</i>) for collecting data with the guidance of the teacher. <i>Learners with manipulation difficulties could be provided with adapted writing materials such as pen/pencils with grip, weighted pens/pencils or writing claws. They could type on a tablet or be assisted by a scribe or learner support assistant to develop their tools.</i> • collect data and record findings. <i>Learners with mobility difficulties could collect data remotely or be supported by peers and learner support assistant during data collection.</i> 	<ol style="list-style-type: none"> 1. How does one determine community needs? 2. Why is it necessary to be part of a community?

		<p><i>Apply the adaptation on manipulation above here.</i></p> <ul style="list-style-type: none"> • discuss their findings, develop various reporting documents and use them to report on their findings. <i>Apply adaptation on the use of speech and manipulation in this experience.</i> • implement a project to get solutions to the identified problem based on the research report. <i>Apply adaptation on the use of speech, manipulation and mobility in this experience. Ensure the safety of the learners as they manipulate the tools, materials, equipment and as they explore the environment.</i> • use feedback from peers and the school community to improve on the implementation of the project. • 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. <i>Apply adaptation on the use of speech and writing above. Learners with manipulation difficulties could be provided with adapted digital resources with appropriate accessibility features or be supported by peers, learner support assistant or teacher to manipulate the digital resources. Light intensity should be controlled for learners with epilepsy and those with visual impairment.</i> • 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 school and the 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.	Plans to solve the identified issue.	Outlines a plan to solve the identified problem.	States activities to be included in a plan to solve the identified problem.
Designing and implementing solutions to the identified problem.	Designs, analyses and implements solutions to the identified problem.	Designs and implements solutions to the identified problem.	Designs solutions to the identified problem.	Suggests solutions to the identified problem.