REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

BUSINESS STUDIES
GRADE 7

 KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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

PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 7 is the first level of the Junior Secondary School (JSS) in the new education structure.

Grade 7 curriculum furthers implementation of the CBC to the JSS education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential.**

Therefore, the Grade 7 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 7 and prepare them for smooth transition to Senior Secondary school. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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

ACKNOWLEDGEMENT

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. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF), that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated 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 with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE.

 Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education. We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the – Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

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

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LESSON 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	3
14.	Optional Subject	3
	Total	**45**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

v)   **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi)   **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii)   **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii.   **Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

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

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

ESSENCE STATEMENT

Business Studies at Junior Secondary will be offered as an integrated subject covering the following strands; business and money management, 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.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

STRAND 1.0: BUSINESS AND MONEY MANAGEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management	**1.1 Introduction to Business Studies** **(6 lessons)**	By the end of the sub strand, the learner should be able to: 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.	The learner shall be guided to: • discuss and present on the meaning, components and importance of Business Studies, • debate and present on the importance of Business Studies, • use digital resources/textbooks on the components and importance of Business Studies, • role play careers associated with Business Studies, • watch/listen to a video clip on business careers, • listen to a resource person on business career opportunities.	1. Why is it important to study Business Studies? 2. What are the career opportunities associated with Business Studies?

Core competencies to be developed:

- Imagination and creativity: learner acquires connections and networking skills when role playing on careers associated with Business Studies.
- Learning to learn: learner works collaboratively by performing tasks when role playing careers associated with Business Studies and debating on the importance of Business Studies.
- Critical thinking and problem solving: learner develops active listening and communication skills when discussing, debating and presenting on the meaning, components and importance of Business Studies.
- Self efficacy: learner acquires effective communication skills when debating and discussing on the meaning, component and importance of Business Studies and role playing the career opportunities associated with Business Studies.
- Communication and collaboration: learner acquires writing, speaking, reading, listening and teamwork skills when discussing, debating, presenting and role playing.
- Digital literacy: learner acquires the skills of connecting and interacting with digital technology when using digital resources to watch or listen to relevant clips on business careers opportunities and components of Business Studies.

Values:

- Peace: learner work harmoniously with other members of the team during class activities.
- Responsibility: learner performs tasks assigned during role playing, discussions and debating.
- Unity: learner works with other members of the team during learning activities such as role playing and debating.
- Respect: learner show regard to the input of every member of the team when role playing and debating.

Pertinent and Contemporary Issues (PCIs):

- Decision making: learner identify careers in Business Studies to role play.
- Critical thinking: learner develops explanation skills when debating and role play.

- Financial Literacy: learner develops self exploration skills when discussing careers and earning opportunities associated with Business Studies.
- Social cohesion: learner work and cooperate with members of the team when debating and role playing the careers associated with Business Studies.

Links to other subjects:
- Pre-Technical Studies as they discuss careers.
- English as they debate about and discuss careers.
- Performing Arts as they role play different careers.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to examine the concept of Business Studies in Kenya.	Comprehensively examines the concept of Business Studies in Kenya.	Examines the concept of Business Studies in Kenya.	Partly examines the concept of Business Studies in Kenya.	Needs assistance to examine the concept of Business Studies in Kenya.
Ability to explore Career opportunities in Business Studies in Kenya.	In depth, explores careers opportunities in Business Studies in Kenya.	Explores careers opportunities in Business Studies in Kenya.	Explores some career opportunities in Business Studies in Kenya.	With prompt, explores 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	**1.2 Money** **(6 Lessons)**	By the end of the sub strand, the learner should be able to: 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) acknowledge the importance of money in the economy.	The learner shall be guided to: • discuss and present the meaning and uses of money, • debate and present the uses of money in day- to- day life, • share experiences on use of money for buying goods and services, • use digital resources/textbooks to research on uses of money, • observe pictures and photographs or realia of the Kenyan currency, • brainstorm and present the themes and symbols used on the Kenyan currency.	1. Why are there security features on the Kenyan currency? 2. What are the themes and symbols on the Kenyan currency?

Core competencies to be developed:
- Self efficacy: learner acquires effective communication skills when discussing and presenting on the meaning and uses of money.
- Imagination and creativity: learner acquires connections and networking skills when brainstorming and presenting on the themes and symbols used on the Kenyan currency.
- Learning to learn: learner shares learnt knowledge and works collaboratively when brainstorming and presenting on the themes and symbols of Kenyan currency.

• Citizenship: learner develops national and cultural identity skills when discussing, brainstorming and presenting on the themes, symbols and uses of Kenyan currency and identifying with them.
• Digital literacy: learner acquires the skills of connecting and interacting with digital technology when using digital resources to research on uses of money.
• Communication and collaboration: learner acquires writing, speaking, reading, listening and teamwork skills when discussing, debating, brainstorming and presenting.

Values:
- Respect: learner show regard for the input of every member of the team as they work.
- Peace: learner works in harmony with others during the learning process.
- Responsibility: learner performs tasks assigned during class activities.
- Unity: learner works with other members of the team during learning activities.

Pertinent and Contemporary Issues (PCIs):
- Critical thinking: learner develops explanation skills when debating the uses of money in day to day life.
- Financial Literacy: learners develops financial skills when discussing uses and security features of money.
- Citizenship: learners recognizes themes and symbol on currency and identifies with them.

Links to other subjects:
- Mathematics as they identify different denominations and illustrate uses of money
- Social Studies as they identify themes of the Kenyan currency
- English as they debate the uses of money.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to illustrate the uses of money in day- to- day life.	Comprehensively illustrates and explains the uses of money in day- to- day life.	Illustrates the uses of money in day- to-day life.	Illustrates the uses of money in day- to- day life with a few uses not clear.	Needs assistances to illustrate the uses of money in day- to- day life.
Ability to identify the key security features of the Kenyan currency.	Identifies key security features of the Kenyan currency citing examples.	Identifies key security features of the Kenyan currency.	Partially identifies key security features of the Kenyan currency.	With prompt, identifies key security features of the Kenyan currency.
Ability to describe themes and symbols on the Kenyan currency.	Describes themes and symbols on the Kenyan currency citing examples.	Describes themes and symbols on the Kenyan currency.	Describes themes and symbols on the Kenyan currency leaving out a few details.	Needs assistances to describe the themes and symbols on the Kenyan currency.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management	**1.3 Personal Goals** **(6 lessons)**	By the end of the sub strand, the learner should be able to: a) explore the meaning and importance of setting personal goals for self-development, b) analyse the factors to consider when setting personal goals for self- development, c) set personal goals for self-development, d) apply ICT devices or exercise books for setting personal goals for self- development, e) embrace the need for setting personal goals for self-development.	The learner shall be guided to: • discuss and present the meaning and importance of setting personal goals, • brainstorm and present the factors to consider when setting personal goals, • set personal goals, • use digital devices or exercise books to set personal goals.	1. Why is it important to set personal goals? 2. What factors should be considered when setting personal goals?

Core competencies to be developed:
- Self efficacy: learner acquires effective communication skills when discussing and presenting on the meaning and importance of setting personal goals.
- Creativity and imagination: learner acquires connections and networking skills when setting personal goals.
- Critical thinking and problem solving: learner develops active listening and communication skills when brainstorming and presenting on the factors to consider when setting personal goals.

• Digital Literacy: learner acquires the skills of connecting and interacting with digital technology when using digital resources in setting goals.
• Communication and collaboration: learner acquires writing, speaking, reading, listening and teamwork skills when discussing, brainstorming and presenting.
Values:
• Respect: learner shows regard for the input of members of the team.
• Responsibility: learner carry out tasks assigned during learning activities.
• Unity: learner works with others members of the team in class activities.
• Peace: learner works in harmony with others members of the team in class activities.
Pertinent and Contemporary Issues (PCIs)
• Self-management skills: learner develop skills of goals setting.
• Effective communication: learner acquires communication skills when discussing and brainstorming on goal setting.
• Financial literacy: learner develops financial skills when analysing the factors to consider when setting personal goals.
• Career guidance: learner acquires life skills when setting personal goals.
Links to other subjects:
• Life Skills Education in problem solving, critical thinking, effective communication and decision making.
• Pre-Technical Studies as they set goals to determine learning pathways and future careers.
• Computer Science as they learn how to interact with digital devices.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to explore the meaning and importance of setting personal goals for self-development.	In depth, explores the meaning and importance of setting personal goals for self development.	Explores the meaning and importance of setting personal goals for self development.	Explores the meaning and some importance of setting personal goals for self development.	Needs assistance to explore the meaning and importance of setting personal goals for self development.
Ability to analyse the factors to consider when setting personal goals for self-development.	Critically analyses the factors to consider when setting personal goals for self- development.	Analyses the factors to consider when setting personal goals for self-development.	Partly analyses the factors to consider when setting personal goals for self-development with a few not clear.	With prompt, analyses the factors to consider when setting personal goals for self- development.
Ability to set personal goals for self- development.	Comprehensively and systematically sets personal goals for self development.	Systematically sets personal goals for self development	Partially sets personal goals for self development.	Needs assistance to set personal goals for self development.

Ability to apply ICT devices when setting personal goals for self-development.	Accurately and appropriately applies ICT in setting personal goals for personal growth.	Appropriately applies ICT in setting personal goals for personal growth.	Appropriately applies ICT in setting personal goals for personal growth with some challenges.	Inappropriately applies use of ICT in setting personal goals for personal growth.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Business and Money Management	**1.4 Talents and Abilities** **(8 lessons)**	By the end of the sub strand, the learner should be able to: a) distinguish between talents and abilities of learners in school, b) examine 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.	The learner shall be guided to: • discuss and present the distinction between talents and abilities, • take part in talent shows to help identify their talents and abilities, • display their talents and abilities in and out of class through clubs and societies and other planned school fora, • participate in career talks on opportunities related to talents and abilities, • search and analyse case studies on ethical issues related to the use of talents and abilities.	1. How can talents and abilities be nurtured? 2. What are the ethical issues related to the use of talents and abilities? 3. What career opportunities are related to talents and abilities?

Core competencies to be developed:
- Creativity and imagination: learner acquires connections and networking skills when taking part in talent shows to help identify their talents and abilities.
- Critical thinking and problem solving: learner interprets and makes inference when searching and analysing case studies on ethical issues related to the use of talents and abilities.
- Communication and collaboration: learner develops writing, reading, speaking, listening and teamwork skills when displaying their talents and abilities during talent shows.
- Learning to learn: learner shares learnt knowledge and works collaboratively when taking part in talent shows to help identify their talents and abilities, searching and analyzing case studies on ethical issues.
- Self efficacy: learner acquires effective communication skills when demonstrate their talents and abilities.
- Digital literacy: learner acquires the skills of connecting and interacting with digital technology when using digital resources to identify and grow their talents, abilities and searching case studies on ethical issues.

Values:
- Integrity: learner develops ethical use of talents and abilities.
- Respect: learner shows regard for the input of members of the team.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities.

Pertinent and Contemporary Issues (PCIs):
- Critical thinking: learner develops explanation skills when identifying their talents and abilities.
- Social cohesion: learner work and cooperate with members of the team when demonstrating their talents and abilities during talent shows.
- Social responsibility: learner develops civic skills by conforming to ethical issues related to the use of talents and abilities.
- Financial literacy: learner develops self-awareness skills when demonstrating their talents and abilities during talent shows.

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

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to distinguish between talents and abilities of learners in school.	Comprehensively distinguishes between talents and abilities of learners in school.	Distinguishes between talents and abilities of learners in school.	Partially distinguishes between talents and abilities of learners in school.	Needs assistance to distinguish between talents and abilities of learners in school.
Ability to examine ways of nurturing talents and abilities for business purpose.	Examines ways of nurturing talents and abilities for business purpose citing examples.	Examines ways of nurturing talents and abilities for business purpose.	Partly examines ways of nurturing talents and abilities for business purpose.	With prompt, examines ways of nurturing talents and abilities for business purpose.
Ability to demonstrate personal talents and abilities in school.	Correctly demonstrates personal talents and abilities in school.	Demonstrates personal talents and abilities in school.	Partially demonstrates personal talents and abilities in school.	With assistance demonstrates personal talents and abilities in school.

Ability to relate talents and abilities to career opportunities in the world.	Comprehensively relates talents and abilities to career opportunities in the world citing examples.	Relates talents and abilities to career opportunities in the world.	Relates talents and abilities to some career opportunities in the world.	With assistance relates talents and abilities to career opportunities in the world.
Ability to identify ethical issues related to the use of talents and abilities in business.	In depth, identifies ethical issues related to the use of talents and abilities in business.	Identifies ethical issues related to the use of talents and abilities in business	Identifies some ethical issues related to the use of talents and abilities.	With prompt, identifies 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)**	By the end of the sub strand, the learner should be able to: 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) acknowledge the need for business activities in the satisfaction of human	The learner shall be guided to: • brainstorm and present the differences between human needs and wants, • discuss and present the meaning of the term scarcity, choice, scale of preference and opportunity cost, • use digital resources/textbooks to search on scarcity and choice, • role play opportunity cost given limited resources, • prepare a scale of preference for their personal needs and wants, • share experiences on the purpose of business activities in the society,	1. What is the importance of the scale of preference in the satisfaction of human needs and wants? 2. Why are business activities established?

		wants and needs for self and the community.	• carry out a survey on trading activities in the community, • debate and present the role of retailers to the consumer.	

Core competencies to be developed:
- Communication and collaboration: learner develops writing, reading, speaking, listening and teamwork skills when brainstorming, discussing and presenting.
- Imagination and creativity: learner makes connections and acquires networking skills when role playing opportunity cost given limited resources.
- Critical thinking and problem solving: learner develop active listening and communication skills when constructing the scale of preference.
- Learning to learn: learner acquires skills of organizes own learning and works collaboratively when constructing the scale of preference and carrying out a survey.
- Digital literacy: learner acquires the skills of connecting and interacting with digital technology when watching or listening to video clips on scarcity and choice.

Values:
- Integrity: learner is guided to conduct a simple survey.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities.
- Respect: learner shows regard for the input of members of the team.

Pertinent and Contemporary Issues (PCIs):
- Decision making skills: learner make choices on which role to play and when constructing a scale of preference.
- Financial Literacy: learner acquires financial skills in business activities.
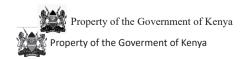
Links to other subjects:
- Social Studies as they learn about economic activities.
- Home Science as they learn about consumer education.
- Agriculture as they learn about learn about agribusiness.
- English as they learn about communication skills.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to distinguish between needs and wants as used in Business Studies.	Comprehensively distinguishes between needs and wants as used in Business Studies.	Distinguishes between needs and wants as used in Business Studies.	Partly distinguishes between needs and wants as used in Business Studies.	With prompt, distinguishes between needs and wants as used in Business Studies.
Ability to explore the meaning of the term scarcity, choice, scale of preference and opportunity cost in relation to	In depth, explores the meaning of the terms scarcity, choice, scale of preference and opportunity cost in relation to	Explores the meaning of the terms scarcity, choice, scale of preference and opportunity cost in relation to	Explores the meaning of the terms scarcity, choice, scale of preference and opportunity cost in relation to satisfaction of	Needs assistance to explore the meaning of the terms scarcity, choice, scale of preference and opportunity cost in relation to satisfaction

satisfaction of human needs and wants.	satisfaction of consumer needs and wants.	satisfaction consumer needs and wants	consumer needs and wants leaving out a few details.	consumer needs and wants.
Ability to prepare a scale of preference to satisfy personal needs and wants.	Correctly prepares a scale of preferences to satisfy personal needs and wants.	Prepares a scale of preferences to satisfy personal needs and wants.	Partially prepares a scale of preferences to satisfy personal needs and wants.	Needs assistance to prepare a scale of preferences to satisfy personal needs and wants.
Ability to justify the need for business activities for self and the community.	Justifies the need for business activities for self and community citing examples.	Justifies the need for business activities for self and community.	Justifies some of the need for business activities for self and community.	With prompt, justifies the need of business activities for self and the community.
Ability to analyse trading activities in the community.	Critically analyses trading activities in the community.	Analyses trading activities in the community.	Analyses some of trading activities in the community.	Needs assistance to analyse trading activities in the community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	**2.2 Goods and Services** **(5 lessons)**	By the end of the sub strand, the learner should be able to: a) analyse the 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.	The learner shall be guided to: • discuss and present the meaning, types, importance and characteristics of goods and services, • 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, • brainstorm and present sources and places where consumers may buy goods and services.	1. What are goods and services? 2. Why do human beings need goods and services?
Core competencies to be developed: • Digital literacy: learner acquires skills of interacting and connecting with digital technology when logging in to a virtual market to generate a list of goods and services available.				

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Not for Sale

NOT FOR SALE

- Critical thinking and problem solving: learner develops explanation, evaluation and decision making skills when visiting 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.
- Communication and collaboration: learner acquires reading, listening, writing, speaking and teamwork skills when discussing and presenting on the meaning, types, importance and characteristics of goods and services.
- Self-efficacy: learner develops effective communication skills when brainstorming and presenting sources and places where consumers may buy goods and services.
- Learning to learn: learner acquires skills of organizing own learning and works collaboratively with others when visiting the local market and compile a list of goods and services available or logging in to a virtual market to generate a list of goods and services available.

Values:
- Respect: learner shows regard for the input of members of the team.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities.

Pertinent and Contemporary Issues (PCIs):
- Social skills: learner develops interaction skills during group discussions and visits to the market.
- Social cohesion: learner develops social skills when working and cooperating with members of the team.
- Financial Literacy: learner develops financial skills discussing sources and places where consumers may buy goods and services.

Links to other subjects:
- Social Studies as they learn about economic activities.
- Computer Science as they learn about the virtual market.
- Home Science as they learn about consumer education.
- Agriculture as they learner learn about the marketing of agricultural goods.

Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to analyse the types and importance of goods and services found in the local market.	Analyses the types and importance of goods and services found in the local market citing examples.	Analyses the types and importance of goods and services found in the local market.	Partly analyses the types and importance of goods and services found in the local market.	Needs assistance to analyse the types and importance of goods and services found in the local market.
Ability to distinguish between goods and services found in the local market.	Clearly distinguishes between goods and services found in the market.	Distinguishes between goods and services found in the market.	Partially distinguishes between goods and services found in the market.	Needs assistance to distinguish between goods and services found in the market.
Ability to identify sources and places where consumers may buy goods and services.	Identifies sources and places where consumers may buy goods and services citing examples.	Identifies sources and places where consumers may buy goods and services.	Identifies some sources and places where consumers may buy goods and services.	With prompt, identifies sources and places where consumers may buy goods and services.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	**2.3 Economic Resources** **(6 lessons)**	By the end of the sub strand, the learner should be to: a) examine the characteristics of economic resources used for production of goods and services, b) analyse types of economic resources in the community, 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.	The learner shall be guided to: • discuss and present the meaning and characteristics of economic resources in the community, • classify types of economic resources in the community, • carry out resource mapping in the local community and classify economic resources, • use digital resources or text books to establish distribution of economic resources in the community, • brainstorm and present sustainable ways of using economic resources in Kenya.	1. What are economic resources? 2. How can economic resources be used sustainably?

Core competencies to be developed:
- Communication and collaboration: learner acquires reading, writing, speaking, listening, and teamwork skills when discussing and presenting on the meaning and characteristics of economic resources in the community.
- Self-efficacy: learner develops effective communication skills when brainstorming and presenting on the sustainable ways of using economic resources.
- Critical thinking and problem solving: learner develops explanation, evaluation and decision making skills when carrying out resource mapping in the local community and classify types of economic resources.
- Citizenship: learner develops skills of sustainable use of economic resources.
- Digital literacy: learner acquires skills of interacting and connecting with digital technology when using digital resources to establish distribution of economic resources in the community.

Values:
- Respect: learner shows regard for the input of members of the team.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities

Pertinent and Contemporary Issues (PCIs):
- Effective communications: learner acquires communication skills when discussing types of economic resources.
- Social cohesion: learner develops social skills when working and cooperating with members of the team.
- Decision making: learner develops skills of classifying economic resources.
- Critical thinking: learner develops explanation skills when brainstorming on sustainable ways of using economic resources.
- Financial literacy: learner develops financial skills when classifying the economic resources.

Links to other subjects:
- Social Studies as they learn about economic activities such as mining, fishing, trade.
- Agriculture as they learn about the distribution of crops, soil, animals
- Religious Education as they learn about creation.

Assessment Rubric

Indicator	Exceeding expectation	Meets expectation	Approaching expectation	Below expectation
Ability to examine the characteristics of economic resources used for production of goods and services.	Comprehensively examines the characteristics of economic resources in the community.	Examines the characteristics of economic resources in the community.	Examines some of the characteristics of economic resources in the community.	Needs assistance to examine the characteristics of economic resources in the community.
Ability to analyse types of economic resources in the community.	Critically analyses types of economic resources in the community.	Analyses types of economic resources in the community.	Partly analyses types of economic resources in the community.	With prompt, analyses types of economic resources in the community.

Ability to explore sustainable ways of using economic resources in Kenya.	In depth, explores sustainable ways of using economic resources in Kenya.	Explores sustainable ways of using economic resources in Kenya.	Explores some sustainable ways of using economic resources in Kenya.	Needs assistance to explore sustainable ways of using economic resources in Kenya.
Ability to conduct resource mapping in the local community and classify economic resources.	Logically conducts resource mapping in the local community and classify economic resources.	Conduct resource mapping in the local community and classify economic resources.	Partially conduct resource mapping in the local community and classify some economic resources.	Needs assistance to conduct resource mapping in the local community and classify economic resources.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	**2.4 Business Communication** **(6 lessons)**	By the end of the sub strand, the learner should be able to: a) assess the meaning and importance of communication in business, b) apply ICT tools in business communication, c) acknowledge the role of effective communication in business.	The learner shall be guided to: • brainstorm and present the meaning and importance of communication in business, • role play the importance of communication in business, • discuss and present the available ICT tools and their application in business communication, • use ICT tools for communication.	1. What is the importance of communication in business? 2. How can one use ICT tools in business communication?

Core competencies to be developed:
- Imagination and creativity: learner makes connections and acquires networking skills when role playing the importance of communication in business.
- Communication and collaboration: learner acquires reading, writing, speaking, listening, and teamwork skills when discussing and presenting on the available ICT tools and their application in business communication.

- Learning to learn: learner acquires skills of organizing own learning and works collaboratively with others when discussing and presenting on the available ICT tools and their application in business communication.
- Critical thinking and problem solving; learner develops explanation, evaluation and decision making skills when applying the use of ICT tools for communication.
- Digital literacy: learner acquires skills of interacting and connecting with digital technology when applying ICT tools for communication.

Values:
- Respect: learner shows regard for the input of members of the team.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities.

Pertinent and Contemporary Issues (PCIs):
- Effective communication: learner acquires communication skills when discussing the ICT tools and their applications.
- Social cohesion: learner develops social skills when working and cooperating with members of the team.
- Financial literacy: learner develops communication skills.

Links to other Subjects:
- English as they learn about communication skills.
- Life Skills as they learn about communication skills.
- Computer Science as they learn about ICT tools in communication.

Assessment Rubric

Indicator expectations	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Ability to assess the meaning and importance of communication in business.	Comprehensively assesses the meaning and importance of communication in business.	Assesses the meaning and importance of communication in business.	Partly assesses the meaning and importance of communication in business.	Needs assistance to assess the meaning and importance of communication in business.
Ability to apply ICT tools in business communication.	Accurately and appropriately applies ICT tools in business communication.	Appropriately applies ICT tools in business communication.	Appropriately applies ICT tools in business communication with a few challenges.	Inappropriately applies ICT tools in business communication.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	**2.5 Production of Goods and Services (8 lessons)**	By the end of the sub strand, the learner should be able to: a) explore the meaning and importance of production in the community, b) analyse the importance, characteristics and rewards for the factors of production in the community, c) examine consumer concerns to addressed in the production of goods and services, d) embrace the value of factors of production in producing goods and services to satisfy human wants.	The learner shall be guided to: • brainstorm and present the meaning and importance of production, • discuss and present the characteristics of factors of production, • analyse the importance and rewards for factors of production, • share experiences on how production of goods and services may address consumer concerns such as quality, quantity, overpricing, scarcity, safety and ingredients.	1. What is production? 2. Why are factors of production important?

Core competencies to be developed
- Imagination and creativity: learner makes connections and acquires networking skills when sharing experiences on how production of goods and services may address consumer concerns such as quality, quantity, overpricing, scarcity, safety and ingredients.
- Learning to learn: learner acquires skills of organizing own learning and works collaboratively with others when analysing the importance and reward of factors of production.
- Critical thinking and problem solving: learner develops explanation, evaluation and decision making skills when brainstorming and presenting the meaning and importance of production.
- Citizenship: learner develops skills of sustainable use of land as a factor of production.
- Communication and collaboration: learner acquires reading, writing, speaking, listening, and teamwork skills when discussing and presenting the characteristics of factors of production.
- Self efficacy: learner develops effective communication skills when discussing and presenting the characteristics of factors of production.

Values:
- Peace: learner works in harmony with others members of the team during class activities
- Responsibility: learner carry out tasks assigned during learning activities
- Respect: learner shows regard for the input of other members of the team
- Unity: learner works with others members of the team in class activities

Pertinent and Contemporary Issues (PCIs):
- Good governance: learner develops skills of managing the factors of production.
- Environmental awareness: learner develops skills of sustainable use of factors of production.
- Critical thinking: learner develops explanation skills when debating on the importance of production.
- Financial literacy; learner acquires entrepreneurial skills.

Links to other subjects:				
• Social Studies as they learn about physical environment.				
• Agriculture as they learn about conserving the environment.				
• Home Science as they learn about food production.				
Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to explore the meaning and importance of production in the community.	In depth, explores the meaning and importance of production in the community.	Explores the meaning and importance of production in the community.	Partly explores the meaning and importance of production in the community.	With prompt, explores the meaning and importance of production in the community.
Ability to analyse the importance, characteristics and rewards for the factors of production in the community.	Critically analyses the 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.	Partially analyses the importance, characteristics and rewards for the factors of production in the community.	Needs assistances to analyse the importance, characteristics and rewards for the factors of production in the community.
Ability to examine consumer concerns to addressed in the production of goods and services.	Comprehensively examines consumer concerns to be addressed in the production of goods and service.	Examines consumer concerns to be addressed in the production of goods and service.	Examines some of consumer concerns to be addressed in the production of goods and service.	Examines consumer concerns to be addressed in the production of goods and service with assistances.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Business and its Environment	**2.6 Marketing of Goods and Services** **(6 lessons)**	By the end of the sub strand, the learner should be able to: a) relate the terms market, marketing and consumer to the business environment, b) explain factors considered when selecting a suitable market for goods and services, c) identify ICT platforms used for marketing goods and services, d) appreciate the role of marketing in the satisfaction of human needs and wants in the society.	The learner shall be guided to: • discuss and present the meaning of market, marketing and consumer, • analyse factors considered when selecting a suitable market for goods and services from a given case study, • research and present ICT platforms used in marketing of goods and services.	1. What is the relationship between market, marketing, and the consumer? 2. What are the factors considered when selecting a market for goods and services?

Core competencies to be developed:
- Communication and collaboration: learner acquires reading, writing, speaking, listening, and teamwork skills when discussing and presenting on the meaning of market, marketing and consumer.
- Imagination and creativity: learner makes connections and acquires networking skills when analysing a case study on factors considered when selecting a suitable market.
- Critical thinking and problem solving: learner develops explanation, evaluation and decision making skills when analysing a case study on factors considered when selecting a suitable market.

- Learning to learn: learner acquires skills of organizing own learning and works collaboratively with others when researching and presenting ICT platforms used in marketing of goods and service.
- Digital literacy: learner acquires skills of connecting and interacting with digital technology when researching and presenting ICT platforms used in marketing of goods and service.

Values:
- Respect: learner shows regard for the input of members of the team.
- Responsibility: learner carry out tasks assigned during learning activities.
- Unity: learner works with others members of the team in class activities.
- Peace: learner works in harmony with others members of the team in class activities.
- Social cohesion: learner works and cooperate with members of the team.

Pertinent and Contemporary Issues (PCIs):
- Effective communication: learner acquires communication skills when discussing and presenting the meaning of market, marketing and consumer.
- Problem solving: learner develops analytical skills when analysing a case study.
- Critical thinking: learner develops explanation skills when brainstorming and presenting.
- Financial Literacy: learner acquires marketing skills.

Links to other subjects
- Computer Science as they learn about the software on marketing.
- Agriculture as they learn about marketing of the agricultural products.
- Home Science as they learn about consumer education.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectation**	**Below expectation**
Ability to relate the terms market, marketing and consumer to the business environment.	Comprehensively relates the terms market, marketing and the consumer to the business environment.	Relates the terms market, marketing and the consumer to the business environment.	Partly relates the terms market, marketing and the consumer to the business environment.	Needs assistance to relate the terms market, marketing and the consumer to the business environment.
Ability to explain factors considered when selecting a suitable market for goods and services.	Explains factors considered when selecting a suitable market for goods and services citing examples.	Explains factors considered when selecting a suitable market for goods and services.	Explains some factors considered when selecting a suitable market for goods and services.	With prompt, explains factors considered when selecting a suitable market for goods and services.
Ability to identify ICT platforms used in marketing of goods and services.	Identifies ICT platforms used in marketing of goods and services citing examples.	Identifies ICT platforms used in marketing of goods and services.	Identifies some ICT platforms used in marketing of goods and services.	Needs assistance to identify ICT platforms used in marketing of goods and services.

STRAND 3.0: GOVERNMENT AND GLOBAL INFLUENCE IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Government and Global Influence in Business	**3.1 Government and Business (7 lessons)**	By the end of the sub strand, the learner should be able to: a) justify the need for government involvement in business in Kenya, b) identify the legal requirements for starting and operating a simple business in Kenya, c) acknowledge the role of Government in business in Kenya.	The learner shall be guided to: • debate and present on the need for government involvement in business in Kenya • use digital devices/textbooks to search for information on legal requirements to start and operate a simple business in Kenya • participate in the invitation of a resource person to give a talk on legal requirements to start and operate a simple business in Kenya	1. Why is it important for the government to get involved in business? 2. What are the legal requirements for starting and operating a simple business in Kenya?

Core competencies to be developed:
- Citizenship: learner acquires governance skills when searching on legal requirements to start and operate a simple business in Kenya.
- Self efficacy: learner develops effective communication skills when debating and presenting on the need for government involvement in business in Kenya.
- Digital literacy: learner acquires skills of connecting and interacting with digital technology when searching for information on legal requirements to start and operate a simple business in Kenya.
- Communication and collaboration: learner acquires writing, speaking, listening, reading and teamwork skills when debating the need for government involvement in business in Kenya.
- Learning to learn; learner acquires skills of organizes own learning and works collaboratively when searching for information, listening on legal requirements to start and operate a simple business in Kenya.

Values:
- Integrity: learner learns about adherence to legal requirements affecting business in Kenya.
- Social justice: learner learns about the need for government involvement in business to promote fairness and equity across the society.
- Patriotism: learner learns about feeling of love and loyalty towards the country when interacting with legal requirements affecting business in Kenya.

Pertinent and Contemporary Issues (PCIs):
- Good governance: learner develops legal skills affecting business in Kenya.
- Social cohesion: learner develops social skills when working and cooperating with members of the team.
- Financial Literacy; learner develops entrepreneurial skills on legal requirements affecting business.
- Global citizenship: learner develops social and civic skills when learning about legal requirements affecting business in Kenya

Links to other subjects:
- Social Studies as they learn about governance.
- Computer Science as they search for legal requirements affecting business.
- Pre-Technical Studies as they learn about careers.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to justify the need for government involvement in business in Kenya.	Justifies the need for government involvement in business in Kenya and cites examples.	Justifies the need for government involvement in business in Kenya.	Partly justifies the need for government involvement in business in Kenya.	Needs assistance to justify the need for government involvement in business in Kenya.
Ability to identify 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 citing examples.	Identifies the legal requirements for starting and operating a simple business in Kenya.	Identifies some of the legal requirements for starting and operating a simple business in Kenya.	With prompt, identifies the legal requirements for starting and operating a simple business in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Government and global influence in business	**3.2 Taxation in Kenya (8 lessons)**	By the end of the sub strand, the learner should be able to: 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) sensitize the school community on the importance of paying taxes, e) desire to pay taxes as a Kenyan citizen.	The learner shall be guided to: • discuss and present the meaning of tax and taxation, • debate and present on the importance of paying taxes in Kenya, • sensitize the school community on the importance of paying taxes by using talking walls and posters, • listen to a resource person on importance of paying taxes, • use digital resources or text books to research on the importance of taxation.	1. Why is it important to pay taxes to the Government? 2. How does an individual benefit from paying taxes?
Core competencies to be developed:				
• Citizenship: learner develops social and civic skills when debating and presenting on the importance of paying taxes in Kenya.				

- Digital literacy: learner acquires skills of connecting and interacting with digital technology when using digital resources to research on the importance of paying tax and creating posters for sensitizing the school community.
- Communication and collaboration: learner acquires writing, speaking, listening, reading and teamwork skills when debating, presenting and sensitizing the school community on the importance of paying taxes.
- Learning to learn: learner acquires skills of organizes own learning and works collaboratively when using digital resources to research on the importance of paying taxes.

Values:
- Integrity: learner learns about adherence to paying tax.
- Social justice: learner learns how government promote fairness and equity across the country through payment of taxes.
- Patriotism: learner learns about loyalty towards the country when learning about importance of paying tax.
- Responsibility: learner learns the obligation that each citizen has about paying tax.

Pertinent and Contemporary Issues (PCIs):
- Good governance: learner develops civic duty on payment of tax.
- Social cohesion learner develops social skills when working and cooperating with authorities in paying tax.
- Financial Literacy: learner develops desire of paying tax.
- Citizenship: learner develops social and civic skills as they learn the importance of paying tax which makes them responsible Kenyans.

Links to other subjects:
- Social Studies as they learn about governance and citizenship.
- Mathematics as they learn about taxes.
- Agriculture as they learn about taxes levied on agricultural goods.

Assessment Rubric				
Indicator	**Exceeds expectation**	**Meets expectation**	**Approaches expectations**	**Below expectation**
Ability to explain the meaning of tax and taxation in Kenya.	Explains the meaning of tax and taxation in Kenya citing examples.	Explains the meaning of tax and taxation in Kenya.	Partially explains the meaning of tax and taxation in Kenya.	Needs assistance to explain the meaning of tax and taxation in Kenya.
Ability to examine the importance of paying taxes in Kenya.	Comprehensively examines the importance of paying taxes in Kenya.	Examines the importance of paying taxes in Kenya	Examines some of the importance of paying taxes in Kenya	With prompt, examines the importance of paying taxes in Kenya.
Ability to investigate the need for paying taxes in Kenya.	In depth, investigates the need for paying taxes in Kenya.	Investigates the need for paying taxes in Kenya.	Investigates some of the need for paying taxes in Kenya	Needs assistance to investigate the need for paying taxes in Kenya.
Ability to sensitize the school community on the importance of paying taxes.	Interestingly and clearly sensitizes the school community on the importance of paying taxes.	Clearly sensitizes the school community on the importance of paying taxes.	Partly sensitizes the school community on the importance of paying taxes.	Requires assistance to sensitize the school community on the importance of paying taxes.

STRAND 4.0: FINANCIAL RECORDS IN BUSINESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Financial Records in Business	**4.1Business Transactions** **(11 lessons)**	By the end of the sub strand, the learners should be able to: 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.	The learner shall be guided to: • discuss and present meaning and types of business transactions, • brainstorm and present the financial documents used in buying and selling, • use ICT tools or textbooks to search for samples of financial documents used in buying and selling, • role play different methods used in making payments for goods and services, • illustrate on a chart the different types of financial documents, • prepare a portfolio for financial documents.	1. What is the difference between cash and credit transactions? 2. Which financial documents and methods of payment are used in business transactions?

Core competencies to developed:
- Communication and collaboration: learner acquires writing, speaking, listening, reading and teamwork skills when brainstorming and presenting on financial documents used in buying and selling in business.
- Imagination and creativity: learner acquires networking skills and makes connections when role playing different methods used in making payments for good and services.
- Critical thinking: learner acquires interpretation and inference skills when illustrating on a chart the different types of financial documents.
- Digital literacy: learner acquires skills of connecting and interacting with digital technology when searching for samples of financial documents and preparing digital portfolio.
- Self efficacy: learner develops effective communication skills when brainstorming and role playing on methods of making payments.
- Learning to learn: learner acquires skills of organizes own learning and works collaboratively when searching information for samples of financial documents, preparing a portfolio and role playing.

Values:
- Integrity: learner learns about honesty when making payments.
- Respect: learner show regard to the input of every member of the team.
- Responsibility: learner performs tasks during role play, when discussing, brainstorming, presenting and prepare a portfolio.
- Unity: learner works with other members of the team in specific learning activities.
- Peace: learner work harmoniously with other members of the team during class activities.

Pertinent and contemporary Issues (PCIs):
- Effective communication: learner acquires communication skills when discussing, brainstorming, presenting and role playing.
- Critical thinking: learner develops explanation skills when role playing, discussing and brainstorming.

- Decision making: learner makes choice on which task to role play on methods of payments.
- Financial literacy: learner develops record keeping skills.

Links to other subjects:
- Agriculture as they learn about payments and farm records.
- Computer Science as they may search for information by use of ICT.
- Home Science they learn about consumer education.
- Mathematics as they about commercial arithmetic.

Assessment Rubric

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to explain the meaning of a business transaction as used in business.	Explains the meaning of business transactions as used in business citing examples.	Explains the meaning of business transactions as used in business.	Partly explains the meaning of business transactions as used in business.	Needs assistance to explain the meaning of business transactions as used in business.
Ability to distinguish between cash and credit transactions in business.	Clearly distinguishes between cash and credit transactions in business.	Distinguishes between cash and credit transactions in business.	Partially distinguishes between cash and credit transactions in business.	Distinguishes between cash and credit transactions in business with assistance.
Ability to identify financial documents used in buying and selling in business.	Identifies financial documents used in buying and selling in business citing examples.	Identifies financial documents used in buying and selling in business.	Identifies some financial documents used in buying and selling in business.	With prompt, identifies financial documents used in buying and selling in business.

Ability to analyse methods used in making payment for goods and services.	Critically analyses methods used in making payments for goods and services.	Analyses methods used in making payments for goods and services.	Analyses some methods used in making payments for goods and services.	Needs assistance to analyse methods used in making payments for goods and services.

COMMUNITY SERVICE LEARNING CLASS ACTIVITY- GRADE 7 FOR ALL SUBJECTS

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 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 for purposes of learning. Learners will be expected to apply knowledge and skills on steps of the CSL project to carry out the suggested activity as per the guidelines provided in the template.   The learning approach 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 to execute a simple school based integrated CSL class activity. This activity can be done in 1-2 weeks outside the classroom time.

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

Suggested PCIs	Specific Learning Outcomes	Suggested Learning Experiences (Customise to the focus of the grade)	Key Inquiry Questions
The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality	By the end of the CSL class activity, the learner should be able to: a) identify a problem in the school community through research, b) 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	The learner is guided to: • brainstorm on issues/pertinent and contemporary issues in their school that need attention • choose a PCI that needs immediate attention and explain why • discuss possible solutions to the identified issue • propose the most appropriate solution to the problem • discuss ways and tools they can use to collect information on a problem (questionnaires, interviews, observation) • develop tools for collecting the information/data • identify resources they need for the activity • collect the information/data using various means • develop various reporting documents on their findings	1. How does one determine community needs? 2. Why is it necessary to be part of a community? 3. What can one do to demonstrate a sense of belonging?

		• use the developed tools to report on their findings
		• implement project
		• collect feedback from peers and school community regarding the CSL activity
		• share the report on activity through various media to peers and school community
		• discuss the strengths and weaknesses of implemented project and lessons learnt
		• reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
The ability to identify and analyse a pertinent issue in society to be addressed	Learner critically defines and elaborately discusses a pertinent issue to be addressed.	Learner defines and discusses a pertinent issue to be addressed.	Learner partly defines and discusses a pertinent issue to be addressed.	Learner requires support to critically examine and select the appropriate issue.

The ability to plan to solve the identified problem	Learner correctly and systematically establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner correctly establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner sometimes establishes resources needed, develops plans, assigns responsibilities, and generates data on the CSL project.	Learner has difficulty establishing resources needed, developing plans, assigning responsibilities and generating data on the CSL project.
The ability to design solutions to the identified problem and implement them	Learner constantly applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies the knowledge and skills gained in subjects to address the identified issue.	Learner applies some of the knowledge and skills gained in subjects to address the identified issue.	Learner requires a lot of probing to apply the knowledge and skills gained in subjects to address the identified issue.
Ability to share findings to relevant actors	Learner comprehensively and confidently shares findings of the issue addressed in the activity.	Learner confidently shares findings of the issue addressed in the activity.	Learner shares some of the findings of the issue addressed in the activity.	Learner briefly shares findings of the issue addressed in the activity, lacks necessary details.
The ability to reflect on own learning and relevance of the activity	Learner distinctively and clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner clearly outlines the benefits of the CSL activity on the target community and own learning.	Learner outlines some of the benefits of the CSL activity on the target community and own learning.	Learner struggles to outline the benefits of the CSL activity on the target community and own learning.

APPENDIX: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non- Formal Activities
1.0 Business and money management	• Introduction to Business Studies • Money • Personal goals • Talents and abilities	• Assignments • Self and peer assessment • Oral questions • Portfolio assessment • Observation • Journaling • Profiling	• Business Studies curriculum design • Business Studies handbook • Realia such as money • Digital resources • Volunteer resource person • Relevant approved textbooks and reference materials • Photographs and pictures • Charts	• Financial literacy and other school clubs and societies • Mentoring and coaching school programmes • School drama festivals with themes on personal goal setting, talents and abilities and money • Participating in a talk by a resource person on either money, personal goal setting and talents and abilities or career opportunities associated with

				Business Studies in different organised school forums • Posters with messages on symbols and themes of Kenyan currency and talents and abilities displayed at strategic places within the school • Songs on talents and abilities during music festivals
2.0 Business and its environment	• Business activities • Goods and services • Economic resources • Business communication • Production of goods and services • Marketing of goods and services	• Oral questions • Portfolio assessment • Observation • Journaling • Profiling • Assignments • Self and peer assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person • Relevant approved textbooks and	• Financial literacy and other school clubs and societies • Organised and planned field visits activities • Planned voluntary services in established business concerns. • Organised business

				reference materials	mentorship programmes
				• Photographs and pictures • Charts • Local market	• Songs on business communication, marketing or factors of production during music festivals • Participating in a talk by a volunteer resource person on the concept of scarcity, choice and opportunity cost in organised school forums • Debates on business communications in planned out of class school programmes
3.0 Government and global influence in business	• Government and business • Taxation in Kenya	• Observation • Journaling • Profiling • Assignments • Self and peer assessment	• Business Studies curriculum design • Business Studies handbook • Digital resources	• Financial literacy and other school clubs and societies • Posters with messages on importance of

		• Oral questions • Portfolio assessment	• Volunteer resource person • Relevant approved textbooks and reference materials • Photographs and pictures • Charts	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
4.0 Financial records in business	• Business transactions	• Oral questions • Portfolio assessment • Observation • Journaling • Profiling • Assignments	• Business Studies curriculum design • Business Studies handbook • Digital resources • Volunteer resource person	• Financial literacy and other clubs and societies in the school • Poems on financial records in business during drama festivals

		• Self and peer assessment	• Relevant approved textbooks and reference materials • Photographs and pictures and charts • Samples of payment documents	• Participating to a talk by a volunteer resource parson on financial records in planned school forums • Talking walls with financial records information displayed in strategic places within the school