

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Learning/ Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	OPENING SCHOOL AND RECEIVING LEARNERS								
2	1	BUSINESS AND MONEY MANAGEMENT	FINANCIAL GOALS Importance of setting Financial goals.	By the end of the lesson, the learner should be able to: a) Analyse the meaning of financial goals. b) State the importance of goal setting as used in financial management. c) Appreciate the importance of setting financial goals.	Learner shall be guided to: Define goals. Define financial goals. •Discuss and present the meaning and importance of goal setting as used in financial management •Discuss and present the importance of financial discipline. •Set financial goals with assistance from a resource person or teacher or parent or guardian.	Why is setting financial goals important?	Business Studies curriculum design •Business Studies Handbook page 1 •Digital resources •Volunteer resource persons •Approved textbooks and reference materials •Photographs and pictures •Charts •Sample personal budget template <i>Mentor Business</i>	Assignments •Self and peer assessment •Oral questioning •Portfolio Assessment •Observation •Journaling •Learner's Profiling	

							<i>Studies Learner's Book Grade 8 pg. 1-2</i>		
	2	BUSINESS AND MONEY MANAGEMENT	Factors to consider when setting up financial goals.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define financial goals b) Examine the factors to consider when setting financial goals.</p> <p>c) apply available learning resources to search for information for setting financial goals.</p>	<p>Learner shall be guided to:</p> <ul style="list-style-type: none"> •Discuss and present the meaning and importance of goal setting as used in financial management •Brainstorm and present the factors to consider when setting financial goals •Discuss and present the importance of financial discipline. •Use digital devices or textbooks or library to search for information for setting financial goals •Set financial goals with assistance from a resource person or teacher or parent or guardian. 	What are the factors to consider when setting financial goals?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies Handbook2 •Digital resources •Volunteer resource persons •Mentor business studies grade 8 •Photograph s and pictures •Charts •Sample personal budget temp late 	<p>Assignmen ts</p> <ul style="list-style-type: none"> •Self and peer assessment t •Oral questioning •Portfolio Assessment •Observation •Journaling •Learner's Profiling 	

	3	BUSINESS AND MONEY MANAGEMENT	Financial goals- Setting financial goals	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Analyse the meaning and importance of goal setting as used in financial management.</p> <p>b) Examine the factors to consider when setting financial goals.</p> <p>e) Appreciate the importance of setting goals in financial management.</p>	<p>Learner shall be guided to:</p> <ul style="list-style-type: none"> •Discuss and present the meaning and importance of goal setting as used in financial management •Brainstorm and present the factors to consider when setting financial goals •Discuss and present the importance of financial discipline. •Use digital devices or textbooks or library to search for information for setting financial goals •Set financial goals with assistance from a resource person or teacher or parent or guardian. 	What are the factors to consider when setting financial goals?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies Handbook pg4 •Digital resources •Volunteer resource persons •Approved textbooks and reference materials •Photographs and pictures •Charts •Sample personal budget template <p><i>Mentor Business Studies Learner's Book Grade 8</i></p>	<p>Assignments</p> <ul style="list-style-type: none"> •Self and peer assessment •Oral questioning •Portfolio Assessment •Observation •Journaling •Learner's Profiling 	
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							pg. 3		
4				REVISION	FOR	CAT	ONE		
5				CAT ONE	ASSESSMENT				
6	1	BUSINESS AND MONEY MANAGEMENT	Formulating financial goals	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Analyse the meaning and importance of goal setting as used in financial management.</p> <p>b) Examine the factors to consider when setting financial goals.</p> <p>c) apply available learning resources to search for information for setting financial goals.</p> <p>d) Formulate financial goals for individual development.</p> <p>e) Appreciate the importance of setting goals in financial management.</p>	<p>Learner shall be guided to:</p> <ul style="list-style-type: none"> •Discuss and present the meaning and importance of goal setting as used in financial management •Brainstorm and present the factors to consider when setting financial goals •Discuss and present the importance of financial discipline. •Use digital devices or textbooks or library to search for information for setting financial goals •Set financial goals with assistance from a resource person or teacher or parent or guardian. 	<p>Why is setting financial goals important?</p> <p>What are the factors to consider when setting financial goals?</p>	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies Handbook pg 8 •Digital resources •Volunteer resource persons •Approved textbooks and reference materials •Photographs and pictures •Charts •Sample personal budget template <i>Mentor Business</i> 	<p>Assignments</p> <ul style="list-style-type: none"> •Self and peer assessment •Oral questioning •Portfolio Assessment •Observation •Journaling •Learner's Profiling 	

							<i>Studies Learner's Book Grade 8 pg. 4</i>		
6				REVISION	FOR	MIDTERM			
7		HALFTERM		MIDTERM EXAMS					
8				HALFTERM					
9	ARRIV	AL FROM	HOME						
9	2	BUSINESS AND MONEY MANAGEMENT	Appreciating financial goals	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Analyse the meaning and importance of goal setting as used in financial management.</p> <p>b) Examine the factors to consider when setting financial goals.</p> <p>c) apply available learning resources to search for information for setting financial goals.</p> <p>d) Formulate financial goals for individual development.</p> <p>e) Appreciate the importance of setting goals in financial management.</p>	<p>Learner shall be guided to:</p> <ul style="list-style-type: none"> •Discuss and present the meaning and importance of goal setting as used in financial management •Brainstorm and present the factors to consider when setting financial goals •Discuss and present the importance of financial discipline. •Use digital devices or textbooks or library to search for information for setting financial goals •Set financial goals with assistance from a 	<p>Why is setting financial goals important?</p> <p>What are the factors to consider when setting financial goals?</p>	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies Handbook •Digital resources •Volunteer resource persons •Approved textbooks and reference materials •Photographs and pictures •Charts 	<p>Assignments</p> <ul style="list-style-type: none"> •Self and peer assessment •Oral questioning •Portfolio Assessment •Observation •Journaling •Learner's Profiling 	

					resource person or teacher or parent or guardian.		<ul style="list-style-type: none"> •Sample personal budget template <i>Mentor Business Studies Learner's Book Grade 8 pg. 5-6</i>		
	3	BUSINESS AND MONEY MANAGEMENT	Income 8	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and legal issues in generating income.</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents and abilities to generate income in financial literacy and other school clubs •utilise technology or other locally available resources to develop their talents for income generation •search, analyse and report the case study on ethical and legal 	Where can an individual get income from?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource persons •Photographs and pictures •Local market business environment <i>Mentor Business Studies Learner's Book Grade 8 pg. 7</i>	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling •Assignments •Self and peer assessment. 	

					issues in generating income				
10	1	BUSINESS AND MONEY MANAGEMENT	Talents	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and legal issues in generating income.</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents and abilities to generate income in financial literacy and other school clubs •utilise technology or other locally available resources to develop their talents for income generation •search, analyse and report the case study on ethical and legal issues in generating income 	Where can an individual get income from?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource persons •Photographs and pictures •Local market business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 8</i></p>	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling •Assignments •Self and peer assessment. 	
	2	BUSINESS AND MONEY MANAGEMENT	abilities	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income 	Where can an individual get income from?	<p>Business Studies curriculum design</p>	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment 	

				<p>income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and legal issues in generating income.</p>	<ul style="list-style-type: none"> •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents and abilities to generate income in financial literacy and other school clubs •utilise technology or other locally available resources to develop their talents for income generation •search, analyse and report the case study on ethical and legal issues in generating income 		<ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource persons •Photographs and pictures •Local market business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 9</i></p>	<ul style="list-style-type: none"> •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling •Assignments •Self and peer assessment. 	
	3	BUSINESS AND MONEY MANAGEMENT	Ethical issues	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents 	Where can an individual get income from?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource 	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling 	

				<p>talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and legal issues in generating income.</p>	<p>and abilities to generate income in financial literacy and other school clubs</p> <ul style="list-style-type: none"> •utilise technology or other locally available resources to develop their talents for income generation •search, analyse and report the case study on ethical and legal issues in generating income 		<p>persons</p> <ul style="list-style-type: none"> •Photographs and pictures •Local market business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 10-12</i></p>	<ul style="list-style-type: none"> •Assignments •Self and peer assessment. 	
11	1	BUSINESS AND MONEY MANAGEMENT	Ethical issues	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents and abilities to generate income in financial literacy and other school clubs •utilise technology or other locally available resources to develop 	Where can an individual get income from?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource persons •Photographs and pictures •Local market business environment 	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling •Assignments •Self and peer assessment. 	

				legal issues in generating income.	<p>their talents for income generation</p> <ul style="list-style-type: none"> •search, analyse and report the case study on ethical and legal issues in generating income 		<i>Mentor Business Studies Learner's Book Grade 8 pg. 13</i>		
11	2	BUSINESS AND MONEY MANAGEMENT	Etghical issues	<p>By the end of the sub lesson, the learner should be able to:</p> <p>a)analyse the sources of income for an individual</p> <p>b)demonstrate the use of talents and abilities for income generation</p> <p>c)apply available resources to develop talents for income generation</p> <p>d)identify the ethical and legal issues in generating income.</p> <p>e)conform to ethical and legal issues in generating income.</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the sources of income •exhibit their talents and abilities to generate income through talent shows and exhibitions in school •nurture their talents and abilities to generate income in financial literacy and other school clubs •utilise technology or other locally available resources to develop their talents for income generation •search, analyse and report the case study on ethical and legal issues in generating income 	Where can an individual get income from?	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> •Business Studies assessment handbook •Digital resources •Volunteer resource persons •Photographs and pictures •Local market business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 15-19</i></p>	<p>Oral questioning</p> <ul style="list-style-type: none"> •Portfolio assessment •Observation <p>Project work</p> <ul style="list-style-type: none"> •Journaling •Learner's Profiling •Assignments •Self and peer assessment. 	

12	1-3	BUSINESS AND MONEY MANAGEMENT	Budgeting and spending	<p>By the end of the lesson, the learner should be able to:</p> <p>a)explore the meaning and importance of budgeting in day-to-day life</p> <p>b)analyse ways of spending money wisely in day-to-day life</p> <p>c)prepare a simple budget for personal finance management</p> <p>d)identify ethical issues in budgeting and spending money in the community</p> <p>e)appreciate the importance of budgeting and spending money wisely for personal development</p>	<p>Learners shall be guided to:</p> <ul style="list-style-type: none"> •brainstorm and present the meaning and importance of budgeting •discuss and present on ways of spending money •role play on ways of spending money wisely •prepare a simple personal budget •brainstorm and present the ethical issues on budgeting and spending money 	<p>Why is a personal budget important ?</p> <p>What are the ethical issues in budgeting and spending</p>	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> • Business Studies assessment handbook •Digital resources •Volunteer resource persons • Photographs and pictures • Local market Business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 30-34</i></p>	<p>Oral questioning</p> <ul style="list-style-type: none"> • Portfolio assessment • Observation • Project work • Journaling • Learner's Profiling •Assignments • Self and peer assessment 	
13	1-3	BUSINESS AND ITS ENVIRONMENT	TYPES OF BUSINESS ENTERPRISES 10	<p>By the end of the sub strand, the learner should be able to:</p> <p>a)explore the meaning, formation, management, sources of finance,</p>	<p>Learner shall be guided to:</p> <ul style="list-style-type: none"> •discuss and present the meaning of sole, proprietorship, 	<p>How are sole proprietorships, partnerships and</p>	<p>Business Studies curriculum design</p> <ul style="list-style-type: none"> • Business 	<p>Written questions</p> <p>Oral questions</p> <p>Written reports</p>	

				<p>advantages, and disadvantages of a sole proprietorship business enterprise</p> <p>b)examine the meaning, formation, management, sources of finance, advantages, and disadvantages of a partnership business enterprise</p> <p>c)analyse the meaning, formation, types, management, sources of finance, advantages, and disadvantages of a cooperative society</p> <p>d)recognise the role of sole proprietorships, partnerships and cooperative societies</p>	<p>partnership and cooperative society</p> <ul style="list-style-type: none"> •brainstorm and Present the formation and management of sole proprietorships, partnerships and cooperative societies •use digital devices or textbooks or library to search for sources of finance for sole proprietorships, partnerships and cooperative societies <p>Debate on the advantages and disadvantages of a sole proprietorship, partnerships and cooperative society</p>	<p>cooperative societies formed and managed?</p> <p>What are the sources of finance for sole proprietorships, partnerships and cooperative societies</p>	<p>Studies assessment handbook</p> <ul style="list-style-type: none"> •Digital resources •Volunteer resource persons • Photographs and pictures • Local market Business environment <p><i>Mentor Business Studies Learner's Book Grade 8 pg. 35-36</i></p>	Oral Report Observation	
14				END OF TERM 1 EXAMINATION AND CLOSING		OF	SCHOOL		