BUSINESS MANAGEMENT

CURRICULUM FOR SECONDARY
EDUCATION (SHS 1 - 3)

NaCCA

NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

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OF MINISTRY OF EDUCATION**

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Enquiries and comments on this Curriculum should be addressed to:

The Director-General
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education

P. O. Box CT PMB 77
Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

Website: www.nacca.gov.gh

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FOREWORD

Through the National Council for Curriculum and Assessment (NaCCA), Ghana's Ministry of Education has introduced a series of curriculum reforms to improve the quality and relevance of learning experiences in pre-tertiary schools in the country. These reforms will improve learning through the introduction of innovative pedagogies that encourage critical thinking and problem-solving. For a long time, our learners memorise facts and figures, which does not develop their analytical and practical skills. The Ministry recognises that learners need to be equipped with the right tools, knowledge, skills and competencies to deal with the fast-changing environment and the challenges facing their communities, the nation and the world.

These curriculum reforms were derived from the Education Strategic Plan (ESP 2018-2030), the National Pre-tertiary Education Curriculum Framework (NPTECF) and the National Pre-Tertiary Learning Assessment Framework (NPLAF), which were all approved by Cabinet in 2018. The new standards-based curriculum implemented in 2019 in basic schools, aims to equip learners to apply their knowledge innovatively to solve everyday problems. It also prioritises assessing learners' knowledge, skills, attitudes, and values, emphasising their achievements. The content of the basic school standards-based curriculum was therefore designed to promote a curriculum tailored to the diverse educational needs of the country's youth. It addresses the current curriculum's deficiencies in learning and assessment, especially in literacy and numeracy. These reforms have been carried out in phases. The curriculum for the basic school level – KG, Primary and Junior High School (JHS) – was developed and implemented from 2019 to 2021.

The curriculum for Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technical, Engineering and Mathematics (STEM), which constitutes the next phase, is designed to ensure the continuation of learning experiences from JHS. It introduces flexible pathways for progression to facilitate the choice of subjects necessary for further study, the world of work and adult life. The new SHS, SHTS and STEM curriculum emphasises the acquisition of 21st Century skills and competencies, character development and instilling of national values. Social and Emotional Learning (SEL), Information Communications Technology, Gender Equality and Social Inclusion, have all been integrated into the curriculum. Assessment – formative and summative has been incorporated into the curriculum and aligned with the learning outcomes throughout the three-year programme.

The Ministry of Education's reform aims to ensure that graduates of our secondary schools can successfully compete in international high school competitions and, at the same time, be equipped with the necessary employable skills and work ethos to succeed in life. The Ministry of Education, therefore, sees the Senior High School (SHS) curriculum as occupying a critical place in the education system – providing improved educational opportunities and outcomes for further studies, the world of work and adult life – and is consequently prioritising its implementation.

ACKNOWLEDGEMENTS

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THE SHS CURRICULUM OVERVIEW

The vision for this curriculum is to ensure the nation has a secondary education system that enables all Ghanaian children to acquire the 21st Century skills, competencies, knowledge, values and attitudes required to be responsible citizens, ready for the world of work, further studies and adult life. The nation's core values drive the SHS curriculum, and it is intended to achieve Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. Above all, it is a curriculum enabling its graduates to contribute to the ongoing growth and development of the nation's economy and well-being.

The curriculum is inclusive, flexible, and robust. It was written under the auspices of the National Council for Curriculum and Assessment by a team of expert curriculum writers across Ghana. It reflects the needs of critical stakeholders, including industry, tertiary education, the West African Examination Council, SHS learners, teachers, and school leaders. It has been written based on the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Policy.

The key features of the curriculum include:
- flexible learning pathways at all levels, including for gifted and talented learners and those with deficiencies in numeracy and literacy, to ensure it can meet the needs of learners from diverse backgrounds and with different interests and abilities.
- the five core learning areas for secondary education: science and technology, language arts, humanities, technical and vocational and business; with emphasis placed on STEM and agriculture as integral to each subject.
- a structured, standards-based approach that supports the acquisition of knowledge, skills and competencies, and transition and seamless progress throughout secondary education, from JHS to SHS and through the three years of SHS.
- a focus on interactive approaches to teaching and assessment to ensure learning goes beyond recall enabling learners to acquire the ability to understand, apply, analyse and create.
- guidance on pedagogy, coupled with exemplars, demonstrating how to integrate cross-cutting themes such as 21st Century skills, core competencies, the use of ICT, literacy and mathematics, Social Emotional Learning, Gender Equality and Social Inclusion as tools for learning and skills for life. Shared Ghanaian values are also embedded in the curriculum.

The curriculum writing process was rigorous and involved developing and using a Curriculum Writing Guide which provided systematic instructions for writers. The process was quality assured at three levels: through (a) evaluation by national experts, (b) trialling curriculum materials in schools and (c) through an external evaluation by a team of national and international experts. Evidence and insights from these activities helped hone the draft's final version. The outcome is a curriculum coherently aligned with national priorities, policies and the needs of stakeholders. A curriculum tailored to the Ghanaian context ensures that all learners benefit from their schooling and develop their full potential.

The following section highlights the details of the front matter of the draft curriculum. The vision, philosophy and goal of the curriculum are presented. This is followed by the details of the 21st Century skills and competencies, teaching and learning approaches, instructional design and assessment strategies. The template for the curriculum frame, which outlines the scope and sequence, the design that links the learning outcomes to particular 21st Century skills and competencies, as well as Gender Equality and Social Inclusion, Social and Emotional Learning and Ghanaian values are presented together with the structure of the lesson frame showing the links between the content standards, learning indicators with their corresponding pedagogical exemplars and assessment strategies.

INTRODUCTION

Effective implementation of this Senior High School (SHS) curriculum is the key to creating a well-educated and well-balanced workforce that is ready to contribute to Ghana's progress by harnessing the potential of the growing youth population, considering the demographic transition the country is currently experiencing (Educational Strategic Plan [ESP] 2018-2030). SHS curriculum aims to expand equitable, inclusive access to relevant education for all young people, including those in disadvantaged and underserved communities, those with special educational needs and those who are gifted and talented. Senior High School allows young people to develop further skills and competencies and progress in learning achievement, building from the foundation laid in Junior High School. This curriculum intends to meet the learning needs of all high school learners by acquiring 21st Century skills and competencies to prepare them for further studies, the world of work and adult life. Changing global economic, social and technological context requires life-long learning, unlearning, and continuous processes of reflection, anticipation and action.

Philosophy of Senior High School Curriculum

The philosophy underpinning the SHS curriculum is that every learner can develop their potential to the fullest if the right environment is created and skilled teachers effectively support them to benefit from the subjects offered at SHS. Every learner needs to be equipped with skills and competencies of interest to further their education, live a responsible adult life or proceed to the world of work.

Vision of Senior High School Curriculum

The vision of the curriculum is to prepare SHS graduates equipped with relevant skills and competencies to progress and succeed in further studies, the world of work and adult life. It aims to equip all learners with the 21st Century skills and competencies required to be responsible citizens and lifelong learners. When young people are prepared to become effective, engaging, and responsible citizens, they will contribute to the ongoing growth and development of the nation's economy and well-being.

Goal of Senior High School Curriculum

The goal of the curriculum is to achieve relevant and quality SHS through the integration of 21st Century skills and competencies as set out in the Secondary Education Policy. The key features to integrate into the curriculum are:

- Foundational Knowledge: literacy, numeracy, scientific literacy, information, communication and digital literacies, financial literacy and entrepreneurship, cultural identity, civic literacy and global citizenship
- Competencies: critical thinking and problem-solving, innovation and creativity, collaboration, and communication
- Character Qualities: discipline, integrity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

The JHS curriculum has been designed to ensure that learners are adequately equipped to transition seamlessly into SHS, where they will be equipped with the relevant knowledge, skills and competencies. The SHS curriculum emphasises character building, acquisition of 21st Century skills and competencies and nurturing core values within an environment of quality education to ensure the transition to further study, the world of work and adult life. This requires the delivery of robust secondary education that meets the varied learning needs of the youth in Ghana. The SHS curriculum, therefore, seeks to develop learners to become technology-inclined, scientifically literate, good problem-solvers who can think critically and creatively and are equipped to communicate with fluency, and possess the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens – (referred to as 'Glocal citizens').

The SHS curriculum is driven by the nation's core values of truth, integrity, diversity, equity, discipline, self-directed learning, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship, and with the intent of achieving the Sustainable Development Goal 4: 'Inclusive, equitable quality education and life-long learning for all'. The following sections elaborate on the critical competencies required of every SHS learner:

Gender Equality and Social Inclusion (GESI)

- Appreciate their uniqueness about others.
- Pay attention to the uniqueness and unique needs of others.
- Value the perspective, experience, and opinion of others.
- Respect individuals of different beliefs, political views/ leanings, cultures, and religions.
- Embrace diversity and practise inclusion.
- Value and work in favour of a democratic and inclusive society.
- Be conscious of the existence of minority and disadvantaged groups in society and work to support them.
- Gain clarity about misconceptions/myths about gender, disability, ethnicity, age, religion, and all other excluded groups in society
- Interrogate and dispel their stereotypes and biases about gender and other disadvantaged and excluded groups in society.
- Appreciate the influence of socialisation in shaping social norms, roles, responsibilities, and mindsets.
- Identify injustice and advocate for change.
- Feel empowered to speak up for themselves and be a voice for other disadvantaged groups.

21ˢᵗ Century Skills and Competencies

In today's fast-changing world, high school graduates must be prepared for the 21st Century world of work. The study of Mathematics, Science, and Language Arts alone is no longer enough. High school graduates need a variety of skills and competencies to adapt to the global economy. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills are needed. These skills help learners to keep up with today's fast-paced job market. Employers want workers with more than academic knowledge. The 21st Century skills and competencies help graduates navigate the complex and changing workplace. Also, these help them become active citizens who improve their communities. Acquisition of 21st Century skills in high school requires a change in pedagogy from the approach that has been prevalent in Ghana in recent years. Teachers should discourage and abandon rote memorisation and passive learning. Instead, they should encourage active learning, collaboration, and problem-solving, project-

based, inquiry-based, and other learner-centred pedagogy should be used. As well as aligning with global best practices, these approaches also seek to reconnect formal education in Ghana with values-based indigenous education and discovery-based learning which existed in Ghana in pre-colonial times. This is aligned with the 'glocal' nature of this curriculum, connecting with Ghana's past to create confident citizens who can engage effectively in a global world. Digitalisation, automation, technological advances and the changing nature of work globally mean that young people need a new set of skills, knowledge and competencies to succeed in this dynamic and globalised labour market.

Critical Thinking and Problem-Solving Competency

- Ability to question norms, practices, and opinions, to reflect on one's values, perceptions, and actions.
- Ability to use reasoning skills to come to a logical conclusion.
- Being able to consider different perspectives and points of view
- Respecting evidence and reasoning
- Not being stuck in one position
- Ability to take a position in a discourse
- The overarching ability to apply different problem-solving frameworks to complex problems and develop viable, inclusive, and equitable solution options that integrate the above-mentioned competencies, promote sustainable development,

Creativity

- Ability to identify and solve complex problems through creative thinking.
- Ability to generate new ideas and innovative solutions to old problems.
- Ability to demonstrate originality and flexibility in approaching tasks and challenges.
- Collaborating with others to develop and refine creative ideas
- Ability to incorporate feedback and criticism into the creative process
- Utilising technology and other resources to enhance creativity
- Demonstrating a willingness to take risks and experiment with new approaches
- Adapting to changing circumstances and further information to maintain creativity

- Integrating multiple perspectives and disciplines to foster creativity
- Ability to communicate creative ideas effectively to a variety of audiences

Collaboration

- Abilities to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy)
- Ability to understand, relate to and be sensitive to others (empathic leadership)
- Ability to deal with conflicts in a group
- Ability to facilitate collaborative and participatory problem-solving
- Ability to work with others to achieve a common goal.
- Ability to engage in effective communication, active listening, and the ability to compromise.
- Ability to work in groups on projects and assignments.

Communication

- Know the specific literacy and language of the subjects studied
- Use language for academic purposes
- Communicate effectively and meaningfully in a Ghanaian Language and English Language
- Communicate confidently, ethically, and effectively in different social contexts.
- Communicate confidently and effectively to different participants in different contexts
- Ability to communicate effectively verbally, non-verbally and through writing.
- Demonstrate requisite personal and social skills that are consistent with changes in society
- Ability to express ideas clearly and persuasively, listen actively, and respond appropriately
- Ability to develop digital communication skills such as email etiquette and online collaboration.
- Ability to engage in public speaking, debate, and written communication.

Learning for Life

- Understand subject content and apply it in different contexts
- Apply mathematical and scientific concepts in daily life
- Demonstrate mastery of skills in literacy, numeracy, and digital literacy.
- Develop an inquiry-based approach to continual learning.
- Be able to understand higher-order concepts and corresponding underlying principles.
- Participate in the creative use of the expressive arts and engage in aesthetic appreciation.
- Use and apply a variety of digital technologies
- Be digitally literate with a strong understanding of ICT and be confident in its application.
- Be equipped with the necessary qualifications to gain access to further and higher education and the world of work and adult life
- Ability to apply knowledge practically in the workplace so that they are able to utilise theory by translating it into practice.
- Develop their abilities, gifts and talents to be able to play a meaningful role in the development of the country
- Be able to think critically and creatively, anticipate consequences, recognise opportunities and be risk-takers
- Ability to pursue self-directed learning with the desire to chart a path to become effective lifelong learners.
- Independent thinkers and doers who show initiative and take action.
- Ability to innovate and think creatively, building on their knowledge base so that they take risks to achieve new goals
- Ability to think critically and solve problems so that they become positive change agents at work, in further study and in their personal lives.
- Be motivated to adapt to the changing needs of society through self-evaluation and ongoing training
- Be able to establish and maintain innovative enterprises both individually and in collaboration with others.
- Be able to ethically prioritise economic values to ensure stability and autonomy
- Show flexibility and preparedness to deal with job mobility
- Be committed towards the improvement of their quality of life and that of others
- Feel empowered in decision-making processes at various levels e.g., personal, group, class, school, etc.

- Be able to seek and respond to assistance, guidance and/or support when needed.
- Ability to make and adhere to commitments.
- Adopt a healthy and active lifestyle and appreciate how to use leisure time well.
- Be enthusiastic, with the knowledge, understanding and skill that enable them to progress to tertiary level, the world of work and adult life.
- Ability to transition from school to the world of work or further study by applying knowledge, skills and attitudes in new situations.
- Be independent, have academic and communication skills such as clarity of expression (written and spoken), and the ability to support their arguments.
- Be innovative and understand the 21st Century skills and competencies and apply them to everyday life.

Global and Local (Glocal) Citizenship
- Appreciate and respect the Ghanaian identity, culture, and heritage
- Be conscious of current global issues and relate well with people from different cultures
- Act in favour of the common good, social cohesion and social justice
- Have the requisite personal and social skills to handle changes in society
- Appreciate the impact of globalisation on the society.
- Ability to be an honest global citizen displaying leadership skills and moral fortitude with an understanding of the wider world and how to enhance Ghana's standing.

Systems Thinking Competency
- Ability to recognise and understand relationships
- Ability to analyse complex systems
- Ability to think of how systems are embedded within different domains and different scales
- Ability to deal with uncertainty

Normative Competency
- Ability to understand and reflect on the norms and values that underlie one's actions

- Ability to negotiate values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions

Anticipatory Competency
- Ability to understand and evaluate multiple futures – possible, probable, and desirable
- Ability to create one's vision for the future.
- Ability to apply the precautionary principle
- Ability to assess the consequences of actions
- Ability to deal with risks and changes

Strategic Competency
- Ability to collectively develop and implement innovative actions that further a cause at the local level and beyond.
- Ability to understand the bigger picture and the implications of smaller actions on them

Self-Awareness Competency
- The ability to reflect on one's role in the local community and (global) society
- Ability to continually evaluate and further motivate one's actions
- Ability to deal with one's feelings and desires

Social Emotional Learning (SEL): Five Core Competencies with Examples

1. Self-Awareness
Understanding one's emotions, thoughts, and values and how they influence one's behaviour in various situations. This includes the ability to recognise one's strengths and weaknesses with a sense of confidence and purpose. For instance:

- *Integrating personal and social identities;*
- *Identifying personal, cultural, and linguistic assets;*
- *Identifying one's emotions;*
- *Demonstrating honesty and integrity;*
- *Connecting feelings, values, and thoughts;*

- *Examining prejudices and biases;*
- *Experiencing self-efficacy;*
- *Having a growth mindset;*
- *Developing interests and a sense of purpose;*

2. *Self-Management*

The capacity to control one's emotions, thoughts, and actions in a variety of situations and to realise one's ambitions. This includes delaying obtaining one's desires, dealing with stress, and feeling motivated and accountable for achieving personal and group goals. For instance:

- *Managing one's emotions;*
- *Identifying and utilising stress-management strategies;*
- *Demonstrating self-discipline and self-motivation;*
- *Setting personal and group goals;*
- *Using planning and organisation skills;*
- *Having the courage to take the initiative;*
- *Demonstrating personal and collective agency;*

3. *Social Awareness*

The capacity to comprehend and care for others regardless of their backgrounds, cultures, and circumstances. This includes caring for others, understanding larger historical and social norms for behaviour in different contexts, and recognising family, school, and community resources and supports. For instance:

- *Recognising others' strengths*
- *Demonstrating empathy and compassion*
- *Caring about others' feelings*
- *Understanding and expressing gratitude*
- *Recognising situational demands and opportunities*
- *Understanding how organisations and systems influence behaviour*

4. *Relationship Skills*

The capacity to establish and maintain healthy, beneficial relationships and adapt to various social situations and groups. This includes speaking clearly, listening attentively, collaborating, solving problems and resolving conflicts as a group,

adapting to diverse social and cultural demands and opportunities, taking the initiative, and asking for or offering assistance when necessary. For instance:

- *Communicating effectively;*
- *Building positive relationships;*
- *Demonstrating cultural competence;*
- *Working as a team to solve problems;*
- *Constructively resolving conflicts;*
- *Withstanding negative social pressure;*
- *Taking the initiative in groups;*
- *Seeking or assisting when needed;*
- *Advocating for the rights of others.*

5. *Responsible Decision-Making*

The capacity to make thoughtful and constructive decisions regarding acting and interacting with others in various situations. This includes weighing the pros and cons of various personal, social, and group well-being actions. For example:

- *Demonstrating curiosity and an open mind;*
- *Solving personal and social problems;*
- *Learning to make reasonable decisions after analysing information, data, and facts;*
- *Anticipating and evaluating the effects of one's actions;*
- *Recognising that critical thinking skills are applicable both inside and outside of the classroom;*
- *Reflecting on one's role in promoting personal, family, and community well-being;*
- *Evaluating personal, interpersonal, community, and institutional impacts*

Learning and Teaching Approaches

Learning and teaching should develop learners as self-directed and lifelong learners. Learners must be helped to build up deep learning skills and competencies to develop the ability to acquire, integrate and apply knowledge and skills to solve authentic and real-life problems. Learners need to be exposed to a variety of learning experiences to enable them to collaborate with others, construct meaning, plan, manage, and make choices and decisions about their learning. This will allow them to internalise newly acquired knowledge and skills and help them

to take ownership of their education. The 21st Century skills and competencies describe the relevant global and contextualised skills that the SHS curriculum is designed to help learners acquire in addition to the 4Rs (Reading, wRiting, aRithmetic and cReativity). These skills and competencies, as tools for learning and teaching and skills for life, will allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate, and culturally and globally sensitive citizens who are life-long learners with a keen interest in their personal development and contributing to national development.

Given the diverse needs of learners, teachers need to have a thorough grasp of the different pedagogies as they design and enact meaningful learning experiences to meet the needs of different learners in the classroom. The teaching-learning techniques and strategies should include practical activities, discussion, investigation, role play, problem-based, context-based, and project-based learning. Active learning strategies have become increasingly popular in education as they provide learners with meaningful opportunities to engage with the material. These strategies emphasise the use of creative and inclusive pedagogies and learner-centred approaches anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated teaching and learning, holistic learning, and cross-disciplinary learning. They include experiential learning, problem-based learning, project-based learning, and talk-for-learning approaches. Some of the pedagogical exemplars to guide learning and teaching of the SHS curriculum include:

- **Experiential Learning:** Experiential learning is a hands-on approach to learning that involves learners in real-world experiences. This approach focuses on the process of learning rather than the result. Learners are encouraged to reflect on their experiences and use them to develop new skills and knowledge. Experiential learning can take many forms, including internships, service learning, and field trips. One of the main benefits of experiential learning is that it allows learners to apply what they have learned in the classroom to real-world situations. This can help them develop a deeper understanding of the material and make connections between different concepts. Additionally, experiential learning can help learners develop important skills such as critical thinking, problem-solving and communication.
- **Problem-Based Learning:** Problem-based learning is an approach that involves learners in solving real-world problems. Learners are presented with a problem or scenario and are asked to work together to find a solution. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and problem-solving. One of the main benefits of problem-based learning is that it encourages learners to take ownership of their learning. By working together to solve problems, learners can develop important skills such as collaboration and communication. Additionally, problem-based learning can help learners develop a deeper understanding of the material as they apply it to real-world situations.
- **Project-Based Learning:** Project-based learning is a hands-on approach to learning that involves learners in creating a project or product. This approach allows learners to take an active role in their learning and encourages them to develop important skills such as critical thinking, problem-solving, collaboration, and communication. One of the main benefits of project-based learning is that it allows learners to apply what they have learned in the classroom to real-world situations. Additionally, project-based learning can help learners develop important skills from each other and develop a deeper understanding of the material.
- **Talk for Learning Approaches:** Talk for learning approaches (TfL) are a range of techniques and strategies that are used to encourage learners to talk by involving them in discussions and debates about the material they are learning. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking, collaboration and communication and also makes them develop confidence. One of the main benefits of TfL is that it encourages learners to think deeply about the material they are learning. By engaging in discussions and debates, learners can develop a deeper understanding of the material and make connections between different concepts.
- **Initiating Talk for Learning:** Initiating talk for learning requires the use of strategies that would encourage learners to talk in class. It helps learners to talk and participate meaningfully and actively in the teaching and learning process. Apart from developing skills such as communication and critical thinking, it also helps learners to develop confidence. Some strategies for initiating talk among learners are Activity Ball; Think-Pair-Share; Always, Sometimes, Never True; Matching and Ordering of Cards.
- **Building on What Others Say:** Building on what others say is an approach that involves learners in listening to and responding to their classmates'

ideas. This approach encourages learners to take an active role in their learning and helps them develop important skills such as critical thinking and communication. One of the main benefits of building on what others say is that it encourages learners to think deeply about the material they are learning. By listening to their classmates' ideas, learners can develop a deeper understanding of the material and make connections between different concepts. Additionally, building on what others say can help learners develop important skills such as collaboration and reflection. Some of the strategies to encourage learners to build on what others say are brainstorming, concept cartoons, pyramid discussion, and 5 Whys, amongst others.

- **Managing Talk for Learning:** Managing talk for learning requires the use of various strategies to effectively coordinate what learners say in class. Effective communication is a crucial aspect of learning in the classroom. Teachers must manage talk to ensure that learners are engaged, learning, and on-task in meaningful and purposeful ways. Some strategies for managing learners' contributions are debates, think-pair-share, sage in the circle etc.

- **Structuring Talk for Learning:** One effective way to shape learners' contributions is to structure classroom discussions. Structured discussions provide a framework for learners to engage in meaningful dialogue and develop critical thinking skills. Teachers can structure discussions by providing clear guidelines, such as speaking one at a time, listening actively, and building on each other's ideas. One popular structured discussion technique is the "think-pair-share" method. In this method, learners think about a question or prompt individually, and then pair up with a partner to discuss their ideas. Finally, the pairs share their ideas with the whole class. This method encourages all learners to participate and ensures that everyone has a chance to share their thoughts. Another effective way to structure talk for learning is to use open-ended questions. Open-ended questions encourage learners to think deeply and critically about a topic. They also promote discussion and collaboration among learners. Teachers can use open-ended questions to guide classroom discussions and encourage learners to share their ideas and perspectives. Other strategies that can be used are Concept/Mind Mapping, "Know," "Want to Know," "Learned" (KWL); Participatory Feedback; and the 5 Whys.

- **Diamond Nine:** The Diamond Nine activity is a useful tool for managing talk for learning in the classroom. This activity involves ranking items or ideas in order of importance or relevance. Learners work in groups to arrange cards or sticky notes with different ideas or concepts into a diamond shape, with the most important idea at the top and the least important at the bottom. The Diamond Nine activity encourages learners to think critically about a topic and prioritise their ideas. It also promotes collaboration and discussion among group members. Teachers can use this activity to introduce a new topic, review material, or assess student understanding.

- **Group Work/Collaborative Learning:** Group work or collaborative learning are effective strategies for managing talk for learning in the classroom. These strategies encourage learners to work together to solve problems, share ideas, and learn from each other. Group work and collaborative learning also promote communication and collaborative skills that are essential for success in the workplace and in life. To implement group work effectively, teachers must provide clear guidelines and expectations for group members. They should also monitor group work to ensure that all learners are participating and on-task. Teachers can also use group work as an opportunity to assess individual student understanding and participation.

- **Inquiry-Based Learning:** Learners explore and discover new information by asking questions and investigating.

- **Problem-Based Learning:** Learners are given real-world problems to solve and must use critical thinking and problem-solving skills.

- **Project-Based Learning:** Learners work on long-term projects that relate to real-world scenarios.

- **Flipped Classroom:** Learners watch lectures or instructional videos at home and complete assignments and activities in class.

- **Mastery-Based Learning:** Learners learn at their own pace and only move on to new material once they have mastered the current material.

- **Gamification:** Learning is turned into a game-like experience with points, rewards, and competition.

These strategies provide learners with opportunities to engage with the material in meaningful ways and develop important skills such as critical thinking, problem-solving, collaboration, and communication. By incorporating these strategies into their teaching, teachers can help learners develop a deeper understanding of the material and prepare them for success in the real world. Effective communication is essential for learning in the classroom. Teachers must manage talk to ensure that learners are engaged in learning and on-task. Strategies such as structuring

talk for learning, using Diamond Nine activities, and implementing group work/ collaborative learning can help teachers manage talk effectively and promote student learning and engagement. By implementing these strategies, teachers can create a positive and productive learning environment where all learners can succeed.

Universal Design for Learning (UDL) in the SHS Curriculum

The design of the curriculum uses UDL to ensure the creation of flexible learning environments that can accommodate a wide range of learner abilities, needs, and preferences. The curriculum is designed to provide multiple means of engagement, representation, and action and expression, so teachers can create a more inclusive and effective learning experience for all learners. UDL is beneficial for all learners, but it is particularly beneficial for learners needing special support and learners who may struggle with traditional teaching approaches. The integration of UDL in the pedagogy is aimed at making learning accessible to everyone and helping all learners reach their full potential. For instance, teachers need to:

- incorporate multiple means of representation into their pedagogy, such as using different types of media and materials to present information.
- provide learners with multiple means of action and expression, such as giving them options for how they can demonstrate their learning.
- consider incorporating multiple means of engagement into their choice of pedagogy, such as incorporating games or interactive activities to make learning more fun and engaging.

By doing these, teachers can help ensure that the curriculum is accessible and effective for all learners, regardless of their individual needs and abilities.

Curriculum and Assessment Design: Revised Bloom's Taxonomy and Webb's Depth of Knowledge

The design of this curriculum uses the revised Bloom's Taxonomy and Webb's Depth of Knowledge (DoK) as frameworks to design what to teach and assess.

The Revised Bloom's Taxonomy provides a framework for designing effective learning experiences. Understanding the different levels of learning, informed the creation of activities and assessments that challenge learners at the appropriate level and help them progress to higher levels of thinking. Additionally, the framework emphasises the importance of higher-order thinking skills, such as analysis, evaluation, and creation, which are essential for success in today's complex and rapidly changing world. This framework is a valuable tool for educators who want to design effective learning experiences that challenge students at the appropriate level and help them develop higher-order thinking skills. By understanding the six levels of learning and incorporating them into their teaching, educators can help prepare students for success in the 21st century. The six hierarchical levels of the revised Bloom's Taxonomy are:

1. **Remember** – At the foundation is learners' ability to remember. That is retrieving knowledge from long-term memory. This level requires learners to recall concepts—identify, recall, and retrieve information. Remembering is comprised of identifying, listing, and describing. Retrieving relevant knowledge from long-term memory includes, recognising, and recalling is critical for this level.

2. **Understand** – At understanding, learners are required to construct meaning that can be shown through clarification, paraphrasing, representing, comparing, contrasting and the ability to predict. This level requires interpretation, demonstration, and classification. Learners explain and interpret concepts at this level.

3. **Apply** – This level requires learners' ability to carry out procedures at the right time in a given situation. This level requires the application of knowledge to novel situations as well as executing, implementing, and solving problems. To apply, learners must solve multi-step problems.

4. **Analyse** – The ability to break things down into their parts and determine relationships between those parts and being able to tell the difference between what is relevant and irrelevant. At this level, information is deconstructed, and its relationships are understood. Comparing and contrasting information and organising it is key. Breaking material into its constituent parts and detecting how the parts relate to one another and an overall structure or purpose is required. The analysis also includes differentiating, organising and attributing.

5. **Evaluate** – The ability to make judgments based on criteria. To check whether there are fallacies and inconsistencies. This level involves information evaluation, critique, examination, and formulation of hypotheses.

6. **Create** – The ability to design a project or an experiment. To create, entails learners bringing something new. This level requires generating information— planning, designing, and constructing.

Webb's Depth of Knowledge (DoK) is a framework that helps educators and learners understand the level of cognitive engagement required for different types of learning tasks. The framework includes four levels. By understanding the four DoK levels, educators can design learning activities that challenge students to engage in deeper thinking and problem-solving. DoK is an essential tool for designing effective instruction and assessments. By understanding the different levels of DoK, teachers can design instruction and assessments that align with what they intend to achieve. DoK is a useful tool for differentiating instruction and providing appropriate challenges for all learners. Teachers can use DOK to identify students who need additional support or those who are ready for more advanced tasks. The four levels of Webb's' DoK assessment framework are:

- **Level 1: Recall and Reproduction –** Assessment at this level is on recall of facts, concepts, information, and procedures—this involves basic knowledge acquisition. Learners are asked specific questions to launch activities, exercises, and assessments. The assessment is focused on recollection and reproduction.
- **Level 2: Skills of Conceptual Understanding –** Assessment at this level goes beyond simple recall to include making connections between pieces of information. The learner's application of skills and concepts is assessed. The assessment task is focused more on the use of information to solve multi-step problems. A learner is required to make decisions about how to apply facts and details provided to them.
- **Level 3: Strategic Reasoning** – At this level, the learner's strategic thinking and reasoning which is abstract and complex is assessed. The assessment task requires learners to analyse and evaluate composite real-world problems with predictable outcomes. A learner must apply logic, employ problem-solving strategies, and use skills from multiple subject areas to generate solutions. Multitasking is expected of learners at this level.
- **Level 4: Extended Critical Thinking and Reasoning –** At this level of assessment, the learner's extended thinking to solve complex and authentic problems with unpredictable outcomes is the goal. The learner must be able to strategically analyse, investigate, and reflect while working to solve a problem, or changing their approach to accommodate new information. The assessment requires sophisticated and creative thinking. As part of this assessment, the learner must know how to evaluate their progress and determine whether they are on track to a feasible solution for themselves.

The main distinction between these two conceptual frameworks is what is measured. The revised Bloom's Taxonomy assesses the cognitive level that learners must demonstrate as evidence that a learning experience occurred. The DoK, on the other hand, is focused on the context—the scenario, setting, or situation—in which learners should express their learning. In this curriculum, the revised Bloom's taxonomy guided the design, and the DoK is used to guide the assessment of learning. The taxonomy provides the instructional framework, and the DoK analyses the assignment specifics. It is important to note that Bloom's Taxonomy requires learners to master the lower levels before progressing to the next. So, suppose the goal is to apply a mathematical formula. In that case, they must first be able to identify that formula and its primary purpose (remember and understand). The cognitive rigour is therefore presented in incremental steps to demonstrate the learning progression. When measuring assessments in DoK, learners move fluidly through all levels. In the same example, while solving a problem with a formula, learners recall the formula (DoK 1) to solve the problem (DoK 2 and DoK 3). Depending on the difficulty of the problem to be solved, the learner may progress to DoK 4.
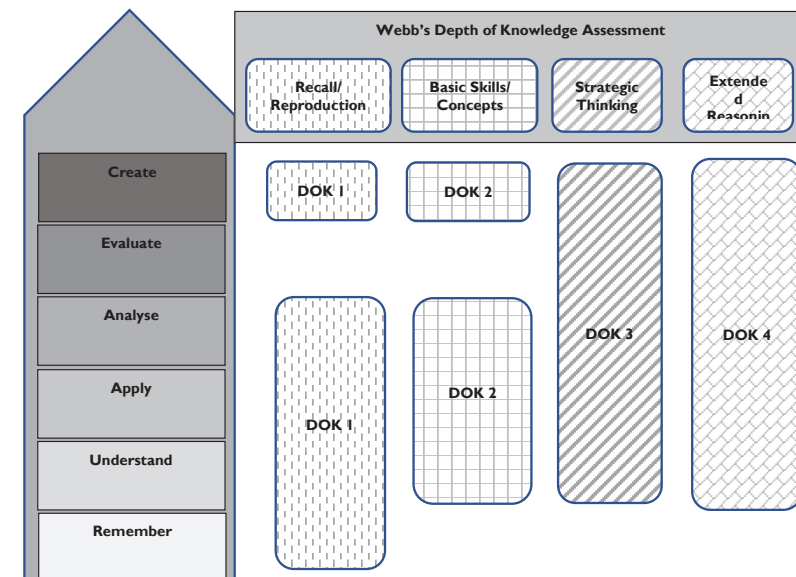

Figure 1: Revised Bloom Taxonomy combined with Webb's Depth of Knowledge for Teaching and Assessment

The structure of teaching and the assessment should align with the six levels of Bloom's knowledge hierarchy and DoK shown in Figure 1. Each level of DoK should be used to assess specific domains of Bloom's Taxonomy as illustrated in the table below:

Depth of Knowledge (DoK) Assessment	Bloom's Taxonomy applied to DoK
• Level 1: Recall and Reproduction	• Remembering, Understanding, Application, Analysis and Creation
• Level 2: Basic Skills and Concepts	• Understanding, Application, Analysis and Creation
• Level 3: Strategic Thinking	• Understanding, Application, Analysis, Evaluation and Creation
• Level 4: Extended Reasoning	• Understanding, Application, Analysis, Evaluation and Creation

In line with the National Pre-Tertiary Learning and Assessment Framework, the Secondary Education Assessment Guide (SEAG) requires that classroom assessments should cover **Assessment as learning (AaL), Assessment of learning (AoL) and Assessment for learning (AfL).** Therefore, teachers should align the Revised Bloom's Taxonomy with the DoK framework of assessment. Formative assessments should include classroom discussions, project-based assignments, and self-reflection exercises, while summative assessments should include standardised tests and rubric-based evaluations of learners' work. It is important to seek feedback from learners themselves, as they may have unique insights into how well they are developing these skills in the classroom.

To assess 21st Century skills and competencies in the classroom, teachers will have to use a combination of both formative and summative assessments to evaluate learners' acquisition of these skills and competencies. For instance:

- Identify the specific 21st Century skills and competencies to be assessed. For instance, you might want to assess *critical thinking, problem-solving, or creativity*.
- Align the skills and competencies with the DoK levels. For example, lower DoK levels might be more appropriate for assessing basic knowledge and comprehension, whereas higher DoK levels might be more appropriate for assessing more complex skills such as *analysis, synthesis, and evaluation*.
- Develop assessment items that align with the DoK levels and the skills and competencies you want to assess. These items should be designed to elicit evidence of learning across the different levels of the DoK framework.
- Administer the assessment and collect data. Analyse the data to gain insights into student learning and identify areas where learners may need additional support or instruction.

The DoK framework is a powerful tool for assessing the acquisition of 21st Century skills and competencies in the classroom, helping teachers to better understand how learners are learning and identify areas for improvement.

Educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

The overall assessment of learning at SHS should be aligned with the National Pre-Tertiary Learning and Assessment Framework and the Secondary Education Assessment Guide. Formative and summative assessment strategies must be used.

Definition of Key Terms and Concepts in the Curriculum

- **Learning Outcomes:** It is a statement that defines the knowledge, skills, and abilities that learners should possess and be able to demonstrate after completing a learning experience. They are specific, measurable, attainable, and aligned with the content standards of the curriculum. It helps the teachers to determine what to teach, how to teach, and how to assess learning. Also, it communicates expectations to learners and helps them to better master the subject.
- **Learning Indicators:** They are measures that allow teachers to observe progress in the development of capacities and skills. They provide a simple and reliable means to evaluate the quality and efficacy of teaching practices, content delivery, and attainment of learning outcomes.
- **Content Standards:** It is a statement that defines the knowledge, skills, and understanding that learners are expected to learn in a particular subject area or grade level. They provide a clear target for learners and teachers and help focus resources on learner achievement.
- **Pedagogical Exemplars:** They are teaching examples used to convey values and standards to learners. Pedagogical Exemplars are usually demonstrated through teacher behaviour.

- **Assessment:** It is the systematic collection and analysis of data about learners' learning to improve the learning process or make a judgement on learner achievement levels. Assessment is aimed at developing a deep understanding of what learners know, understand, and can do with their knowledge because of their educational experiences. Assessment involves the use of empirical data on learners' learning to improve learning. Assessment is an essential aspect of the teaching and learning process in education, which enables teachers to assess the effectiveness of their teaching by linking learner performance to specific learning outcomes.
- **Teaching and Learning Resources:** Teaching and learning resources are essential tools for teachers to provide high-quality education to their learners. These resources can take various forms, including textbooks, audiovisual materials, online resources, and educational software. It is also important to avoid stereotypes and use inclusive language in teaching and learning resources. This means avoiding language that reinforces negative stereotypes and using language that is respectful and inclusive of all individuals regardless of their background. Using a consistent tone, style, and design is very important.

PHILOSOPHY, VISION AND GOAL OF BUSINESS MANAGEMENT

Philosophy

Every learner will be equipped with the skills and competencies to understand and apply essential business management principles within a dynamic economic environment, to create and manage businesses for economic transformation through the acquisition of critical thinking, creative, innovative, managerial and digital literacy skills, through hands-on and experiential-based learning to succeed in the world of work, adult life and for further studies.

Vision

To equip learners with the 21st century skills and competencies capable of the creation and management of modern-day businesses, as well as continuing to advance in further studies and living a responsible adult life.

Goal

The goal of this subject is to prepare learners to employ managerial, critical thinking and problem-solving, innovative, collaborative and communication skills to efficiently create and manage businesses driving transformation and industrialisation in Ghana and the global economy. In addition, the subject will inculcate in learners such values as integrity, truthfulness, equity, discipline, self-confidence, adaptability and resourcefulness, leadership, and responsible citizenship.

Contextual Issues

The global economy is now driven by the creation of smart enterprises through innovative, digital and technological tools. In Ghana, small and medium-scale enterprises (SMEs) provide employment opportunities to a larger number of people while contributing to the nation's economic development. The emergence of digital technologies is complicating the business environment, requiring a new set of skills and competencies for young people to understand the processes, practices and environment driving innovations, establishment and management of businesses. The current Business Curriculum is deficient in terms of equipping learners with the right tools to understand the contemporary international business environment and the impact this has on economic development,

economic transformation and job creation. In addition, the curriculum falls short of integration of Gender Equality and Social Inclusion (GESI) issues, 21st Century Skills and Competencies, as well as the use of practical-oriented assessment strategies to equip learners to develop their potential to the fullest.

This revised curriculum consciously addresses the deficiencies in the existing curriculum and employs varied learner-centred and practically oriented pedagogies to equip all learners with the 21st Century skills and competencies, which will create equal opportunities for all learners to develop their potential to the fullest for the world of work or for further studies.

Rationale

The emerging global business environment and the digitalisation of economies require learners to acquire entrepreneurial and business mind-set through problem-solving, innovation, and creative, collaborative, communication skills to make them competent in developing their capacities as well as the interest in creating their own businesses to reduce the unemployment level in the country. The Business Management course is therefore designed to provide all learners with financial literacy and managerial skills through critical and creative thinking, using innovative approaches to solving economic problems. The course will also prepare learners for the world of work, adult life, and further studies.

BUSINESS MANAGEMENT CURRICULUM DEVELOPMENT PANEL

WRITERS			
	Name	Institution	
1	Avole Baba Ansbert	Bolgatanga Senior High School	
2	Bernard Adobaw	West African Examination Council, Accra	
3	Emmanuel Kodwo Arthur	ICAG	
4	Victoria Osei Nimako	SDA Senior High School, Akyem Sekyere	
NaCCA TEAM			
1	Prof. K. O. Kwarteng	12.	Bridget Anku
2	Prof Edward Appiah	13.	Anthony Sarpong
3	Mr. Matthew Owusu	14	Seth Nii Nartey
4	Reginald Quartey	15	Kenneth Wontumi
5	Joana Vanderpuije	16	Sharon Antwi-Baah
6	Anita Collison	17	Dennis Adjasi
7	Rebecca Abu Gariba	18	Ogyampo S. Amankwah
8	Genevieve Mensah	19	Abigail Owusu Oduro
9	Veronica Odom	20	Priscilla B. Plange
10	Joachim Seyram Honu	21	Abigail Birago Owusu
11	Dr. Mercy Nyamekye	22	Uriah Otoo

SCOPE AND SEQUENCE

Business Management Summary

S/N	STRAND	SUB-STRAND	YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS3	LO	LI
1	Managing Businesses and the Legal Framework of Businesses	Forms of Business	1	1	5	0	0	0	0	0	0
		Functional Areas of Management	1	1	9	4	4	9	2	2	4
		Legal Environment of Business and Risk Management	0	0	0	2	2	4	0	0	0
2	Glocal Business	International Business and E-Business	1	1	4	2	2	3	1	1	3
		Business Development	1	1	4	0	0	0	1	1	3
Total			**4**	**4**	**22**	**8**	**8**	**16**	**4**	**4**	**10**

Overall Totals (SHS 1 – 3)

Content Standards	16
Learning Outcomes	16
Learning Indicators	48

YEAR ONE

Subject   **BUSINESS MANAGEMENT**
Strand   **1. MANAGING BUSINESSES AND THE LEGAL FRAMEWORK OF BUSINESSES**
Sub-Strand   **1. FORMS OF BUSINESS**

Learning Outcomes	21ST Century Skills and Competencies	GESI[1], SEL[2] and Shared National Values
1.1.1.LO.1		
Examine the concept of business, its forms of ownership including their features, benefits, challenges and sources of funding.	**Digital Literacy, Communication Skills and Teamwork** The use of projectors and related IT equipment to facilitate presentation and communication. **Critical Thinking, Communication, and Collaborative Skills:** • Acquire critical thinking and communication skills through teamwork in examining the features, benefits and challenges of sole proprietorship. • Learners acquire critical thinking and communication skills through the examination and presentation of the features, benefits, and challenges of partnerships. **Observation, Communication and Enquiry Skills** Through field trips, learners acquire inquiry, communication and observational skills.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and understanding between/among groups and individuals through critical thinking, communication, etc., leads the learner to: • appreciate the different competencies that different individuals bring to the creation and management of business entities. • embrace diversity and practise gender inclusion in business management. • dispel misconceptions/myths about gender and disability exclusion in the formation and management of business entities. • interrogate their own stereotypes and biases about the role of gender in business formation. • identify injustices in the business field and advocate for change. **SEL:** Having appreciated the varied socio-emotional issues through appropriate pedagogies that aim at forming the overall personal and academic growth/development of the learners as they study business units, learners: • build their self-confidence in business problem identification in the community.

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[1] Gender Equality and Social Inclusion
[2] Socio-Emotional Learning

		- are empowered to decide the type of businesses needed to solve the problem(s) identified in the community. - can reflect and assess themselves on the types of businesses they can individually undertake. - can manage their emotions and conflicts in the event of any possible business shocks. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment, hard work and integrity.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
1.1.1.CS.1	1.1.1. LI.1	1.1.1.AS.1
Demonstrate functional knowledge and understanding of business and its various forms of ownership.	**Explain business, its objectives, discuss its role in society, and classify its different forms.** **Initiating Talk for Learning**: In a whole-class discussion, learners actively share and explore ideas on the meaning of business, its objectives, and the various roles businesses play in society. Throughout the discussion, learners are encouraged to respect and appreciate diverse viewpoints, fostering an environment of tolerance and collaborative interaction. As they engage with each other, learners practice active listening and thoughtful expression, creating a supportive and inclusive atmosphere for learning. **Activity Matching Game**: In a whole-class, learners discuss the four major classification of business (Size, ownership, purpose, industry or sector). Split the class into small groups 3-5, where applicable and present them a set of cards that represents definitions or examples of business classifications. For instance, a classification category (e.g. "Size", Ownership, etc.), a description or examples of business (e.g. "A business with less than 10 employees", "Sole proprietorship", etc.) and present to learners to classify accordingly.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.1LI.2	1.1.1.AS.2
	Examine the features of sole proprietorship business, identify its benefits, challenges and sources of funding. **Peer-editing:** In mixed-ability and gender group, learners examine sole proprietorship as a form of business entity, its features, benefits, challenges and sources of funding. Groups exchange their works with other groups for peer review and feedback. Present your findings to the larger class. Cite examples of businesses owned by both males and females and address stereotype issues. **Field Trips:** Learners in mixed-ability and mixed-gender groups visit the school's common market or surrounding community to interact with sole proprietorship businesses to under how they are formed, their characteristics, benefits, challenges and sources of funds and present a report to the larger class.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	1.1.1.LI.3		1.1.1.AS.3
	Discuss partnership business, its features, deed, formation, benefits, challenges and sources of funding. **Collaborative Learning**: In small, mixed-ability and mixed-gender groups, learners explore the concept of partnership businesses and their key features. Each group should choose a type of business they would like to enter into as partners and discuss how they would establish it, highlighting the benefits, challenges, and potential sources of funding. Groups present their findings to the class for feedback.		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.1.LI.4		1.1.1.AS.4
	Describe a company and discuss its features, types, the procedure for registration, benefits, challenges and sources of funding. **Structuring talk for learning:** Think-pair-share the meaning of a company, its features, types, procedures for registration, benefits, challenges and sources of funding. Cite examples of the benefits and challenges of Ghanaian companies as you discuss. Use webbing to organise the features, benefits and challenges presented. Present your ideas to the class for feedback.		Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.1.LI.5		1.1.1.AS.5
	Examine State-owned enterprises, their features, types, benefits, challenges and sources of funding. **Case study:** In mixed-ability and mixed-gender groups, learners discuss the meaning of an SOE and its features, analyse a case study and present on the benefits, challenges and identify the sources of funding. Identify Ghanaian SOEs and analyse their benefits and challenges in the country. **Using the Talk-To-The-Hand Strategy:** Learners draw out their fingers and state five benefits and challenges of SOEs as a reflection of lessons learnt.		Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Textbooks, concept maps, flip charts, projectors, computers, etc. • Flip charts, and markers. • Printed text of a case study, flip charts, markers, boards, projector, etc.	• Videos, sound speakers, etc. • Jotters, notepads, a vehicle for field trips, Internet,	

Subject   **BUSINESS MANAGEMENT**
Strand   **1. MANAGING BUSINESSESS AND THE LEGAL FRAMEWORK OF BUSINESS**
Sub-Strand   **2 FUNCTIONS OF MANAGEMENT**

Learning Outcomes	21ST Century Skills and Competencies	GESI, SEL and Shared National Values
1.1.2.LO.1		
Discuss management levels and explain planning, organising, leading, controlling and analyse their interrelationships within the organisational structure.	**Critical Thinking and Communication Skills** Obtain critical thinking and communication skills through group discussions and brainstorming on the meaning of Management. **Presentation, Collaboration and Communication Skills** Tasking learners to use PowerPoint/flip charts to make presentations equips them with digital literacy skills and builds their presentation capabilities. **Critical Thinking, Analytical and Communication Skills** Observing charts/organograms and presenting ideas help learners to attain critical thinking, analytical and communication skills. **Observation, Enquiry and Communication Skills** Through visits, learners acquire the skills to observe, make enquiries and communicate effectively. **Communication, Personal Development and Leadership skills** Reading cases and making analyses build the analytical skills of learners. Role Play develops the learners' leadership skills.	**GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and understanding between/among groups and individuals through critical thinking, communication, etc., leads the learner to: • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment • respect individuals of different backgrounds • sensitive to the inter-relatedness of the various aspects of the business environment and the well-being of self and others • embrace diversity and practise gender inclusion in the business environment **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the impact of internal and external issues relating to the business environment, learners: • develop active listening skills, reflective responses and recognise commonalities and differences among people. • can resolve interpersonal conflicts and reflect on positive and negative choices in business. • assess their capabilities and qualities and build self-confidence in risk management.

	Collaboration Skills Through teamwork, learners develop collaborative skills to appreciate diverse mind-sets from colleagues.	National core values: Tolerance, friendliness, open mindedness, patience, commitment, hard work and integrity.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
1.1.2.CS1	1.1.2.LI.1	1.1.2.AS.1
Demonstrate knowledge and understanding of the basic functions of management	**Explain management, its levels and skills** **Group Work and Experiential Learning**: In a whole-class discussion, learners engage in a think-pair-share activity to explore the meaning of management. In small groups, learners discuss the different levels and skills of management, drawing relevant examples from contexts such as school, home, and government agencies. Learners use visual aids, like charts, to illustrate the three main levels of management in an organisation.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.2.LI.2	1.1.2.AS.2
	Differentiate between management and administration and identify the career paths in business management **Building on What Others Say**: In a whole-class discussion, learners actively participate by building on each other's ideas, collaboratively tabulating the differences between management and administration. Learners also identify various career paths in business management.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.2.LI.3	1.1.2.AS.3
	Explain planning, its tools, processes, benefits and limitations. **Collaborative Learning:** In mixed-ability groups, learners discuss the meaning of planning as a basic function of management and identify tools they have been using to plan daily activities and link it to the organisational setting. Learners use flow chart to illustrate the processes of planning and make oral/written presentation on the benefits and limitations of planning.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.2.LI.4	1.1.2.AS.4
	Explain the concept of organising, its principles, importance and describe organisational structures. **Initiating Talk for Learning:** Through questions and answers, learners discuss and come up with the meaning of organising, its principles and importance. Learners use concept/mind maps to organise opinions shared.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	Experiential-Based Learning: In groups, learners use charts to illustrate the various organisational structures such as flat, functional, divisional, matrix, hierarchical, etc.) and display for a gallery walk. Learners use organograms to explain reporting lines that exist in organisations.	
	1.1.2.LI.5	1.1.2.AS.5
	Describe departmentalisation, its types and explain the reasons, benefits and challenges of dividing an organisation into distinct units. **Digital Learning:** Learners in mixed-ability and mixed-gender groups surf the internet on the meaning of departmentalisation, its types, reasons, benefits and challenges. Learners discuss within their respective groups to enhance their understanding of the concept. **Field trip and Report writing:** Learners visit the school's administration or any institution to observe the various departments and units. Based on observations and discussions, learners write a field report explaining departmentalisation, its types, reasons, benefits and challenges of dividing an organisation into distinct units.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	1.1.2.LI.6	1.1.2.AS.6
	Differentiate between centralisation and decentralisation and examine their advantages and disadvantages **Experiential-Based Learning:** In mixed-ability and mixed-gender groups, learners watch videos on centralised and decentralised organisations. Learners then discuss the meaning of centralisation and decentralisation including their advantages and disadvantages. Cite relevant real-life examples of centralised and decentralised organisations to reinforce learning. **Debate:** In a debate on centralization versus decentralization, learners in two mixed-ability and mixed-gender groups will ballot to decide which side they will represent. One group will argue for centralization, highlighting benefits like streamlined decision-making and consistency, while the other will argue for decentralization, focusing on flexibility, local empowerment, and responsiveness.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.1.2.LI.7	1.1.2.AS.7
	Explain leadership, its various styles/forms, sources of power in leadership and the importance of effective leadership.	Level 1 Recall **Level 2 Skills of conceptual understanding**

Jigsaw Learning and Peer Editing: · Teacher divides learners into mixed-ability and mixed-gender groups and assign them with the following tasks to discuss and present. **Group 1:** Discuss the meaning of leadership and its styles/forms **Group 2:** Discuss the meaning of leadership, its sources of power and importance of effective leadership. · Learners make presentations using PowerPoint or other means for review and feedback from the larger class. **Role Play:** Using role play, learners will demonstrate the various leadership styles, such as autocratic, democratic, laissez-faire, charismatic, transformational, etc. After the activity, learners will individually reflect on their experiences, sharing their observations and analysing how each leadership style impacts team dynamics and decision-making.	**Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
1.1.2.LI.8	1.1.2.AS.8
Discuss emotional intelligence, leadership skill development, and conflict management, and relate these concepts to effective leadership practices. **Use of resource person:** A resource person, such as a guidance and counselling coordinator from within or outside the school, engages with learners to discuss topics like emotional intelligence, ethical principles, and leadership skill development,. Learners take notes during the discussion and present their insights afterward. **Case Study:** In mixed-ability and mixed-gender groups, learners analyse case studies or real-life situations involving ethical issues and conflict management. They examine the challenges faced by individuals or organisations, identify ethical dilemmas, explore strategies for resolving conflicts and relate these to effective leadership practices.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
1.1.2.LI.9	1.1.2.AS.9
Explain controlling, its types, processes, tools and importance. **Case Study:** In mixed-ability and mixed-gender groups, learners analyse case studies or real-life situations of organisations implementing control activities, such as performance monitoring or budget management. They explore the meaning of controlling, its various types (e.g., financial, operational), tools (e.g., key performance indicators), and the	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

importance of controlling in ensuring efficiency, accountability, and achieving organisational goals. Each group presents their findings to the class.

Diamond Nine: In mixed-ability groups, learners arrange cards containing each step of the control process by importance or sequence. Each group then presents their arrangement, justifying their choices with reasoning and examples, followed by a class discussion to explore varied perspectives and deepen understanding.

Teaching and Learning Materials	- Textbooks - Flip charts - Markers - Boards	- Computer - Projector - Charts or organograms	- Copies of case studies, - Exercise books

Subject   BUSINESS MANAGEMENT
Strand   2. GLOCAL BUSINESS
Sub-Strand   1. BUSINESS DEVELOPMENT

Learning Outcomes	21ST Century Skills and Competencies	GESI, SEL and Shared National Values
1.1.2.LO.1		
Analyse the impact of internal and external factors affecting the operations of businesses, discuss business ethics and corporate social responsibility	**Global Citizenship:** Learners acquire global citizenship through their exposure to international business. **Critical Thinking and Communication Skills**: Obtain critical thinking and communication skills through group discussions and brainstorming on the meaning of Management. **Presentation, Collaboration and Communication Skills:** Tasking learners to use PowerPoint/flip charts to make presentations equips them with digital literacy skills and builds their presentation capabilities. **Critical Thinking, Analytical and Communication Skills:** Observing charts/organograms and presenting ideas help learners to attain critical thinking, analytical and communication skills. **Observation, Enquiry and Communication Skills:** Through visits, learners acquire the skills to observe, make enquiries and communicate effectively. **Communication, Personal Development and Leadership skills:** Reading cases and making analyses	**GESI:** Promoting inclusivity in the classroom by encouraging every learner to actively participate in lessons, and cross-sharing of ideas and thoughts between and among groups and individuals ensures; • respecting individuals of varying beliefs, religions and cultures • being sensitive to the inter-relatedness of the various spheres of life, groups and individuals • being aware of personal biases and stereotypes • embracing diversity and practising inclusion • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment **SEL:** Learners having obtained varied competencies that have exposed them to understanding socio-emotional issues relating to the study of globalisation, learners: • can accurately assess their strength and capabilities to venture into "glocal" business. • would develop communication skills and embrace diversity necessary to trade across nations. • can make informed decisions regarding problems associated with globalisation.

	build the analytical skills of learners. Role Play develops the learners' leadership skills. **Collaboration Skills:** Through teamwork, learners develop collaborative skills to appreciate diverse mind-sets from colleagues.	**National core values:** Tolerance, friendliness, open mindedness, patience, commitment, hard work and integrity.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
1.2.1.CS1	1.2.1.LI.1	1.2.1.AS.1
Demonstrate knowledge and understanding of the business environment and corporate social responsibility.	**Analyse the factors affecting the internal and external environment of business using SWOT and PESTEL** **Discussion:** Learners explore the internal and external environments of business by identify primary and secondary stakeholders, understanding their roles and influence on business operations. Primary stakeholders may include employees, customers, and investors, while secondary stakeholders could involve suppliers, media, and regulatory bodies. The discussion also covers factors that affect the internal and external environment of business. **Case Study:** Using a case study of any business entity, learners conduct SWOT (Strengths, Weaknesses, Opportunities, Threats) and PESTEL (Political, Economic, Social, Technological, Environmental, Legal) analyses. They identify key internal and external factors affecting the business and present their findings to the class, discussing how these factors influence the company's strategic decisions and overall environment.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.1.LI.2	1.2.1.AS. 2
	Define business ethics, outline its key principles, and explain the importance of business ethics in promoting integrity, trust, and accountability within organisations. **Scenario-Based Learning:** In groups, learners analyse real-life scenarios involving ethical business practices, focusing on identifying ethical dilemmas and decision-making processes. They present their findings on the meaning of business ethics, key principles like honesty, fairness, and responsibility, and discuss the importance of business ethics in promoting integrity, trust, and accountability within organizations, ensuring sustainable success.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.1.LI.3	1.2.1.AS. 3
	Explain corporate social responsibility and discuss its types of initiatives **Structuring talk for Learning:** Learners engage in a collaborative discussion to explore the meaning of Corporate Social Responsibility (CSR), focusing on how businesses contribute to societal welfare beyond profit-making. They identify key CSR practices such as environmental sustainability, ethical labour standards, and community engagement. Learners	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	provide real-life examples of companies implementing CSR initiatives to illustrate their understanding of its significance. **Digital Learning**: In groups and with the aid of digital tools, learners surf the internet to research and explore a variety of CSR (Corporate Social Responsibility) initiatives through videos, articles, and images. They will examine the different types of CSR, such as environmental sustainability, community engagement, ethical business practices, and philanthropy.	
	1.2.1.LI.4	1.2.1.AS. 4
	Discuss the benefits and challenges of Corporate Social Responsibility **Case Study Analysis**: In groups, learners analyse various case studies showcasing Corporate Social Responsibility (CSR) activities undertaken by businesses. Each group will evaluate the impact of these CSR initiatives on both the companies and the communities they serve, considering factors such as environmental sustainability, social change, and corporate reputation. After thoroughly discussing their findings, groups will present their analysis to the class, highlighting the positive and negative outcomes of the CSR activities, and providing recommendations for improving future initiatives.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Textbooks • Flip charts • Markers • Boards	• Computer • Projector • Charts or organograms	• Office space with well-defined work structures, • Copies of case studies, • Exercise books

Subject BUSINESS MANAGEMENT
Strand 2. GLOCAL BUSINESS
Sub-Strand 2. INTERNATIONAL BUSINESS AND E-BUSINESS

Learning Outcomes	21ST Century Skills and Competencies	GESI, SEL and Shared National Values
1.2.2.LO.1		
Discuss international business and multinational corporations, including their features, benefits, challenges, and the factors driving companies to become multinational and explore the steps and strategies for transforming indigenous Ghanaian businesses into multinational corporations.	**Global Citizenship:** Learners acquire global citizenship through their exposure to international business. **Digital Literacy, Communication Skills and Teamwork:** The use of projectors and related IT equipment to facilitate presentation and communication. **Critical Thinking and Communication Skills**: Obtain critical thinking and communication skills through group discussions and brainstorming on the meaning of Management. **Presentation, Collaboration and Communication Skills:** Tasking learners to use PowerPoint/flip charts to make presentations equips them with digital literacy skills and builds their presentation capabilities. **Critical Thinking, Analytical and Communication Skills:** Observing charts/organograms and presenting ideas help learners to attain critical thinking, analytical and communication skills. **Observation, Enquiry and Communication Skills:** Through visits, learners acquire the skills to observe, make enquiries and communicate effectively.	**GESI: GESI:** Working with each other in an inclusive way, cross-sharing of knowledge and understanding between/among groups and individuals through critical thinking, communication, etc., leads the learner to: • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment • respect individuals of different backgrounds • sensitive to the inter-relatedness of the various aspects of the business environment and the well-being of self and others • embrace diversity and practise gender inclusion in the business environment **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the impact of internal and external issues relating to the business environment, learners: • develop active listening skills, reflective responses and recognise commonalities and differences among people. • can resolve interpersonal conflicts and reflect on positive and negative choices in business. • assess their capabilities and qualities and build self-confidence in risk management.

	Communication, Personal Development and Leadership skills: Reading cases and making analyses build the analytical skills of learners. Role Play develops the learners' leadership skills. Collaboration Skills: Through teamwork, learners develop collaborative skills to appreciate diverse mind-sets from colleagues.	National core values: Tolerance, friendliness, open mindedness, patience, commitment, hard work and integrity.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
1.2.2.CS1	1.2.2.LI.1	1.2.2.AS.1
Demonstrate knowledge and understanding of globalization and international business and how to transform Ghanaian companies into multinational corporations	**Explain the factors driving globalisation, analyse its impact on local businesses, and discuss the benefits and challenges of operating businesses in a global market.** **Digital Learning:** Using digital devices like tablets and computers, learners research the meaning of globalization and the factors driving it, such as technological advancements, international trade, and cultural exchange. They organise their findings in their own words, highlighting key points. Afterward, learners present their findings to the class for feedback, encouraging discussion and deepening their understanding of globalization. **Collaborative Learning:** In pairs, learners discuss the impact of globalisation on local businesses, focusing on benefits like access to broader markets and challenges such as increased competition. They use concept maps to visually organise and illustrate key points, helping to connect ideas such as market expansion, cultural differences, and global supply chains in their discussions.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.2.LI.2	1.2.2.AS. 2
	Explain international business, it features, the reasons for engaging in it, and discuss its benefits and the challenges. **Building on What Others Say**: During an all-participatory class discussion, learners build on the ideas of their colleagues to collaboratively develop an explanation of international trade. They explore its key features, such as import/export practices, trade agreements, and global supply chains, and discuss the reasons for engaging in international trade, including economic growth, access to resources, and market diversification.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	1.2.2.LI.3	1.2.2.AS. 3
	Describe multinational corporation and discuss its features, benefits and challenges including factors driving companies to become multination corporation. **Whole-Class Discussion**: In a dynamic whole-class discussion, learners discuss multinational corporations by explaining its meaning and citing examples of multinational	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning

	corporations, examining its key features, the benefits they offer, the challenges they face, and the driving factors that encourage companies to expand internationally.	
	1.2.1.LI.4	1.2.1.AS. 4
	Explain indigenous Ghanaian businesses with examples, outline the steps to become a multinational corporation, and discuss strategies for Ghanaian companies to transform into multinational operations. **Group Discussion:** In groups, learners discuss Ghanaian indigenous businesses, providing examples such as cocoa farming, bead making, and local textiles. They outline the steps Ghanaian businesses can take to become multinational corporations, such as expanding operations, forming international partnerships, and enhancing product quality. Each group presents their discussion to the class for feedback and ideas. **Project-Based Learning:** In small mixed-ability and mixed-gender groups (where applicable 3-5 learners), learners research on indigenous Ghanaian businesses and outline the steps on how these indigenous businesses can become multinational corporations. Learners also discuss and present to the whole class on the strategies on how Ghanaian businesses can transform into multinational corporations.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Textbooks • Flip charts • Markers • Boards	• Computer • Office space with well-defined work • Projector structures, • Charts or organograms • Copies of case studies, • Exercise books

YEAR TWO

Subject   **BUSINESS MANAGEMENT**
Strand   **1. MANAGING BUSINESSES AND LEGAL FRAME WORK OF BUSINESSES**
Sub-Strand   **2. FUNCTIONAL AREAS OF MANAGEMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI[3], SEL[4] and Shared National Values
2.1.2.LO.1		
Explain decision-making, and its processes and identify the levels of decision-making in organisations	**Critical Thinking, Creativity Skills, and Personal Development:** Through think-pair-sharing, learners come out with their ideas on the importance of decision-making. Tasking learners to draw flow charts/diagrams will build their creativity skills **Communication and Collaboration Skills:** Through group discussions and presentations, learners acquire collaboration and communication skills.	**GESI:** Using mixed-ability and mixed-gender pairings, with special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals from different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion in decision-making processes • appreciate the different competencies that different individuals bring on board during decision-making processes • value and work in favour of an inclusive business environment **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of decision-making, learners: • can develop their own strategies for completing a given task and create an environment in which their thoughts and opinions are valued.

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[3] Gender Equality and Social Inclusion
[4] Socio-Emotional Learning

		• provide opportunities to reflect on positive and negative choices in relationships and the consequences of each choice. • develop strategies for coping with and managing stressful experiences. **National core values:** Integrity, tolerance, open mindedness, patience, integrity and hard work
2.1.2.LO.2		
Explain the principles of delegation, its challenges and ways of making it effective in organisations	**Personal Development, Leadership, Communication and Creative Skills:** The use of role-play encourages learners to be creative, innovative and effective in communication. Using role-play, learners develop their leadership qualities and personal abilities. **Communication and Collaboration skills:** During group discussions, learners develop communication and collaborative skills.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect for diversity and tolerance for all during the delegation process • accept themselves and others while appreciating their strengths and working on their weaknesses • identify individual skills and interest and that of others when delegating • value and promote democracy and appropriate organisational behaviour in relation to the delegation process • embrace gender equality, diversity and practise inclusion • identify injustice in the delegation process and advocate for change **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of delegation, learners: • develop communication skills and embrace diversity among themselves to foster an environment that supports relationship building. • develop an awareness of real-world problems and issues to apply what they are learning.

		National core values: Tolerance, friendliness, open mindedness, patience, commitment and hard work, integrity
2.1.2.LO.3		
Exhibit knowledge and skills in communicating effectively in organisations	**Communication Skills:** Through discussions and presentations, learners enhance communication skills. **Communication and Critical Thinking Skills:** Learners acquire these skills through idea generation during class discussions.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • respect for diversity and tolerance for all during the delegation process • accept themselves and others while appreciating their strength and working on their weaknesses • identify individual skills and interests and that of others to promote effective communication • value and promote effective communication and appropriate organisational behaviour **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of communication, learners: • develop communication skills and embrace diversity among themselves to foster an environment that supports relationship building. • build emotional vocabulary, assess their capabilities and qualities as well as build their self-confidence. • can resolve interpersonal conflicts with each other. **National core values:** Integrity, tolerance, open mindedness, patience, integrity and hard work

2.1.2.LO.4		
Explain the principles and practices of Human Resource Management, including its functions, and the processes involved in recruitment and selection.	**Communication and Collaboration Skills:** Through discussions and group work, learners acquire skills to communicate effectively and collaborate to achieve tasks.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment • identify injustice, and recognise the contributions of different groups and individuals to past and present events in an organisation and society as a whole. • value and promote the respect or recognition of the chain of command in an organisation and in the society **SEL**: Having appreciated the varied socio-emotional issues through appropriate pedagogies which aim at forming the overall personal and academic growth/development of the learners as they study Human Resource Management, learners: • see the need to offer positive support to others when they need assistance. • develop skills in resolving conflicts and improving interpersonal relationships. • will be open to constructive criticisms and appreciate feedback from others. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and hard work

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.2.CS.1	2.1.2.LI.1	2.1.2.AS.1
Demonstrate knowledge, understanding and application of decision-making skills in organisations	**Explain decision-making, its importance, types and tools.** **Talk for Learning**: Using the think-pair-share technique, and while respecting and tolerating the views of others, learners engage in discussions on the meaning, importance, types, and tools of decision-making, exploring real-life scenarios and examples to enhance their understanding of the concept.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	2.1.2.AS.2
	Identify management levels and the decisions they make and analyse the steps in the decision-making process. **Visual-aid Learning:** In mixed-ability and mixed-gender groups, learners identify the levels of management (top, middle, and lower management), the decisions (strategic, tactical, operational) they make and illustrate these concepts with the aid of a chart. Working in their groups, learners discuss the steps involved in the decision-making process and organise their ideas into a flow chart for gallery walk.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	· Flow chart · Flip charts	· Markers · Organisational charts · Textbooks · Exercise books, etc.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI		Assessment
2.1.2.CS.2	2.1.2.LI.1		2.1.2.AS.1
Demonstrate knowledge and understanding of delegation	**Explain delegation and outline its principles and steps involved in the process of delegation.** **Experiential-Based Learning/Role-Play**: In an all-inclusive activity, learners engage in role-play to demonstrate the art of delegation, including its core principles and the steps involved in the delegation process. During an open discussion session, all learners actively participate and share their experiences, insights, and reflections, irrespective of their backgrounds, to promote inclusivity and a deeper understanding of effective delegation.		Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2		2.1.2.AS.2
	Identify the benefits of delegation, its limitations and ways of making it effective **Collaborative Learning**: In mixed-ability and mixed-gender groups, learners discuss and present group work using flip charts on 1) The benefits and limitations of delegation in organisations and 2) Ways to make delegation effective.		**Level 1 Recall** Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Script for the role play • Exercise books	• Markers • Flip charts.	• Textbooks, etc.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.2.CS.3	2.1.2.LI.1	2.1.2.AS.3
Demonstrate understanding and application of effective communication skills in organisations	**Explain business communication, its importance, processes and forms/types.** **Initiating Talk for Learning**: In a fully participatory class activity, learners watch engaging videos and images related to communication. Afterward, learners actively discuss their observations, share diverse perspectives, and collaboratively determine the meaning, types, and importance of communication in both personal and professional contexts, enhancing their critical thinking and communication skills. **Structuring Talk for Learning**: In balanced gender and mixed-ability groups, learners collaboratively use flow charts to present the processes involved in various forms of communication. Each group explains their flow chart, discusses examples of effective communication, and highlights the significance of each process in real-world scenarios, fostering teamwork and understanding.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.2.LI.2	2.1.2.AS.2
	Explain the channels of business communication, the barriers and ways of making communication effective. **Building on What Others Say**: Learners use a sample organogram to collaboratively discuss and present on the different channels of business communication, including formal and informal lines of communication. They explore how information flows within an organization, identify communication barriers, and suggest ways to improve effective communication for business success.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Computers • Projector • Videos • Flip charts	• Sticky papers • Organogram

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.3.CS.4	2.2.3.LI.1	2.2.3.AS.1
Demonstrate knowledge and understanding of Human Resource Management.	**Explain Human Resource Management, its functions and describe the processes involved in recruitment and selection.** **Whole-class Discussion:** Learners in an all-inclusive interactive class discussion, share ideas on the meaning of Human Resource Management and its functions. **Structuring talk for Learning:** Learners engage in a collaborative activity to explore the process of recruitment and selection. They analyze each stage, from job analysis and advertising the vacancy to interviewing and selecting candidates. Learners create flowcharts or diagrams to visualize the process, discuss best practices for each step, and present their findings to the class. Learners have a discussion on common challenges in recruitment and selection, such as bias and legal considerations, promoting critical thinking and understanding of effective hiring practices.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.3.LI.2	2.2.3.AS.2
	Explain the components of Performance Management and its importance. **Collaborative Learning**: In mixed-ability groups, learners collaborate to discuss meaning of performance management and its key component, including goal setting, performance reviews, feedback mechanisms, and employee development plans. Each group will analyse the functions of performance management in organisations, such as improving productivity, enhancing employee engagement, and aligning individual goals with organisational objectives. Learners will also examine how performance management contributes to overall organisational success. After discussing, each group will present their findings to the class, allowing for peer feedback .	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.2.3.LI.3	2.2.3.AS.3
	Explain Labour and Industrial relations including Collective bargaining processes.	Level 1 Recall **Level 2 Skills of conceptual understanding**

	Case Studies: Learners in mixed-ability and mixed-gender groups, analyse case studies on labour and industrial disputes including collective bargaining processes. Learners will then discuss the functions of trade unions, emphasising their role in protecting workers' rights, improving working conditions, and negotiating better wages, etc. Groups will explore the steps of the collective bargaining process, including initial negotiations, strikes or mediations, and reaching a final agreement. After discussions, each group will present their findings to the class for feedback.	Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Computer, video/pictures, projector, exercise books, notebooks, • Flip charts, markers, board,	

Subject   **BUSINESS MANAGEMENT**
Strand   **1. MANAGING BUSINESSES AND LEGAL FRAME WORK OF BUSINESSES**
Sub-Strand   **3. LEGAL ENVIRONMENT OF BUSINESS AND RISK MANAGEMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.1.3.LO.1		
Interpret, and apply concepts and theories in the Law of Contract to enforce the smooth operations of businesses within the legal environment	**Communication Skills:** Through discussions and presentations, learners enhance communication skills. **Critical Thinking and Collaboration Skills:** In mixed-ability and gender groups, learners explain ways by which contracts may be vitiated and discharged bearing in mind truthfulness, faithfulness and honesty.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • respect for diversity and tolerance for all for the smooth operations of businesses within the legal environment • accept themselves and others while appreciating their strength and working on their weaknesses • identify individual skills and interest and that of others' • value and promote an effective legal business environment **SEL:** Learners having obtained varied competencies that have exposed them to understanding socio-emotional issues relating to the study of the law of contract, learners: • provide opportunities to reflect on positive and negative choices in relationships and the consequences of entering a contract. • develop strategies for coping with and managing stressful experiences. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and hard work.

2.1.3.LO.2		
Analyse risk management and how to mitigate business risk through insurance	**Communication and Collaboration Skills:** • Learners acquire communication and collaborative skills through group discussions and presentations. • Through mixed groupings and presentations, learners enhance their communication and presentation skills. **Communication Skills:** Through discussions and presentations, learners enhance communication skills.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • respect for diversity and tolerance for all in mitigating risks • accept themselves and others whiles appreciating their strengths and working on their weaknesses • identify individual skills and interest and that of others' • value and promote effective mitigating processes within the business environment **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of insurance, learners: • have opportunities to practice managing risk through insurance. • have opportunities to reflect on positive and negative choices in relationships and the consequences of agency relationships. • build their self-confidence in entering into insurance contracts. **National core values:** Tolerance, friendliness, open mindedness, patience, commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.3.CS.1	2.1.3.LI.1	2.1.3.AS.1
Demonstrate knowledge and understanding of the Law of Contract	**Explain a contract and its elements.** **Use of Resource Person:** Learners interact with a resource person on contracts and their essential elements, such as offer, acceptance, consideration, and intention to create legal relations. All learners actively participate by asking questions, citing relevant contract examples, sharing their ideas, and discussing how these elements are applied in different scenarios during the discussion.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	2.1.3.LI.2	2.1.3.AS.2
	Explain types of contracts and how contracts may be vitiated and discharged. **Collaborative Learning:** In mixed-ability and mixed-gender groups, learners discuss and present on the types of contracts, including unilateral, bilateral, and multilateral contracts, and how each type is used in different business contexts. They explore how contracts may be vitiated, including factors like misrepresentation, duress, undue influence, and mistake, and discuss how contracts can be discharged through performance, mutual agreement, breach, or frustration.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Resource person • Textbooks • Exercise books • Markers • Boards	• Flip charts • Sticky pads

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.1.3.CS.2	2.1.3.LI.1	2.1.3.AS.1
Demonstrate knowledge and understanding of business risk and insurance	**Explain business risk, identify the types of business risks and how to manage risk** **Collaborative Learning**: In mixed-ability and mixed-gender groups, learners engage in an in-depth discussion on business risk, identifying various types of business risks, such as financial, operational, and market risks. They collaboratively explore strategies and techniques for effectively managing and mitigating these risks, using real-life examples to enhance their understanding.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.1.3.LI.2	2.1.3.AS.2
	Explain insurance and outline its principles, policies and importance to businesses **Initiating Talk for Learning**: In mixed-ability and mixed-gender groups, learners collaboratively discuss and present on the meaning of insurance, its key principles, the importance of insurance to businesses, and various insurance policies available, sharing insights and examples to enhance understanding of how insurance protects business operations.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Textbooks, • Flip charts • Computer • Notebooks, • Projector, • Resource person,	• Sticky pads, etc.

Subject   BUSINESS MANAGEMENT
Strand   2. GLOCAL BUSINESS
Sub-Strand   1. INTERNATIONAL BUSINESS AND E-BUSINESSES

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
2.2.1.LO.1		
Explain approaches to international business.	**Global Citizenship** Learners acquire global citizenship through their exposure to international business. **Communication and Collaboration Skills** Working in groups develops teamwork abilities among learners and presentations enhance their communication skills	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment **SEL**: Learners having obtained varied competencies that have exposed them to understanding socio-emotional issues relating to the study of economic integration, they: • can accurately assess their strength and capabilities to venture into "glocal" business. • would develop communication skills and embrace diversity necessary to trade across nations. • can make informed decisions regarding problems associated with economic integration. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and integrity

2.2.1.LO.2		
Assess the essence of international trade, its bases, restrictions and the documents used.	**Communication and Collaboration Skills:** Learners acquire communication and teamwork skills as they discuss in groups and present their ideas. **Problem-Solving and Analytical Skills:** These skills are developed through learners' ability to identify issues affecting the country's finances in trading with other countries and suggest ways to solve them.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • appreciate the different competencies that different individuals bring to the business environment • value and work in favour of an inclusive business environment • identify trade injustices between and among nations and provide possible solutions. • dispel misconceptions/myths about some nations being inferior to others as prevailed in the past **SEL**: Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of international trade, they: • develop strategies for coping with and managing stressful experiences of international trade. • can accurately assess their strength and capabilities to venture into global business. • would develop communication skills and embrace diversity necessary to trade across nations. • can make informed decisions regarding problems associated with international trade.

| | | **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty |
| | | |

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI			Assessment	
2.2.1.CS.1	2.2.1.LI.1			2.2.1.AS.1	
Demonstrate knowledge and understanding of the approaches to international business	**Explain the following approaches to international business:** a. **franchising** b. **joint venturing** c. **licensing and** d. **wholly – owned subsidiary** **Digital Learning**: In mixed-ability and mixed-gender groups, with the aid of digital tools, learners surf the internet on franchising, joint venturing, licensing, and wholly-owned subsidiary as approaches to international business and present to the whole class for feedback.			Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning	
Teaching and Learning Materials	• Computers, • Projector	• Internet connectivity • Notebooks,	• Library, • Textbooks,	• Flip charts, etc.	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
2.2.1.CS.2	2.2.1.LI.1	2.2.1.AS.1
Demonstrate knowledge and understanding of Domestic and International Trade	**Differentiate between domestic and international trade, and outline the basis and documents used in international trade.** **Talk for Learning:** Learners observe both domestic and foreign manufactured products and classify them according to domestic and international products. Learners discuss the differences between domestic and international trade and basis for international trade. **Activity Matching Game**: Learners engage in a matching game where they are provided with cards, each containing the name of an international trade document (e.g., Bill of Lading, Letter of Credit, Commercial Invoice) and a separate set of cards with corresponding definitions or functions. In mixed-ability and mixed-gender groups, learners collaborate to match each document with its correct description. After completing the game, groups discuss their matches, explain the purpose of each document, and present their findings to the class. Teacher encourages learners to be law abiding citizens and follow due procedures anytime they intend to engage in international trade.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	2.2.1.LI.2	2.2.1.AS.2
	Analyse the various restrictions in international trade, the reasons for restrictions and explain the benefits and challenges of international trade. **Collaborative Learning**: In mixed-ability and mixed-gender groups, learners engage in a thoughtful discussion about the various restrictions countries can apply to control international trade, such as tariffs, quotas, and embargoes. The teacher also emphasizes the importance of supporting and consuming locally manufactured products, fostering a sense of economic responsibility and national pride among learners.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Domestic and foreign products • Documents used for international trade (export/import license, bill of lading, invoices, etc.). • Resource person	• Flip charts, • Sticky pads • Textbooks • Notebooks	• Exercise books • Markers • Board • Pens

YEAR THREE

Subject   BUSINESS MANAGEMENT
Strand   1. MANAGING BUSINESSES AND LEGAL FRAME WORK OF BUSINESSES
Sub-Strand   2. FUNCTIONAL AREAS OF MANAGEMENT

Learning Outcomes	21ST Century Skills and Competencies	GESI[5], SEL[6] and Shared National Values
3.1.2.LO.1		
Explain the functions and forms of production/operation management and describe the types of production and steps in production planning and control	**Critical Thinking and Communication Skills** Tasking learners to discuss helps develop their think abilities and communication abilities as they explain concepts. **Digital Literacy, Communication and Collaboration Skills:** • Using ICT tools such as computers, projectors and PowerPoint presentations, build learners' digital and communication skills. • Through team work, learners increase their skills of collaboration. **Critical Thinking, Creativity Skills, and Personal Development:** Through think-pair-sharing, learners come out with their ideas on the importance of decision-making. Tasking learners to draw flow charts/diagrams will build their creativity skills	**GESI:** Creating equal opportunities for learners to participate in class, using balanced gender groups leads to: • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes. • Embracing a mixed ability grouping allows them to interact and appreciate each other's strength and weaknesses • identify individual skills and interest and that of others' • embracing gender equality, diversity and practise inclusion. **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of operations management, they: • can develop their strategies for completing a given task and create an environment where their thoughts and opinions are valued. • Provide opportunities to reflect on positive choices in relationships and the consequences of each choice. • see the need to offer positive support to others when they need assistance. • develop skills in resolving conflicts and improving interpersonal relationships.

[5] Gender Equality and Social Inclusion
[6] Socio-Emotional Learning

		• will be open to constructive criticisms and appreciate feedback from others. **National core values:** Tolerance, friendliness, open mindedness, patience, commitment and integrity
3.1.2.LO.2		
Explain procurement management, its importance, process, legal and ethical guidelines as well as strategies organisation can adopt	**Critical Thinking and Communication Skills** Tasking learners to discuss helps develop their think abilities and communication abilities as they explain concepts. **Digital Literacy, Communication and Collaboration Skills:** • Using ICT tools such as computers, projectors and PowerPoint presentations, build learners' digital and communication skills. • Through team work, learners increase their skills of collaboration. **Critical Thinking, Creativity Skills, and Personal Development** Through think-pair-sharing, learners come out with their ideas on the importance of decision-making. Tasking learners to draw flow charts/diagrams will build their creativity skills	**GESI:** Creating equal opportunities for learners to participate in class, using balanced gender groups leads to: • tolerance and respect for each other • confidence and efficacy in their ability to perform • awareness of themselves and others taking into consideration their biases and stereotypes. • Embracing a mixed ability grouping allows them to interact and appreciate each other's strength and weaknesses • identify individual skills and interest and that of others' • embracing gender equality, diversity and practise inclusion. **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of operations management, they: • can develop their strategies for completing a given task and create an environment where their thoughts and opinions are valued. • Provide opportunities to reflect on positive choices in relationships and the consequences of each choice. • see the need to offer positive support to others when they need assistance. • develop skills in resolving conflicts and improving interpersonal relationships. • will be open to constructive criticisms and appreciate feedback from others. **National core values:** Tolerance, friendliness, open mindedness, patience, commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.1.2.CS.1	3.1.2.LI.1	3.1.2.AS.1
Demonstrate knowledge and understanding of production management	**Explain the functions of Production Management and identify the main forms of production.** **Initiating Talk for Learning:** In balanced gender and mixed-ability groups, learners discuss and present their ideas on production management by exploring the functions of production management, including planning, scheduling, quality control, inventory management, and process optimisation. Learners also examine the main forms of production management, such as mass production, batch production, and job production, and discuss how these approaches are applied in different industries to meet customer demand and improve productivity. Teacher consciously inculcate in learners the need to be self – reliant as they discuss production and operations management.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.1.2.LI.2	3.1.2.AS.2
	Describe the types of production and the steps in production planning and control. **Audio-visual Usage:** Learners watch videos or pictures on the types and process involved in production and discuss: 1. the types of production 2. the processes involved in production planning and control.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	· Computer, video/pictures, projector, exercise books, notebooks, · Flip charts, markers, board,	

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.1.2.CS.2	3.1.2.LI.1	3.1.2.AS.1
Demonstrate knowledge and understanding of Procurement Management.	**Explain Procurement Management and discuss its importance and process.** **Structuring Talk for Learning:** Learners think-pair-share the meaning of procurement, its importance, and the processes involved, including sourcing, purchasing, and contract management. They discuss how procurement supports organisational goals, enhances efficiency, and ensures cost-effectiveness.	Level 1 Recall **Level 2 Skills of conceptual understanding** Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning
	3.1.2.LI.2	3.1.2.AS.2
	Explain the strategies in procurement, legal and ethical guidelines governing procurement and identify the challenges in the procurement management. **Use of resource person:** A resource person, such as a school accountant or procurement officer, is invited to share strategies in procurement, legal and ethical guidelines, and the challenges of procurement management, providing real-world insights and practical applications with learners. In a balanced gender and mixed-ability groups, learners write a report on their interactions with the resource person.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
Teaching and Learning Materials	• Computer, video/pictures, projector, exercise books, notebooks, • Flip charts, markers, board,	

Subject   **BUSINESS MANAGEMENT**
Strand   **2. GLOCAL BUSINESS**
Sub-Strand   **1. INTERNATIONAL BUSINESS AND E-BUSINESS**

Learning Outcomes	21ST Century Skills and Competencies	GESI[7], SEL[8] and Shared National Values
3.2.1.LO.1		
Apply digital marketing strategies to create, advertise and sell products to customers.	**Creativity and Collaboration Skills** Role-play develops learners' creativity skills and group work prepares learners to be able to collaborate with others to accomplish tasks. **Observation and Enquiry Skills** Visiting a manufacturing company exposes learners to the opportunity to observe, make enquiries and acquire practical experiences. **Digital Literacy, Research and Collaboration Skills** Surfing the Internet exposes learners' digital information and builds their digital research skills. Teamwork enhances learners' skills of collaboration.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • embrace a mixed-ability grouping that allows them to interact and appreciate each other's strengths and weaknesses • identify individual skills and interest and that of others • value and promote patriotism and ethical behaviour • appreciate the different competencies that different individuals exhibit during the study of marketing strategies **SEL:** Learners having obtained varied competencies which have exposed them to understanding socio-emotional issues relating to the study of digital marketing, they: • develop strategies for coping with and managing stressful experiences of digital marketing. • can accurately assess their strength and capabilities to venture into "glocal" business.

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[7] Gender Equality and Social Inclusion
[8] Socio-Emotional Learning

		• Can develop communication skills and embrace diversity necessary to trade across nations. • can make informed decisions regarding problems associated with digital marketing. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and integrity

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.2.1.CS.1	3.2.1.LI.1	3.2.1.AS.1
Demonstrate knowledge and understanding of digital marketing.	**Explain marketing, evaluate its functions and analyse the Extended Marketing Mix (7Ps)** **Role-Play:** In mixed-gender and ability groups, learners role-play a marketing activity, such as launching a new product or conducting market research. After the role-play, they discuss their observations and share ideas on the meaning of marketing, emphasising its role in promoting goods and services to meet customer needs. Learners also explore the functions of marketing, including market research, advertising, sales, product development, and customer service, and how these functions work together to build brand awareness, increase customer satisfaction, and drive business growth. **Initiating Talk for Learning:** Learners in an all-participatory interactive session, discuss the Marketing Mix and justify the need for the Marketing Mix 7Ps (product, price, place, promotion, people, process, physical evidence).	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.2.1.LI.2	3.2.1.AS.2
	Discuss the processes involved in new product development and the product life cycle **Experiential-Based Learning/Field Trip:** Learners visit a manufacturing company (Sachet water factory, dress making shop, carpentry shop, drinks making factory, etc.) to observe the processes involved in creating a new product. Discuss and present a report on the process involved in creating a product and the life cycle of that product. Teacher should give special attention to learners with special needs, and everyone must be encouraged to fully participate during activities.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.2.1.LI.3	3.2.1.AS.3
	Explain e-business and digital marketing, its tools and assess the benefits and challenges in their applications in business **Digital Learning:** Learners watch a product advertisement video and note their observations. They then research and discuss e-business, exploring tools like e-commerce platforms, payment systems, and customer relationship management	**Level 1 Recall** Level 2 Skills of conceptual understanding Level 3 Strategic reasoning Level 4 Extended critical thinking and reasoning

	software. They delve into digital marketing, understanding its importance in reaching a wider audience through online channels. Learners identify tools for digital marketing, including social media, SEO, and email marketing. Finally, they examine the benefits of using electronic means in marketing, such as increased reach and cost-effectiveness, while discussing challenges like competition and the need for technological updates.			
Teaching and Learning Materials	• Advertisement flyers • Flip charts • Markers	• Board • Exercise books • Manufacturing company	• Sample products • Computers • Internet connectivity	• Projectors • Smartphones • Videos, etc.

Subject   **BUSINESS MANAGEMENT**
Strand   **2. GLOCAL BUSINESS**
Sub-Strand   **2. BUSINESS DEVELOPMENT**

Learning Outcomes	21st Century Skills and Competencies	GESI, SEL and Shared National Values
3.2.2.LO.1		
Apply knowledge of entrepreneurship to generate business ideas.	**Critical Thinking and Communication Skills** Brainstorming initiates critical thinking and through presentations in class, learners develop effective communication skills. **Critical Thinking and Collaboration Skills** Through group discussions, learners develop critical thinking and collaboration skills. **Analytical and Communication Skills** Reading case studies builds learners' ability to do content analysis and presentations to enhance their communication skills.	**GESI:** Using mixed-ability and mixed-gender pairings, special attention given to the catch-up, regular, gifted and talented enables learners to: • respect individuals of different backgrounds • be sensitive to the inter-relatedness of the various spheres of life, groups, and individuals • be aware of personal biases and stereotypes and address them • embrace gender equality, diversity and practise inclusion • respect for diversity and tolerance for all for the smooth operations of businesses • accept themselves and others while appreciating their strengths and working on their weaknesses • identify individual skills and interest and those of others • value and promote an effective legal business environment **SEL**: Having appreciated the varied socio-emotional issues through appropriate pedagogies which aim at forming the overall personal and academic growth/development of the learners as they study entrepreneurship, learners: • build their self-confidence in business problem identification in the community.

		• are empowered to decide the type of businesses needed to solve the problem(s) identified in the community. • can reflect and assess themselves on the types of businesses they can individually undertake. • can manage their emotions and conflicts in the event of any possible business shocks. **National core values:** Tolerance, friendliness, open-mindedness, patience, commitment and hard work, fairness, truthfulness, and honesty in the work environment.

Content Standards	Learning Indicators and Pedagogical Exemplars with 21st Century Skills and GESI	Assessment
3.2.2.CS.1	3.2.2.LI.1	3.2.2.AS.1
Demonstrate knowledge and understanding of entrepreneurship and setting up businesses	**Describe entrepreneurship and outline the characteristics and roles of entrepreneurs** **Initiating Talk for Learning:** In an all-inclusive class discussion, learners discuss and present ideas on the meaning of entrepreneurship, characteristics of entrepreneurs, such as creativity, risk-taking, resilience, and leadership, and how these traits contribute to their success. Learners also examine the various roles of entrepreneurs, including innovating new products or services, driving economic growth, creating jobs, and solving problems in society, highlighting the impact of entrepreneurship on both local and global economies.	Level 1 Recall **Level 2 Skills of conceptual understanding** **Level 3 Strategic reasoning** Level 4 Extended critical thinking and reasoning
	3.2.2.LI.2	3.2.2.AS.2
	Identify ways of entering into businesses and describe the various documents needed by entrepreneurs. **Collaborative Learning:** In mixed-ability and gender groups, learners discuss the ways of entering into businesses. Learners describe the various documents needed by entrepreneurs to operate. Teacher should inculcate in learners the need to be honest and show integrity in the establishment of genuine businesses.	Level 1 Recall Level 2 Skills of conceptual understanding **Level 3 Strategic reasoning** **Level 4 Extended critical thinking and reasoning**
	3.2.2.LI.3	3.2.2.AS.3
	Analyse the process of setting up a business, prepare a simple business plan for the establishment of business and outline the reasons for business successes and failures. **Experiential Learning:** Learners in mixed-ability groups analyse the processes of setting up a business, exploring the steps involved in starting a venture, such as market research, financing, and legal requirements. They discuss the structure of a sample business plan, examining its key components, including the executive summary, market analysis, organisational structure, and financial projections. Learners explore various business ideas, brainstorm potential opportunities, and work collaboratively to develop a simple business	Level 1 Recall Level 2 Skills of conceptual understanding Level 3 Strategic reasoning **Level 4 Extended critical thinking and reasoning**

	plan, applying their learning to a real-world context, and refining their entrepreneurial skills. **Case Study:** In mixed-ability and mixed-gender groups, learners read sample case studies on both successful and failed established business enterprises. They analyse the factors contributing to the success or failure of these businesses, such as market strategies, leadership, financial management, and customer relations. Each group presents their findings to the larger class, offering insights into the critical elements that influence businesses successes or failures.	
Teaching and Learning Materials	• Notebooks, Exercise books, • Flip charts	• Sticky pads • Computers	• Projector • Case study/sample business plan, etc.