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| **Learning Plan** | | | | | | | |
| **Subject** | *Business Studies* | **Week** | *1* | **Duration** | *240 minutes* | **Form** | *1* |
| **Strand** | *Business Management* | **Sub-Strand** | *The Natures of Business and Managing Businesses* | | | | |
| **Content Standard** | *Demonstrate understanding and application of business and its various forms of ownership* | | | | | | |
| **Learning Outcome(s)** | *Examine the concept of business entities, their features, benefits and challenges* | | | | | | |
| **Learning**  **Indicator(s)** | 1. *Explain the concept of business and its role in society* 2. *Outline the features of sole proprietorship and identify its benefits and challenges* 3. *Examine the features of partnership and identify its benefits and challenges* | | | | | | |
| **Essential Question(s)** | 1. *How do businesses impact society in terms of employment opportunities, infrastructure development, community engagement initiatives, etc.?* 2. *How can learners classify sole proprietorship and partnership businesses in their communities using their characteristics and nature of operations?* 3. *What are the key characteristics of a partnership as a business entity and how do they differ from other forms of business entities?* | | | | | | |
| **Pedagogical Strategies** | *Peer editing strategy; In mixed-ability and mixed-gender groups, collaborative learning/group work, etc.* | | | | | | |
| **Teaching & Learning Resources** | *Computer(s), projector, soft-ball, sample products of businesses, flash cards, flip charts, teacher manual, etc.* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| 1. *Learning Tasks* 2. *Discuss the meaning of business and identify the role it plays in society.* 3. *State the meaning of sole proprietorship and outline its features.* 4. *Discuss and present orally the benefits and challenges of a sole proprietorship.* 5. *Pedagogical Exemplars :*   *Initiating Talk for Learning:*   1. *Let learners in a whole class discussion write a list of items they buy and the places they buy them from on sticky-pads or pieces of paper. Ask them to exchange their list with a colleague for consideration and make a written or oral presentation to the class* 2. *Teacher probe further to let learners draw a link between the places they buy their items and the concept of business* 3. *Use the activity to guide learners to discuss the meaning of business and its role in society by exploring and mentioning businesses that operate in their communities. For example, food vendors, provision shops, hospitals, schools, electricity companies, water manufacturing businesses, etc. teacher can employ the use of charts or pictures or videos of these businesses to support learners’ understanding of the lesson* 4. *Guide learners in pairs, to think carefully and discuss the meaning of these essential terms such as “goods”, “services, “entrepreneur” and “profit” in order to build the foundation of the lesson*   *Collaborative Learning:*   1. *Ask learners to mention any businesses they know in their communities* 2. *Guide learners to narrow the businesses which are owned by individuals in the society and use such examples to link to the concept of sole proprietorship. Examples include koko seller, waakye seller, shoe maker, provision store owners* 3. *Guide learners in mixed-ability and mixed-gender groups to discuss the meaning of sole proprietorship, its features, benefits and challenges and share with the larger class. Those who exhibit a clear or a high level of understanding may be provided with prompt sheets to support the discussion process* 4. *Encourage learners to identify businesses owned by females, persons with special needs or persons from disadvantaged backgrounds to dispel myths about who can own a business* 5. *Key Assessment:*   *DoK Level 1: Reproduction/Recall*   1. *What is the meaning of business?* 2. *Identify at least two roles’ businesses plays in society* 3. *Define the term “sole proprietorship” in business and outline at least three of its features.*   *DoK Level 2: Skills Building*  *1. Explain three benefits of a sole proprietorship*  *2. Describe three challenges of a sole proprietorship*  *3. Explain the implication of unlimited personal liability on a sole proprietorship business* | | | | | | | |
| **Keywords** | *Business, business entity, sole proprietorship, society, ownership, role, partnership, deed, liability, ownership, etc.* | | | | | | |

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| **Lesson 1** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (E.g. 10 minutes)***  *Use the soft ball game as a starter to find out from learners how they feel about choosing the business studies subject to learn and what they expect to achieve at the end of the course. Throw the ball randomly and the learner who catches it gives a response to the question and afterwards throw the ball again to another learner for his/her response and the game flows in that order.* | |
| ***Introduction: (E.g. 15 minutes)***   1. *Ask learners to individually write a list of items they have been buying and the places they buy them from on a sticky-pads or pieces of paper. Ask them to exchange their list with a colleague for observation.* 2. *Ask learners to orally mention the list of items including the places they bought them on the pieces of papers they received from their colleagues. Use the activity to transition learners to the concept of business in society.*   ***Learning Activity 1: (E.g. 45 minutes)***  *Organise learners in mixed-ability and/or mixed-gender groups and task them to think-pair share the concept of business and its role in the society. Allow them to present their work to the larger class. Encourage learners to show respect for individual diverse views as they interact and collaborate in their groups.*  ***Learning Activity 2: (E.g. 40 minutes)***   1. *Present 3 folded flash cards with each card bearing the following activities;*  * *Activity 1 - Discuss sole proprietorship with examples and outline its features* * *Activity 2 – Examine the benefits of sole proprietorship* * *Activity 3 – Discuss the challenges of a sole proprietorship*  1. *Zone the entire class into 3 groups, and task any member from each of the groups to randomly pick any of the folded flash cards. Ask them to work in their various groups based on the activity on the flash card. Move around to guide each group as they discuss their activities* 2. *Let learners in an all-inclusive class activity to present their group’s work respectively with the aid of a computer and a projector.* | ***Introduction: (E.g. 15 minutes)***   1. *Individually, write a list of items you have been buying and the places you buy them from on a sticky-pad or pieces of paper. Exchange your list with a colleague for their observation.* 2. *Orally mention the list of items including the places they were bought which is on the pieces of papers you received from your colleague.*   ***Learning Activity 1: (E.g. 45 minutes)***  *In mixed-ability and/or mixed-gender groups, think-pair share the concept of business and its role in the society. Present your work to the larger class for discussion. Show respect for individual diverse views as you interact and collaborate in your groups.*  *.*  ***Learning Activity 2: (E.g. 40 minutes)***   1. *In groups of 3, randomly pick any of the 3 folded flash cards with each card bearing the following activities;*  * *Activity 1 - Discuss sole proprietorship with examples and outline its features* * *Activity 2 – Examine the benefits of sole proprietorship* * *Activity 3 – Discuss the challenges of a sole proprietorship*  1. *Work in your various groups based on the activity you picked on the flash card. Respect the views of your colleagues as you discuss in your groups* 2. *In an all-inclusive class activity, present your group’s work respectively with the aid of a computer and a projector.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Key Assessment***  *Formative Assessment:*  *DoK Level 1: Reproduction/Recall*   1. *What is the meaning of business?* 2. *Identify at least two roles’ businesses plays in society* 3. *Define the term “sole proprietorship” in business and outline at least three of its features.*   *DoK Level 2: Skills Building*  *1. Explain three benefits of a sole proprietorship*  *2. Describe three challenges of a sole proprietorship*  *3. Explain the implication of unlimited personal liability on a sole proprietorship business*  *DoK Level 3: Strategic Thinking*   * + - 1. *A young entrepreneur in Ghana is passionate about fashion design and wants to start a clothing boutique.*  1. *Analyse three advantages and three disadvantages of establishing the business as a sole proprietorship.* 2. *Discuss four impacts businesses are likely to have on society.*    * + 1. *A skilled shoe repairer works in your town, providing valuable services to the local community. Discuss three ways by which their business will significantly impact the lives of their family and members of the community as a whole*   *DoK Level 4 :Extended thinking*  *Visit a sole proprietorship business within the school community or outside and examine their challenges and recommend strategic business solutions. Present your work on a 2-page essay document* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (E.g. 10 minutes)***   1. *Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any.* 2. *Remind learners to read on the concept of Partnership as a form of business entity for the next lesson.* | |
| **Reflection & Remarks (After the Lesson)** | |
| *These are the thoughts and comments of the teacher after completing a lesson or class. They include teachers’ personal observations, the things learned, and any questions or concerns about the material covered. Reflecting on your learning experience is helpful in reinforcing your understanding of the material and identifying areas where you may need further clarification or practice. Providing feedback and remarks to your learners helps improve the quality of the lesson and the learning experience in the next lesson.* | |
| **Lesson 2** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (E.g. 10 minutes)***    *Review learners’ previous knowledge by asking them to explain sole proprietorship as a form of business entity and identify its features* | |
| ***Introduction: (E.g. 15 minutes)***   1. *Ask learners to mention some of the things they have collaborated with a friend(s) to do and what where the challenges and benefits of working with that partner(s).* 2. *Use the activity to transition learners to the concept of Partnership as a form of business entity.*   ***Learning Activity 1: (E.g. 55 minutes)***   1. *Put learners in mixed-ability and mixed-gender groups and using initiating-talk-for learning, task learners to discuss partnership as a form of business entity and its types and present their ideas in class.* 2. *Present a scenario or case study on partnership for learners to analyse and note down in their books the benefits and challenges of a partnership business. Encourage AP learners to participate actively in during discussions while giving additional task to HP learners.* 3. *Move round the class to provide support to all the groups as they discuss the concepts.*   ***Learning Activity 2: (E.g. 30 minutes)***  *Arrange for learners to make a presentation of their group work to the whole class and allow time for questions and answers from other groups* | ***Introduction: (E.g. 15 minutes)***  *Mention some of the things you have collaborated with a friend(s) to do and what where the challenges and benefits of working with that partner(s).*  ***Learning Activity 1: (E.g. 55 minutes)***   1. *In mixed-ability and mixed-gender groups, discuss partnership as a form of business entity and its types and present your ideas to the whole class.* 2. *Work collaboratively to analyse a case study on partnership and write down in your books the benefits and challenges of a partnership business.*   ***Learning Activity 2: (E.g. 30 minutes)***  *Make a presentation of your group work to the whole class and allow time for questions and answers from other groups.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Key Assessment***  *Formative Assessment:*  *DoK Level 1 Reproduction/Recall:*   1. *Define the term “partnership” in business.* 2. *State at least two features of a partnership.* 3. *Outline at least two benefits of a partnership.*   *DoK Level 2 Skills Building:*  *Differentiate between a partnership business and partnership agreement.*  *DoK Level 3 Strategic Reasoning:*  *Two friends in Ghana have been running a successful catering business together for several years. Recently, they have been considering registering their partnership. Evaluate three advantages and**three disadvantages of registering their business as a partnership.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (E.g. 10 minutes)***   1. *Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any.* 2. *Remind learners to read on Companies and State-owned enterprises as forms of business entities in preparation for next week’s lesson.* | |
| **Reflection & Remarks (After the Lesson)** | |
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**WEEK 2**

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| **Learning Planner** | | | | | | | |
| **Subject** | *Business Studies* | **Week** | *2* | **Duration** | *240 minutes* | **Form** | *1* |
| **Strand** | *Business Management* | **Sub-Strand** | *The Nature of Business and Managing Businesses* | | | | |
| **Content Standard** | *Demonstrate understanding and application of business and its various forms of ownership* | | | | | | |
| **Learning Outcome(s)** | *Examine the concept of business entities, their features, benefits and challenges* | | | | | | |
| **Learning**  **Indicator(s)** | 1. *Elaborate on the features of a company and identify its types, benefits and challenges.* 2. *Describe the features of state-owned enterprises (SOEs) and examine their benefits and challenges.* | | | | | | |
| **Essential Question(s)** |  | | | | | | |
| **Pedagogical Strategies** | *Problem-based learning, collaborative learning, experiential learning, group work, etc.* | | | | | | |
| **Teaching & Learning Resources** | *Pictures of companies and SOEs, computer and projector, pre-recorded or online videos of companies and SOEs, certificate of incorporation, printed text of case studies, flip charts, teacher manual, subject curriculum*  *relevant textbooks, etc.* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| 1. *Learning Tasks:* 2. *Explain company as a form of business entity and identity its features* 3. *Explain the types of company under the Company’s Act 2019 (Act 992)* 4. *Present to the class on the benefits and challenges of a company, etc.* 5. *Pedagogical exemplars:*   *Problem-Based and Collaborative Learning:*   1. *Review learner’s previous knowledge on partnership, features, benefits and challenges of partnership business* 2. *In mixed-ability and mixed-gender groups, teacher guide learners to discuss the meaning, types, features, benefits and challenges of a company. Those who exhibit clear or a high level of understanding may be provided with prompt sheets to support the discussion process* 3. *Learners with low learning ability (AP), should be provided with a simplified explanation of the types and features of company* 4. *Learners with clear understanding (P), should be given the opportunity to explain types, features, benefits and challenges of company* 5. *Learners with a higher level (HP) of understanding of concepts should be given the opportunity to discuss the types, features, benefits and challenges of company from a case study* 6. *Teachers should ensure participation of all learners in each group and that learners respect the views of other learners, etc.* 7. *Key Assessment*   *DoK Level 1 Reproduction/Recall*   1. *What is a company?* 2. *Identify at least three features of a company* 3. *State at least three types of companies*   *DoK Level 2 Skills**Building*   * + 1. *Explain at least three types of companies*     2. *Analyse at least three benefits and challenges of a company, etc.* | | | | | | | |
| **Keywords** |  | | | | | | |

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| **Lesson 1** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity ( E.g. 10 minutes)*** | |
| ***Introductory Activity (E.g. 15minutes)***      ***Activity 1 (E.g. 40 minutes)***  ***Activity 2 (E.g. 40 minutes)*** | ***Introductory Activity ( E.g. 15minutes)***      ***Activity 1 (E.g. 40 minutes)***  ***Activity 2 (E.g. 40 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| *Formative Assessment*  *DoK Level 1 Reproduction/Recall*   1. *What is a company?* 2. *Identify at least three features of a company* 3. *State at least three types of companies*   *DoK Level 2 Skills**Building*   1. *Explain at least three types of companies* 2. *Analyse at least three benefits and challenges of a company*   *DoK Level 3 Strategic reasoning questions*   1. *Analyse at least three differences between a partnership and a company* 2. *A group of investors in Ghana wants to launch a tech start-up aimed at developing mobile applications. They are debating whether to register their business as a partnership or company.*   *Compare and contrast three advantages and three disadvantages of choosing between partnership and company.*  *DoK Level 4 Extended Critical Thinking and Reasoning*  *Analyse the impact of a company business on society, etc.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (E.g. 15 minutes)*** | |
| **Reflection & Remarks (After the Lesson)** | |
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| **Lesson 2** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (E.g. 10 minutes)*** | |
| ***Introductory activity (E.g. 25 minutes)***      ***Activity 1 (E.g. 25 minutes)***      ***Activity 2 (E.g. 25 minutes)***      ***Activity 3 (E.g. 25 minutes)*** | ***Introductory activity (E.g. 25 minutes)***    ***Activity 1(E.g. 30 minutes)***      ***Activity 2 (E.g. 25 minutes)***  ***Activity 3 (E.g. 25 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| *DoK Level 1: Reproduction/Recall*   1. *What is a SOE?* 2. *State at least three features of SOEs.*   *DoK Level 2: Skills Building*   * + - 1. *Explain at least three types of SOEs.*       2. *Explain at least three sources of funds available to SOEs.*   *DoK Level 3: Strategic Reasoning*  *Identify a SOE in Ghana and present an evaluation of it benefits and challenges as a two-page essay*  *DoK Level 4: Extended Critical Thinking*  *Aspiring entrepreneurs and existing businesses in Ghana have various sources of securing funding to start or grow their ventures. A small-scale agribusiness produces organic vegetables for local markets. To scale up their operations, they require additional funds for equipment, land expansion and marketing efforts.*  *a. Analyse at least three different sources of funding available to expand this agribusiness in Ghana.*  *c. Recommend the most appropriate funding sources for this venture.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (E.g. 15 minutes)*** | |
| **Reflection & Remarks (After the Lesson)** | |
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