THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

COMMERCE SYLLABUS FOR ORDINARY SECONDARY EDUCATION

FORM I - IV

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COMMERCE SYLLABUS FOR ORDINARY SECONDARY EDUCATION

FORM I - IV

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1.0 Introduction

This Commerce syllabus for Ordinary Secondary Education is a revised version which has been prepared to replace the Commerce syllabus of 1997. The revision process focused on the competence based approach in teaching and learning. Students are expected to be engaged in a varieties of learning activities which build up their competences. Moreover, the revision has also taken into consideration the requirements of the Secondary Education Development Plan (SEDP II: 2010-2015).The Commerce syllabus for Ordinary Secondary Education has some changes whereby topics/sub-topics have been improved. One new topic has been introduced which is Entrepreneurship cutting across all class levels (Form I- IV).

The syllabus is to be covered in four academic years, each having approximately 9 teaching months which is equivalent to 194 instructional days. Form I and II will have 3 periods of 40 minutes per week. The students will have 38 weeks of studies in each year. Form I and II will have a total of 114 periods. Form III and IV will have 3 periods of 40 minutes each week. Therefore in a year of 38 teaching weeks, each class of Forms III and IV will have a total of 114 periods. The teacher is advised to make maximum use of time allocated in classroom instruction. Lost instructional time should always be compensated for.

The matrix has new columns which are topic with sub topics, assessment and periods. Assessment column represents the statement that a teacher can use as a reflection during the teaching process from the beggining to the end of lesson. At the right there is period column, these are suggestions that a teacher has autonomy to change the periods according to the type and the size of the class.

2.0 Aims and Objectives of Education in Tanzania

The general aims and objectives of education in Tanzania are to:

a) guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of their resources in bringing about individual and national development;

b) promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;

c) promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of man and society;

d) develop and promote self-confidence and an inquiring mind and understanding and respect for human dignity and human rights and readiness to work hard for personal self-advancement and national development;

e) enable and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the country;

f) enable every citizen to understand the fundamentals of the national constitution as well as the enshrined human and civil rights, obligation and responsibilities;

g) promote the love for work, self and wage employment and to improve performance in the production and service sectors;

h) inculcate principles of national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provision of the National Constitution and other international basic charters, and

i) enable a rational use, management and conservation of our environment.

3.0 Aims and Objectives of Secondary Education in Tanzania

The aims and objectives of Secondary Education in Tanzania are to:

a) consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at primary education level;

b) enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;

c) promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language;

d) provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.

e) prepare the students for tertiary and higher education; vocational, technical and professional training;

f) inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills, and

g) prepare the student to join the world of work.

4.0 General Subject Competences:

By the end of the four years course, the student should have developed the following competences:

a) Demonstrate self-confidence and self-reliance attributes;

b) Demonstrate supportive arguments during trading and dialogues;

c) Demonstrate ability to lobby and negotiate in business transactions;

d) Demonstrate ability of financial literate and manage risks;

e) Demonstrate accountability to the nation.

5.0 General Subject Objectives:

By the end of four years course, the student should be able to:

a) use terminology, language and symbolism of with some precision and clarity for the purpose of effective communication in commercial issues;

b) be independent, be creative, think critically and use personal social values and skills in dealing with commercial issues;

c) be conversant with changes that are taking place in the commercial sector in Tanzania;

d) interpret commercial issues arising from government and non- government policies;

e) understand the roles of various organizations in commerce;

f) identify and apply the numerical and other basic tools of commercial analysis;

g) be innovative to use ICT and entrepreneurial skills in dealing with commercial issues;

h) apply basic leadership and management skills and principles while working with others to accomplish business goals.

6.0 Content

The content part of the syllabus includes class level competences, class objectives, topics, sub-topics, specific objectives, teaching and learning strategies, teaching and learning resources, assessment and number of periods.

6.1 Class Level Competences

Competences are knowledge, skills and attitudes expected to be attained by the learner during and after completion of a particular class level.

6.2 Class Objectives

For each competence, one or more objectives have been stated in order to achieve it. The general objectives for Form one to Form four are stated in general terms to indicate the scope of content to be covered within such level.

6.3 Topics

The topics have been derived from the class level competences and objectives. Most of the topics in the 1997 Commerce syllabus have been retained and arranged to attain a logical order starting from simple to the most difficult ones. Cross cutting issues have been incorporated in the syllabus.

6.4 Sub-topics

Topics have been divided into sub-topics which have been arranged in a spiral form.

6.5 Specific Objectives

Each sub-topic has minimum of three specific objectives; the maximum number of specific objectives is five. These objectives are the expected outcomes in classroom instruction. They also reflect the process on how to attain competences within the cognitive, effective and psychomotor domains.

6.6 Teaching and Learning Strategies

The column of teaching and learning strategies indicates what the teacher and students are expected to be doing in the process of teaching and learning. The teacher is a facilitator who promotes, guides and helps students to do various activities. Students are encouraged to work in interactive style. The interactive learning activities enhance participatory and cooperative learning.

The whole teaching and learning process should be participatory and interactive. The student learns by doing series of logical activities. These suggested teaching and learning strategies are not exhaustive. The teacher and students may use other learner centred strategies, which suit the class environment.

6.7 Teaching and Learning Resources

In the teaching and learning resources column, variety of resources have been proposed. If resources are not available, teacher and students should improvise.

6.8 Assessment

For every specific instructional objective, there is /are suggested questions or areas for assessment. Formative and summative assessments should be geared towards mastery of the competences and skills development within the course. The teacher should add other assessment questions and tools depending on his/her student environment in place.

6.9 Number of Periods

The column for number of periods is used to indicate a proposal of duration to be used to teach given specific objectives. The number of periods has taken into account the time needed to cover the specific objective. Some specific objectives had more time depending on their weight.

7.0 Assessment of the subject

Various methods of assessment are available, some of these may include: project work, portfolio, self-assessment, written report, tests, completion of tasks, observations and terminal examinations. The scores will be collected and stored for the purpose of continuous assessment (CA).

DECLARATION

Ordinary Secondary Education is a four years course which has been designed to prepare students for the Advanced Secondary Education or other Tertiary levels of education. A student will be recognized as a form four graduate when he/she successfully completes and passes Secondary Education examination conducted by the National Examination Council of Tanzania (NECTA).

This document is hereby declared as the ***Commerce Syllabus*** *for Ordinary Secondary Education Form I - IV.*

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FORM I

Class Competences

The student should develop the following competences:

1. Engage in commercial activities;
2. Acquire appropriate resources for production process; and
3. Demonstrate entrepreneurship attitudes and innovations.

Class Objectives

The student should be able to:

a) describe the commerce basics;

b) plan basic production activities;

c) develop entrepreneurship attitudes and

d) explain the domestic trade activities.

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.0 COMMERCE BASICS 1.1 Subject Matter of Commerce	By the end of this sub-topic, the student should be able to: a) explain the nature of commerce	(i) Ask students to brainstorm about the nature of commerce (ii) Randomly select students to explain the nature of commerce (iii) Discuss with the students about the nature of commerce	(i) Manila card with commerce flow chart (ii) Pictures of business activities	Is the student able to explain the nature of commerce?	4
	b) define commerce	(i) Students to brainstorm on the meaning of commerce (ii) Summarise and conclude on the meaning of commerce.	(i) Manila card with commerce flow chart (ii) Pictures of business activities	Is the student able to define commerce?	4
	c) discuss the importance of commerce	(i) Students in small groups to discuss importance of commercial activities carried out in the community (ii) Students in plenary to share the discussion from the groups (iii) Reinforce the discussion by classifying the importance of business said by students	(i) Pictures of poultry, retail shops, barber shops and wholesale shops (ii) Video clips of types of businesses	Is the student able to discuss the importance of commerce?	4
	d) relate commerce with economics	(i) In plenary discuss and relate commerce and economics (ii) In manageable groups guide students to explore historical background of commerce in relation to economics	(i) Samples of products (ii) Money (iii) Photos of industry and farms (iv) Localised materials related to your lesson	Is the student able to relate commerce with economics?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.2 Elements of Commerce	By the end of this sub-topic, the student should be able to: a) identify the elements of commerce	(i) Students to brainstorm about the elements of commerce (ii) Randomly select some students to explain the elements of commerce (iii) Discuss with the students about the elements of commerce	(i) Manila card with commerce flow chart (ii) Pictures of business activities	Is the student able to identify the elements of commerce?	6
	b) draw commerce flow chart	(i) Draw or display the commerce flow chart (ii) Guide students to draw commerce flow chart	(i) Manila card with commerce flow chart (ii) Pictures of business activities	Is the student able to draw commerce flow chart?	4
	c) discuss types of business carried out in the community	(i) Students in small groups to discuss types of business carried out in the community (ii) Students in plenary to share the discussion from the groups (iii) Reinforce the discussion by classifying the types of business said by students	(i) Pictures of poultry, retail shops, (ii) Photos of barber shops, wholesale shops.	Is the student able to identify types of business carried out in the community?	3
2.0 PRODUCTION 2.1 Concept of Production	By the end of this sub-topic, the student should be able to: a) explain meaning of production	(i) Use jigsaw or other techniques to guide students to explain the meaning of production (ii) Summarize and conclude the lesson	(i) Manila cards (ii) Samples of production (iii) Photos of production activities	Is the student able to explain the meaning of production?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) describe the importance of production	(i) Use pair and share technique to guide students to describe the importance of production (ii) Select few students to volunteer to come in front of the class and discuss the importance of production (iii) Summarise and conclude the lesson	(i) List of human product demand (ii) Photos of farms and factories (iii) Agricultural Journals or newspapers	Is the student able to describe the importance of production?	4
	c) identify types of production	(i) Prepare a scenario which involves direct and indirect production. (ii) Let students examine the scenario and then identify types of production (iii) Make reflection of the lesson (iv) Summarise and conclude	(i) List of human product demand (ii) Photos of farms and factories (iii) Agricultural Journals or newspapers (iv) Online resources	Is the student able to identify types of production?	4
2.2 Factors of Production	By the end of this sub-topic, the student should be able to: a) identify factors of production and their rewards	(i) Ask students to write down factors of production and their rewards (ii) Select randomly students to read the factors of production they wrote down (iii) Display the cards with factors of production including: land, labour, capital, entrepreneurship and some rewards (iv) Conclude and summarise your lesson	(i) Management chart (ii) Pictures of natural resources, raw materials, labour and capital (iii) Newspapers, journals (iv) Computer Telephone	Is the student able to identify factors of production and their rewards?	6

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) explain the importance of factors of production	(i) Arrange your students in three groups (ii) Assign the group to discuss labour, capital and entrepreneurship (iii) Guide the plenary discussion about land, labour, capital and entrepreneurship (iv) Summarize and reflect	(i) Pictures or photos of land (ii) CDs or DVD with online information on factors of production (iii) Newspapers (iv) Journals (v) Pictures of shops or malls	Is the student able to explain the importance of factors of production?	2
	c) describe the relationship of factors of production	(i) In pair students to describe the relationship of factors of production (ii) Guide the pairs to exchange their views about the relationship of factors of production (iii) Conclude the lesson	(i) Pictures of land, capital, information and enterprises (ii) Manila cards (iii) Newspapers	Is the student able to describe the relationship of factors of production?	4
2.3 Production Process	By the end of this sub-topic, the student should be able to: a) explain the levels of production	(i) Guide students to brainstorm about the levels of production (ii) In plenary students to explain the levels of production (iii) Summarize and conclude the lesson	(i) Self- reliance project report (ii) Current retail shops report	Is the student able to explain the levels of production?	2
	b) explain activities involved in each level of production	(i) Guide students to explain activities involved in each level of production (ii) Guide students to outline activities that have been explored to the blackboard (iii) Summarize and conclude	(i) Manila cards (ii) List of activities for some of production (iii) Photos and pictures (iv) Web resources	Is the student able to explain activities involved in each level of production?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) identify industries relating to each level of production	(i) Guide students to identify the industries relating to each level of production (ii) Lead students to identify industries found in their community (iii) Summarize and conclude	(i) Production flow chart (ii) Brand logos (iii) Self-reliance project report	Is the student able to identify industries involved in each level of production?	3
2.4 Needs and Wants	By the end of this sub-topic, the student should be able to: a) explain how needs and wants create opportunities for business	(i) Use Think-Pair-Share students to discuss the meaning of needs and wants (ii) Guide students in plenary to explain the meaning of wants and needs (iii) By using Buzz group lead students to discuss on how needs and wants create opportunities for business (iv) Guide students to identify needs and wants from the community (v) Summarize and conclude	(i) Card with meaning of needs and wants (ii) List of business opportunities	Is the student able to explain how needs and wants create opportunities for business?	4
	b) compare the ways in which different industries, address similar consumer needs and wants	(i) Use live simulation students to compare the ways in which industries, sectors and competitors address similar consumer needs and wants (ii) Guide students to develop a comparison table of industries (iii) Summarise and conclude the simulation activities	(i) Comparison table of industries (ii) Business Placards (iii) Posters (iv) Newspapers	Is the student able to compare the ways in which different industries address similar consumer needs and wants?	4
	c) explain characteristics of wants	(i) Guide students to discuss the characteristics of wants (ii) Summarize and conclude	(i) Reports of buying behaviours (ii) Picture of open market (iii) Supermarkets reports	Is the student able to explain characteristics of wants?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.0 ENTREPRENEURSHP 3.1 Concept of Entrepreneurship	By the end of this sub-topic, the student should be able to: a) explain the meaning of entrepreneurship	(i) Students in small groups to explain the meaning of entrepreneurship (ii) Share their answers with others (iii) Summarize and conclude	(i) Manila cards (ii) Photos (iii) Pictures of Transport vessels (iv) Sample of products	Is the student able to explain meaning of entrepreneurship?	2
	b) analyse the characteristics, skills and contributions of entrepreneur	(i) Students to discuss the characteristics of entrepreneur (ii) Let students list down characteristics, skills and contributions of entrepreneur (iii) Summarize and conclude	(i) Manila cards (ii) Guest of speaker (iii) Questions guideline (iv) Articles from newspapers (v) Samples of testimonial statements from entrepreneurs	Is the student able to analyse the characteristics, skills and contributions of entrepreneur?	3
	c) explain the importance of entrepreneurship	(i) Individually student to explain the importance of entrepreneurship (ii) Use a role play to guide students to discuss on importance of entrepreneurship (iii) Summarise and conclude the discussion	(i) Pictures and Charts (ii) Cards (iii) Manila sheets	Is the student able to explain the importance of entrepreneurship?	2
	d) discuss the functions of entrepreneurship activities	(i) Guide students in groups to discuss the functions of entrepreneurship activities (ii) Lead students to present their discussions in plenary (iii) Point one student to summarise the discussion (iv) Summarise and conclude	(i) Pictures and charts (ii) Word of mouth	Is the student able to discuss the functions of entrepreneurship activities?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.2 Self-Employment	By the end of this sub-topic, the student should be able to: a) explain the benefits of self-employment	(i) Students to brainstorm about the benefits and risks of self- employment (ii) Guide students to discuss the benefits and risks of self –employment (iii) Reinforce the discussion by showing how to overcome the risks of self-employment	(i) charts and pictures (ii) Video clips	Is the student able to explain the benefits of self-employment?	5
	b) describe the risks management of self-employment	(i) Use case study that students can read and describe the risk management in self- employment (ii) Let students note down the risks of self-employment (iii) Select one student to summarize the lesson (iv) Summarise and conclude	(i) Guest speaker (ii)Video clips	Is the student able to describe the risks of self-employment?	4
	c) identify business opportunities	(i) Students to scan their community to identify the common business conducted (ii) Guide students to identify the common business areas found in the community (iii) Ask students to explain which business areas they would like to engage in (iv) Assign students to identify business opportunities from wants and needs.	(i) Photos of business conducted in some areas (ii) Samples of advertisement posters (iii) Newspapers (v) Sample of Television adverts	Is the student able to identify business opportunities?	6
4.0 DOMESTIC TRADE 4.1 Retail Trade	By the end of this sub-topic, the student should be able to: a) explain the concept of retail trade	(i) Guide students to explain meaning of retail trade, retailer and retailing (ii) In groups, students to discuss the importance of retail and functions of retailer (iii) Guide students to identify types of retail trade business found in the community	(i) Picture of retail trade (ii) Product offered by retail traders (iii) Sample of retail trade licence	Is the student able to explain the concept of retail trade?	6

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) discuss types of retailers	(i) Guide students to mention the types of retailers focusing small and large scale retailers (ii) Develop a scenario where students can mention types of retailers (iii) Students to study the scenario and mention types of retailers (iv) Discuss with the students the types of retailers found in their community	(i) Scenario of types of retailers (ii) Photos of retailers (iii) Sample of trading licence	Is the student able to discuss types of retailers?	6
	c) discuss the attributes of a good retailer	(i) Guide students to discuss the qualities of retailer (ii) Students to scan the community and identify retailers with good qualities (iii) Reinforce the discussion	(i) Photos of retailing shops (ii) Card with qualities of retailers (iii) Video clips displaying attributes of a good retailer	Is the student able to discuss the attributes of a good retailer?	6
4.2 Wholesale Trade	By the end of this sub-topic, the student should be able to: a) explain the concept of wholesale	(i) Let students discuss with your students the meaning, functions and importance of wholesaler (ii) Students to identify wholesalers in their community (iii) Reinforce the discussions	(i) Pictures of merchandise (ii) Photos of wholesalers (iii) Sample of VAT registration certificate (iv) Sample of Business licence	Is the student able to explain the concept of wholesale?	3
	b) identify services rendered by wholesaler to manufacturers, retailers and public	(i) Use live simulation students identify services rendered by wholesalers to manufactures, retailers and public (ii) Let students discuss the services rendered by wholesalers (iii) Reinforce the discussion	(i) Simulation model (ii) List of services rendered (iii) Product catalogues (iv) Pictures and photos	Is the student able to identify services rendered by wholesalers to manufactures, retailers and public?	6

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) Select appropriate channel of distribution	(i) Students to discuss various forms of channel of distribution (ii) Using pair-share, students to describe factors to be considered when selecting the channel of distribution (iii) Reinforce the discussion and conclude	(i) Photos of channels of distribution (ii) Pictures of vessels used in channels of distribution	Is the student able to select the appropriate channel of distribution?	6
	d) discuss the attributes of a good wholesaler	(i) Guide students to discuss qualities of a wholesaler (ii) Students to scan the community and identify wholesalers with good qualities (iii) Reinforce the discussion	(i) Photos of wholesaler shops (ii) Video clips	Is the student able to discuss the attributes of a good wholesaler?	5

FORM II

Class Competences

The student should develop the following competences:

1. Demonstrate Entrepreneurship attitudes and innovations;
2. Apply trading features in daily life; and
3. Administer delivery of goods.

Class objectives

The student should able to:

a) describe the economics basics;

b) explain the domestic trade activities;

c) examine the enterprising activities conducted in their locality; and

d) design the transportation model.

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.0 ENTREPRE NEURSHIP 1.1 Characteristics and Skills	By the end of this sub-topic, the student a) describe the characteristics of a successful entrepreneur	(i) Let students discuss the characteristics and skills for successful entrepreneurs (ii) Let students scan successful entrepreneurs in the community (iii) Tell students to scan the global community and identify the successful entrepreneurs in Tanzania (iv) Organize the study tour to visit the successful entrepreneurs	(i) Characteristics and skills cards (ii) Photos or names of successful entrepreneurs (iii) Study tour guideline (iv) Note books	Is the student able to describe the characteristics of a successful entrepreneur?	4
	b) assess the entrepreneurial activities conducted by Tanzania entrepreneurs	(i) Use buzz group with guided questions to discuss variety of Tanzanian entrepreneurs (ii) Facilitate the presentations from the buzz groups (iii) Allow the invited guest speaker to speak (iv) Summarize and conclude	(i) Photos of Tanzania entrepreneurs (ii) Business Directory (iii) Reports from TCCIA (iv) Guest Visitors	Is the student able to assess the entrepreneurial activities conducted by Tanzania entrepreneurs?	4
	c) evaluate their own ideas for an entrepreneurial endeavour in their community	(i) Use group discussion students to describe and evaluate their own and existing ideas for an entrepreneurial endeavour in their school community (ii) Facilitate the group presentations (iii) Summarize and conclude	(i) Photos of existing business (ii) Evaluation guidelines (iii) Idea screening guideline	Is the student able to evaluate their own ideas for entrepreneurial endeavour in their community?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.2 Entrepreneurial Motivation	By the end of this sub-topic, the student should be able to: a) explain internal motivating factors	(i) Use oral presentation to explain the internal motivating factors (ii) Ask students individually to identify their internal motivation factors (iii) Summarize and conclude	(i) Card with list of internal motivation factors (ii) Money (iii) Achievement certificates	Is the student able to explain internal motivating factors?	4
	b) discuss external motivating factors	(i) Guide students to discuss external motivating factors (ii) Reinforce the discussion of students	(i) Card with list of internal motivation factors (ii) Money (iii) Achievement certificates	Is the student able to discuss external motivating factors?	4
	c) discuss the importance of motivation	(i) Guide students to discuss the importance of motivating a person (ii) Summarize and conclude	(i) Guest speaker (ii) Computer with internet connection (iii) Cards written the importance of motivation	Is the student able to discuss the importance of motivation?	2
2.0 WARE-HOUSING MANAGE-MENT 2.1 Concept of Warehousing	By the end of this sub-topic, the student should be able to: a) distinguish between warehousing and warehouse	(i) Use think-Pair and Share students to brainstorm the meaning of warehousing and warehouse (ii) Let students write on the blackboard meaning of warehousing and warehouse (iii) Summarize and conclude the lesson	(i) Picture of warehouse (ii) Documents for storing and administering goods (iii) Tools used in storing goods	Is the student able to distinguish warehousing and warehouse?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) discuss the importance of warehousing	(i) Guide students to discuss the importance of warehousing (ii) Guide students to discuss the activities involved in warehousing (iii) Summarise and conclude the lesson	(i) Samples of documents for storing and administering goods (ii) Bin cards (iii) Pictures of shelves or racks	Is the student able to discuss the importance of warehousing?	4
	c) identify various types of warehouses	(i) Students to identify various types of warehouses (ii) Guide students to visit the nearby warehouse and ask questions (iii) Students to write a report on study visit	(i) Picture of bonded warehouses (ii) Pictures of god-owns (iii) Study tour guideline (iv) Specimen for Bonded warehouses certificate (v) Warehousing warrant	Is the student able to analyse types of warehouses?	4
	d) suggest ways for managing warehousing	(i) Make oral presentation on how to manage warehouses (ii) Use questions and answers to enrich the oral presentation	(i) Warehouses rules and regulations (ii) Organization structure of warehouse (iii) Receiving and issuing procedures of goods	Is the student able to suggest ways for managing warehousing?	4
	e) explain merits and demerits of warehousing	(i) guide students to explain merits and demerits of warehousing (ii) Summarize and conclude	(i) Picture of warehouses (ii) Picture of goods	Is the student able to explain merits and demerits of warehousing?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
2.2 Stock Administration	By the end of this sub-topic, the student should be able to: a) explain the meaning of stock administration	(i) Students to brainstorm about the meaning of stock administration (ii) guide students to discuss the meaning of stock administration (iii) Summarize and conclude	(i) Pictures of perishable goods (ii) Picture of volatile goods (iii) Card with storage procedures (iv) Sample of name tags	Is the student able to explain the meaning of stock administration?	4
	b) describe the stock administration functions	(i) Use snowball to describe stock administration functions (ii) Organize groups: to discuss stock administration functions focusing on receiving and issuing; care of stock and stocktaking and placement of stock items (iii) Guide students presentations for class view exchange (iv) Summarize and conclude	(i) Sample of goods receiving and issuing documents (ii) Sample of stock tacking sheets (iii) Sample of ordering documents (iv) Internet (v) goods Received note (vi) Delivery/Invoice note	Is the student able to describe the stock administration functions?	4
	c) compute stock calculations	(i) Demonstrate on computing turnover, stock level, average stock, stock level, average stock, stock order point, stock turn rate (ii) guide students to exercise on computing value of stock (iii) Assign the project to the students to find more methods of computation	(i) Calculator (ii) Stock data sheet (iii) Computer with internet connection (iv) Computer	Is the student able to compute stock calculations?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.0 ECONOMICS BASICS 3.1 Theory of Demand	By the end of this sub-topic, the student should be able to: a) describe the concept of demand	(i) Use oral presentation to explain the meaning and conditions for demand (ii) By using snowballing organise students to discuss the concept of demand (iii) In plenary discuss refine the answers from the new group	(i) Demand schedule (ii) Inflation rate reports (iii) Demand curve (iv) Business Times newspapers	Is the student able to describe the concept of demand?	4
	b) draw plotted demand curves	(i) Ask student to volunteer to draw demand curve (ii) Invite students to comment on the nature of demand curve (iii) Reinforce the lesson and conclude	(i) Manila card with demand curve (ii) Marker pens	Is the student able to draw plotted demand curve?	3
	c) explain the factors that cause the shift of demand curve	(i) Let students in groups to discuss the factors that causes the shift of demand curve (ii) By using drawings guide students to demonstrate by drawing the shift of demand curve (iii) Guide students to explain the causes of shift of demand curve (iv) Guide students to draw shifted demand curve	(i) Price list (ii) Demand curve (iii) Manila card with factors that cause shift of demand	Is the student able to explain the factors that cause the shift of demand curve?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.2 Theory of Supply	By the end of this sub-topic, the student should be able to: a) explain the meaning and conditions for supply	(i) Let students use oral presentation to explain the meaning and conditions of supply (ii) By using snowballing organise students in groups: to discuss concept of supply and conditions that affect supply (iii) Organize group presentation and share what they have discussed (iv) Guide students to discuss and refine the answers from other groups	(i) Supply schedule (ii) Inflation rate reports (iii) Supply curve (iv) Business Times newspapers	Is the student able to explain the meaning and conditions for supply?	4
	b) draw plotted supply curve	(i) Ask student to volunteer to draw supply curve (ii) Invite students to comment on the nature of supply curve (iii) Reinforce the lesson and conclude	(i) Supply curve (ii) Blackboard ruler (iii) Eraser (iv) Stick pointer (v) Manila card with demand curve	Is the student able to draw plotted supply curve?	4
	c) explain the factors that cause the shift of supply curve	(i) Use group work students to discuss the factors that causes the shift of supply curve (ii) Demonstrate by drawing the shift of supply curve (iii) Ask students to set price list which cause the shift of supply curve (iv) Students to draw shifted supply curve	(iv) Price list (v) Supply curve (vi) Manila card with factors that cause shift of supply curve (vii) Blackboard ruler (viii) Stick pointer	Is the student able to explain the factors that cause the shift of supply curve?	4
	d) describe the relationship between demand and supply curve	(i) guide students describe the relationship between demand and supply curves. (ii) Let students demonstrate by drawing demand and supply curve	Demand and Supply curves	Is the student able to describe the relationship between demand and supply curve?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
4.0 TRANSPOR-TATION 4.1 Concept of Transportation	By the end of this sub-topic, the student should be able to: a) define the term transportation	(i) Individually let students define the term transportation (ii) Let students point out various means of transport (iii) Refine the meaning of transportation from students	(i) Pictures of means of transport (ii) Picture of transport vessels	Is the student able to define the term transportation?	2
	b) explain the elements of transportation	(i) In groups, let students explain nature of transportation (ii) Guide students to identify the nature of transportation that exist in their environment (iii) Point one student to summarize the lesson (iv) Summarize and conclude	(i) Photos of elements of transportation (ii) Picture of transportation vessels	Is the student able to explain the elements of transportation?	2
	c) discuss the importance of transportation	(i) Guide students in small groups to discuss importance of transportation (ii) Facilitate the presentations from the small groups and discussion (iii) Summarize and conclude	(i) Pictures of means of transportation (ii) Picture of transport vessels	Is the student able to discuss the importance of transportation?	2
4.2 Modes of Transport	By the end of this sub-topic, the student should be able to: a) identify modes of transport	(i) Guide students to identify modes of transportation (ii) Use picture cards to guide students identify modes of transportation (iii) Ask students to identify which transportation apply to their environment	(i) Pictures of modes of transportation (ii) Picture of transport vessels (iii) Picture of Animals e.g. Donkey, cows	Is the student able to identify modes of transport?	2
	b) discuss the advantages and disadvantages of modes of transport	(i) In plenary discuss the advantages and disadvantages of transportation (ii) Summarise and conclude	(i) Sample of type of goods (ii) Pictures of modes of transport (iii) Pictures of transportation vessels	Is the student able to discuss the advantages and disadvantages of modes of transport?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) analyse factors that determine choice of modes of transport	(i) Guide students to brainstorm on various factors that determine choice of modes of transportation (ii) Use think-Pair and guide students share exchange views about the factors for choosing modes of transportation (iii) Guide the sharing of views in plenary	(i) List of factors to select modes of transportation (ii) Transportation vessels (iii) Reports from Ministry of Transportation	Is the student able to analyse factors that determine choice of modes of transport?	4
4.3 Transportation Documents	By the end of this sub-topic, the student should be able to: a) identify transportation documents	(i) Students in groups to discuss transportation documents (ii) Refine the students discussion by outlining the transportation documents	(i) Sample of transportation documents (ii) File (iii) Computer for electronic documents	Is the student able to identify transportation documents?	4
	b) discuss the use of transportation documents	(i) Guide students to discuss the use of transportation documents in road,railway, water, air and pipeline (ii) Organize study tour to visit the nearby transport company (iii) Conclude the study tour with reports from the students	(i) guest speaker (ii) Sample of transportation documents (iii) Pictures of vehicles, train, ship, aeroplane and pipeline (iv) Sample of goods	Is the student able to discuss the use of transportation documents?	4
	c) examine the importance of transport documents	(i) guide students to discuss the importance of transport documents and present (ii) Let the importance of transport documents (iii) Summarize and conclude the lesson	(i) Sample of transport documents (ii) Pictures of cargos (iii) Photos or pictures of transport vessels	Is the student able to examine the importance of transport documents?	4

FORM III

Class Competences

The student should develop the following competences:

1. Demonstrate ability to communicate business transactions effectively;
2. Establish a winning marketing strategy;
3. Manage and solicit financial resources; and
4. Demonstrate ability to conduct international trade.

Class objectives

The student should be able to:

a) use business communication facilities;

b) discuss marketing elements effectively;

c) differentiate services offered by financial institutions;

d) describe international trade activities; and

e) develop competitive business ideas.

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.0 BUSINESS COMMUNI-CATION 1.1 Business Communication Media	By the end of this sub-topic, the student should be able to: a) explain the concept of communication media	(i) In pair students to discuss the concept of communication media (ii) Students to share the concept with other students (iii) Refine the concept and conclude the lesson	(i) Newspapers (ii) Radio (iii) Television (iv) Telephone (landline or mobile) (v) Internet	Is the student able to explain the concept of communication media?	2
	b) identify elements of communication	(i) Let students identify elements of communication (ii) Summarize and conclude the lesson	(i) Communication Process diagram (ii) Sample of message (iii) Channels items	Is the student able to identify elements of communication?	2
	c) analyse factors that influence choice of communication media	(i) In small groups let students discuss the factors that influence choice of communication media (ii) Refine the discussion and conclude (iii) Let one student summarize their discussion	(i) Newspapers (ii) Radio (iii) Web pages (iv) Fliers (v) Television (vi) Telephone	Is the student able to analyse factors that influence choice of communication media?	2
1.2 Business Communication Standards	By the end of this sub-topic, the student should be able to: a) identify characteristics of effective business communication documents	(i) Students to debate on characteristics of effective documents and communications (ii) Individually students to identify the effective characteristics of business documents and communications (iii) Point one student to summarize and conclude the lesson	(i) Sample of business documents (ii) Communication media	Is the student able to identify characteristics of effective business communication documents?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) compose effective business communication documents	(i) Guide students to make oral presentation on how to compose effective business documents and communications (ii) Guide students to compose business documents (iii) Select few students randomly, observing gender, to read the documents (iv) Refine documents and note down the criteria of effective communications	(i) Sample of effective business document (ii) Papers and pens (iii) Mobile phone (iv) websites	Is the student able to compose effective business communication documents?	3
1.3 Electronic Communication	By the end of this sub-topic, the student should be able to: a) describe the tools used to communicate electronically in business	(i) Let students describe the tools used to communicate electronically in business (ii) Refine the descriptions and conclude the discussion	(i) Blogs (ii) Email (iii) Telephone (landline and Mobile) (iv) Video conferencing (v) Web pages	Is the student able to describe tools used to communicate electronically in business?	2
	b) demonstrate the effective use of email software	(i) Use KWLH students to demonstrate the effective use of email software e.g. e-taxation, e-banking and EFDs (ii) By using the information obtained from How, to demonstrate on how to use email software effectively, guide students to use e-mail software effectively in their businesses (iii) Guide students to exercise on using email software	(i) Internet connectivity (ii) Computer (iii) Email software	Is the student able to demonstrate the effective use of email software?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) use appropriate manners to communicate to targeted audience	(i) Guide students to discuss the use of manners appropriate for targeted audience when communicating electronically and present in plenary (ii) Refine the discussion and conclude	(i) Ethics in Communication and TCRA regulations (ii) Emotions control charts (iii) List of Words (iv) Simulation	Is the student able to use manners appropriately to the targeted audience?	2
2.0 MARKETING 2.1 Concept of Marketing	By the end of this sub-topic, the student should be able to: a) explain meaning of marketing	(i) Let students individually explain meaning of marketing (ii) Guide students to discuss the difference between market and marketing (iii) Let students present their discussions for the conclusions (iv)Point one student to make a summary of the discussion	(i) Picture of market (ii) Advert into the Newspapers (iii) Picture of road shows vehicles	Is the student able to: i. explain meaning of marketing? ii. differentiate market from marketing?	2
	b) discuss types of markets	(i) Students in groups to discuss the types of markets (ii) Facilitate the presentations from the groups (iii) Refine the presentations and conclude	(i) Newspapers (ii) Video clips (iii) Posters (iv) Placards	Is the student able to discuss types of markets?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
2.2 Marketing Functions	By the end of this sub-topic, the student should be able to: a) identify the basic marketing functions	(i) Using question and answer, let students identify the basic functions of marketing (ii) Lead students discussion on the functions of branding, grading and product planning development (iii) Guide students to describe the functions of marketing (iv)In groups, let students scan marketing processes in their community and then (v) Guide students to summarize and conclude the lesson	(i) Billboards (ii) Newspapers (iii) Sample of products (iv) Sample of product planning development	Is the student able to identify the basic marketing functions?	2
	b) determine how each function affect the market of a product	(i) Use jigsaw, let students discuss on the product terminologies focusing on: branding; grading; standardizing; merchandizing and packaging and packing (ii) Guide students to determine how each function affect the market of a product (iii) Use gallery walk, guide students to display and defend their discussions (iv) Summarize and conclude the lesson	(i) Brand names/logo (ii) TBS standards table (iii) Standardizing criteria (iv) Picture or photo of merchandize (v) Sample of packing materials (vi) Labels tags	(i) Is the student able to determine how each function affect the market of a product?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) explain the importance of marketing functions	(i) Guide students to explain the importance of marketing functions (ii) Refine students explanations and conclude	(i) Sample of market research reports (ii) Branded goods (iii) Sample of Packaging items (iv) Television (v) Websites (vi) Newspapers (vii) Product Catalogues (viii) Flyers (ix) Sample of word of mouth	Is the student able to explain the importance marketing functions?	2
2.3 Promotion Mix	By the end of this sub-topic, the student should be able to: a) explain the meaning of promotion mix	(i) Let students brainstorm the meaning of promotion mix (ii) Use sentence cards to display: Sales promotion, Advertisements, Personal selling and Public relation/publicity (iii) Ask students to discuss these elements in groups (iv) Students in groups to brainstorm how to employ promotion mix in their start-ups (v) Guide plenary presentations (vi) Summarize the plenary presentations	(i) Sentence cards (ii) Billboards (iii) Newspapers (iv) Photograph of person selling products	Is the student able to explain the meaning of promotion mix?	2
	b) describe the meaning of sales promotion	(i) In group, let students to describe the meaning of sales promotion (ii) Facilitate the presentations from the groups (iii) Summarize and conclude the discussion from the groups	(i) Flyers (ii) Sample products (iii) Road shows pictures (iv) Placards (v) Posters	Is the student able to describe the meaning of sales promotion?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) analyse types of advertisements	(i) Let students identify types of advertisements and their functions (ii) Guide students to explain factors that should be considered when choosing advertising media (iii) Students in groups to design innovative business advertisements (iv) In small groups students to discuss advantages and disadvantages of advertisements (v) Guide students to present their answers for further discussion (vi) Refine and conclude the discussion	Sample of: (i) Online advertisement (ii) Billboard advertisement (iii) In-store advertisement (iv) Word of mouth (v) Endorsement (vi) Newspapers (vii) Radio (viii) Recycled materials	Is the student able to analyse types of advertisement?	4
	d) explain personal selling	(i) Use Think-Pair-Share, guide students to explain the meaning of personal selling (ii) In group, let students to discuss the importance of personal selling (iii) Conduct plenary discussion on the challenges of personal selling and how to manage them (iv) Refine and conclude the explanations	(i) Picture of face-to-face interaction (ii) Telephone (iii) Online chat (iv) Video conferencing	Is the student able to explain personal selling?	2
	e) explain public relations/publicity	(i) Individually student to brainstorm the meaning of public relations / publicity (ii) In small groups students to explain the importance of public relations / publicity and present (iii) Let students do a role play to show a public relations in their ventures (iv) Summarize and conclude	(i) Papers (ii)Newspapers) (iii) Sample of assistance given by the companies	Is the student able to explain public relations?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
2.4 Marketing Institutions	By the end of this sub-topic, the student should be able to: a) describe types of marketing institutions in Tanzania	(i) Students to brainstorm different types of marketing institutions in Tanzania (ii) Arrange pair of students to discuss marketing institution (iii) And present importance of marketing institutions (iv)Refine the discussion and conclude	Sample of: (i) Company's logo (ii) Sample of company advertisement	Is the student able to describe types of marketing institutions in Tanzania?	2
	b) fit the marketing institutions in the distribution channels	(i) By using questions and answers lead students to describe how marketing institutions fit in the distribution channels (ii) Guide students discussions on their answers to get the correct answers (iii) Summarize and conclude	(i) Sheet of relationship between marketing institutions and distribution channels (ii) Photos of marketing institutions products	Is the student able to fit the marketing institutions in the distribution channels?	2
	c) explain the functions of marketing institutions in the distribution channels	(i) Arrange students in groups to discuss the functions of marketing institutions in the distribution channels (ii) Lead students presentations of their answers (iii) Assign one student to conclude the discussion (iv)Summarize and conclude the lesson	Sample of: (i) Marketing institutions (ii) Distribution channels	Is the student able to explain the functions of marketing institutions in the distribution channels?	2
2.5 Pricing	By the end of this sub-topic, the student should be able to: a) explain the concept of pricing	(i) In group, let students discuss the meaning and elements of pricing (ii) By using questions and answers guide students to mention elements of pricing (iii) Summarize the discussion and conclude	(i) Price list (ii) Formula sheet (iii) Data of cost per item	Is the student able to explain the concept of pricing?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) discuss different methods of setting price	(i) Let students discuss different methods of setting prices and present (ii) Guide students to describe the most used methods of setting prices (iii) Summarize and conclude	(i) Data of cost per unit (ii) Market research reports	Is the student able to discuss different methods of setting price?	2
	c) discuss bases for setting price	(i) Let students to discuss the bases for setting prices and present (ii) Guide students to discuss and on how to set competitive pricing of their businesses and present (iii) Summarize the discussion and conclude	(i) Data of cost per unit (ii) Marketing research reports	Is the student able to discuss bases for setting price?	2
3.0 FINANCE 3.1 Money	By the end of this sub-topic, the student should be able to: a) explain historical background of money	(i) Ask students to brainstorm the historical background of money (ii) Let students discuss the barter trade system and history of money and present for further discussion (iii) Summarise discussion and conclude	Sample of: (i) instruments used as money in earlier time (ii) Current money (iii) Pictures and photos of events related to money	Is the student able to explain historical background of money?	2
	b) define the term money and its basic functions	(i) In small groups students to define and explain functions of money (ii) Facilitate the presentations of students from the groups (iii) Summarize and conclude	(i) Sample of goods (ii) Money specimens (iii) Reports from BOT (iv) Coins and note	Is the student able to define the term money and its basic functions?	2
	c) discuss the qualities of money	(i) Students to brainstorm on the qualities of money (ii) Let students to write the qualities of money and describe its characteristics (iii) Discuss why we need money (iv)Summarise and conclude the lesson	(i) Sample of paper money (ii) Coins (iii) Pictures embedded into paper money	Is the student able to discuss the qualities of money?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.2 Banking	By the end of this sub-topic, the student should be able to: a) analyse historical background of banking	(i) Ask students to discuss in groups the historical background of Banking (ii) Let students discuss why banking and present for more discussion (iii) Summarize the discussion and conclude	Sample of: (i) Banking documents (ii) current banking procedures (iii) Pictures and photos of events related to bank (iv) Internet	Is the student able to analyse historical background of banking?	2
	b) identify the major financial institutions in Tanzania	(i) In pairs, let students discuss and identify the major financial institutions in Tanzania and present (ii)Let students identify the financial institutions in Tanzania (iii) Summarize and conclude	(i) Financial Institutions fliers (ii) BOT Registrations reports (iii) Internet	Is the student able to identify the major financial institutions in Tanzania?	2
	c) evaluate the products and services offered by financial institutions in Tanzania	(i) Guide students to mention products offered by financial institutions (ii) Discuss the bank accounts offered in Tanzania in Tanzania (iii) Guide students to evaluate the products and services offered by financial institutions	(i) Sample of documents (ii) List of products offered by financial institutions (iii) Recorded video from customers (iv) Fliers (v) Newspapers (vi) Internet	Is the student able to evaluate the products and services offered by financial institutions in Tanzania?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
3.3 Payment Services	By the end of this sub-topic, the student should be able to: a) determine the different means of bank payments	(i) By using guest speaker guide students to explain different means of bank payments (ii) Ask students to describe in their groups, cheques, bill of exchange, promissory note (iii) Ask one student to make a summary of the lesson (iv) Summarize and conclude the lesson	Sample of: (i) Cheques (ii) Promissory notes (iii) Bills of exchange (iv) Postal orders (v) Money (vi) Letter of credit (vii) ATM (viii) Credit cards	Is the student able to determine different means of bank payments?	2
	b) identify trends in Tanzania banking and financial services	(i) Guide students to discuss the trend of Tanzania banking and financial services (ii) In group guide students to discuss the contribution of online banking, ATMs, non-bank financial services and present (iii) Let students summarize and conclude the lesson	(i) Banking fliers (ii) Banks adverts (iii) Pictures of ATM (iv) Samples of services offered by non-bank financial services	Is the student able to identify trends in Tanzania banking and financial services?	2
3.4 Credit Facilities	By the end of this sub-topic, the student should be able to: a) explain advantages and disadvantages of consumer credit	(i) Let students brainstorm meaning of credit facilities (ii) Guide students to discuss and present the advantage and disadvantage of consumer credit	(i) Charts (ii) Retain original	Is the student able to explain advantages and disadvantages of consumer and business credit?	2
	b) describe the loan application process	(i) Guide students to identify credit facilities in the community (ii) Let students examine loan procedures offered in Tanzania (iii) Tell students to discuss the process of loan application (iv) Summarize and conclude the lesson	Samples of: (i) Consumer credit (ii) Business credit (iii) Testimonials	Is the student able to describe the loan application process?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) explain advantages and disadvantages of business credit	(i) Conduct plenary discussion on advantages and disadvantages of business credit (ii) guide students' discussion on advantage and disadvantages of business credit and present	(i) Charts (ii) Retain original	Is the student able to explain advantages and disadvantages of business credit?	2
3.5 Loan Management	By the end of this sub-topic, the student should be able to: a) discuss the meaning of loan	Using think pair share strategies, students to discuss the meaning of loan	Charts	Is the student able to discuss the meaning of loan?	1
	b) explain advantages of a loan	By using role play let students discuss and present advantaged	Charts	Is the student able to explain advantages of a loan?	1
	c) describe the qualities of a good borrower	(i) Conduct group discussion on the qualities of a good borrower (ii) Using a case study guide students to discuss qualities of a good borrower e.g. capital, credit worth, collateral	(i) Charts (ii) Written case study	Is the student able to describe the qualities of a good borrower?	1
4.0 INTERNA-TIONAL TRADE 4.1 Concept of International Trade	By the end of this sub-topic, the student should be able to: a) explain the term international trade	(i) Using questions and answers guide students to explain the term international trade (ii) Guide students to redefine the term international trade (iii) Summarize and conclude	Sample of goods Picture of: (i) Harbour (ii) Airport (iii) Railway (iv) Transit goods	Is the student able to explain the term international trade?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) examine the reasons for international trade	(i) In small groups guide students to discuss on why there is an international trade and present (ii) Guide students to summarise their discussions (iii) Summarize and conclude	Samples of: (i) Sample of goods from outside (ii) Tan trade Reports (iii) Sabasaba trade fair fliers or road shows (iv) Ministry of foreign affairs fliers	Is the student able to examine the reasons for international trade?	2
	c) discuss advantages and disadvantages of international trade	(i) Using role play guide students to discuss advantages and disadvantages of international trade (ii) Guide students to present for in-depth discussion (iii) Assign one student to make a summary of a lesson (iv)Summarize and conclude	Samples of: (i) Sample of imported goods (ii) Tan trade Reports (iiii) Sabasaba trade fair fliers (iv) Ministry of foreign affairs fliers	Is the student able to discuss advantages and disadvantages of international trade?	
4.2 Import Trade	By the end of this sub-topic, the student should be able to: a) explain the term import trade	(i) Let students brainstorm the term import trade (ii) Using think-pair and share let students to discuss the importance of import trade in Tanzania (iii) Guide students' presentations (iv) Let one student make a summary	(i) Importation documents (ii) Pictures of: Harbours Airports Railways Internet	Is the student able to explain the term import trade?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) classify the agencies involved in import trade	(i) Use questions and answers guide students to classify the agencies involved. (ii) Randomly guide students to mention companies deal with import trade in Tanzania. (iii) Guide students to identify agencies of those companies (iv) Group companies with similar activities (v) Classify the agencies according the nature of activities	Company: (i) Logos (ii) Letterheads (iii) Adverts (iv) Websites	Is the student able to classify the agencies involved in import trade?	2
	c) identify import procedures and formalities	(i) Guide students discuss the procedures and formalities and then present (ii) Using a role play guide students to explain the use of documentation terms of payments and delivery as import procedures and formalities (iii) Guide students to discuss the importance of documentation, terms of payment, delivery in the importation process (iv) Summarize and conclude the discussion	Samples of: (i) Procedures and formalities (ii) Import documents (iii) Terms of payments (iv) Terms of delivery	Is the student able to identify import procedures and formalities?	2
	d) distinguish direct and indirect imports	(i) Use leading text to guide students to distinguish direct and indirect imports (ii) Guide students to discuss direct and indirect imports in commerce (iii) Summarize and conclude the lesson	(i) Internet (ii) Pictures of goods (iii) International commercial fliers	Is the student able to distinguish direct and indirect imports?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
4.3 Export Trade	By the end of this sub-topic, the student should be able to: a) explain the meaning of export trade	(i) Using think , pair and share, guide students to discuss meaning of export trade and then present for further explanation (ii) Summarize and conclude	(i) Exportation documents (ii) Pictures of : Harbours Airports Railways Internet	Is the student able to explain the meaning of export trade?	2
	b) classify the agencies involved in export trade	(i) Guide students to explain the meaning of ports, shipping agents, clearing and forwarding agencies. (ii) Students randomly mention companies which are dealing with export trade and students to identify agencies (iii) Ask students to identify export trade available in Tanzania (iv) Students to discuss the role of Export Processing Zone (EPZ) (v) Group companies with similar activities (vi) Classify the agencies according to the nature of activities	Company: (i) Logos (ii) Letterheads (iii) Adverts (iv) Websites	Is the student able to classify the agencies involved in export trade?	2
	c) identify the documents for export and the export procedures in Tanzania	(i) Guide students to discuss and identify the documents used for exports procedures in Tanzania and present (ii) Summarize and conclude	(i) TRA tariffs (ii) Harbours documents (iii) TRA documents (iv) Shipping documents	Is the student able to identify the documents for export and export procedures in Tanzania?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
4.4 Balance of Trade and Balance of Payment	By the end of this sub-topic, the student should be able to: a) explain the meaning of balance of trade and balance of payments in commerce b) trace the relationship between imports and exports	(i) Invite an expert to guide students' to discuss the relationship between imports and exports and present (ii) Using questions and answers students to explain the meaning of balance of trade and balance of payments in commerce (iii) Ask students to discuss and present the importance of balance of trade and balance of payment in business (iv) Summarize and conclude	(i) Internet (ii) Questions guideline (iii) Fliers from TCCIA (iv) BOT reports	Is the student able to: i. explain meaning of balance of trade and balance of payments? ii. discuss the relationship between imports and exports?	2
	c) differentiate visible and invisible trade	(i) Guide students to brainstorm meaning of visible and invisible trade (ii) Guide students to discuss the differences between visible and invisible trade and present for discussion (iii) Summarize by showing real examples and conclude	(i) Sample of visible goods (ii) Sample of invisible goods (iii) Internet (iv) Library	Is the student able to differentiate visible and invisible trade?	2
	d) determine favourable and unfavourable balance of trade and payments	(i) Using a case study, let students discuss and present favourable and unfavourable balance of trade and payments (ii) Teacher to demonstrate on how to determine favourable and unfavourable balance of trade and payments (iii) Select one student to make a conclusion of the lesson (iv) Make a summary and conclude	(i) BOT reports (ii) Financial Newspapers (iii) Websites	Is the student able to determine favourable and unfavourable balance of trade and payments?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
5.0 ENTREPRENE-URSHIP 5.1 Invention and Innovation	By the end of this sub-topic, the student should be able to: a) describe how entrepreneurs discover opportunities in people's needs, wants and problems	(i) Guide students to explain meaning of invention and innovation (ii) Guide students to brainstorm on how entrepreneurs discover opportunities in people's needs, wants and problems (iii) Guide students to discuss and describe how entrepreneurs discover opportunities in people's needs, wants and problems (iv) Summarize and conclude	(i) Photos of entrepreneurs activities (ii) Pictures of some needs and wants (iii) Internet	Is the student able to describe how entrepreneurs discover opportunities in people's needs, wants and problems?	2
	b) assess variety of Tanzanian inventions	(i) Guide students on how to use local available materials to produce goods and services. (ii) Summarize and conclude	(i) Brochures from: (ii) SIDO, VETA, COSTECH (iii) Exhibitions shows (iv) Products	Is the student able to assess Tanzanian inventions?	2
	c) examine trends of innovation to Tanzanian products	(i) Students in groups to examine trends of innovation to Tanzania products (ii) Guide the presentations from the groups (iii) Guide students to explain how innovation has affected a variety of goods and services overtime (iv) Summarize and conclude	(i) Photos of innovations (ii) Reports from private sectors (iii) Sample of goods	Is the student able to examine trends of innovation to Tanzanian products?	2
5.2 Sources of Capital of entrepreneurs	By the end of this sub-topic, the student should be able to: a) identify sources of capital of entrepreneurs	(i) Guide students to mention sources of capital of entrepreneurs (ii) Supplement the identification of sources of capital of entrepreneurs from the students (iii) Conclude and summarize	(i) Bank cards (ii) Loan forms (iii) Pictures showing various banks that provide loans	Is the student able to identify sources of capital of entrepreneurs?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) describe advantages and disadvantages of different sources of capital	(i) Students to scan the Tanzania environment and describe advantages and disadvantages of sources of capital (ii) Guide students to outline advantages and disadvantages of sources of capital (iii) Let students describe what is a good source of capital in commerce (iv) Summarize and conclude	(i) Picture of persons negotiating capital at family level (ii) Pictures of bank and credit facilities (iii) Picture of saving money	Is the student able to describe advantages and disadvantages of different sources of capital?	2
	c) describe strategies of acquiring capital	(i) Students to discuss strategies of acquiring capital (ii) Guide students to describe on the strategies of acquiring capital (iii) Summarize and conclude	(i) Newspapers (ii) Sample of Business plan (iii) Sample of business ideas (iv) Sample of Curriculum Vitae (CV)	Is the student able to describe strategies of acquiring capital?	2

FORM IV

Class Competences

The student should develop the following competences:

1. Demonstrate positive attitudes in paying tax;
2. Administer procedures of insuring risks;
3. Establish competitive and formalized business enterprises;
4. Manage business activities; and
5. Develop a Business Plan.

Class Objectives

The student should be able to:

a) develop attitudes of paying taxes to the government organs;

b) examine the insurance policies offered in Tanzania;

c) establish school based business model;

d) manage activities conducted in the business organizations; and

e) establish formalized business.

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.0 TAXATION 1.1 The concept of Tax	By the end of this sub-topic, the student should be able to: a) explain meaning of tax and taxation	(i) Students in pair to discuss the meaning of tax and taxation and present (ii) Guide students to explain the difference between tax and taxation (iii) Conclude and summarize	(i) TRA fliers (ii) TRA Websites (iii) Reports on tax policy from Ministry of Finance (iv) EFD Receipts	Is the student able to explain meaning of tax and taxation?	4
	b) discuss the need for tax	(i) Guide students to discuss the importance of tax and present for further discussion (ii) Assign one student to summarize the discussion	Pictures of Some social services: (i) Roads (ii) Hospitals (iii) Schools (iv) Railways (v) Police stations	Is the student able to discuss the need for tax?	4
	c) explain types of tariffs used in Tanzania	(i) Guide students in small groups to discuss types of tariffs used in Tanzania (ii) Guide students to present their discussions from the groups and present for further discussion (iii) Ask one student to summarize the discussion (iv) Summarize and conclude	(i) TRA taxes and booklets (ii) www.tra.go.tz (iii) Questions guideline	Is the student able to explain types of tariffs used in Tanzania?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
1.2 Taxation system in Tanzania	By the end of this sub-topic, the student should be able to: a) describe types of tax	(i) Organize a study tour nearby TRA office or prepare a leading text explaining types of tax in Tanzania (ii) Using questions and answers guide students describe types of tax we have in Tanzania (iii) Guide students in groups discuss meaning of direct and indirect tax and present (iv) Let students describe differences of indirect and direct tax (v) Summarize and conclude the lesson	(i) TRA fliers (ii) TRA Management reports (iii) Internet	Is the student able to describe types of tax?	4
	b) discuss the advantages and disadvantages of direct and indirect tax	(i) Guide students to discuss the advantages and disadvantages of direct and indirect tax (ii) Guide students' discussion on the extent to which Tanzania society have improved social services through tax (iii) Summarize and conclude	(i) Pictures of some social services like Roads, Schools, health centres (ii) Business reports (iii) Newspapers	Is the student able to discuss advantages and disadvantages of direct and indirect tax?	4
	c) describe the principles of taxation	(i) Guide students to brainstorm on the principles of taxation (ii) Guide students to describe principles of taxation applied in Tanzania (iii) Summarize and conclude	(i) TRA fliers (ii) TRA Management reports (iii) Internet	Is the student able to describe principles of taxation?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	d) discuss the taxation systems	(i) Use a case study to guide students to discuss the taxation systems in Tanzania (ii) Guide students to quickly scan the Tanzania society and identify systems used in paying tax. The analysis should base on: *progressive, proportional and regressive* (iii) Summarize and conclude the lesson	(i) Payroll sheet (ii) TRA reports (iii) Transaction receipts (iv) www.tra.go.tz (v) Tax Laws (vi) www.mof.go.tz (vii) Graphs	Is the student able to discuss the taxation systems?	4
1.3 Value Added Tax	By the end of this sub-topic, the student should be able to: a) explain the meaning of Value Added Tax (VAT)	(i) Let students brainstorm the meaning of VAT (ii) Guide students to explain the meaning of VAT (iii) Summarize and conclude	(i) VAT fliers (ii) TRA Billboard (iii) TRA Posters (iv) www.tra.go.tz (v) Electronic Fiscal Device Receipts	Is the student able to explain the meaning of VAT?	4
	b) compute VAT	(i) Guide students to demonstrate on how to calculate VAT (ii) Let students exercise on calculating VAT	(i) Manila card with VAT formula (ii) Sales data (iii) Purchasing data (iv) VAT Act and regulations (v) Transaction receipts	Is the student able to compute VAT?	5

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) assess the contribution of VAT to country's economy	(i) By using a guest speaker guide students discussion on the quality of social services provided by the government of Tanzania (ii) Students in small groups to assess the contribution of VAT to country economy (iii) Guide groups presentations for more discussion and conclusion (iv) Summarize and conclude	(i) TRA management reports (ii) Reports from Ministry of Finance (iii) Statistical data from government (iv) Guest speakers	Is the student able to assess the contribution of VAT to country's economy?	3
2.0 INSURANCE 2.1 Concept of Insurance	By the end of this sub-topic, the student should be able to: a) explain the meaning of insurance	(i) Let students discuss the meaning of insurance (ii) Select one student conclude the discussion (iii) Lead students to reflect on the lesson	(i) Library Search (ii) Insurance company brochures (iii) Insurance Policy	Is the student able to explain the meaning of insurance?	4
	b) explain general principles of insurance	(i) Use leading text for students to explain general principles of insurance such as: Indemnity; insurable interest; utmost good faith; subrogation; doctrine of proximate cause (ii) Guide Students to identify insurance principles applied in Tanzania (iii) Summarize and conclude	(i) Tanzania Insurance policy (ii) Insurance cover note (iii) Insurance stickers	Is the student able to explain general principles of insurance?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) differentiate terms used in insurance	(i) In pair students to identify and explain terms used in insurance (ii) Guide students differentiate terms used in insurance (iii) Summarize and conclude	(i) Insurance policy (ii) Documents from National Insurance Corporation (NIC) (iii) www.nictanzania.co.tz	Is the student able to differentiate terms used in insurance?	4
2.2 Forms of Insurance	By the end of this sub-topic, the student should be able to: a) explain forms of insurance	(i) Guide students to explain forms of insurance in general (ii) Let students mention most forms used in Tanzania (iii) Summarize and conclude	(i) Library research (ii) Internet (iii) Guest speaker (iv) www.nictanzania.co.tz (v) Sample of insurance policy	Is the student able to explain forms of insurance?	3
	b) differentiate health and motor insurance	(i) In small groups guide students to differentiate health and motor insurance (ii) Guide students to present their discussions in groups (iii) Summarize and conclude	(i) National Health Insurance cards (ii) Vehicle Insurance stickers (iii) Insurance policy	Is the student able to differentiate health and motor insurance?	3
	c) analyse the general and life insurance offered in Tanzania	(i) Let students analyse the general and life insurance offered in Tanzania (ii) Assign students to conduct project work in the community on how many families/persons have general or life insurance (iii) Guide the presentations from the field and discussion (iv) Summarize and conclude	(i) Reports from insurance companies or agents (ii) Project guideline (iii) Insurance policy	Is the student able to analyse the general and life insurance offered in Tanzania?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
2.3 Insurance Policies	By the end of this sub-topic, the student should be able to: a) identify types of insurance policies	(i) guide students to discuss types of insurance policies of Tanzania (ii) Refine the discussion and conclude	(i) Insurance Policy (ii) Internet (iii) www.nictanzania.co.tz	Is the student able to identify types of insurance policies?	3
	b) explain the procedures for taking insurance	(i) Using guest speaker guide students explain procedures of taking insurance (ii) Using questions and answers guide students to explain the procedures of taking insurance (iii) Summarize and conclude	(i) Insurance registration form (ii) Insurance Policy (iii) Pictures of insured item (iv) guest speaker (v) Insurance cover note	Is the student able to explain procedures of taking insurance?	4
	c) determine how insurance companies make profit	(i) guide students to demonstrate on how to determine profit of insurance companies (ii) guide students to determine profit of insurance companies	Sample of: (i) Insured items per year (ii) Values of insurance fee (iii) Accident occurred and compensation paid per year (iv) Operating expenses (v) Financial statements for insurance company.	Is the student able to determine how insurance companies make profit?	3
3.0 BUSINESS UNITS 3.1 Forms of Business Units	By the end of this sub-topic, the student should be able to: a) explain the meaning of business units	(i) Students in small groups to explain the meaning of business units and present (ii) guide students to discuss on their presentations discussion from the groups (iii) Summarize and conclude	(i) Internet (ii) Photos or pictures of business units	Is the student able to explain the meaning of business units?	2

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) identify sources of capital for business units	(i) Students identify sources of capital for business units (ii) Guide students to outline the sources of capital for business units (iii) Summarize and conclude	(i) Pictures of banks (ii) Capital market fliers (iii) Sample of Share certificate (iv) Sample of government bond	Is the student able to identify sources of capital for business units?	2
	c) analyse the formation of each form of business units	(i) Use Jigsaw and Gallery walk to describe and compare forms of business, focusing on*: sole trading; partnership; joint stock company; public enterprise; cooperative organization* and formation of each form of business units (ii) Supervise the jigsaw discussion and lead the gallery walk to enable students to describe the formation of each form of business units (iii) Summarize and conclude	Sample of: (i) Memorandum of Association (ii) Article of association (iii) Taxpayer Identification Number (iv) Business registration certificate (v) Business licence (vi) VAT certificate (vii) Share certificate (viii) Dividend certificate (ix) Permit certificates	Is the student able to describe the formation of each form of business units?	4
3.2 Strength and Challenges of Business units in Tanzania	By the end of this sub-topic, the student should be able to: a) discuss the strength and challenges of business units	(i) Students to discuss the strength and challenges of business units (ii) Students to comment on the business units operated in Tanzania (iii) Guide students' the discussion and conclude	Sample of: (i) Picture of financial institutions (ii) Reports on skilled labours (iii) Technology (iv) Raw materials (v) Enterprises in Tanzania (vi) Terrorists reports (vii) Sample of successful running business units	Is the student able to discuss strength and challenges of business units?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) identify the business structures adopted by international business ventures	(i) Guide students to discuss on International business (ii) Use group task to discuss*: joint ventures; franchise; strategic alliances multinational corporations* (iii) Facilitate the presentations from the groups (iv) Summarize and conclude	(i) Internet (ii) Library (iii) Logos of international companies (iv) Samples of products offered	Is the student able to identify business structures of international business?	3
	c) explain the difficulties faced by business units in running business	(i) Guide students to explain difficulties faced by each business units in running business (ii) Guide students' discussion to get the correct answers (iii) Summarize and conclude	(i) TCCIA reports (ii) Tanzania National Business Council reports (iii) Word of mouth from the practitioners	Is the student able to explain the difficulties faced by each business unit in running business?	3
4.0 BUSINESS MANAGE-MENT 4.1 Concept of Business Management	By the end of this sub-topic, the student should be able to: a) discuss the concept of business management	(i) Guide students in groups to discuss the concept of business management and present (ii) Guide the presentations (iii) Let one student summarize and conclude (iv) Summarize and conclude	(i) Organization structure (ii) Library Research (iii) Internet Search (iv) Strategic Plans (v) Business Management archives	Is the student able to discuss the concept of business management?	3
	b) describe functions of management	(i) Use jigsaw and gallery walk to explain functions of management: *planning; organizing; staffing; directing; control and coordination* (ii) Facilitate the jigsaw and gallery walk exercise to optimal level (iii) Summarize and conclude	Sample of: (i) Company Vision and mission statements (ii) Work regulations (iii) Job advertisements (iv) Scheme of Service (v) Government policies (vi) Organization structure	Is the student able to describe functions of management?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) explain the principles of management	(i) Students to explain principles of management in small groups (ii) Guide students to present the agreed discussions (iii) Summarize and conclude	(i) Corporate strategic management Plan (ii) Working rules and regulations (iii) Scheme of services (iv) Terms of employment	Is the student able to explain the principles of management?	3
4.2 Business Ethics	By the end of this sub-topic, the student should be able to: a) define business ethics	(i) Students individually brainstorm meaning of business ethics (ii) Guide students to define the business ethics (iii) Summarize and conclude	(i) Firm core values (ii)Internet (iii) Sample of successful firm	Is the student able to define business ethics?	3
	b) identify the components of business ethics	(i) Students in small groups to identify the components of business ethics (ii) Guide students to present their discussions (iii) Summarize and conclude	(i) Samples of firm vision and Mission (ii) Samples of firms' values (iii) Internet	Is the student able to identify the components of business ethics?	3
	c) explain the importance of considering business ethics in business operations	(i) Guide students in plenary to explain the importance of considering business ethics in business operations (ii) Highlight important items to consider in business ethics (iii) Let students reflect on lesson	(i) Samples of firm vision and Mission (ii) Samples of firms' values (iii)Internet	Is the student able to explain the importance of having business ethics in business operations?	3
5.0 ENTREPRENE-URSHIP 5.1 Business Plan	By the end of this sub-topic, the student should be able to: a) define business plan	(i) Let students define the business plan (ii) Guide students to reach the correct meaning of business plan (iii) Summarize and conclude	(i) Sample of Business Plan (ii) Internet guidelines	Is the student able to define business plan?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) identify basic components of business plan	(i) Guide students to brainstorm on the components of business plan (ii) Guide students discussions on the components of business plan (iii) Make a summary and conclude.	(i) Case studies (ii) Internet surfing guidelines (iii) Media and newspaper articles (iv) Charts of business plan components	Is the student able to identify the basic components of a business plan?	4
	c) prepare a simple business plan	(i) Let students demonstrate on how to prepare a business plan (ii) Guide students in groups to write a simple business plan (iii) Discuss in plenary the prepared business plan	(i) Samples of business plans (ii) Research reports (iii) Opportunities list	Is the student able to prepare a simple business plan?	4
	d) present a business plan to major business stakeholders	(i) Use a role play to present a business plan to major stakeholders (ii) Invite major business stakeholders	(i) Market survey report format (ii) Media and newspapers (iii) Guest speaker (iv) Business Plan	Is the student able to present a business plan to major stakeholders?	4
5.2 Business Start-Up Preliminary Activities	By the end of this sub-topic, the student should be able to: a) identify the activities that need to be carried out in operating business	(i) Guide students to discuss and identify activities that needed to operate a business and present (ii) Summarize and conclude the lesson	(i) Newspapers articles (ii) Token or real money (iii) Brochures (iv) Guidelines for practical activities	Is the student able to identify the activities that need to be carried out in operating business?	4

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	b) explain how to mobilise the capital funds	(i) Guide students to discuss and present on how to mobilise Start-up capital (ii) Summarize by emphasizing the logistics of mobilizing funds (iii) Conclude the lesson	(i) Brochures (ii) Fliers (iii) Company profile (iv) Internet	Is the student able to explain how to mobilise the capital funds?	4
5.3 Registering a Business in Tanzania	By the end of this sub-topic, the student should be able to: a) identify the institutions involved in business registration in Tanzania and their roles that they play	(i) Guide students to discuss and identify the institutions involved in business registration and roles that play (ii) Summarize and conclude	(i) List of institutions (ii) Registration form (iii) Registration certificate (iv) Internet (v) TIC fliers (vi) BRELA fliers (vii) www.brela-tz.org	Is the student able to identify the institutions involved in business registration in Tanzania and their roles?	3
	b) explain the requirements for registering business in Tanzania	(i) Use some of the techniques listed below: (a) Brainstorming; (b) Group discussion; (c) Field trips; (d) Guest speaker; (e) Business simulation games; (f) Demonstration or practical activities involving registering a chosen business to guide students to identify the requirements for registering business in Tanzania (ii) Summarize and conclude	(i) Samples of business registration laws (extract or guidelines) (ii) Samples of business registration forms (iii) Business simulation games and practical activity guidelines materials	Is the student able to explain the requirements for registering business in Tanzania?	3

TOPIC AND SUB -TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	PERIODS
	c) explain the challenges faced in registering a business and how to overcome them	(i) Guide students to explain challenges faced in registering a business and how to overcome them (ii) Summarize and conclude lesson	(i) Registration regulation documents (ii) Internet (iii) BRELA website	Is the student able to explain the challenges faced in registering a business and explain how to overcome them?	3