

BUSINESS STUDIES DEPARTMENT AND INFORMATION TECHNOLOGY

COURSE OUTLINE

Business Basics (Sept –June 2025/2026)

GRADE 8

DATE	TOPIC	SUB-TOPICS	OBJECTIVES	ASSIGNMENT	SOCIAL LEARNING ACTIVITIES	THEORETICAL ALIGNMENT
WEEK 1	Introduction to the Business Basics Subject					
WEEK 2	Diagnostic Test Issued					
	Types of Production, Classification of Production and Industries, Efficiency in Production, Automation and Mechanization in Production, Communication					
WEEK 3	Review and Goal Setting		Reflect on Diagnostics and set specific, measurable, achievable, relevant and time bound (SMART) goals		Peer review of diagnostic reflections in small groups followed by group goal-setting chart creation	Metacognition Theory – learning how to learn through self and peer reflection
WEEK 3	Exploring Resources	Introduction to Production	Define correctly the term production	Class Activities/Homework: <input type="checkbox"/> Create a glossary with production	Group brainstorming with examples of goods vs services from students' communities	Constructivism Theory – building knowledge through contextual and social learning

			<p>Explain correctly, the significance of production in the business world.</p> <p>Differentiate between goods and services</p> <p>Explore the distinction between goods (tangible products) and services (intangible offerings)</p>	<p>terms (tangible, intangible, goods, services, production etc.)</p> <p><input type="checkbox"/> Do homework researching the importance of production within the business world.</p>		
WEEK 4	Exploring Resources	Types of production	<p>Define correctly the terms: Primary, Secondary and Tertiary production</p>	<p>Class Activities/Homework:</p> <p><input type="checkbox"/> Complete graded activity sheet.</p>	Create a group mind map showing examples of businesses in each category	Social Learning Theory – students learn from shared group input and examples

			Explore primary production: Investigate primary production, including extraction, farming, and mining, and their importance in the economy.		Group poster creation showcasing local examples of primary production	Place-Based Learning Theory – connects learning to local context and culture
WEEK 5	Exploring Resources	Types of production	Examine secondary production: Explore secondary production, involving the transformation of raw materials into finished goods through manufacturing processes.	Class Activities/Homework: <input type="checkbox"/> Complete graded activity sheet.	Factory simulation in class: each group creates a product using imaginary raw materials	Experiential Learning Theory – hands-on simulation of real-world processes

WEEK 6	Exploring Resources	Types of production	Analyze tertiary production: Understand tertiary production, which focuses on providing services to consumers and businesses.	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Role-play: groups act out different service roles (e.g., banker, teacher, receptionist)	Role-Playing Theory – understanding by embodying different social roles
WEEK 7	Mid-Term Break (OCTOBER)					
Week 8	Exploring Resources	Levels of production	Explore the levels of production: traditional, domestic surplus or export level. Explain the importance of each level of production in satisfying human needs and wants	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Group assignment on careers in production 	Group debate: Which level of production benefits Jamaica the most?	Critical Thinking Theory – encourages reasoning and evaluation of ideas

			Examine the careers associated with production			
WEEK 9-10	Exploring Resources	Classification of Industries	<p>Define correctly the term industry</p> <p>Explain the roles of industries in the economy as producers of goods and services.</p> <p>Identify different types of industries</p>	<p>Class Activities/Homework:</p> <p><input type="checkbox"/> Worksheets</p> <p><input type="checkbox"/> Short answer questions</p>	Group classification of local businesses by industry type	Situated Learning – connecting concepts to real-life local business context
WEEK11	Exploring Resources	Classification of Industries	Classify industries into primary, secondary, and tertiary sectors based on their activities and functions.	<p>Class Activities/Homework:</p> <p><input type="checkbox"/> Worksheets</p> <p><input type="checkbox"/> Short answer questions</p>	Interactive card-sorting group activity: match jobs and industries to classifications	Cognitive Development Theory – categorization enhances logical thinking

			Explore primary industries: Investigate primary industries involved in the extraction and utilization of natural resources, such as agriculture, forestry, fishing, and mining.	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Class Presentation <input type="checkbox"/> Short answer questions 	Class presentation: each group researches and presents on a local extraction industry	Inquiry-Based Learning Theory – promotes research and presentation skills
WEEK 12	Exploring Resources	Classification of Industries	Examine secondary industries: Study secondary industries that engage in manufacturing and processing raw materials to produce finished goods,	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheet/Storyboard <input type="checkbox"/> Short answer questions 	Storyboard activity: depict steps from raw material to final product	Visual Learning Theory – using images to understand processes

			<p>including factories and construction.</p> <p>Analyze tertiary industries: Understand tertiary industries that provide services to individuals and other businesses, such as retail, healthcare, education, and tourism.</p>			
WEEK 13	SESSIONAL 2 (20%)					
WEEK 14	REVISION					
WEEK 15	END OF TERM EXAM (40%)					
Week 16	CHRISTMAS BREAK					

			NEW TERM			
DATE	TOPIC	SUB-TOPIC	OBJECTIVES	ASSIGNMENT	SOCIAL LEARNING ACTIVITIES	THEORETICAL ALIGNMENT
Week 18	Efficiency in Production	Production	<ul style="list-style-type: none"> • Definition of terms e.g. labour intensive, capital intensive, mechanization, automation, productivity, efficiency • Methods of production-capital intensive (mechanization), automation 	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Group infographic creation explaining each term with examples	Dual Coding Theory – combining visual and verbal info for deeper learning

Week 19	Efficiency in Production	Production	<ul style="list-style-type: none"> Types of industries which utilize the various methods of production (traditional industries and contemporary industries) 	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Scenario-based group discussion: match industries with best production method	Constructivist Learning Theory – knowledge constructed through applied context
Week 20	Efficiency in Production	Production	<ul style="list-style-type: none"> Features of labour intensive and capital intensive production Comparison of labour intensive and capital intensive production 	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Respective Groups create Venn diagram to compare features of both methods	Comparative Analysis – promotes deeper understanding through contrast

Week 21	Efficiency in Production	Production	<ul style="list-style-type: none"> Types of automated systems used in business e.g. photocopying and document processing 	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Virtual Tech station rotations: students research and present the various stations that explain different automated tools	Blended Learning Theory – integration of tech with traditional instruction
Week 22	Efficiency in Production	Production	<ul style="list-style-type: none"> Safety consideration associated with using the various methods of production Careers associated with CAM and automated mail room 	Class Activities/Homework: <ul style="list-style-type: none"> <input type="checkbox"/> Worksheets <input type="checkbox"/> Short answer questions 	Group analysis and presentation of real-life examples of business documents	Authentic Learning – use of real-world examples in classroom learning

WEEK 23	Communication in Business	Communication	1. Definition of terms: communication, communication process, methods/ channels of communication 2. Examine the communication cycle 3. Discuss the communication channels (oral, electronic, written, visual	Class Activities/Homework: <input type="checkbox"/> Word Bank <input type="checkbox"/> Short answer questions	Communication relay game using different forms (written, visual, oral)	Shannon-Weaver Communication Model – understanding the process through simulation
WEEK 24	Communication in Business	Communication	1. Communication channels (oral, electronic, written, visual) 2. Methods of each channel of communication	Class Activities/Homework: <input type="checkbox"/> Short answer questions	Communication relay game using different forms (written, visual, oral)	Shannon-Weaver Communication Model – understanding the process through simulation

WEEK 25	Communication in Business	Communication	<ul style="list-style-type: none"> Documents used to communicate business information 	Class Activities/Homework: <input type="checkbox"/> Short answer questions	Group analysis and presentation of real-life examples of business documents	Authentic Learning – use of real-world examples in classroom learning
WEEK 26	Communication in Business	Communication	<ul style="list-style-type: none"> Communication protocol Safety considerations when using communication media to transmit business information 	Class Activities/Homework: <input type="checkbox"/> Short answer questions	Create safety posters in pairs to raise awareness of safe digital communication	Digital Citizenship Framework – responsible use of digital communication tools
WEEK 27			SESSIONAL TEST 1			
WEEK 28			SESSIONAL TEST 2			
WEEK 29	REVISION	OF	ALL TOPICS	FOR	END OF YEAR EXAM	