

GR. 9 EMS LESSON PLANS – TERM 2 (WEEK 1-10)

Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 9
TERM 2: Week 1
(1 hour per week)

<p>Topic: FINANCIAL LITERACY</p> <p>Sub-topic: Unit 2.1 Revision of term 1 Accounting</p>	<p>Duration: 1 hour (1 x 1 hour periods)</p> <p>Start date: Completed date:</p>
<p>Prior content knowledge:</p> <p>Prior knowledge of the classification of accounts and accounting equation from gr. 8.</p>	<p>Link with next lesson:</p> <p>Unit 2.2 Credit transactions of a trading enterprise – Debtors</p>
<p>Content:</p> <ul style="list-style-type: none"> • Owner’s equity • Assets • Liabilities • Accounting house 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Assets • Non-current assets • Current assets • Owner’s equity • Capital • Income • Liabilities • Non-current liabilities • Current liabilities
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Revised the classification of accounts ✓ Revised the Accounting equation ✓ Analyse cash transactions in a table format. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the most common transactions. • Make instructions simple to address the language barrier. • Extra enrichment activity: for learners who need more revision - (class tests on the classification of accounts until all learners perform above 70%)

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words	Class or homework	Glossary at the back of the LB.
Revision exercise on LB p. 54	Activity 2.1 (LB p. 54)	Memo (TG p. 44)
Revision test on the classification of Accounts: (TG p. 2+3)	Enrichment activity: Revision test	Memorandum

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- Marked tests on the classification of accounts.

Learners:

- Summary of the definitions in the learners' exercise books, marked and corrected by the learner and controlled by the teacher.
- Marked class tests on the classification of accounts, filed or pasted into learners exercise books.

Lesson, Class work and Homework: Activity 2.1**TEACHER'S ACTIVITIES****Period 1:****Owner's Equity (10 minutes) (LB. p. 52)**

- Ask learners if they can define the term 'owner's equity'.
- Explain that income and expenses are both indirect owner's equity, because it will decrease or increase the profit of the owner.

Assets: (10 minutes) (LB. p. 52)

- Ask learners if they can define the terms 'assets, non-current assets and current assets'.

Liabilities: (10 minutes) (LB. p. 52)

- Ask learners if they can define the terms: 'liabilities, non-current liabilities, current liabilities'

LEARNERS' ACTIVITIES**Period 1:****Owner's Equity (10 minutes) (LB. p. 52)**

- Learners define the terms in their own words.
- They ask clarity seeking questions and respond to the teacher's questions.

Assets: (10 minutes) (LB. p. 52)

- Learners define the terms 'assets, non-current assets and current assets' in their own words.

Liabilities: (10 minutes) (LB. p. 52)

- Learners define the terms: 'liabilities, non-current liabilities and current liabilities' in their own words.

Accounting house (30 minutes) (LB p. 53)

- Work through the Accounting house on p. 53.
- Emphasise the colour coding of assets in green, owner’s equity in yellow and liabilities in orange.
- Task learners to do Activity 2.1 (LB p. 54) for homework, using the same colour coding as in the textbook.

INFORMAL ASSESSMENT:

Revision test (TG p.2+3)

- Make copies of the test for learners.
- Mark learners’ tests.
- Learners who scored less than 70% have to re-write the class test during breaks or after school.

Accounting house (30 minutes) (LB p. 53)

- Learners work through the Accounting house with the teacher.
- They ask clarity seeking questions and respond to the teacher’s questions.
- Learners can copy the Accounting house in their workbooks, or make a poster of it for the classroom.
- Learners do Activity 2.1 (LB p. 54) for homework.

Revision test (TG p.2+3)

- Learners who scored less than 70% for this test in term 1, have to re-write the class test during breaks or after school, until they achieved above 70%.
- They will not be able to understand the general ledger and posting without a proper knowledge of the classification of accounts.

Resources:

- VIVA EMS Gr. 9 Textbook (LB p. 52-54) and Teacher’s Guide (TG p. 44).
- Chalkboard and chalk.
- Pictures of assets, liabilities, expenses and income.
- Vivlia poster of the Accounting house.

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topics: THE ECONOMY</p> <p>Sub-topic: Unit 2.3 Revision of term 1 work</p>	<p>Duration: 1 hour (1 x 1 hour periods)</p> <p>Start date:Completed date:</p>
<p>Prior content knowledge:</p> <p>Prior knowledge of how goods and services are produced by using the factors of production and the impact of the economic system on the economy.</p>	<p>Link with next lesson:</p> <p>Unit 2.4: How demand and supply (in a free market economy) will determine the price of goods and services.</p>
<p>Content:</p> <ul style="list-style-type: none"> • The four factors of production • Remuneration of the four factors of production • The role of the government in the regulation of production and consumption • How each of the 3 economic systems will have an impact on the economy. 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Capital • Labour • Natural resources • Entrepreneurship • A market economy • A planned economy • A mixed economic system
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts. ✓ Name the four factors of production with their specific remuneration. ✓ List the 3 different economic systems. ✓ Describe the impact of each economic system on the economy and markets. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use practical examples to illustrate the four factors of production in the production of a specific product. • Make instructions simple to address the language barrier. • Extra enrichment activity: Refer back to term 1 notes if learners cannot remember the economic systems at all.

ASSESSMENT STRATEGYFormal Informal **Form of Assessment:****Assessment Tool:**

Define all the important vocabulary words	Class or homework	Glossary at the back of the LB.
Describe the 3 economic systems	Class or homework	Memorandum

EVIDENCE OF ASSESSMENT**Teacher:**

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Summary of the definitions in the learners' exercise books, marked and corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework:**TEACHER'S ACTIVITIES****Period 1:****The 3 problems solved by any economic system (10 min) (LB p. 63)**

- Ask learners if they can remember which problems an economic system tries to solve.
- Let them list the 3 economic systems and describe the main features of each system.

The 3 economic systems (30 min) (LB p. 63+64)

- Revise the impact of the government on the economy of a communist country like Cuba.
- Revise the lack of government control in a free market economy.
- Revise the advantages of a mixed economy, where there is just enough government control to protect consumers.

LEARNERS' ACTIVITIES**Period 1:****The 3 problems solved by any economic system (10 min) (LB p. 63)**

- Learners list the problems an economic system tries to solve.
- They also list the 3 economic systems and describe the main features of each system.

The 3 economic systems (30 min) (LB p. 63+64)

- Learners revise the impact of the government on the economy of a communist country like Cuba.
- They discuss the lack of government control in a free market economy.
- They list the advantages of a mixed economy, where there is just enough government control to protect consumers.

The circular flow diagram (20 min)
(LB p. 64)

- Ask learners to explain the role of households in the circular flow diagram.
- Ask them to describe the role of businesses in the circular flow diagram.
- Discuss the role of the government in the production and consumption of goods and services.

The circular flow diagram (20 min)
(LB p. 64)

- Learners explain the role of households in the circular flow diagram.
- They describe the role of businesses in the circular flow diagram.
- And discuss the role of the government in the production and consumption of goods and services.

Resources:

- VIVA EMS Gr. 9 Textbook (LB p. 63 - 65) and Teacher's Guide (TG p. 48).
- Chalkboard and chalk
- Pictures of the four factors of production.
- Vivlia Poster of the 'Circular flow diagram'.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: FINANCIAL LITERACY Sub-topic: Unit 2.2 Credit transactions- Debtors:</p>	<p>Duration: 6 hours (6 x 1 hour periods) Start date:Completed date:.....</p>
<p>Prior content knowledge: Own general knowledge/experience of trading businesses selling goods on credit.</p>	<p>Link with next lesson: Revision of term 2 Accounting in term 3.</p>
<p>Content:</p> <p>2.2.1 Credit transactions (1 hour) (LB p. 54)</p> <p>2.2.2 The National Credit Act (1 hour) (LB p.56)</p> <p>2.2.3 Credit sales and the Accounting cycle (1 hour) (LB p.56)</p> <p>2.2.4 Debtor’s allowances (1 hour) (LB p. 58)</p> <p>2.2.5 Recording of credit transactions</p> <ul style="list-style-type: none"> • (1 hour) (Example 2.1 p. 59 and Activity 2.4 p. 62) • (1 hour) (Activity 2.4 A) Add transactions on debtor’s allowances from the VIVLIA website: www.vivlia.co.za 	<p>Vocabulary/ Important Words:</p> <p>2.2.1 on account, debtors, creditors, creditworthy.</p> <p>2.2.2 inter alia, credit agreement, over indebtedness, debt review, credit providers.</p> <p>2.2.3 debtors, credit invoice, Debtor’s Ledger, debtors list, Debtors control account.</p> <p>2.2.4 Credit note, Debtors’ Allowance Journal, Debtors Ledger, Debtors control account.</p> <p>2.2.5 Merchandise, settlement of account.</p>
<p>Aims and Objectives of the lesson</p> <p>By the end of the lesson learners will be able to:</p> <ul style="list-style-type: none"> ✓ Define all the relevant concepts ✓ Understand why businesses sell on credit. ✓ Understand the National Credit Act and its purpose. ✓ Record cash and credit transactions of a trading business in the CRJ and DJ. 	

<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use the black board to illustrate calculations. • Learners should do calculations on their own calculators. • Make instructions simple to address the language barrier. • Extra enrichment activity: Give learners a class test on the calculation of cost price, selling price and profit if time allows this.
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ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words	Notes in learners workbooks	Glossary at the back of LB
Class and homework activities	Activity 2.2 (LB p. 56)	Memo (TG p. 45)
	Activity 2.3 (LB p. 59)	Memo (TG p. 46)
	Activity 2.4 (LB p. 62)	Memo (TG p. 47)
Draft own class test on the calculation of CP, SP and profit.	Enrichment activity: Class test	Memo

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.

Lesson, Class work and Homework: Activity 2.2 – Activity 2.4:

TEACHER'S ACTIVITIES

Period 1:

2.2.1 Credit transactions (1 hour) (LB p. 54)

- Ask learners what the difference is between a cash and a credit transaction.
- Ask them why businesses sell also on credit.
- Discuss the reasons why businesses buy on credit from their suppliers.
- Explain the term 'creditworthy'.

Period 2:

2.2.2 The National Credit Act (1 hour) (LB p.56)

- Discuss the reasons for this law.
- Ask learners what are the advantages of this law for the consumer as well as the credit provider.
- Task learners to summarise the most important vocabulary words in their workbooks and to do Activity 2.2 (LB p. 56).

Period 3:

2.2.3 Credit sales and the Accounting cycle (1 hour) (LB p.56)

- Provide the answers for Activity 2.2 (TG p. 45) and check that learners correct their mistakes.
- Ask learners to define 'debtors' and 'creditors'.
- Explain the format of the credit invoice on LB p. 57.
- Ask learners the questions on the invoice (TG p. 45).
- Make sure that learners understand the timeframes of when accounts are sent to debtors.

LEARNERS' ACTIVITIES

Period 1:

2.2.1 Credit transactions (1 hour) (LB p. 54)

- Learners explain the difference between a cash and a credit transaction.
- Ask clarity seeking questions and respond to the teacher's questions.
- They discuss the reasons why businesses sell also on credit.
- They try to give reasons why businesses buy their stock from their suppliers on credit.
- Learners explain the term 'creditworthy' and summarise the vocabulary words for this topic in their exercise books, preferably as homework.

Period 2:

2.2.2 The National Credit Act (1 hour) (LB p.56)

- Learners discuss the reasons for this law.
- They discuss the advantages of this law for the consumer as well as the credit provider.
- They summarise the most important vocabulary words in their workbooks.
- Learners do Activity 2.2 (LB p. 56) for classwork and/or homework.

Period 3:

2.2.3 Credit sales and the Accounting cycle (1 hour) (LB p.56)

- Learners mark Activity 2.2 (LB p. 56) and correct their mistakes.
- Learners study the format of the credit invoice on p. 57 with the teacher and the flow diagram on p. 58.
- They ask clarity seeking questions and respond to the teacher's questions about the invoice.
- Learners summarise the most important vocabulary words in their workbooks.

- Explain the process followed when posting to the General Ledger and the Debtor's Ledger.
- Illustrate and explain the flow diagram (LB p. 58) on the blackboard.

Period 4:

2.2.4 Debtor's allowances
(1 hour) (LB p. 58)

- Ask learners if they have returned goods to a business.
- Emphasize the importance of keeping cash slips or credit invoices as evidence of purchase.
- Explain the credit note as source document for Debtor's allowances.
- Discuss the reasons for making an entry in the Debtor's Allowances Journal.
- Explain how these entries will be posted to the General Ledger and the Debtors' Ledger.
- Task learners to do Activity 2.3 (LB p. 59).

Period 5:

2.2.5 Recording of credit transactions
(1 hour) (Example 2.1 p. 59)

- Provide the answers for Activity 2.3 (TG p. 46) and check that learners correct their mistakes.
- Work through example 2.1 (LB p. 59-61) with learners.
- Task learners to do Activity 2.4 (LB p. 62) in the classroom and support individual learners where needed.

Period 4:

2.2.4 Debtor's allowances
(1 hour) (LB p. 58)

- Learners report on goods returned by them or their family members.
- They make notes of the reasons why entries will be made in the Debtor's Allowances Journal.
- They ask clarity seeking questions and respond to the teacher's questions.
- Learners do Activity 2.3 (LB p. 59) for classwork and/or homework.

Period 5:

2.2.5 Recording of credit transactions
(1 hour) (Example 2.1 p. 59)

- Learners mark Activity 2.3 (LB p. 59) and correct their mistakes.
- They work through example 2.1 (LB p. 59-61) with the teacher.
- They do Activity 2.4 (LB p. 62) in the classroom with the support of the teacher.

Period 6:

2.2.5 Recording of credit transactions and Debtor’s Allowances (1 hour) (Activity 2.4 A - additional information)

- Print extra information on debtor’s allowances from the VIVLIA website: www.vivlia.co.za and task learners to paste it into their workbooks.
- Illustrate how debtor’s allowances will be recorded in the Debtor’s Allowances Journal, by working through Example 2.2 (from the Vivlia website).
- Do activity 2.4A with learners on the blackboard (from the Vivlia website).
- Support individual learners where needed.
- Provide the solution for the Debtor’s Allowances Journal (from the Vivlia website) and check that learners correct their work.

Period 6:

2.2.5 Recording of credit transactions and Debtor’s Allowances (1 hour) (Activity 2.4 A - additional information)

- Learners paste extra information on debtor’s allowances into their workbooks.
- They work through Example 2.2 (from the Vivlia website) and complete the Debtor’s Allowances Journal for Activity 2.4 A with the teacher.
- They ask clarity seeking questions and respond to the teacher’s questions.
- Learners mark their Debtor’s Allowances Journal at the end of this period and correct their mistakes.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 54-62) and Teacher’s Guide (TG p.44-47).
- Vivlia website for additional information on the Debtor’s Allowances Journal.
- Chalkboard and coloured chalk.
- Calculators.

Teacher’s comments / reflection:

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HOD input: monitoring and support

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<p>Topic: THE ECONOMY Sub-topic: Unit 2.4 Price theory</p>	<p>Duration: 6 hours (6 x 1 hour periods) Start date:Completed date:.....</p>
<p>Prior content knowledge: Own general knowledge/experience of how a product's price can increase due to an increased demand for the product.</p>	<p>Link with next lesson: Unit 2.5 The three sectors of the economy and their interaction with each other.</p>
<p>Content:</p> <p>Introduction: The market (15 minutes) (LB p. 65)</p> <p>2.4.1 Law of demand, demand schedule and graph (45 min) (LB p. 66)</p> <p>2.4.2 Law of supply, supply schedule and graph (1 hour) (LB p. 68)</p> <p>2.4.3 Equilibrium price and equilibrium quantity (1 hour) (LB p. 70)</p> <p>2.4.4 Increase and decrease in demand (30 min) (LB p. 72)</p> <p>2.4.5 Increase and decrease in supply (30 min) (LB p. 74)</p> <p>2.4.6 Graphical illustrations of changes in demand and supply (1 hour) (LB p. 77)</p>	<p>Vocabulary/ Important Words:</p> <p>Introduction: Market, consumer market, factor market, estate market, labour market, capital market.</p> <p>2.4.1 Need, desire, law of demand, demand, quantity demanded.</p> <p>2.4.2 Supply, law of supply.</p> <p>2.4.3 Market equilibrium, equilibrium price, equilibrium quantity.</p> <p>2.4.4 Change in demand, change in quantity demanded.</p> <p>2.4.5 Change in supply, change in quantity supplied.</p> <p>2.4.6 Change in demand, change in quantity demanded. Change in supply, change in quantity supplied.</p>

Aims and Objectives of the lesson

By the end of the lesson learners will be able to:

- ✓ Define all the relevant concepts
- ✓ List the different types of markets and give examples of each.
- ✓ Draw a demand and a supply curve from given information in a table.
- ✓ Explain the law of demand and the law of supply.
- ✓ Understand the difference between a change in quantity demanded and a change in demand.
- ✓ Interpret graphs, by reading information from it.
- ✓ Explain the non-price factors that can change demand.
- ✓ Explain the non-price factors that can change supply.

Teaching Methods:

- Narrative method
- Discussion method
- Question and answer
- Demonstrations
- Group activities

Differentiation (Enrichment opportunities / addressing barriers):

- Use colour-coding to make graphs more clear (demand in red and supply in green).
- Always indicate a change in demand with a dotted red line and a change in supply with a dotted green line.
- Make instructions simple to address the language barrier.
- **Extra enrichment activity:**
Activity 2.8 (LB p. 76) (class activity where learners work together in pairs)

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 2.5 (LB p. 68)	Memo, TG p. 49
	Activity 2.6 (LB p. 69)	Memo, TG p. 50
	Activity 2.7 (LB p. 71)	Memo, TG p. 50
	Activity 2.8 (LB p. 76)	Memo, TG p. 52
	Activity 2.9 (LB p. 78)	Memo, TG p. 60
	Activity 2.10 (LB p. 79)	Memo, TG p. 61
FORMAL ASSESSMENT: (TG p. 63)	Controlled test	Memo, TG p. 67
Learners do Activity 2.8 in pairs, with coloured cards prepared by the teacher. (See cards on TG p. 53-58)	Enrichment activity: Activity 2.8 LB p. 76	Memo, TG p. 52

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- **Marked controlled test and recorded marks.**

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- **Evidence of marked controlled test** in the learner's workbook or portfolio (portfolios not compulsory).

Lesson, Class work and Homework: Activity 2.5 – Activity 2.10 + Controlled test:

TEACHER'S ACTIVITIES

Period 1:

Introduction: The market

(15 min) (LB p. 65)

- Ask learners to define the word 'market'. Emphasize the fact that a market can be any place where the buyer and seller meet.
- Discuss the 2 factors that will determine the price of a product.
- Work through the mind map on p. 66, without explaining the laws of demand and supply.
- Task learners to copy figure 2.1 in their workbooks at home. They should leave open one page before drawing the demand curve in the classroom.

2.4.1 Law of demand, demand schedule and graph

(45 min) (LB p. 66)

- Ask learners to define 'demand'.
- Explain the 3 things that should be in place before we can call a desire a demand.
- Explain the law of demand by using a practical example.
- Illustrate how to draw a demand curve on the blackboard, from the

LEARNERS' ACTIVITIES

Period 1:

Introduction: The market

(15 min) (LB p. 65)

- Learners define the word 'market' and understand the fact that a market can be any place where the buyer and seller meet.
- They discuss the 2 factors that will determine the price of a product.
- They work through the mind map on p. 66 with the teacher.
- They ask clarity seeking questions and respond to the teacher's questions.
- They copy figure 2.1 (LB p. 66) in their workbooks at home, but leave 1 page open for this before drawing the demand curve in the classroom.

2.4.1 Law of demand, demand schedule and graph

(45 min) (LB p. 66)

- Learners define 'demand'.
- They explain the 3 things that should be in place before we can call a desire a demand.
- They listen to the explanation of the law of demand.
- They follow the teacher's illustration on the black board and draw the demand

given table on p. 67 and task learners to draw the same demand curve in their workbooks.

- Task learners to do Activity 2.5 on (LB. p. 68) and to summarise the important vocabulary words in their workbooks.

Period 2:

2.4.2 Law of supply, supply schedule and graph (1 hour) (LB p. 68)

- Provide the answers for Activity 2.5 and check that learners correct their mistakes.
- Ask learners to define 'supply'.
- Explain the 3 things that can influence the supply of a product (LB p. 68).
- Explain the law of supply by using a practical example.
- Illustrate how to draw a supply curve on the blackboard, from the given table on p. 68 and task learners to draw the same supply curve in their workbooks.
- Task learners to do Activity 2.6 on (LB. p. 69) for homework and to summarise the important vocabulary words in their workbooks.

Period 3:

2.4.3 Equilibrium price and equilibrium quantity (1 hour) (LB p. 70)

- Provide the correct answers for Activity 2.6 (TG p. 50) and check that learners correct their mistakes.
- Illustrate how to draw a demand and supply curve on the same axis and how to determine the market equilibrium.
- Explain the terms 'market equilibrium', 'equilibrium price' and 'equilibrium quantity'.
- Task learners to do Activity 2.7 (LB p. 71) and to summarise the important vocabulary words in their workbooks.

curve (LB p. 67) in their workbooks.

- They do Activity 2.5 (LB. p. 68) and summarise the important vocabulary words in their workbooks.

Period 2:

2.4.2 Law of supply, supply schedule and graph (1 hour) (LB p. 68)

- Learners mark Activity 2.5 and correct their mistakes.
- They define 'supply' and explain the 3 things that can influence the supply of a product (LB p. 68).
- They follow the illustration of the supply graph and draw the same supply curve in their workbooks, from the given table on p. 68.
- Learners do Activity 2.6 (LB. p. 69) for homework and summarise the important vocabulary words in their workbooks.

Period 3:

2.4.3 Equilibrium price and equilibrium quantity (1 hour) (LB p. 70)

- Learners mark Activity 2.6 and correct their mistakes.
- They follow the teacher's illustration of a demand and supply curve on the same axis and read the equilibrium price and equilibrium quantity from the graph.
- They summarise the terms 'market equilibrium', 'equilibrium price' and 'equilibrium quantity' in their workbooks.
- Learners do Activity 2.7 (LB p. 71) for homework.

Period 4:

2.4.4 Increase and decrease in demand

(30 minutes) (LB p. 72)

- Provide the correct answers for Activity 2.7 (TG p. 50) and check that learners correct their mistakes.
- Copy the graph on LB p. 72 on the blackboard with only the original DD curve in red.
- Illustrate how to draw the increased demand curve D1D1 with a dotted red line.
- Explain the difference between an increase in demand (in red) and an increase in the quantity demanded (in blue).
- Illustrate how to draw the decreased demand curve D1D1(LB p. 73).
- Discuss the non-price factors that can change the demand of a product.

2.4.5 Increase and decrease in supply

(30 minutes) (LB p. 74)

- Copy the graph (LB p. 74) on the blackboard with only the original SS curve in green.
- Illustrate how to draw the increased supply curve S1S1 with a dotted green line.
- Explain the difference between an increase in supply (in green) and an increase in the quantity supplied (in blue).
- Illustrate how to draw the decreased supply curve S1S1 (LB p. 75).
- Discuss the non-price factors that can change the supply of a product.

Period 4:

2.4.4 Increase and decrease in demand

(30 minutes) (LB p. 72)

- Learners mark Activity 2.7 and correct their mistakes.
- They follow the illustration of the graph (LB p. 72) on the blackboard with the original DD curve in red and the increased demand curve D1D1 with a dotted red line.
- They listen to the explanation of the difference between an increase in demand (in red) and an increase in the quantity demanded (in blue).
- They also follow the illustration of the decreased demand curve D1D1 (LB p. 73).
- Learners discuss the non-price factors that can change the demand of a product.

2.4.5 Increase and decrease in supply

(30 minutes) (LB p. 74)

- Learners follow the illustration of the graph (LB p. 74) on the blackboard, with the increased supply curve S1S1 in a dotted green line.
- They listen to the explanation of the difference between an increase in supply (in green) and an increase in the quantity supplied (in blue).
- They also follow the illustration of the decreased supply curve S1S1 (LB p. 75).
- Learners discuss the non-price factors that can change the supply of a product.

Period 5:

Class activity : (Work in pairs)

Activity 2.8 (1 hour) (LB p. 76)

- Prepare the coloured cards by making copies of TG p. 53-58 on the different coloured A4 poster paper and cutting out the individual cards.
- Prepare a set of 6 cards in different colours for each pair of learners.

- Read example 1.1 on LB p. 76 and illustrate which 2 cards should be lifted up as the correct answer.
- Read the newspaper heading: 1.2 and give learners 30 seconds to decide which 2 cards they should lift up as a pair.
- Give the correct answer after each number and explain why this answer is correct.
- Task learner to do the same activity at home on their own.

Period 6:

2.4.6 Graphical illustrations of changes in demand and supply

(1 hour) (LB p. 77)

- Provide the correct answers for Activity 2.8 (TG p. 59)
- Copy figure 2.9 on the blackboard and explain why the decrease in supply should be on the right side of the original supply curve.
- Do activity 2.9 and 2.10 with learners in the classroom.
- Make sure that learners correct their mistakes.
- Make copies of the controlled test with answer sheets (TG p.63-66)

Controlled test:

- Duration: only 40 minutes.
- Mark tests and record the marks before handing it back to learners.

Period 5:

Class activity : (Work in pairs)

Activity 2.8 (1 hour) (LB p. 76)

- Each pair of learners receives a set of 6 cards in different colours.

- Learners follow the teacher's illustration of example 1.1 (LB p. 76).
- The pair of learners read the newspaper heading no. 1.2 with the teacher and decides which 2 cards to lift up as their answer after 30 seconds.
- Learners ask clarity seeking questions and respond to the teacher's questions.
- They should do the same activity at home on their own.

Period 6:

2.4.6 Graphical illustrations of changes in demand and supply

(1 hour) (LB p. 77)

- Learners mark Activity 2.8 and correct their mistakes.
- They copy figure 2.9 in their workbooks.
- They listen to the teacher's explanation, ask clarity seeking questions and respond to the teacher's questions.
- They do activity 2.9 and 2.10 with the teacher in the classroom.
- Learners mark their work and correct their mistakes.

Controlled test:

- Duration: only 40 minutes.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p 65-80) and Teacher’s Guide (TG p.48-68).
- Chalkboard and coloured chalk (red for demand and green for supply)
- Coloured A4 poster paper for Activity 2.8 (red, green, orange, yellow blue and white).
- Copies of the controlled test and answer sheets. (TG p. 63-68)

Teacher’s comments / reflection:

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HOD input: monitoring and support

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Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 9
TERM 2: Week 8 + 9
(2 hours per week)

<p>Topic: Entrepreneurship Sub-topic: Unit 2.5 Sectors of the economy</p>	<p>Duration: 4 hours (4 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Own gr. 8 knowledge/experience of how raw materials are processed by industries and distributed to wholesalers or retailers.</p>	<p>Link with next lesson: Unit 3.1 Revision of term 2 work in term 3.</p>
<p>Content:</p> <p>Unit 2.5 Introduction (15 min) (LB p. 81)</p> <p>2.5.1 The primary sector (45 min)</p> <ul style="list-style-type: none"> • Farming • Fishing • Mining • Forestry <p>2.5.2 The secondary sector (20 min) (LB p. 85)</p> <p>2.5.3 The tertiary sector (40 min) (LB p. 88)</p> <p>2.5.4 Interrelationship of three sectors (1 hour) (LB p. 90)</p> <p>2.5.5 Role of the sectors in the economy (1 hour) (LB p. 92)</p>	<p>Vocabulary/ Important Words:</p> <p>Unit 2.5: raw material, processing, wholesalers</p> <p>2.5.1 The primary sector, extract.</p> <ul style="list-style-type: none"> • Farming: traditional subsistence farming, emergent farmers, commercial farming • Fishing: trawling, line fishing, surface longlining, dwindling fish resources. • Mining: gold, platinum, coal. • Forestry: plantations, sawn timber. <p>2.5.2 The secondary sector, transformation,</p> <p>2.5.3 The tertiary sector, wholesalers, retailers, financial services, transport services, insurance services, communication services, hospitality industry, government services.</p> <p>2.5.4 Interrelationship, by-products, dependent.</p> <p>2.5.5 a tertiary driven economy, sustainable, unskilled workers, semi-skilled workers, skilled workers.</p>

Aims and Objectives of the lesson

By the end of the lesson learners will be able to:

- ✓ Define all the relevant concepts
- ✓ Describe the different types of businesses and activities found in each of the 3 sectors.
- ✓ List the most important minerals produced in South Africa and where it is found.
- ✓ Know where the most important industries are found.
- ✓ Understand the interrelationship between the 3 sectors.
- ✓ Understand the important role the 3 sectors play in the South African economy.
- ✓ Appreciate our scarce natural resources and motivate others to use them in a responsible way, e.g. paper.

Teaching Methods:

- Narrative method
- Discussion method
- Question and answer
- Demonstrations
- Group activities

Differentiation (Enrichment opportunities / addressing barriers):

- Refer to the pictures on p. 81, 82, 85, 86, 88 and 89 to help learners understand the concepts.
- Use the diagram on LB p. 91 to illustrate the interrelationship of the three sectors.
- Make instructions simple to address the language barrier.
- Extra enrichment activity:
Revision test on term 1 and term 2 work to prepare learners for the mid-year exam.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 2.11 (LB p. 84)	Memo (TG p. 69)
	Activity 2.12 (LB p. 86)	Memo (TG p. 70)
	Activity 2.13 (LB p. 87)	Memo (TG p. 71)
	Activity 2.14 (LB p. 90)	Memo (TG p. 72)
	Activity 2.15 (LB p. 92)	Memo (TG p. 73)
	Activity 2.16 (LB p. 93)	Memo (TG p. 73)
	Mid-year examination Term 2: (TG p.74)	Memo (TG p. 83)
Teacher to set own revision test	Enrichment activity: Revision test on term 1+2 work.	Memorandum

EVIDENCE OF ASSESSMENT

Teacher:

- Informal activities are controlled, corrected and dated. Teacher's comments in the learners' exercise books.
- **Mark the FORMAL ASSESSMENT (Mid-year exam) and record the marks on the recording sheet as the 2nd formal assessment for term 2.**

Learners:

- Written work in the learners' exercise books that is corrected by the learner and controlled by the teacher.
- **Mid-year exam** (Question papers and answer sheets) pasted into learners' workbooks or filed in learners' portfolios, with corrections done in pencil.

Lesson, Class work and Homework: Activity 1.8 – Activity 1.10 + Controlled test:

TEACHER'S ACTIVITIES

Period 1:

Unit 2.5 Introduction (15 min) (LB p. 81)

- Bring a tin of fish to the classroom and ask learners to list the raw material of the contents of the tin.
- Discuss how the fresh fish is processed in a factory.
- Explain how the finished product is transported to the wholesalers and retailers.
- Show this process by drawing a flow diagram on the black board.

2.5.1 The primary sector (45 min) (LB p. 82)

- Ask learners to name different raw materials found in nature.
- Name the four main primary industries and write each of the raw materials named by learners under one of the four headings.
- Discuss the 3 different types of farming.
- Explain the different types of fishing methods.
- Discuss the importance of fishing quotas to protect our dwindling fish resources.

LEARNERS' ACTIVITIES

Period 1:

Unit 2.5 Introduction (15 min) (LB p. 81)

- Learners list the raw material of the contents of a tin of fish.
- They discuss how the fresh fish is processed in a factory.
- They listen to the explanation of the teacher, ask clarity seeking questions and respond to the teacher's questions.
- Learners summarise the vocabulary words for this topic in their exercise books.

2.5.1 The primary sector (45 min) (LB p. 82)

- Learners name the main industries extracting raw materials from the earth.
- They discuss the 3 different types of farming.
- They listen to the teacher's explanation of the different types of fishing methods.
- They discuss the importance of fishing quotas to protect our dwindling fish resources.
- Learners list the main mineral resources and where it is found in South Africa.

- Discuss the main mineral resources and where it is found in South Africa.
- Show learners pictures of forests and discuss the importance of forestry for the South African economy.
- Task learners to do Activity 2.11 (LB p. 84).

Period 2:

2.5.2 The secondary sector **(20 min) (LB p. 85)**

- Provide the correct answers for Activity 2.11 (TG p. 69).
- Explain the role of the secondary sector in transforming the raw materials into goods that can satisfy the needs and wants of consumers.
- Explain semi-final products by using practical examples.
- List the 4 main types of industries found in the secondary sector.
- Discuss the importance of the South African car industry for our economy.
- Task learners to do Activity 2.12 and Act. 2.13 (LB p. 86+87) for homework.

2.5.3 The tertiary sector **(40 min) (LB p. 88)**

- Provide the correct answers for Activity 2.12 + Act. 2.13 (TG p. 70- 71) Check that learners correct mistakes.
- Ask learners to define the tertiary sector.
- Discuss wholesalers and retailers as middle men.
- Explain which financial services and insurance services can be rendered by businesses in the tertiary sector.
- Discuss the different types of communication services rendered by businesses in the tertiary sector.
- Give examples of services rendered by the hospitality industry.
- Discuss the services rendered by the government.
- Task learners to do Activity 2.14 for homework.

- They discuss the importance of forestry for the SA economy.
- They do Activity 2.11 (LB p. 84) in their workbooks for homework.

Period 2:

2.5.2 The secondary sector **(20 min) (LB p. 85)**

- Learners mark Activity 2.11.
- They listen to the explanation of the teacher, ask clarity seeking questions and respond to the teacher's questions.
- Learners give examples of semi-final products.
- They make notes of the 4 main types of industries found in the secondary sector.
- They discuss the importance of the South African car industry for our economy.
- Learners do Activity 2.12 and 2.13 (LB p. 86+87) for homework.

2.5.3 The tertiary sector **(40 min) (LB p. 88)**

- Learners mark Activity 2.12 and Activity 2.13 and correct their mistakes.
- They define the tertiary sector and discuss wholesalers and retailers as middle men.
- They listen to the explanation of financial services rendered by businesses in the tertiary sector.
- They discuss insurance services and the different types of communication services rendered by businesses in the tertiary sector.
- Learners give examples of services rendered by the hospitality industry.
- They discuss the services rendered by the government.
- Learners do Activity 2.14 for homework.

Period 3:

2.5.4 Interrelationship of three sectors (1 hour) (LB p. 90)

- Provide the correct answers for Activity 2.14 (TG p. 72) and check that learners correct their mistakes.
- Explain how the primary sector links with the secondary sector by using practical examples.
- Explain how the primary sector links with the tertiary sector by using practical examples.
- Work through the flow diagram (LB p. 91) with learners.
- Explain how a business can be involved in more than one stage of production.
- Task learners to copy the diagram on (LB p. 91) into their workbooks.

Period 4:

2.5.5 Role of the sectors in the economy (1 hour) (LB p. 92)

- Explain how the South African economy changed from an economy mainly driven by the primary sector to an economy now mainly driven by the tertiary sector.
- Explain the meaning of GDP and the contribution of each sector to the GDP by referring to the table on p. 92.
- Discuss why each sector should use our resources in a responsible way, because depletion of our resources will affect other sectors as well.
- Discuss the skills required in the primary, secondary and tertiary sectors.
- Task learners to do Activity 2.16 (LB p. 93).

Period 3:

2.5.4 Interrelationship of three sectors (1 hour) (LB p. 90)

- Learners mark Activity 2.14 (LB p. 90) and correct their mistakes.
- They listen to the explanation of the teacher, ask clarity seeking questions and respond to the teacher's questions.
- They work through the flow diagram (LB p. 91) with the teacher and copy it into their workbooks at home.

Period 4:

2.5.5 Role of the sectors in the economy (1 hour) (LB p. 92)

- Learners listen to the explanation of the teacher, ask clarity seeking questions and respond to the teacher's questions.
- They explain the meaning of GDP and the contribution of each sector to the GDP by referring to the table on p. 92.
- They discuss why each sector should use our resources in a responsible way.
- Learners list skills required in the primary, secondary and tertiary sectors.
- They do Activity 2.16 (LB p. 93) and complete it at home.

Resources:

- VIVA EMS Gr. 8 Textbook (LB p. 81-93) and Teacher's Guide (TG p.69-73) and Mid-year exam (TG p. 74-86).
- Chalkboard and coloured chalk or transparencies and coloured transparency pens.
- Pictures of raw materials, factories, wholesalers and retailers to explain concepts to learners.

Teacher's comments / reflection:

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HOD input: monitoring and support

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