

GR. 7 EMS LESSON PLANS – TERM 4 (WEEK 1-8)

Economic and Management Sciences
LESSON PLAN FOR VIVA EMS

GRADE 7
TERM 4: Week 1
(2 hours per week)

<p>Topic: FINANCIAL LITERACY AND ENTREPRENEURSHIP</p> <p>Sub-topic: Unit 4.1 Revision of Term 3 work</p>	<p>Duration: 2 hours (2 x 1 hour periods)</p> <p>Start date: Completed date:</p>
<p>Prior content knowledge:</p> <p>Own general knowledge/experience on term 3 work.</p>	<p>Link with next lesson:</p> <p>Unit 4.2 The production process (Week 2-4)</p>
<p>Content:</p> <ul style="list-style-type: none"> • Remedial work on Term 3 controlled test • Characteristics of successful entrepreneurs • Skills of successful entrepreneurs • Good business ideas 	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Characteristics • Skills • Visionary • Self-disciplined • Action-orientated • Goal-orientated • Confident • Organised • People skills
<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"> ✓ Understand all the questions and correct answers of the term 3 controlled test. ✓ Define all the relevant concepts. ✓ Distinguish between characteristics and skills of an entrepreneur. ✓ Understanding the role of the entrepreneur to make a success of his business. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Make instructions simple to address the language barrier • Refer to learners' term 2 notes in their workbooks.

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

Define all the important vocabulary words		
Class and homework activities	Activity 4.1 (LB p. 97)	Memo, (TG p. 74)

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 4.1**TEACHER'S ACTIVITIES****Period 1: (1 hour) (Revise the term 3 test and memorandum)**

- Read and explain all questions and answers of the term 3 controlled test.
- Ask learners to explain why some of their answers were wrong.
- Task learners to do all corrections in pencil on their answer sheets.
- Allow learners to ask clarity seeking questions.

Period 2: (1 hour) (LB p. 96)

- Ask learners to explain the difference between a characteristic and a skill of an entrepreneur.
- Revise the characteristics of a successful entrepreneur (LB p. 96), by giving examples.
- Revise the skills of a successful entrepreneur by giving examples.
- Task learners to do Activity 4.1 (LB p. 97)

LEARNERS' ACTIVITIES**Period 1: (1 hour) (LB p. 60)**

- Learners listen to the explanation of questions and answers.
- They correct their mistakes on the answer sheets of the term 3 controlled test in pencil and add more possible answers where needed.
- They ask clarity seeking questions and take notes when the teacher explains the answers.

Period 2: (1 hour) (LB p. 96)

- Learners explain the difference between a characteristic and a skill of an entrepreneur.
- They revise the characteristics and skills of an entrepreneur on (LB p. 96+97).
- Learners do Activity 4.1 in the classroom and mark the activity at the end of the period.

Resources:

- VIVA EMS Gr. 7 LB (p. 96+97) and TG (p.74+75)
- Chalkboard and chalk
- Term 3 notes in learners' books.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: THE ECONOMY</p> <p>Sub-topic: Unit 4.2 The production process</p>	<p>Duration: 6 hours (6 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>General knowledge of the production of household items</p>	<p>Link with next lesson:</p> <p>Savings</p>
<p>Content:</p> <p>WEEK 2:</p> <p>4.2.1 What is production (60 min) (LB p. 98)</p> <p>4.2.2 Sustainable use of resources (60 min) (LB p. 99)</p> <p>WEEK 3:</p> <p>4.2.3 The meaning of economic growth (60 min) (LB p. 103)</p> <p>4.2.4 The meaning and impact of productivity (60 min) (LB p. 103)</p> <p>WEEK 4:</p> <p>4.2.5 Technology in the production process (60 min) (LB p. 105)</p> <p>4.2.6 Technology can improve productivity and economic growth (60 min) (LB p. 107)</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Production • Inputs • Transformation • Outputs • Factors of production • Labour • Natural resources • Capital • Capital goods • Entrepreneurship • Sustainable • Renewable resources • Non-renewable resources • Population • Economic growth • Productivity • Standard of living
<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 ✓ Explain the production process of certain goods in terms of inputs, transformation and outputs. ✓ List the factors of production and give the remuneration of each factor. ✓ Distinguish between capital goods and consumer goods. ✓ Distinguish between renewable and non-renewable resources. ✓ Understand the advantages and disadvantages of the latest technology. ✓ Describe the impact of productivity on economic growth and our standard of living. 	

Teaching Methods: <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations • Group activities 	Differentiation (Enrichment opportunities / addressing barriers): <ul style="list-style-type: none"> • Use visual materials to illustrate concepts like the pictures on LB p. 98, 99 and 101. • Make instructions simple to address the language barrier. • Extra enrichment activity: Let learners write a class test on definitions to make sure they understand all the vocabulary words.
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ASSESSMENT STRATEGY
Formal

Informal

Form of Assessment:
Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 4.2 (LB p. 99)	Memo (TG p. 75)
	Activity 4.3 (LB p. 101)	Memo (TG p. 76)
	Activity 4.4 (LB p. 105)	Memo (TG p. 78)
	Activity 4.5 (LB p. 106)	Memo (TG p. 79)
	Activity 4.6 (LB p. 108)	Memo (TG p. 80)
Class test on all vocabulary words: Learners must be able to define the concepts.	Class test (Informal assessment)	Memo developed by the teacher.
Activity 4.3 (LB p. 101) Question 2+3 Individual learners can be tasked to make a poster for their own family on how to save electricity at home. (LB p. 102) Or Enrichment activity TG p. 81 Research: Reasons why China can sell shoes and clothing at such low prices in South Africa.	Enrichment activity Design a poster on how to save on electricity.	Rubric (TG p.77) Can be formally assessed, but do not record marks.

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 4.2 - Activity 4.6 + Informal Class test:

TEACHER'S ACTIVITIES

Week 2: Period 1

4.2.1 What is production

(60 min) (LB p. 98)

- Ask learners to define 'production' in their own words.
- Use an example of any product and ask learners to list the resources needed to make the product. Draw a diagram on the board and list these as inputs.
- Ask learners to explain what is needed to make the product. Explain the four factors of production.
- Ask learners if a worker will work without a wage or salary? Explain the remuneration of each factor of production and write it on the black board next to the specific factor of production.
- Task learners to summarise all the vocabulary words on LB p. 98.
- Task them to do Activity 4.2 at home.

Week 2: Period 2

4.2.2 Sustainable use of resources

(60 min) (LB p. 99)

- Provide the answers of Activity 4.2 (TG p. 76) and check that learners correct their mistakes.
- Explain the two types of resources, by using as many as possible examples of each.
- Let learners study the table on LB p. 100 and discuss the impact of the growing world population on the earth's limited resources.
- Task learners to do Activity 4.3 (LB p. 101) at home.
- Discuss different ways to decrease the use of electricity in our homes.
- Task learners to design a poster to motivate their own family to use less electricity at home. It can be in the

LEARNERS' ACTIVITIES

Week 2: Period 1

4.2.1 What is production

(60 min) (LB p. 98)

- Learners define 'production' in their own words.
- They list the resources needed to make a specific product and help the teacher to draw a diagram like the one on LB p. 98 for this product.
- They explain what is needed to make the product and listen to the teacher's explanation of the four factors of production.
- They listen to the explanation of the remuneration of each factor of production.
- Learners summarise all the vocabulary words on LB p. 98 and do Activity 4.2 at home.

Week 2: Period 2

4.2.2 Sustainable use of resources

(60 min) (LB p. 99)

- Learners mark Activity 4.2 and correct their mistakes.
- Learners listen to the teacher's explanation and try to list as many as possible examples of each type of resources.
- They study the table on LB p. 100 and discuss the impact of the growing world population on the earth's limited resources.
- Learners do Activity 4.3 (LB p. 101) at home.
- They discuss different ways to decrease the use of electricity in their homes and make notes.
- Learners design a poster to motivate their own family to use less electricity at

form of tips or reminders to save electricity.

- Explain the rubric on LB. p. 102 and how it will be used to assess posters.

Week 3: Period 3

4.2.3 The meaning of economic growth (30 min) (LB p. 103)

- Provide the answers for Activity 4.3 (TG p. 76) and check that learners correct their mistakes.
- Explain the meaning of economic growth and why it is so important for an economy to grow.
- Explain that economic growth is necessary to provide more jobs for a growing population each year.
- Use the rest of this period to assist learners with their poster on “How to save on electricity at home”.
- Give them websites (e.g. Eskom) to find tips on how to save on electricity. See tips on TG p. 77.
- Give learners a due date for submission of their posters.

Week 3: Period 4

4.2.4 The meaning and impact of productivity (60 min) (LB p. 103)

- Ask learners to define “productivity”.
- Explain the meaning of productivity and how it relates to efficient.
- Explain how productivity can be improved by focusing on labour.
- Use practical examples of what management can do.
- Explain how productivity can be improved by using capital more effectively. Use practical examples.
- Explain how land and natural resources can affect productivity.
- Explain how better technology can produce more goods and services and increase economic growth.
- Task learners to do Activity 4.4 (LB p. 105)

home.

- They read the rubric on LB. p. 102 in order to understand how it will be used to assess their posters.

Week 3: Period 3

4.2.3 The meaning of economic growth (30 min) (LB p. 103)

- Learners mark Activity 4.3 and correct their mistakes.
- They listen to the explanation of economic growth and why it is so important for an economy to grow.
- They use the rest of the period to work on their posters on “How to save on electricity at home”.
- They make notes of tips given by the teacher. (TG p. 77)
- And write the due date for submission in their diaries/homework books.

Week 3: Period 4

4.2.4 The meaning and impact of productivity (60 min) (LB p. 103)

- Learners define “productivity” in their own words.
- They listen to the explanation of the meaning of productivity and how it relates to efficient.
- They listen to the teacher’s explanation of how productivity can be improved by improving labour and capital.
- They listen to the teacher’s explanation of how natural resources can be used more efficiently and how better technology can increase productivity and also economic growth.
- Learners do Activity 4.4 (LB p. 105)

Week 4: Period 5

4.2.5 Technology in the production process
(60 min) (LB p. 105)

- Provide the answers for Activity 4.4 (TG p. 78) and check that learners correct their mistakes.
- Remind learners to submit their posters on the due date.
- Explain how the entrepreneur can find new and better ways to produce faster, or at a lower cost.
- Explain how fixed costs (e.g. the rent paid for the building) can be divided by more units produced, decreasing the cost per unit.
- Explain the example of Mr. Themba Nkosi on LB p. 106.
- Ask learners to list old technology and how it was replaced by better products that save time and energy.
- Task learners to do Activity 4.5 (LB p. 106).

Week 4: Period 6

4.2.6 Technology can improve productivity and economic growth
(60 min) (LB p. 107)

- Provide the answers for Activity 4.5 (TG p. 79) and check that learners correct their mistakes.
- Remind learners to submit their posters on the due date.
- Explain the meaning of “standard of living” by comparing how people in poor countries live every day with how people in developed countries live.
- Explain how more production leads to higher salaries and the ability to improve our standard of living.
- Task learners to do Activity 4.6 (LB p. 108) at home.
- Provide the answers of Activity 4.6 (TG p. 80) the next period and check that learners correct their mistakes.

Week 4: Period 5

4.2.5 Technology in the production process
(60 min) (LB p. 105)

- Learners mark Activity 4.4 (LB p. 105) and correct their mistakes.
- They report back on the progress they made with their posters.
- They listen to the teacher’s explanation on how an entrepreneur can find new and better ways to produce faster, or at a lower cost.
- They read the example of Mr. Themba Nkosi on LB p. 106 and discuss it in class.
- Learners list old technology and how it was replaced by better products that save time and energy.
- Learners do Activity 4.5 (LB p. 106) for homework.

Week 4: Period 6

4.2.6 Technology can improve productivity and economic growth
(60 min) (LB p. 107)

- Learners mark Activity 4.5 (LB p. 106) and correct their mistakes.
- They listen to the teacher’s explanation of the meaning of “standard of living” and try to explain it in their own words.
- They take notes of the impact of increased production on our standard of living.
- Learners do Activity 4.6 (LB p. 108) at home.
- They mark Activity 4.6 the next period and correct their mistakes.

Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 98 - 109) and Teacher's Guide (TG p. 75 - 81).
- Chalkboard and chalk
- Internet to search information on "how to save on electricity".
- Visit any business that produces a product by using raw materials and machines/tools.

Teacher's comments / reflection:

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HOD input: monitoring and support

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<p>Topic: FINANCIAL LITERACY</p> <p>Sub-topic:</p> <p>Unit 4.3 Savings</p>	<p>Duration: 6 hours (6 x 1 hour periods)</p> <p>Start date:</p> <p>Completed date:</p>
<p>Prior content knowledge:</p> <p>Prior knowledge of how their own family save money for future needs.</p>	<p>Link with next lesson:</p> <p>Unit 4.4: Revision for the final examination</p>
<p>Content:</p> <p>WEEK 5:</p> <p>4.3.1 The importance of personal savings (60 minutes) (LB p. 109)</p> <p>4.3.2 The purpose of savings (30 minutes) (LB p. 110)</p> <p>4.3.3 The history and role of banks (30 minutes) (LB p. 111)</p> <p>WEEK 6:</p> <p>4.3.4 Services offered by banks (60 minutes) (LB p. 112)</p> <p>4.3.5 Community savings schemes (60 minutes) (LB p. 116)</p> <p>WEEK 7:</p> <p>4.3.6 Financial organisations (60 minutes) (LB p. 119)</p> <p>4.3.7 Organisations promoting entrepreneurship (60 minutes) (LB p. 120)</p>	<p>Vocabulary/ Important Words:</p> <p>WEEK 5:</p> <ul style="list-style-type: none"> • Savings • Higher standard of living • Economic growth • Thrift <p>WEEK 6:</p> <ul style="list-style-type: none"> • merchants • interest • commercial banks • deposits • loans • overdrafts • current account • savings account • fixed deposit • credit card • debit card • vehicle finance • stokvels <p>WEEK 7</p> <ul style="list-style-type: none"> • Debt cycle • Micro-lenders • Industrial Development Corporation (IDC) • Khula Enterprise Finance Limited • National Youth Development Agency • Umsombomvu Youth Fund • The Land and Agricultural Development Bank of South Africa

Aims and Objectives of the lesson

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

- ✓ Define all the relevant concepts
- ✓ Understand the importance of personal savings for our economy.
- ✓ Give reasons why different people save money for the future.
- ✓ Understand the origin of banks.
- ✓ Discuss the important role of banks in our economy.
- ✓ List different services offered by banks.
- ✓ List different kinds of stokvels.
- ✓ List the advantages of community savings schemes.
- ✓ List five organisations promoting entrepreneurship in SA.

Teaching Methods:

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

Differentiation (Enrichment opportunities / addressing barriers):

- Use examples of market research done by businesses.
- Make instructions simple to address the language barrier.
- Extra enrichment activity: **Research**
Ask learners to describe the services offered by a specific bank, as well as the interest they offer for different types of savings.

ASSESSMENT STRATEGY

Formal

Informal

Form of Assessment:

Assessment Tool:

Define all the important vocabulary words		
Class and homework activities	Activity 4.7 (LB p. 111)	Memo (TG p. 82)
	Activity 4.8 (LB p. 115)	Memo (TG p. 83)
	Activity 4.9 (LB p. 118)	Memo (TG p. 84)
	Activity 4.10 (LB p. 119)	Memo (TG p. 85)
	Activity 4.11 (LB p. 123)	Memo (TG p. 85)
ENRICHMENT ACTIVITY: Learners should collect brochures from a specific bank and make a summary of all the services provided by this bank, together with interests offered for specific types of savings.	Research: Latest bank services offered by a specific bank.	Informal assessment (Do not record marks)

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 4.7 – Activity 4.11**TEACHER'S ACTIVITIES****Week 5: Period 1****4.3.1 The importance of personal savings****(60 min) (LB p. 109)**

- Ask learners to define “savings” in their own words.
- Explain why it is important for the economy that ordinary citizens should save money at banks or other financial institutions.
- Explain the diagram on page 109 by using examples.
- Explain the impact of higher production on job creation and income tax.

Week 5: Period 2**4.3.2 The purpose of savings****(30 min) (LB p. 110)**

- Ask learners why it is so difficult for ordinary people to save money.
- Ask learners to give reasons why different people save money.
- Explain the meaning of thrift by referring to the example of Themba's mom on page 110.
- Task learners to do Activity 4.7 (LB p. 111)

4.3.3 The history and role of banks**(30 min) (LB p. 111)**

- Provide the answers of Activity 4.7 (TG p. 82) and check that learners correct their mistakes.
- Explain the origin of banks and how banks developed over the years.
- Discuss the role of banks in collecting deposits and making money available to businesses.

LEARNERS' ACTIVITIES**Week 5: Period 1****4.3.1 The importance of personal savings****(60 min) (LB p. 109)**

- Learners define “savings” in their own words and listen to the teacher's explanation about the importance of savings.
- They follow the diagram on page 109.
- And listen to the explanation of the impact of higher production on job creation and income tax.

Week 5: Period 2**4.3.2 The purpose of savings****(30 min) (LB p. 110)**

- Learners give their own reason on why it is so difficult for ordinary people to save money.
- They give reasons why different people save money.
- Learners follow the example of Themba's mom on page 110 in order to understand the meaning of thrift.
- They do Activity 4.7 (LB p. 111)

4.3.3 The history and role of banks**(30 min) (LB p. 111)**

- Learners mark Activity 4.7 and correct their mistakes.
- They listen to the explanation of the origin of banks and how banks developed over the years.
- And discuss the role of banks in collecting deposits and making money available to businesses.

WEEK 6: Period 3

4.3.4 Services offered by banks

(60 min) (LB p. 112)

- Make a list of all the SA banks on the black board.
- Discuss the services offered by different SA banks.
- Task learners to collect brochures from a specific local bank, and to make a summary of the services offered by this bank. They should also indicate the interests offered for different types of savings accounts.
- Task learners to read through the information on page 114+115 and to do Activity 4.8 at home.

Week 6: Period 4

4.3.5 Community savings schemes

(60 min) (LB p. 116)

- Provide the correct answers for Activity 4.8 (TG p. 83) and check that learners correct their mistakes.
- Explain stokvels as a community savings scheme, by using the illustration on LB p. 116 and 117.
- Discuss the advantages of stokvels, as well as the different types of stokvels.
- Task learners to do Activity 4.9 (LB p. 118) and Activity 4.10 (LB p. 119) at home.

Week 7: Period 5

4.3.6 Financial organisations

(60 min) (LB p. 119)

- Provide the correct answers for Activity 4.9 (TG p. 84) and check that learners correct their mistakes.
- Discuss individual learners' answers for Activity 4.10 (Research on stokvels in their own community).
- Discuss different financial organisations available, especially to low-income groups and small businesses.

WEEK 6: Period 3

4.3.4 Services offered by banks

(60 min) (LB p. 112)

- Learners list all the SA banks on the black board.
- They also discuss the services offered by different SA banks.
- And collect brochures from a specific local bank, to make a summary of the services offered by this bank. They should also indicate the interests offered for different types of savings accounts.
- Learners read through the information on page 114+115 and do Activity 4.8 at home.

Week 6: Period 4

4.3.5 Community savings schemes

(60 min) (LB p. 116)

- Learners mark Activity 4.8 and correct their mistakes.
- They follow the teacher's explanation of stokvels as a community savings scheme, by using the illustration on LB p. 116 and 117.
- Learners discuss the advantages of stokvels, as well as the different types of stokvels.
- They do Activity 4.9 (LB p. 118) and Activity 4.10 (LB p. 119) at home.

Week 7: Period 5

4.3.6 Financial organisations

(60 min) (LB p. 119)

- Learners mark Activity 4.9 and correct their mistakes.
- Discuss individual learners' answers for Activity 4.10 (Research on stokvels in their own community).
- They discuss the different financial organisations available, especially to low-income groups and small businesses.

Week 7: Period 6

4.3.7 Organisations promoting entrepreneurship (60 min) (LB p. 120)

- Explain to learners that Commercial banks do not want to risk lending money to new inexperienced entrepreneurs.
- Discuss other organisations willing to help new inexperienced entrepreneurs and how they support these entrepreneurs.
- Explain how these organisations try to create jobs in local communities and how they work in conjunction with local municipalities and donors.
- Discuss the function of the Land Bank in the agricultural sector.
- Task learners to do Activity 4.11 (LB p. 123)
- Provide the correct answers for Activity 4.11 (TG p. 85) at the beginning of the next period and check that learners correct their mistakes.

Week 7: Period 6

4.3.7 Organisations promoting entrepreneurship (60 min) (LB p. 120)

- Learners listen to the teacher’s explanation why Commercial banks do not want to risk lending money to new inexperienced entrepreneurs.
- They discuss other organisations willing to help new inexperienced entrepreneurs and how they support these entrepreneurs.
- They listen to the teacher’s explanation of how these organisations try to create jobs in local communities and how they work in conjunction with local municipalities and donors.
- Learners discuss the function of the Land Bank in the agricultural sector.
- They do Activity 4.11 (LB p. 123).
- They mark Activity 4.11 at the beginning of the next period and correct their mistakes.

Resources:

- VIVA EMS Gr. 7 Textbook (LB p. 109-123) and Teacher’s Guide (TG p. 81-86).
- Chalkboard and chalk
- Brochures of local banks.
- Community members involved in stokvels.

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 7
 TERM 3: Week 8
 (2 hours per week)

<p>Topic: THE ECONOMY Sub-topic: Unit 4.4 Revision for the final examination</p>	<p>Duration: 2 hours (2 x 1 hour periods) Start date: Completed date:</p>
<p>Prior content knowledge: Learners' own knowledge/experience of all topics covered from term 1-4.</p>	<p>Link with next lesson: Final November examination</p>
<p>Content: <u>Period 1:</u> Revision activity 4.12</p> <p><u>Period 2:</u> Revision activity 4.13</p>	<p>Vocabulary/ Important Words:</p> <ul style="list-style-type: none"> • Efficient • Debit card • Credit card • Entrepreneur • Productivity • Economic growth • Production • Labour • Natural resources • Capital goods • Non-renewable resources • Investment • Current assets • Non-current liabilities • Current liabilities • Informal businesses • Formal businesses • Statement of net worth
<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 most important concepts learned during term 1-4. ✓ Answer all type of short questions that can appear in Section A. ✓ Answer all type of longer questions in the form of case studies, calculations, data response, etc. 	
<p>Teaching Methods:</p> <ul style="list-style-type: none"> • Narrative method • Discussion method • Question and answer • Demonstrations 	<p>Differentiation (Enrichment opportunities / addressing barriers):</p> <ul style="list-style-type: none"> • Use visual materials for learners who experience language barriers. • Make instructions simple to address the

<ul style="list-style-type: none"> Group activities 	<p>language barrier.</p> <ul style="list-style-type: none"> Extra enrichment activities: Give learners at least 1 short revision tests to force them to study before the final November exam.
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ASSESSMENT STRATEGY	Formal <input checked="" type="checkbox"/>	Informal <input checked="" type="checkbox"/>
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Form of Assessment:	Assessment Tool:	
Define all the important vocabulary words		
Class and homework activities	Activity 4.12 (LB p. 124)	Memo (TG p. 62)
	Activity 4.13 (LB p. 125)	Memo (TG p. 63)
Enrichment activity: Informal revision test:	At least 1 class test to force learners to study before the final Nov exam.	Memo of class tests drafted by the teacher.
FORMAL ASSESSMENT:	Final November examination (TG p. 96-100)	Memo (TG p. 101-105)

EVIDENCE OF ASSESSMENT

- Teacher:**
- Activities are controlled, corrected and dated.
 - Teacher’s comments in the learners’ exercise books.
 - Formal assessment (Final November exam) marked, pasted into learners’ workbooks or filed in learners’ portfolios.
 - November exam marks recorded as the only formal assessment for term 4.
- Learners:**
- Written work in the learners’ exercise books that is corrected by the learner and controlled by the teacher.
 - Evidence of the marked November exam in learners’ books or portfolios.

Lesson, Class work and Homework: Activity 4.12 – Activity 4.13 + Final Nov examination:

TEACHER’S ACTIVITIES	LEARNERS’ ACTIVITIES
<p>Period 1: <u>Activity 4.12</u> – (1 hour) (LB p. 124)</p> <ul style="list-style-type: none"> Task learners to do Activity 4.12 (LB p. 124) in the classroom and to finish it at home. Assist learners by referring to previous term’s notes and activities. Task learners to also work through their term 1 + term 2 controlled tests and to study their corrections on these tests. 	<p>Period 1: <u>Activity 4.12</u> – (1 hour) (LB p. 124)</p> <ul style="list-style-type: none"> Learners do Activity 4.12 (LB p. 124) in the classroom and ask the teacher’s support where needed. They refer to previous term’s notes and activities to answer the questions. They also work through their term 1 + term 2 controlled tests and study their corrections on these tests.

<p>Period 2: Activity 4.13 – (1 hour) (LB p. 125)</p> <ul style="list-style-type: none"> • Provide the correct answers for Activity 4.12 (TG p. 87) and check that learners correct their mistakes. • Allow learners to ask clarity seeking questions and explain the correct answers on the black board. • Task learners to do Activity 4.13 (LB p. 125) at home. <p>Period 3:</p> <ul style="list-style-type: none"> • Provide the correct answers for Activity 4.13 (TG p. 89) and check that learners correct their mistakes. • Allow learners to ask clarity seeking questions and explain the correct answers on the black board. • Task learners to do Activity 4.14 (LB p. 128) and Activity 4.15 (LB p. 129) in the classroom and discuss the correct study habits and study methods (LB p. 128-129) • If time allows this, explain the correct examination-writing skills (LB p. 130-131) by working through the given examples. 	<p>Period 2: Activity 4.13 – (1 hour) (LB p. 125)</p> <ul style="list-style-type: none"> • Learners mark Activity 4.12 and correct their mistakes. • They ask clarity seeking questions. • Learners do Activity 4.13 (LB p. 125) at home. <p>Period 3:</p> <ul style="list-style-type: none"> • Learners mark Activity 4.13 and correct their mistakes. • They ask clarity seeking questions. • They do Activity 4.14 (LB p. 128) and Activity 4.15 (LB p. 129) in the classroom and discuss the correct study habits and study methods (LB p. 128-129) • If time allows this, they discuss the correct examination-writing skills (LB p. 130-131) and work through the given examples.
<p>Resources:</p> <ul style="list-style-type: none"> • VIVA EMS Gr. 7 Textbook (LB p. 124-131) and Teacher’s Guide (TG p. 87-95). • VIVA EMS Gr. 7 Teacher’s Guide – Controlled test and memorandum (TG p. 96-105) • Chalkboard and chalk. • Previous exam papers used as revision activities. • Copies of the November exam paper for learners, if no district paper is provided. 	
<p>Teacher’s comments / reflection:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>HOD input: monitoring and support</p> <p>.....</p> <p>.....</p> <p>.....</p>	