

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 1 GRADE 8 REVISION - FACTORS OF PRODUCTION

Core knowledge: Factors of production i.e. Natural resources, Capital, Labour and Entrepreneurship.

Tool (Instrument used for measurement): Rubric/memorandum

Method (Who will assess): Educator/peer

Technique (Learning activity): Class activity page 8, **Written (Poster) and oral presentation pages 9 - 14**

Prior knowledge: Factors of production pages 7 - 14

Resource material: Notes, DVD advertisement, flashcards, transparencies

Learner Support Material: EMS workbook pages

Learner activity for assessment: Arrange the flash cards under the appropriate headings – poster. Explain in writing the factors of production with the use of a case study i.e. the Marula tree and then deliver an oral presentation.



PowerPoint presentation www.wamark.co.za

FACTORS OF PRODUCTION

Class activity page 8 FACTORS OF PRODUCTION (NELC)

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Date Assigned
Date completed

9 A	9 B	9 C	9 D	9 E	9 F	9 G

ASSESSMENT NUMBER 1 Written Presentation (poster)pages 9 - 14 Marula Factors of Production)

Date Assigned
Date completed

9A	9B	9C	9D	9E	9F	9G

ASSESSMENT NUMBER 1 Oral presentation pages 9 - 14 (Marula – Factors of Production)

Date started
Date completed

9A	9B	9C	9D	9E	9F	9G

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 2 THE ECONOMY - ECONOMIC SYSTEMS

Core knowledge: Market, Planned and Mixed economic systems. How South Africa's mixed economic policy addresses the economic problem of scarcity

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator

Technique (Learning activity): **Class work activities, RESEARCH**

Prior knowledge: Factors of production, goods and services, problem of scarcity and personal experience.

Resource material: Newspaper article and cartoon.

Learner Support Material: EMS workbook pages 15 - 20, DVD comparing South Africa and South Korea's economic systems

Learner activity for assessment Research an economic system of any country and analyse it.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____



PowerPoint Presentation www.wamark.co.za

ECONOMIC SYSTEMS

TERM 1 - ASSIGNMENT 40%

Class Activity 1 pg 16 (Advantages and disadvantages of a mixed economy) Class activity 2 pg 17 (DVD – Comparison South Korea and South Africa)

Date Assigned	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date completed														

ASSESSMENT NUMBER 2

Class activity page 18 (South Africa's mixed economic policy)

Research pages 19 - 20 (Economic systems)

Date Assigned	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date completed														

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 3 THE ECONOMY - THE CIRCULAR FLOW (CLOSED)

Core knowledge: The flow of money, goods and services between consumers and producers; The flow of money between households and businesses; the role of government in the economy; open and closed economies. GDP & GNP
Tool (Instrument used for measurement): Memorandum, Informal Assessment

Method (Who will assess): Educator

Technique (Learning activity): Class activity page 17 - 18

Prior knowledge: The historical development of money and its role in societies and their economies, FOP and economic systems

Resource material: Notes and class notes

Learner Support Material: EMS workbook pages 14 - 18

Learner activity for assessment:

- 1) With the use of a flow diagram show the flow of the FOP and goods/ services between consumers and producers within a closed economy. Explain the diagram in writing.
- 2) With the use of a flow diagram show the flow of income, FOP, goods/services between households and businesses within a closed economy. Explain the diagram in writing.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Class activity page 17 (GDP and GNP)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Class activity page 18 (Explain the flow of FOP, goods and services between households and businesses)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____
Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 4 THE ECONOMY - THE CIRCULAR FLOW (OPEN)

Core knowledge: The role of the foreign sector in the economic cycle. The differences between national and international trade; difficulties when trading internationally and solutions to these problems. The importance of international trade.

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator/self/peer

Technique (Learning activity): **Class activity page 21,**

RESEARCH pages 23 - 28, Test

Prior knowledge: Trade and how it addresses the economic problem of scarcity including choice and opportunity cost.

Resource material: Notes, class notes, newspaper articles and advertisements

Learner Support Material: EMS workbook pages 27 - 36

Learner activity for assessment:

Analyse relevant and current articles

regarding trade agreements between South Africa and foreign countries. Explain trade restrictions. Discuss the importance of supporting local industry. Discuss import and export products.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Activity on pages 29 - 30 (Importance of Foreign Trade)

ASSESSMENT NUMBER 3
Research page 31 - 36 (Foreign Trade)

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

Homework: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 5 ECONOMY - SADC COMMUNITY

Core knowledge: SADC Countries

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Self/ peer/educator

Technique (Learning activity): **WORKSHEET pages 39 - 40**

Prior knowledge: International Trade

Resource material: Map, articles

Learner Support Material: EMS workbook pages 37 - 40

Learner activity for assessment: 1) List the countries that belong to the SADC

2) Discuss the objectives of the SADC

3) Discuss the FTA

4) Critically analyse the successes and shortcomings of the SADC communities' vision.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 4

Worksheet pages 40 - 41 (SADC)

	9A	9B	9C	9D	9E	9F	9G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: CYCLE:

Educator name: _____

LESSON 6 THE ECONOMY - SARB (FLOW OF MONEY)

Core knowledge: The flow of money between the Reserve Bank, DTI's, households, businesses and the government.

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator

Technique (Learning activity): Class activity page 44

WRITTEN PRESENTATION pages 47 - 48

Prior knowledge: The role of banks in investing in the economy. Services offered by DTI's. The role of the Reserve Bank and the Repo rate.

Resource material: Revision notes pages Flow Diagram, notes

Learner Support Material: EMS workbook page 41 - 48

Learner activity for assessment: Analyse a flow diagram of the flow of money between the Reserve Bank, DTI's, households, businesses and the government.

Explain the different flows in writing.

Class Activity page 44 (SARS/ monetary policy)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

ASSESSMENT NUMBER 5

Presentation page 47 - 48

(Flow of money Reserve Bank, DTI's, households, businesses and the government)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework:

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement:

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

LESSON 7 THE ECONOMY - THE ROLE OF SAVINGS AND INVESTMENTS

Educator name: _____

Core knowledge: The role of savings and investments in the economy.
The lack of savings and how it affects an economy i.e. inflation.
Government's monetary policy used to curb inflation.

Tool (Instrument used for measurement): Rubric/ memorandum

Method (Who will assess): Educator/peer

Technique (Learning activity): **Class activity page 51,**
WRITTEN AND ORAL PRESENTATION page 53

Prior knowledge: The importance of saving and investments.

Resource material: Notes, class discussion and newspaper article.

Learner Support Material: EMS workbook pages 49 - 54

Learner activity for assessment: Write and deliver a speech encouraging the learners of the school to save. The speech must include the positive effects of savings and investments on the economy.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 6

Class activity page 51 (Saving and inflation)

Written and oral presentation page 53 (Positive effects of saving)

Date Assigned _____
Date completed _____

9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 8 THE ECONOMY - THE ECONOMIC CYCLE

Core knowledge: The Economic Cycle

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator

Technique (Learning activity): **Cartoon analysis – WORKSHEET pages 61 - 65**

Prior knowledge: Trade, open/closed economies

Resource material: Graph, notes, cartoons and newspaper article headlines

Learner Support Material: EMS Workbook pages 55 - 65

Learner activity for assessment:

- 1) Explain the four stages of the economic cycle
- 2) Differentiate between a recession and depression
- 3) Discuss the effects of a recession on the economy
- 4) Discuss economic recovery after a recession

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement:

ASSESSMENT NUMBER 7

Worksheet pages 61 - 65 (Analysis of the recession and recovery in South Africa)

	9A	9B	9C	9D	9E	9F	9G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 9 THE ECONOMY - NATIONAL INCOME

Core knowledge: National Income

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Self

Technique (Learning activity): Crossword Puzzle page 68

Prior knowledge: National Budget

Resource material: Notes, crossword puzzle

Learner Support Material: EMS workbook pages

Learner activity for assessment: 1) Discuss progressive and regressive tax and give examples of each

2) Differentiate between a tax and a subsidy

3) Discuss the functions of SARS

4) List other sources of income other than taxes

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Crossword page 68 (National Income)

	9A	9B	9C	9D	9E	9F	9G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 10 THE ECONOMY - NATIONAL BUDGET

Core knowledge: The National budget – planning, authorising, implementing and taking responsibility. Evaluation of income tax system against the criteria of a good tax system. The difference between a tax and subsidy.

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator

Technique (Learning activity): **Class activity page 70**

PROJECT– Pamphlet page 71

Prior knowledge: Different economic systems and how they address the economic problem. The national budget and how it is used to influence growth and redress economic inequalities.

Resource material: Notes, articles, graph and cartoon

Learner Support Material: EMS workbook pages 69 - 71

Budget Speech

Learner activity for assessment: Discuss the effect of the National budget on the economy.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement:

Class activity page 70 (SARS and tax collection)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

ASSESSMENT NUMBER 8 National Budget Pamphlet page 71

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework:

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 11 THE ECONOMY - PRICE THEORY

Core knowledge: Supply and demand curves. Increase/decrease in supply/demand

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator

Technique (Learning activity): **Supply demand graphs,**

Increase/decrease in supply and demand

Prior knowledge: The influence of supply and demand on market prices

Resource material: Notes and example of a supply demand curve graph

Learner Support Material: EMS workbook pages 73 - 82

Learner activity for assessment: Illustrate by means of a graph and discusses how demand and supply influence prices.

Increase and decrease in demand and supply

Graphical illustration of the change in demand and supply

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Supply and demand graph (Biscuits) Page 76

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Supply demand graph (Vuvuzela) page 77

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

Supply Demand graph (Nike) page 78

Increase and decrease in demand page 80

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

Increase and decrease in supply page 82

Homework: _____
Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 12 THE ECONOMY - TRADE UNIONS

Core knowledge: Trade Unions – their role, rights and responsibilities. LRA and conflict resolution between trade unions and employer organisations. Impact of conflict on the economy. Contribution of trade unions to sustainable growth and development

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator

Technique (Learning activity): **Class activities pages 83, 84, 86, 88**

WORKSHEET pages 89 - 92, Class Activity page 95, ASSIGNMENT page 97

Prior knowledge: Economic rights and responsibilities between, Consumer/producer, employer/employee and government/business

Resource material: Newspaper articles

Learner Support Material: EMS workbook pages 83 - 97

Learner activity for assessment: Discuss the role, rights and responsibilities of trade unions.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

ASSESSMENT NUMBER 9

Class work pages 83, 84, 86 and 88 (Trade Unions)

Worksheet page 89 - 90 (Role, Rights and responsibilities of Trade Unions)

	8A	8B	8C	8D	8E	8F	8G	8A	8B	8C	8D	8E	8F	8G
Date Assigned														
Date completed														

ASSESSMENT NUMBER 10

Class activity page 95 (Role of woman in Trade Unions)

Assignment page 97 (COSATU Trade Unions)

	8A	8B	8C	8D	8E	8F	8G	8A	8B	8C	8D	8E	8F	8G
Date Assigned														
Date completed														

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 13 **ENTREPRENEURSHIP - PRODUCTIVITY**

Core knowledge: The definition of productivity, procedures identified in productivity. Improving labour productivity, advantages/benefits of productivity. The effect of productivity on economic prosperity, growth and global competition. The availability of labour, emigration/ immigration and the effect of HIV and AIDS on the working population.

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator/peer/self

Technique (Learning activity): **Class activities pages 100 and 103**

Prior knowledge: Definition of productivity, classification of labour, the use of technology to improve productivity.

Resource material: Notes, articles, statistics and cartoon,

Learner Support Material: EMS workbook pages 99 - 104

Learner activities for assessment:

Discuss productivity and its effects on economic prosperity, growth and global competition. Research one of the sectors forming the backbone of the North West Province, identify job opportunities for scarce skills and suggest how to implement skills development in this sector, discuss how increased employment will contribute to reconstruction and development

		Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement:

Flow chart - Inputs versus outputs page 100 (Candle making)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Class Activity page 103 (Productivity and global competition)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework and notes:

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 14 FINANCIAL LITERACY - NATIONAL CREDIT ACT

Core knowledge: Cash and credit purchases, functions of the credit bureau and National Credit Act

Tool (Instrument used for measurement): Memoranda

Method (Who will assess): Educator/self/peer

Technique (Learning activity): **Class activity pages 105, 108, 109, 110, Worksheet pages 113 - 114 (NCA & NCR), 115 - 118 (Statements)**

Prior knowledge: Basic financial literacy

Resource material: Notes, articles, advertisements, statements, deposit and till slip

Learner Support Material: EMS workbook pages 105 - 118

Learner activities for assessment: Examine the differences between cash and credit purchases. Analyse the role of the NCR. Comparing statements prior to and after the implementation of the of the NCA.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Class activities pages 105, 108, 109 (Instalment purchases)

Class activity page 110 (Credit Bureau)

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

ASSESSMENT NUMBER 11

Worksheet pages 113 114 (NCR)

ASSESSMENT NUMBER 12

Worksheet pages 115 - 118 (NCR – statements)

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

LESSON 15 **ENTREPRENEURSHIP - SECTORS OF THE ECONOMY**

Educator name: _____

Core knowledge: Sectors of the economy, primary, secondary and tertiary

Tool (Instrument used for measurement): Memoranda

Method (Who will assess): Educator/self/peer

Technique (Learning activity): Class activities 120, 121 & 123

Prior knowledge: Primary, secondary and tertiary industries

Resource material: Notes, article, format of a budget

Learner Support Material: EMS workbook pages 119 - 126

Learner activities for assessment:

The interrelationships between the 3 sectors, sustainable use of resources, the role of each sector in the economy and types of skills required in each sector

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

TERM 2 - DATA RESPONSE 40%

Areas for improvement _____

Activity 1 page 120 (types of industries)

Activity 2 page 121 (Interrelationships between industries)

Date Assigned

Date completed

9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G

ASSESSMENT NUMBER 13

Data response - pages 125 - 126

(The role of the three industries and skills needed in each)

Activity 3 page 121 (Sustainable use of resources)

Date Assigned

Date completed

9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

LESSON 16 **ENTREPRENEURSHIP - THE 9 FUNCTIONS OF BUSINESS**

Educator name: _____

Core knowledge: The eight functions of business, characteristics and importance of each function

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator

Technique (Learning activity): **Assignment page 1..**

Prior knowledge: Types of industries

Resource material: Notes, advertisements, case study

Learner Support Material: EMS workbook pages 127 - 134

Learner activities for assessment: Identify the 9 functions of business and one job opportunity per function (Success on a shoe string)

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 14 Assignment pages 131 - 134 (The nine Functions of business - Success on a shoestring)

	9A	9B	9C	9D	9E	9F	9G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

LESSON 17 **ENTREPRENEURSHIP - ADVANTAGES DISADVANTAGES**

Core knowledge: Advantages and disadvantages of entrepreneurship. The benefits of entrepreneurship to a society and the social responsibility of businesses.

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator/peer/self

Technique (Learning activity): **Class activity page 136 138**

WRITTEN PRESENTATION pages 139 - 140

Prior knowledge: The role of savings and investments in economic prosperity and growth.

Resource material: Notes and articles – case studies

Learner Support Material: EMS workbook pages 135 - 140

Learner activity for assessment: Investigates the public relations, social responsibility, strategies and actions of different businesses and organisations.

Educator name: _____

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Activity 1 page 136 (Social responsibility)

Activity 2 page 138 (Advantages & disadvantages of entrepreneurship)

	9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G
Date Assigned														
Date completed														

ASSESSMENT NUMBER 15

Written presentation pages 139 - 140 (Informal Businesses i.e. Spaza Shops)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 18 **ENTREPRENEURSHIP - BUSINESS PLAN**

Core knowledge: A business Plan

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator

Technique (Learning activity): Class activity page 144 and 146

Prior knowledge: Business ideas, production costing, forms of ownership, marketing, advertising and sources of capital (Grade 8)

Resource material: notes, article, questionnaire

Learner Support Material: EMS workbook pages 141 - 146

Learner activities for assessment: Draw up a business plan

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Class Activity page 144 (Are you a born Entrepreneur? Questionnaire)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Class activity page 146 (Business plan Mind map/puzzle)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 8

WEEK: _____ CYCLE: _____

LESSON 19 ENTREPRENEURSHIP - FORMS OF OWNERSHIP

Core knowledge: Forms of ownership i.e. Sole traders, partnership, private and public companies, Closed corporations and the franchise The new Companies Act 71 of 2008

Tool (Instrument used for measurement): Memorandum

Method (Who will assess): Educator/ Peer/ Self

Technique (Learning activity): Crossword Puzzles pages 151, 153, Class Activity page 158

Resource material: notes, article

Learner Support Material: EMS workbook pages 147 - 158

Learner activity for assessment: Differentiate between the forms of ownership.

Educator name: _____

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 16

Crossword pages 151 - 152 (New Companies Act)

ASSESSMENT NUMBER 17

Crossword pages 153 - 154 (Forms Of Ownership)

	8A	8B	8C	8D	8E	8F	8G	8A	8B	8C	8D	8E	8F	8G
Date Assigned														
Date completed														

Class activity page 158 (Advantages and disadvantages of a franchise)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 20 ENTREPRENEURSHIP - TARGET MARKETS

Core knowledge: Identifying the Target Market, their needs and wants and Business idea

Tool (Instrument used for measurement): **Rubric for business plan page 135**

In learner workbook

Method (Who will assess): Educator/self/peer

Technique (Learning activity): **Business Plan pages 159 - 160**

Prior knowledge: Needs and wants and Target market (Grade 8), research questionnaire

Resource material: Maslow's Hierarchy of needs (Revision)

Learner Support Material: EMS workbook pages 159 - 160

Learner activity for assessment: Identify a target market

Identify their needs and wants

Develop a business concept

List suppliers names and goods/services provided by each



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NEEDS AND WANTS

Business Plan pages 159 - 160 (Target market, Business Idea, suppliers)

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

LESSON 21 **ENTREPRENEURSHIP - PROJECTED PROFIT AND LOSS**

Educator name: _____

Core knowledge: Projected profit and loss statement
Tool (Instrument used for measurement): **Memorandum** (Educator guide) and **rubric – Business plan (page135) of learner workbook**
Method (Who will assess): Educator/self/peer
Technique (Learning activity): **Projected profit and loss statement page142**
Prior knowledge: Income statement of a business
Resource material: Case study
Learner Support Material: EMS workbook page 142 - 143
Learner activity for assessment:
 1) Analyse a case study projected profit and Loss statement
 2) Draw up a projected profit and loss statement

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Case study page 162 (Projected profit and loss statement)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Business Plan - Rubric page 145 (Projected Profit and loss Statement)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 22 ENTREPRENEURSHIP - COSTING

Core knowledge: Production costing. Cost price, selling price and % mark up. Calculating break even point.

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator/peer

Technique (Learning activity): **INVESTIGATION – Production costing**

pages 165 - 166, Break even point activity page 167

Prior knowledge: Production costing Grade 8

Resource material: Notes and examples (Revision)

Learner Support Material: EMS workbook revision page 163 - 168

Learner activities for assessment: Calculate production costs, unit price, Selling price and break even point

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 18 Production Costing page 165 - 166

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Break even point activity page 167

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework and notes:

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 23 ENTREPRENEURSHIP - 4 P'S OF MARKETING

Core knowledge: The four P's of marketing, the SIVA model advertising and market research questionnaire.

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Peer/Educator

Technique (Learning activity): **Class activity page 170, 172. Market research questionnaire Pages 173 - 174 and 175 - 176**

Prior knowledge: Market day

Resource material: Case study – Questionnaire, cartoon, advertisement

Learner Support Material: EMS workbook page 169 - 176

Learner activity for assessment:

- 1) Discuss the four P's of marketing and the SIVA model
- 2) Design a market research questionnaire.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

ASSESSMENT NUMBER 19

Class activity page 170 (Advertisement using SIVA model)

Class Activity page 172 (Market research)

Date Assigned
Date completed

9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G

ASSESSMENT NUMBER 20

Market Research page 173 - 174 (Case Study)

Market Research page 175 - 176 (Business Plan)

Date Assigned
Date completed

9A	9B	9C	9D	9E	9F	9G	9A	9B	9C	9D	9E	9F	9G

Homework: _____

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: CYCLE:

Educator name: _____

LESSON 24 ENTREPRENEURSHIP - SWOT ANALYSIS

Core knowledge: SWOT analysis

Tool (Instrument used for measurement): Memorandum and Rubric

Method (Who will assess): Educator/peer

Technique (Learning activity): **Class activity page 178,**

Case study page 179 - 180, SWOT analysis page 181

Prior knowledge: Business ideas, production costing, forms of ownership, marketing, advertising and sources of capital.

Resource material: Case study - advertisement

Learner Support Material: EMS workbook pages 177 - 181

Learner activities for assessment: Generates through a SWOT analysis, responsible business ideas to meet the need for manufactured goods or services.

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Class activity page 178 (SWOT – school tuck shop)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

ASSESSMENT NUMBER 21

Case study SWOT pages 179 - 180

	9A	9B	9C	9D	9E	9F	9G
Date Assigned							
Date completed							

ASSESSMENT NUMBER 22

SWOT page 181 (Business Plan)

Homework:

Notes: _____

LESSON PLAN
ECONOMIC AND MANAGEMENT SCIENCES GRADE 9

WEEK: _____ CYCLE: _____

Educator name: _____

LESSON 25 **ENTREPRENEURSHIP - ADVERTISING**

Core knowledge: The methods of advertising, what makes a good advertisement.

Tool (Instrument used for measurement): Rubric

Method (Who will assess): Educator/peer

Technique (Learning activity): **Class activity pg 184,**

Practical demonstration – advert pages 185 - 186

Prior knowledge: Four P's of marketing and the SIVA model

Resource material: Notes and case study (Advert)

Learner Support Material: EMS workbook pages 183 - 186

Learner activity for assessment:

Conducts a marketing campaign to promote a product and discuss the self selected advertising media.

Must incorporate the four P's of marketing and the SIVA model

	Educator reflection	Level (1-7)
1	I maintained a high level of discipline	
2	I played the role of facilitator during the lesson	
3	I completed learner intervention forms where necessary	
4	I compared new information with what they already knew. (Previous knowledge)	
5	I made effective use of teaching aids	
6	I applied remediation to the learners who needed it	
7	My assessment tools were effective	
8	The learners were able to complete the activity	
9	The learners were able to deliver proof of their learning	

Areas of improvement: _____

Class Activity page 184 (Analysing an advertisement)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

ASSESSMENT NUMBER 23

Practical Demonstration page 185 - 186 (Advertising - Business Plan)

	9 A	9 B	9 C	9 D	9 E	9 F	9 G
Date Assigned							
Date completed							

Homework: _____

Notes: _____