

FOREWORD

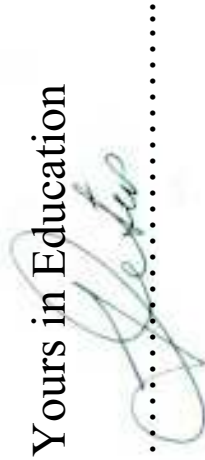
This document was developed by the Eastern Cape Department of Education in collaboration with the District Curriculum Personnel in response to a need identified by teachers during the monitoring of the implementation of Economic and Management Sciences (EMS) in GET classrooms, namely, to provide standardised exemplars to be used when Planning for teaching and learning and when Assessing and recoding learners' work.

The document provides exemplars of Learning Programmes, Work Schedules together with lesson plans for EMS for each grade in the GET band. Examples of assessment tasks with appropriate assessment tools to be used for each task are provided in the lesson plans.

The exemplars are intended to assist teachers to plan and teach Economic and Management Sciences in the GET band in accordance with the prescripts of the NCS.

This should be regarded as a support document for EMS implementation and must be read and used in conjunction with the National Curriculum Statement for Economic and Management Sciences as well as the National and Provincial Assessment Guidelines.

Yours in Education



Dr Frank Peters

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Intermediate Phase Planning

ECONOMIC AND MANAGEMENT SCIENCES LEARNING PROGRAMME

INTERMEDIATE PHASE

LEARNING OUTCOME		GRADE 4	GRADE 5	GRADE 6
LO 1 Economic Cycle				
Cluster 1	AS 1: Describes the roles of members of households as consumers and producers in the need satisfaction process AS 2 : Explains the effects on the community of both responsible and irresponsible use of resources and services	AS 1: Differentiates between the different levels of needs that people have, and explains how these might be satisfied. AS 2: Identifies and describes the role of government in the use of resources and services. AS 4: Differentiates between direct taxes (e.g. income tax) and indirect taxes (e.g. VAT; tax on petrol).		AS 1: Describes the roles of households, businesses and government in the economic cycle. AS 2: Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services.
	Within LA LO2 AS 1: Identifies the differences in standards of living of highly developed and subsistence economies	Across LA Languages Mathematics Technology	Within LA LO2:AS 1: Describes the changes in lifestyles, living standards and patterns of consumption from self-sufficient societies to modern societies	Across LA Lang Maths SS Tech Within LA LO 2AS 1: Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants.
Integration				

			AS 3 Explores personal steps and attitudes to improve the standard of living (e.g. Developing entrepreneurial skills, using time and resources productively in promoting a healthy environment.		
Content in context	COMMUNITY LO1 AS 1: Concepts: • Households • Producers • Consumers • Needs satisfaction process • Resources(Renewable and non renewable) • Goods • Services Describes the roles of different members of household as consumers and producers in need satisfaction. LO1 AS 2: Concepts: • different types of resources (natural and manmade) and how they satisfy needs and wants	Concepts: • Needs • Self actualisation • Recognition • Social • Security • Basic • Need satisfaction Different levels of needs(Maslow's Hierarchy) How needs can be satisfied. Concepts: • Government • Role of government • Resources • Service Role of government in the use of Resources (e.g water, electricity) and provision of services(e.g education, health, safety)	Concepts: • Role players • Household • Business • Government Describe roles of: • households, • business and • Government in economic cycle Concepts: • Rights • Responsibilities • Production • Consumption • Resources • Services Compares rights and responsibilities of each of the participants in the: • Production and • Consumption		

	• Ways in which resources and services are used in both responsible and irresponsible manner e.g correct use of water, wastage, pollution of dams. • Real life examples of the positive and negative effects of responsible and irresponsible use of resources and services • Responsible and irresponsible use of public money • Saving our resources • Recycling and re-use	Concepts: • Tax • Direct tax • Indirect tax Difference between direct taxes(e.g income tax and indirect taxes(e. Vat, tax on petrol Vat exempt items (e.g brown bread, milk)	of services and resources
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Cluster 2	AS 3 Describes the role of formal and informal businesses in society AS4: Explains the concept of tax in simple language	LO 1: AS 3: Explains the effect of natural disasters (e.g. drought) and health epidemics (e.g. HIV/AIDS) on formal and informal businesses.	LO 1: AS 3: Presents different flows of resources and services in the economic cycle (e.g. the flow of wages to households in exchange for labour; the flow of money to business in exchange for goods and services). AS 4: Explains different types of taxes and

			how they influence consumers and business.
Integration	Within LA None	Across LA Languages	Within LA LO 3:AS 1: Understands and participates in the production process, from raw materials to final products, including waste products. Across LA
Content in context	Concepts: - Formal business - Informal businesses (e.g. spaza shops) Describes the role of formal and informal businesses in a society. - Tax - Tax Payer - Government Explain the concept of tax in simple language.	Within LA LO2AS 2: Explains the concept of economic growth and development, and its impact on the development of communities and society Across LA	Concepts : - Resources - Services - Flow of wages - Flow of money - Households - Business and government Presents different flows of resources and services in the economic cycle: - Flow of wages to households in exchange for labour - Flow of money to businesses in exchange for goods and services Concepts: - Taxes Types of taxes: - PAYE - VAT - Company tax - Property tax Explains how these taxes influence

				consumers and businesses
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Learning Outcome 2 Sustainable growth and development Cluster 1	LO 2 AS 1: Identifies the differences in standards of living of highly developed and subsistence economies	LO2: AS 1: Describes the changes in lifestyles, living standards and patterns of consumption from self-sufficient societies to modern societies AS 3 Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment.	LO 2 AS 1: Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants.	
Integration	Within LA LO3 AS3 : Identifies different sources of personal income, and plans spending and saving by drawing up a basic personal budget	Across LA Languages Mathematics Social Science	Within LA LO1 AS1: Describes the roles of households, businesses and government in the economic cycle.	Across LA
Content in context	Concepts: Standards of living	Concepts: Lifestyles	Concepts: Standard of living	

	- Highly developed economies - Subsistence economies Identifies the differences in standards of living of highly developed and subsistence economies	- Living standards - Patterns of consumption - Self –sufficient societies - Modern societies Identifies the differences in the standards of living of highly developed and subsistence economies. Concepts: - Attitudes to improve the standard of living - Healthy environment - Personal steps to improve the standard of living - Developing entrepreneurial skills - Using time and resources productively to promote a healthy environment Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment.	- Patterns of consumption - Modern Societies - Specialization - Trade - Needs and Wants Researches and analyses standard of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants. - Standards of living - Patterns of consumption in modern societies where people: - specialize and trade to satisfy needs	
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	

Cluster 2	LO 2: AS2 Describes the economic and social impact of the discovery of mineral in SA(e.g. job creation , wealth creation exploitation of cheap labour , migratory labour, health and safety hazards)	LO2 AS2: Explains the concept of economic growth and development and its impact on the development of communities and society	LO2 AS2: Explains economic actions taken against the apartheid government to bring about change (e.g. Sanctions , disinvestment) and how these impacted on change, growth and development. LO2 AS3: Identifies steps that can be taken by the government to redress historic imbalances and poverty (e.g. redistribution of resources , gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment)	
Integration	Within LA LO1AS 3 Describes the role of formal and informal businesses in society	Across LA	Within LA	Across LA Languages
Content in context	Concepts: Discovery of minerals	Concepts: Economic growth	Concepts : Economic actions taken against the apartheid government to	

	- Minerals - Labour - Migration of labour - Poverty - Economic impact of the discovery of minerals in South Africa - Social impact of the discovery of minerals in South Africa (e.g job creation, wealth creation, exploitation of cheap labour, migratory labour, health and safety hazards) Describes the economic and social impact of discovery of minerals in South Africa. Where minerals were discovered. How mining helped South Africa develops.	- Economic development - Impact of economic growth and development on development of communities and society. Explains the concept of economic growth and development , and its impact on the development of communities and society.	bring about change e.g.: ✓ Sanctions ✓ Disinvestment • How these impacted on change, growth and development Explain the economic action taken against the apartheid government to bring about change and how these impacted on change, growth and development Concepts: Steps taken by government to: - Redress Historic imbalances - Poverty e.g. ✓ Redistribution of resources ✓ Gender equity ✓ Capacity building ✓ Restoring people's dignity ✓ Creating opportunity and empowerment Identifies steps that can be taken by the government to redress historic imbalances and poverty.
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Cluster 3	LO2 AS 3 Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects)		

Integration	Within LA None		Across LA Languages Life Orientation	Within LA
Content in context	Concepts: Concepts: • Poverty • Poverty eradication resources • RDP • Urban renewal • Rural development projects Identifies the local community's efforts in fighting poverty (e.g. RDP, urban renewal and rural development projects)			
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies			Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Learning Outcome 3 Managerial, consumer and Financial Knowledge and skills Cluster 1	LO3 AS1: Participates in the management of a classroom project (Planning, organizing, leading and controlling) AS2: Distinguishes three different types of		LO3 AS1: Participates and demonstrates some management and leadership roles in the classroom and at home in the absence of adults AS2:	LO3 AS1: Understands and participates in the production process from raw materials to final products including waste products.

	local businesses: • Trading(e.g. Spaza shops, flea markets ,car boot sales, shops) • Manufacturing(e.g. brickyard, bakery, factory); • Servicing(e.g. taxi, hairdresser, hotel , bed and breakfast		Observes and reports on how traders in own local area manage their businesses		LO 3 AS 2: Explains the relationship between leadership and management in a business	
Integration	Within LA LO1 AS3: Describes the role of formal and informal businesses in society. LO1AS4 Explains the concept of tax in simple language	Across LA	Within LA LO4 AS4: Generates entrepreneurial actions to meet own community needs(eg Co-operative, loan societies)	Across LA Languages	Within LA LO 1 AS 3: Presents different flows of resources and services in the economic cycle (e.g. the flow of wages to households in exchange for labour; the flow of money to business in exchange for goods and services).	Across LA
Content in context	Concepts: • Classroom project • Planning • Organizing		Concepts: • Management roles e.g.: ✓ Planning ✓ Organizing ✓ Leading		Concepts: • Production process • Product • Inputs	

	• Leading • Controlling Concepts: • Trading business ✓ Spaza shops ✓ Flea markets ✓ Car boot sales ✓ Shops • Manufacturing business ✓ Taxi ✓ Hair dresser ✓ Hotel and bed and breakfast Distinguishes three different types of local businesses. • Formal and informal businesses • Tax	✓ Control • Kind of Leaders e.g.: ✓ Authoritative ✓ Political ✓ Evaluative ✓ Participative ✓ Laissez- faire Participates and demonstrates some management and leadership roles in the classroom and home in the absence of adults. Concepts: • Trader • Business management skills • Trading business • Service business • Report writing (verbal /written) • Observe and report on how traders manage their businesses (in own local area)	• Outputs • Raw material • Final product • Costs • Waste products Understands and participates in the production process, from raw materials to final products, including waste products. Concepts: • Leadership • Management • Relationship between leadership and management Explains the relationship between leadership and management in a business
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Cluster 2	LO3 AS 3 Identifies different sources of personal income and plans spending and saving by drawing up a basic personal budget. LO3 AS4 Investigates the use and purpose of	LO3 AS 3 Finds out and discusses how a savings account is opened at a bank and completes a deposit and withdrawal slip LO3 AS4 Discusses the value of savings and	LO3 AS3 Explains the concept of debt and compares the banking and saving facilities offered by different banks. LO3 AS4 Explains the purpose and use of community savings schemes(Eg

	a savings account:	thrift and peoples difficulty in savings if basic needs are not met.	Stokvels, club accounts, funeral societies, thrift and loan societies)
Integration	Within LA LO4 AS2 Explains how entrepreneurs combine labour(work), capital, (Money, machinery tools) and natural resources (raw materials to gain profit.	Within LA LO4 AS4 Generates entrepreneurial actions to meet own community needs (Co-operatives , loan societies)	Across LA Languages
Content in context	Concepts: • Different sources of personal income. • Elements of basic budget e.g : ✓ Income and expenses ✓ Spending and saving • Drawing up of basic personal budget Identifies different sources of personal income, and plans spending and saving by drawing up a basic personal budget.	Concepts: • Savings account • Advantages of saving money • Documents needed to: ✓ open bank account. • Deposit slips • Withdraw slips Finds out and discusses how a savings account is opened at a bank, and	Within LA LO 4 AS 2: Identifies a variety of possible business opportunities in the community(school, co-operatives, sports entertainment and tourism
			Across LA Lang

	• Purpose of savings account • Different uses of savings account. Investigates the use and purpose of a savings account • Labour (work) • Capital (money, machinery, tools) • Natural resources (raw material) • Profit Explain how entrepreneurs combine labour, capital and natural resources to gain profit.	completes deposit and withdrawal slips Concepts: • Value of savings • Thrift • Difficult in savings if basic needs are not met People's difficulties in saving if basic needs are not met.	✓ Stokvels ✓ Club accounts ✓ Funeral societies ✓ Loan societies • Value of thrift Purpose and use of community savings schemes
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Learning Outcome 4 Entrepreneurial knowledge and skills Cluster 1	LO 4 AS1 Identifies different characteristics(abilities and talents) of entrepreneurs LO4 AS2 Explains how entrepreneurs combine labour(work), capital, (Money, machinery tools) and natural resources (raw materials to gain profit LO4 AS4	LO4 AS1 Identifies specific entrepreneurial skills needed to attract tourists to own community. LO4 AS2 Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community.	LO4 AS 1 Analyses personal strengths and weaknesses in becoming an entrepreneur. LO4 AS2 Identifies a variety of possible businesses opportunities in the community(school co-operatives , sports , entertainment , tourism)

	Differentiates between entrepreneurial actions of buying, selling and producing	LO 4: AS 4 Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies)	
Integration	LO3 AS4 Investigates the purpose of a savings account		LO3 AS2 Explains the relationship between leadership and management in a business,
Content in context	ENTREPRENEURSHIP IN LOCAL COMMUNITIES Concepts: - Characteristics (abilities and talents) of Entrepreneur Identifies different characteristics (abilities and talents) of entrepreneurs Concepts: - Labour (work) - Capital (money, Machinery tools) - Natural resources (raw material) - Profit - Loss - Expense - Income Explains how entrepreneurs combine labour (work), capital (money, machinery tools) and natural resources (raw	Concepts: - Entrepreneurial skills - Tourists - Specific entrepreneurial skills(e.g. creativity; communication skills, marketing skills etc) - to attract tourists to own community(e.g transport, best areas/location etc) Concepts: - Questionnaire - Observation sheet - Needs analyses Develop observation sheets and questionnaires to do a needs analysis in the school or community	Concepts: - Personal strengths in becoming entrepreneur - Personal weaknesses in becoming entrepreneur - SWOT analysis Analyses personal strengths and weaknesses in becoming an entrepreneur Concepts - Business opportunities - Variety of possible business opportunities in the community: ✓ School co-operatives ✓ Sports events ✓ Entertainment

	materials) to gain profit Concepts: • Entrepreneur action i.e. ✓ Buying (concepts of bulk buying) ✓ Selling (various methods of selling) ✓ Producing Differentiates between entrepreneurial actions of buying, selling and producing Concepts: • Purpose of savings	Concepts: • Entrepreneurial actions to meet community needs e.g. ✓ Co operatives ✓ Loan societies Generates entrepreneurial actions to meet own community needs (e.g. co operatives, loan societies)	✓ Tourism Identifies a variety of possible businesses opportunities in the community (school co – operatives, sports, entertainment, tourism)
Resources	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies Newspapers, Magazines , Textbooks Publications, Internet, Case Studies
Cluster 2	LO4 AS 5 Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills.	LO4 AS3 Identifies enterprises and events in own community(eg sports events, craft work) where specific goods and services are being sold to satisfy consumers needs and generate profit. LO4 AS5 Discusses the four elements of the marketing mix in a simple business	LO4 AS3 Design an advertising campaign to promote a product that will generate a profit. LO4 AS4 Develop and implement a simple business plan that could be operated from school or from home. LO4 AS5 Describes how the four elements of

Integration	LO3 AS1 Participates in the management of a classroom project(planning , organizing leading and control	activity(product, price, place, promotion. LO3 AS4 Discuss the value of saving and thrift and people's difficulty in saving if basic needs are not met.	the marketing mix are combined in a simple business activity. LO3 AS 2 Explains the relationship between leadership and management of in a business
Content in context	Concepts: • Market /Fair day • Classroom project • Organizing • Leading • Controlling Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills.	Concepts: • Enterprises in own community Events in own community e.g. ✓ Sports events ✓ Craft work • Goods and services • Consumer's needs • Profit generation Identifies enterprises and events in own community (e.g. sports events, craft work) where specific goods and services are being sold to satisfy consumers needs and generate profit. Concepts: Elements of the marketing mix: • Product • Price • Place • Promotion Discusses the four elements of the	Concept: Advertising campaign Profit Designs advertising campaign to promote a product that will generate a profit Concept: • Business plan: ✓ Base of business ✓ Product/service ✓ Capital ✓ Profit ✓ Target market ✓ Resources ✓ Costs and selling price ✓ Goals Develop and Implement a simple business plan for a trading or service business that could be operated from school or home Concepts: Elements of the marketing mix: • Product • Price • Place

			marketing mix in a simple business activity (product, price, place , promotion)	• Promotion Describes how the four elements of the marketing mix are combined in a simple business activity
Resources		Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies	Newspapers, Magazines , Textbooks Publications, Internet, Case Studies Newspapers, Magazines , Textbooks Publications, Internet, Case Studies

Grade 4

Work Schedule

GRADE 4 WORK SCHEDULES

TERM 1

WEEKS	LO AND AS	INTEGRATION	CONTENT IN CONTEXT	RESOURCES	ASSESSMENT STRATEGIES	TEACHING AND LEARNING STRATEGIES
1 – 4	LO 1: ECONOMIC CYCLE AS 1: Describes the roles of members of households as consumers and producers in need satisfaction process AS 2: Explains the effects on the community of both responsible and irresponsible use of resources and services	<u>WITHIN</u> LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Identifies the differences in standard of living of highly developed and subsistence economies <u>ACROSS</u> LANGUAGES LO 2: Speaking LO3: Reading LO5: Thinking and reasoning MATHEMATICS LO 5: Data handling TECHNOLOGY LO 1: Technological processes and skills LO 3: Society and environment SOCIAL SCIENCES	LOCAL COMMUNITY AS 1: Concepts: • Basic needs • Need satisfaction process • Households • Producers • Consumers Describe the roles of members of households as consumers and producers AS 2: Concepts: • Resources • Services • Renewable and non renewable resources • Responsible and irresponsible use of resources (e.g correct and incorrect use of water, public money; pollution of dams, wastage, recycling and reuse	Newspaper Pictures on natural resources being wasted e.g. soil erosion Textbooks Magazines Excursions Dictionary TV	FORMS Demonstration* Investigation Assignment* Presentation Case Study Class test Class work Homework TOOLS Rubric Memorandum Observation sheet METHOD Educator Group	Brainstorming Question and Answer Discussion Group Pairs

5 – 7	AS 3: Describes the role of formal and informal businesses in society AS 4: Explain the concept of tax in simple language	<u>ACROSS:</u> TECHNOLOGY LO 3: Society and environment LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	Concepts: • Formal business • Informal business (e.g. spaza shops) Describes the role of formal and informal business in a society AS 4: Concepts: • Tax • Taxpayer • Government Explain the concept of tax in simple language	Textbooks Television Magazines Cash Slips Cash register tape Dictionary	FORMS Investigation Case Study Class work Home work Class test TOOLS Rubric Memorandum Method Educator	Discussion Excursion Question and answer
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8 – 9	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Identifies the difference in standards of living of highly developed and subsistence economies	<u>WITHIN:</u> LO 3 MANAGERIAL , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 3: Identifies different sources of personal income, and plans saving and spending by drawing up a basic personal budget <u>ACROSS:</u> NATURAL SCIENCES LO 1: Scientific investigation AS: conducts investigation and collect date LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 1: Concepts: • Standard of living • Highly developed economies • Subsistence economies Identifies the differences in standards of living of highly developed and subsistence economies LO 3 AS 3: Concepts: • Sources of personal income • Saving • Spending • Personal budget • Income	Newspapers Television Textbook	FORMS Presentation Case study Class work Homework TOOLS Memorandum Rubric Checklist METHODS Educator Self Peer/Group	Discussion Question and Answer
10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 – 14	LO 4: ENTREPRENEUR KNOWLEDGE AND SKILLS AS 1: Identifies different characteristics (abilities and talents) of entrepreneurs AS 2: Explains how entrepreneurs combine labour (work), capital (money, machinery, tools) and natural resources (raw materials) to gain profit AS 4: Differentiates between the entrepreneurial actions of buying, selling and producing	<u>WITHIN:</u> LO 3 MANAGERIAL , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 4: Investigates the use and purpose of a savings account <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling AS: Designs simple questionnaires	ENTREPRENEURSHIP AS 1: Concepts; • Entrepreneur • Characteristics (abilities and talents) LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning AS 2: Concepts: • Factors of production • Labour • Land • Capital • Natural resources Explains how entrepreneurs combine labour (work), capital (money, machinery, tools) and natural resources (raw materials) to gain profit AS 3: Concepts: • Buying & selling • Producing • Income & expenses • Cost & selling price	Pictures Newspapers Magazine Posters Dictionary Textbooks Businesses	FORMS Presentation (Poster) Project* Case study* Investigation Class test	Brainstorm Question and Answer Discussion
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15 – 18	LO 3 : MANAGERIAL , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 3: Identifies different sources of personal income and plans saving and spending by drawing up a basic personal budget AS 4: Investigates use and the purpose of a savings account	<u>WITHIN:</u> LO 4: ENTREPRENEUR KNOWLEDGE AND SKILLS AS 2: Explains how entrepreneurs combine labour (work), capital (money, machinery, tools) and natural resources (raw materials) to gain profit ACROSS: NATURAL SCIENCES LO 1: Scientific investigation AS: Conducts investigates and collect data and communicates findings LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling AS: Designs simple questionnaires	FINANCIAL LITERACY AS 3: Concepts: • Personal income • Sources of income • Spending and saving • Expenditure • Basic personal budget Identifies different sources of personal income and plans saving and spending by drawing up a basic personal budget AS 4: Concepts: • Savings accounts • Uses and purpose of savings account Investigates use and the purpose of a savings account	Financial institutions Collage Journals Calculators	FORMS Presentation Investigation Class work TOOLS Memorandum Rubrics METHOD Educator Peer Individual	Question and Answer Discussion Interview Group work
19 – 20	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 3

21 – 24	LO 3 : MANAGERIAL , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Participates in the management of classroom project AS 2: Distinguishes three different types of local businesses: • Trading (e.g. spaza shops, flea markets, car boot sales and shops • Manufacturing (e.g. brickyard, bakery, factory) • Servicing (e.g. taxi, hairdressers, hotel and bed and breakfast	WITHIN: LO 1: ECONOMIC CYCLE AS 3: Describe the roles of formal and informal businesses in a society. ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 1: Concepts: • Planning • Organizing • Leading • Controlling • Project Participates in the management of classroom project AS 2: Concepts: • Trading businesses e.g.: ✓ Spaza shops ✓ Flea markets ✓ Car boot sales ✓ Shops • Manufacturing businesses e.g. ✓ Brickyard, bakery and factory • Servicing businesses e.g. ✓ Taxi, hairdresser. Hotel and bed and breakfast Distinguishes three different types of local businesses	Text books Internet Worksheets Posters Standard bank financial literacy material Newspaper Magazine	FORMS Case study Simulation* Presentation* Class test Class work Homework TOOLS Memorandum Rubric Checklist METHOD Educator	Discussion Group work Question and Answer
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25 – 28	LO 4: ENTRENEURIAL KNOWLEDGE AND SKILLS AS 5(4): Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills	WITHIN: LO 3 : MANAGERIAL , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Participates in the management of classroom project ACROSS: LIFE ORIENTATION AS 1: Health promotion TECHNOLOGY LO 1: Technological processes and skills LO 2: Chooses possible solutions	AS 2: Concepts: • Planning • Organizing • Leading • Controlling • Target group • Product / service • Marketing strategy • Pricing • Cost and selling price • Participates in a fair or market day Participates in a fair or market day at school or in the community to practice and apply entrepreneurial knowledge and skills	Text books Posters Calculators Brochures Stalls	FORMS Simulation Presentation Market day TOOLS Observation tool Checklist Rubric METHOD Educator Peer/ group	Discussion Group/pair
29 – 30	CONSOLIDATION , CONTROL TEST AND REPORTS					

31 – 33	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 2: Describes the economic and social impact of the discovery of mineral in South Africa (e.g. job creation, exploitation of cheap labour, migratory labour, health and safety hazards)	<u>WITHIN:</u> LO 1: THE ECONOMIC CYCLE AS 3: Describes the role of formal and informal businesses in society LIFE ORIENTATION AS 1: Health promotion TECHNOLOGY LO 1: Technological processes and skills LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 2: Concepts: • Minerals • Migratory Labour • Cheap labour • Poverty • Economic impact on discovery of minerals in South Africa • Social impact on discovery of minerals in South Africa e.g. job creation, exploitation of cheap labour, health and safety hazards and migratory labour	AS 3: Concepts: • Poverty • Poverty eradication resources • RDP • Urban renewal • Rural development projects	Libraries Text books Internet Publications	FORMS Investigation Assignment Presentation Class work Class test TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Interviews Group work Individual work
39 – 40	CONSOLIDATION , CONTROL TEST AND REPORTS						

Grade 5

Work Schedule

TERM 1

1 – 4	LO 1: THE ECONOMIC CYCLE AS 1: Differentiates between the different levels of needs that people have, and explains how these might be satisfied AS 2: Identifies and describes the role of government in the use of resources and services AS 4: Differentiates between direct taxes (e.g. income tax) and indirect taxes (e.g. VAT , tax on petrol	WITHIN: LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Describes the changes in lifestyles, living standards and patterns of consumption from self sufficient societies to modern societies ACROSS: TECHNOLOGY LO 1: Technological processes and skills LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	ECONOMIC GROWTH AS 1: Concepts: • Needs and wants • Self actualization • Recognition • Social and Security • Basic need • Need satisfaction • Maslow's hierarchy Differentiates between the different levels of needs that people have, and explains how these might be satisfies AS 2: Concepts: • Government • Role of government • Resources • Service Identifies and describes the role of government in the use of resources and services AS 4: Concepts: • Tax • Direct tax (e.g. income tax • Indirect tax (e.g. VAT etc)	Puzzle Television Newspaper Worksheet	FORMS Investigation Assignment Presentation Class work Class test TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Group work Individual work
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5 – 8	AS 3: Explains the effect of natural disasters (e.g. HIV/AIDS) on formal and informal businesses>	WITHIN: LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 2: Explain the concept of economic growth and development, and its impact on the development of communities and society ACROSS: LIFE ORIENTATION AS 1: Health promotion LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 3: Concepts: • Natural disasters • Health epidemics • Formal businesses • Informal businesses Effects of: • Natural disasters(e.g. drought, tsunami, floods etc) on formal and informal businesses • Health epidemics (e.g. HIV?AIDS; XRD (TB) on formal and informal businesses	Text books Internet Television Newspaper Worksheet	FORMS Role play Presentation Class work Class test Home work TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Group work Individual work
9 - 10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 – 14	LO 4 : ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 3: Identifies enterprises and events in own community (e.g sporting events, craft work) where specific goods and services are being sold to satisfy consumer's needs and generate profit AS 5: Discusses the four elements of the marketing mix in a simple business activity (product, price ,place and promotion)	WITHIN: LO3 MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 4: Discusses the value of savings and thrift and people's difficulty in saving if basic needs are not met <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	ENTREPRENEURSHIP IN LOCAL COMMUNITIES AS 3: Concepts: • Enterprises in own community • Events in own community • Goods and services • Consumer's needs • Profit generation Identifies enterprises and events in own community (e.g sporting events, craft work) where specific goods and services are being sold to satisfy consumer's needs and generate profit AS 5: Concepts: • Marketing mix • Product • Price • Place • Promotion Discusses the four elements of the marketing mix in a simple business activity (product, price ,place and promotion)	Text books Internet Television Newspaper Worksheet Pictures Dictionary	FORMS Role play Project* Presentation Class work Class test Home work Case study* TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Group work Individual work Brainstorm
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15 – 18	AS 1: Identifies the specific entrepreneurial needed to attract tourists to own community AS 2: Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community AS 4: Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies)	<u>ACROSS:</u> LO 1: Technological processes and skills LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	AS 1: Concepts: - Entrepreneurial skills - Tourists Identifies the specific entrepreneurial needed to attract tourists to own community AS 2: Concepts: - Design a questionnaire - Observation sheet - Needs analysis Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community AS 4: Concepts: - Idea generation - Entrepreneurial action - Co- operatives - Loan societies etc Develops and uses observation sheets and questionnaires to do a needs analysis in the school or community	Text books Internet Television Newspaper Worksheet Pictures Dictionary	FORMS Role play Project* Presentation Class work Class test Home work Case study* TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Group work Individual work Brainstorm
19 - 20	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 3

21 24	LO3 MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Participates and demonstrates some management and leadership roles in the classroom and home in the absence of adults AS 2: Observes and reports on how traders in own local area manage their business	WITHIN: LO 4 : ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 4: Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies) ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 1: Concepts: • Planning • Organizing • Leading • Controlling • Management roles • Leadership roles Participates and demonstrates some management and leadership roles in the classroom and home in the absence of adults AS 2: Concepts: • Trader • Business management skills • Trading business • Service business • How traders manage their business Observes and reports on how traders in own local area manage their business	Local business Text books Internet Questionnaire Observation tool Newspaper Worksheet Dictionary	FORMS Presentation Class work Class test Home work Case study* Simulation Case study TOOLS Rubric Memorandum METHOD Educator Peer Group	Question and Answer Discussion Group work Individual work Interview
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25- 26	AS 3: Finds out and discusses how a savings account is opened at a bank, and completes a deposit and withdrawal slips AS 4: Discusses the value of savings and thrift and people's difficulty in saving if basic needs are not met	WITHIN: LO 4 : ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 4: Generates entrepreneurial actions to meet own community needs (e.g. co-operatives, loan societies) ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	FINANCIAL LITERACY AS 3: Concepts: • Personal income • Documents needed to open a savings account • Saving and expenditure • Personal expenses • Saving account • Deposit and withdrawal slips Finds out and discusses how a savings account is opened at a bank, and completes a deposit and withdrawal slips AS 4: Concepts: • Value of savings • Thrift Finds out and discusses how a savings account is opened at a bank, and completes a deposit and withdrawal slips	Local banks Deposit slip Withdrawal slip Bank flyers Brochures Text books Newspaper Worksheet Dictionary	FORMS Presentation Class work Class test Home work TOOLS Rubric Memorandum METHOD Educator Peer Individual	Question and Answer Discussion Group work Individual work Interview
CONSOLIDATION , CONTROL TEST AND REPORTS						

TERM 4

31 – 34	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Describes the changes in lifestyles, living standards and patterns of consumption from self sufficient societies to modern societies AS 3: Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment	ACROSS: LIFE ORIENTATION AS 1: Health promotion LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 1: Concepts: • Life styles • Living standards • Consumption • Self sufficient societies • Modern societies Describes the changes in lifestyles, living standards and patterns of consumption from self sufficient societies to modern societies AS 3: Concepts: • Attitudes • Standard of living • Entrepreneurial skills • Time management • Productive use of resources • Healthy environment Explores personal steps and attitudes to improve the standard of living (e.g. developing entrepreneurial skills, using time and resources productively in promoting a healthy environment	Text books Newspaper TV Dictionary Library	FORMS Presentation Class work Class test Home work Assignment TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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35 – 38	LO2 : SUSTAINABLE GROWTH AND DEVELOPMENT AS 2: Explains the concept of economic growth and development, and its impact on the development of communities and society	SOCIAL SCIENCES LO 1: Exploring issues AS: identifies challenges to societies and settlement associated with use and abuse of people and natural resources LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 2: Concepts: • Economic growth • Economic development • Impact of economic growth and development on the development of communities and society Explains the concept of economic growth and development, and its impact on the development of communities and society			
39 - 40	CONSOLIDATION , CONTROL TEST AND REPORTS					

Grade 6

Work Schedule

TERM 1

1 - 3	LO 1 : THE ECONOMIC CYCLE AS 1: Describes the roles of households, business and government in the economic cycle. AS 2: Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services	WITHIN: LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy need and wants ACROSS: LIFE ORIENTATION AS 1: Health promotion TECHNOLOGY LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	LOCAL COMMUNITIES AS 1: Concepts: • Role players • Households • Business • Government • Describes the roles of households, business and government in the economic cycle. AS 2: Concepts: • Rights and responsibilities of each participant in production and consumption of resources and services • Production • Consumption Compares the rights and responsibilities of each of the participants in the production and consumption of resources and services	Text books Newspaper TV Dictionary Library	FORMS Presentation Class work Class test Home work Assignment TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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4 – 8	LO 1: THE ECONOMIC CYCLE AS 3: Presents different flows of resources and services in the economic cycle (e.g. the flow of wages to households in exchange for labour, the flow of money to business in exchange for goods and services) AS 4: Explains the different types of taxes and how they influence consumers and business	WITHIN: LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Understands and participates in the process, from raw materials to final products, including waste products ACROSS TECHNOLOGY LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 3: Concepts: • Resources • Services • Flow of wages to households in exchange for labour • Flow of money to business in exchange for goods & services Presents different flows of resources and services in the economic cycle (AS 4: Concepts: • Taxes • Direct tax e.g personal tax, company tax • Indirect tax e.g VAT and sin tax • Property tax • Income tax Explains the different types of taxes and how they influence consumers and business	Text books Newspaper TV Dictionary Library SARS pamphlets Flash cards	FORMS Presentation Class work Class test Home work Assignment Research Case TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
9 10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 – 14	LO 4 ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 1: Analyses personal strengths and weaknesses in becoming an entrepreneur AS 2: Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism)	WITHIN: LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 2: Explains the relationship between leadership and management in a business <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning TECHNOLOGY LO 3: Society and environment	AS 1: Concepts: • SWOT analysis • Strengths • Weaknesses • Opportunities • Threats • Analyses personal strengths and weaknesses in becoming an entrepreneur AS 2: Concepts: • Business opportunities e.g. tourism, entertainment. Sports and school co-operatives etc • Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism)	Text books Newspaper TV Dictionary Library Community	FORMS Presentation Class work Class test Home work Assignment TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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15 – 18	AS 3: Design an advertising campaign to promote a product that will generate a profit AS 4: Develops and implements a simple business plan for a trading or service business that could be operated from school or from home AS 5: Describes how the four elements of the marketing mix are combined in a simple business activity	<u>WITHIN:</u> LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 2: Explains the relationship between leadership and management in a <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning TECHNOLOGY LO 3: Society and environment MATHEMATICS LO 5: Data handling AS 1: Understands and participates in the process, from raw materials to final products, including waste products	AS 3: Concepts: - Advertising campaign - Advertising techniques - Profit - Product - Designing advertising campaign Design an advertising campaign to promote a product that will generate a profit AS 4: Concepts: - Business plan - Target market - Product/ service - Start – up capital - Material/resources - Cost price/ selling price - Trading /service business Develops and implements a simple business plan for a trading or service business that could be operated from school or from home AS 5: Concepts: - Marketing mix(Product, Price, Place and Promotion) Describes how the four elements of the marketing mix are combined in a simple business activity	Text books Newspaper TV Dictionary Library Community	FORMS Project Class work Class test Home work Simulation Poster presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
CONSOLIDATION , CONTROL TEST AND REPORTS						

TERM 3

21 – 24	LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Understands and participates in the process, from raw materials to final products, including waste products	WITHIN: LO 1 : THE ECONOMIC CYCLE AS 3: Presents different flows of resources and services in the economic cycle(e.g. the flow of wages to households in exchange for labour, the flow of money to business in exchange for goods and services <u>ACROSS:</u> TECHNOLOGY LO 2:Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 1: Concepts: • Production processes • Product • Input • Outputs • Raw material • Final product • Costs • Waste product Understands and participates in the process, from raw materials to final products, including waste products	Text books Newspaper TV Dictionary	FORMS Class work Class test Home work Simulation Poster Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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25 – 28	LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 3: Explain the concept of debt and compares the banking and savings facilities offered by different banks AS 4: Explains the purpose and use of community savings schemes (e.g. stockvels, club accounts, funeral societies, thrift and loan societies)	<u>WITHIN:</u> LO 4 ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 2: Identifies a variety of possible business opportunities in the community (school co-operatives, sports, entertainment, tourism) <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: • Debt • Banking • Savings • Types of banking facilities • Types of saving facilities AS 4: Concepts: • Community savings schemes e.g: ✓ Stockvels ✓ Club accounts ✓ Funeral societies ✓ Thrift and loan societies Explains the purpose and use of community savings schemes (e.g. stockvels, club accounts, funeral societies, thrift and loan societies)	Text books Newspaper TV Dictionary	FORMS Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
29 - 30	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 4

31 – 33	LO 2 SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants.	<u>WITHIN:</u> LO 1 : THE ECONOMIC CYCLE AS 4: Explains the different types of taxes and how they influence consumers and business <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning TECHNOLOGY LO 3: Society and environment MATHEMATICS LO 5: Data handling AS 1: Understands and participates in the process, from raw materials to final products, including waste products	AS 1: Concepts: • Standard of living • Patterns of consumption • Modern societies • Specialization • Trade • Needs and Wants Researches and analyses standard of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants. • Standards of living • Patterns of consumption In modern societies were people: • Specialize and • Trade To satisfy needs	Library Text books Newspaper TV	FORMS Research Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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34 – 38	AS 2: Explains economic actions taken against the apartheid government to bring about change e.g. sanctions, disinvestment) and how these impacted on change, growth and development AS 3: Identify steps that can be taken by the government to redress historic imbalances and poverty (e.g. redistribution of resources, gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment)	<u>WITHIN:</u> LO 1: THE ECONOMIC CYCLE AS 4: Explains the different types of taxes and how they influence consumers and business <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues SOCIAL SCIENCES LO 1: Exploring issues SOCIAL SCIENCES LO 1: Exploring issues	AS 2: Concepts: • Economic actions e.g.: ✓ Sanctions ✓ Disinvestments ✓ Apartheid government ✓ Growth and development ✓ Impact of sanctions on change, growth and development ✓ Impact of disinvestment on change, growth and development etc Explains economic actions taken against the apartheid government to bring about change e.g. sanctions , disinvestment) and how these impacted on change, growth and development AS 3: Concepts: • Redress and • Historic imbalances • Poverty • Redistribution of resources • Gender equity • Capacity building • Restoring people's dignity • Creating opportunity and empowerment Identify steps that can be taken by the government to redress historic imbalances and poverty	Library Text books Newspaper TV Dictionary Government publications	FORMS Class work Class test Home work Simulation Poster Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
39 40	CONSOLIDATION , CONTROL TEST AND REPORTS					

Lesson Plans

LESSON PLAN

Learning Area: Economic and Management Sciences Grade 4			Context: Going Shopping / Resources and Services Duration: Week 1 - 3 Date completed: _____																			
Skills		Knowledge	Values																			
Identify similarities and differences. Identifying Observation Problem solving Decision making Collecting Designing Differentiate		Concepts: Consumer, producer, needs and wants, “needs satisfaction” Resources and services. Who is responsible for buying or producing needs (e.g. food) and wants in the home as well as households of various economic status. The employment or income producing patterns of households. Ways in which resources and services are used in both responsible and irresponsible manners e.g. correct use of water, wastage and pollution.	Appreciation, commitment and support to those who play important roles, both within and outside the household, in satisfying needs and wants. Appreciation of the sustainable and responsible uses of resources and services.																			
LO's and AS's	Teaching Activities	Learning Activities		Assessment																		
LO1 CLUSTER AS1: Describes the roles of members of households as consumers and producers in the “need satisfaction”. AS2: Explains the effect on the community of both responsible and irresponsible use of resources and services. LO2 AS1: Identifies the differences in standards of living of highly developed and subsistence economies.	Co-operative learning. Direct instruction.	Activity 1(a) Learners make their own grocery list individually. They make use of the table below. In each column they fill in five items they NEED to buy and five items they WANT to buy. Make use of the pamphlet (pictures of items from Pick n Pay, Checkers etc.) to complete your table. <table><tr><th></th><th>NEED</th><th>WANT</th></tr><tr><td>1</td><td></td><td></td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr></table>			NEED	WANT	1			2			3			4			5			Baseline assesment
				NEED	WANT																	
1																						
2																						
3																						
4																						
5																						
Baseline assessment on needs and wants. The teacher must make sure that learners understand needs and wants and their differences																						
Activity 1(b). Learners in groups look at Mrs Bete’s grocery list. In one column they list the items Mrs Bete really needed and in the other list those she did not need to buy.																						
		Sam’s Supermarket. Car , House Milk, Bread Chocolates, Flowers Washing powder Chips, Chicken Magazine Maize meal Butter																				

INTEGRATION LANGUAGES: LO1, 2, 3, 4 & 5, ARTS AND CULTURE LO 1	Teacher asks the class a question about roles members of the learners' families perform Teacher explains the concepts producer and consumer and then facilitates a simulation exercise. Divides class into two groups and instructs the learners to demonstrate the difference between a consumer and a producer The teacher explains the needs satisfaction process. Show learners pictures and flash cards of consumers, producers and asks what exactly each party's role is. Answers can be put on board by means of flash cards and pictures so that they can get a good idea of how the flow of goods work. The teacher explains the concepts resources and services. Supply learners with pictures illustrating services and resources. Working in groups they identify what resources and services are.	<table><tr><th>NEEDS</th><th>WANTS</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Groups compare their lists. If not similar, they must try to agree on what Mrs Bete needed to buy, and on what she did not need to buy. Activity 2(a) The learners respond to the question: What activities or roles do the members of your family perform? They brainstorm the roles of their household members Activity 2.(b) Learners simulate a scenario where they demonstrate the difference between "consumer" and "producer". After the exercise, the class come up with their own description of "consumer" and "producer" based on what they have been demonstrating. Activity 2(c) Learners answer questions and also put the pictures and flashcards on a poster to show understanding Activity 3. Learners in groups identify from pictures resources and services They investigate the effect on the community of both responsible and irresponsible use of resources using print media, TV internet, people, radio etc. Their findings will be presented orally	NEEDS	WANTS							Form : Demonstration Tool : Rubric Method :Educator Form : Classwork Tool : Memorandum Method : Educator Form : Poster presentation Tool : Memorandum Method : Educator Form : Investigation Tool : Rubric Method : Educator
NEEDS	WANTS										

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Expanded opportunities	Learners are instructed to observe what is happening in their communities and over a period of two weeks list ways in which people in the community are wasting resources and using resources responsibly. They also have to report on what needs to be done to restore the damage done to resources and services in the community.
Teacher Reflection	Were the outcomes met? Did learners perform well in assessment? Did the activities strengthen learners' understanding? How can I improve group work?

RUBRIC TO ASSESS INFORMAL ASSESSMENT TASK

Criteria	Marks			
	LEVEL 1 Not achieved	LEVEL 2 Partly achieved	LEVEL 3 Achieved	LEVEL 4 Outstanding
Data collection	Needs more guidance from the educator	Needs additional assistance in only some aspects	Satisfactory, but could improve by following suggestions	Skills well used and developed
Relevance	Needs to sort information collected for relevance	Needs to collect some additional information	Most information collected but could be supplemented	All the relevant information has been collected and captured
Attractive	Not attractive at all. Only try to complete task	Too dull and little effort put in.	Satisfactory but could improve	Attracts attention, colourful, well done
Oral presentation	Learner shows little command of the topic and needs guidance	Very basic presentation. More practise needed.	Satisfactory, illustrates command of presentation.	Outstanding presentation
Content	Little knowledge of the difference between needs and wants	Some knowledge of the difference between needs and wants	Awareness of the difference between needs and wants	Excellent presentation of the content

TEMPLATE FOR THE DEVELOPMENT OF ASSESSMENT TASK

CONCEPT / TOPIC : RESOURCES AND SERVICES									
LO: 1	AS:2		LO		A.S.				
					A.S.				
LO			LO		A.S.				
					A.S.				
Time Allocation			5 days						
Process Skills			Identify similarities and differences, Identifying, Observation, Problem solving Decision making, Collecting, Designing, Differentiate						
Mark Allocation			20						
Levels Of Complexity			Blooms Taxonomy	1 & 2	3	4	5	6	
				✓					
CONTENT / ACTIVITY									
TASK 1: RESPONSIBLE AND IRRESPONSIBLE USE OF RESOURCES AND SERVICES 1. Identify from the pictures [A – P] the correct and poor handling of resources and list these in the table provided [SEE TABLE] 2. Prepare a report and explain real life examples of the positive and negative effects of the responsible and irresponsible use of resources. 3. Use newspaper cuttings, read and explain [give a report] the responsible and irresponsible use of public money also give some examples of responsible and irresponsible use of government resources. NB: Teacher must develop a worksheet with pictures that illustrate poor and correct handling of resources and number them, see memo for numbering									
Form of Assessment :			Written presentation in the form of a worksheet Oral Report						
Marking guide: Rubric									

FORMAL ASSESSMENT TASK 1 [MEMO] (1)

POOR HANDLING OF RESOURCES [LETTER OF PICTURE]	CORRECT HANDLING OF RESOURCES [LETTER OF PICTURE]
A	B
E	C
G	D
J	F
L	H
M	I
O	K
P	N

RUBRIC TO ASSESS FORMAL ASSESSMENT TASK 1 [2 & 3]

CRITERIA	MARKS			
	LEVEL 1 Not achieved	LEVEL 2 Partly achieved	LEVEL 3 Achieved	LEVEL 4 Outstanding
Information obtained from different sources	None	Some information collected, but too little.	Satisfactory effort made to obtained information	Exceeds expectations. Well researched topic
Presentation of information from report	Illustrates little conviction though acceptable presentation	Illustrates good command of topic	Good use of language, good insight into topic, good presentation	Informative report, excellent language usage, insight and a thorough knowledge of topic
Relevance	Not relevant at all	Learner is able to partially report on topic	Learner is able to report on topic, but can do better	Learner is able to accurately report on topic
Organisation of ideas in report	Displays little skill in organising ideas and reporting	Displays an acceptable skills in organising ideas and reporting	Displays a good skill in organising ideas and reporting	Displays an outstanding skill in organising ideas and reporting
Application of SKV's	None	Very little understanding and application of SKV's	Some understanding and application of SKV's	Excellent understanding and application of SKV's

LESSON PLAN

LEARNING AREA: EMS		GRADE 5	
CORE KNOWLEDGE AND CONCEPTS:			
DURATION: 4 Weeks		DATE:	
Knowledge	Skills	Values	
The role the government plays in addressing collective needs. Describing and analyzing the role of government Basic concepts related to taxation Different direct taxes, income tax Different indirect taxes: VAT and tax on petrol	Comparing, Discussing and identifying, listening, analyzing researching	Responsible use of resources, accountability, honesty, loyalty and appreciation	
Learning Outcome 1: THE ECONOMIC CYCLE			
CONTEXT:			
RESOURCES AND SERVICES BY GOVERNMENT AND DIRECT AND INDIRECT TAXES			
Learning Outcomes And Assessment Standards Integration	Teaching activities	Learning Activities	Assessment

LO 1 AS 2 and AS 4 Integration: Languages	Teacher will facilitate the understanding of the difference between the public sector and the private sector, link it with work done in previous grades. The teacher will recall the learner's pre knowledge related to the resources and services offered by the government and to help them understand the scope of government involvement in the economy of the country. Do Activity 1 Teacher writes the following headings on the board: • Housing • Safety and security • Transport • Education • Correctional services • Health • Environmental Affairs and Tourism • Finance Explain to learners that the resources and services that the government of our country provide can be categorized into these different areas. (There are more but for the sake of the lesson these will suffice). For each of these areas a Cabinet Minister is appointed. Extended Activity Annexure 1 Tell learners that a government's function is to protect and develop the nation's people and the	<u>Activity 1a</u> Divide the learners in groups of 5 and each group must brainstorm and list at least 5 resources and services that are provided to the country's businesses and citizens by the government. Groups pass their lists to a learner who will represent the whole class. <u>Activity 1b</u> Ask the learner representative to read each group's list. As the items from the lists are being read ask the learners under which heading you should write each of the resources and services. The learners can also give more services and resources now that they know where to put it. <u>Activity 2</u> Learners can complete a list of (2007 – 2008) Cabinet Ministers.	Worksheet Class work
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	nation's resources and for that reason the government should have the following goals • To build a strong economy and reduce poverty • To stop crime, and • To make sure that important resources like labour, water and minerals are used and conserved in the best ways Prepare Transparency Annexure 2 or prepare the information on newsprint The government ministers and their employees have to think of laws, policies and/or projects that will help them reach these goals. Teacher hand out Worksheet and ask groups to consider how the resources and services depicted in the pictures can help to reach the goals of the government	<u>Activity 3</u> Learners must work on worksheet in groups Annexure 3	Worksheet
	Teacher explains that in order to provide the resources and services the government needs money. Ask learners where they think the money comes from? Obvious answer will be TAXES the government also get money from running certain state-owned businesses such as the Railways, ESCOM, TELKOM and others Write the word TAXES on the board. There are many kinds of taxes and that we first consider the tax that must be paid. Draw two columns underneath the word Taxes and	<u>Activity 4</u> Allow learners to respond to questions freely	

	follow instructions on page 75 of INSET Material Complete Activity 2 on page 75 in connection with the direct and indirect taxes. To strengthen learner's understanding of the concepts related to taxation and the different kinds of taxes by employing the "Numbered heads together" technique. Pose questions to the learners and they have to put heads together and come up with the answer. Teacher gives learners a crossword puzzle to complete Annexure 4 Teacher can give learners a case study to do in Annexure 6	<u>Activity 5</u> Learners answer questions by putting heads together and come up with solutions <u>Activity 6</u> Learners must complete a crossword puzzle individually. They may not consult with other learners <u>Activity 7</u> Case Study	<u>Informal Assessment Task</u> Crossword puzzle (20 marks) Tool: Memorandum Method: Teacher Form: Case Study Tool: memorandum Method: Teacher
RESOURCES			
EMS Inset Material, Newspapers, text books, internet, publications SARS pamphlets			
Expanded opportunities	Teacher reflection		

Resources and activity worksheets

Annexure 1

ADDITIONAL INFORMATION FOR TEACHERS

Cabinet Ministers in the South African Parliament (May 2006)

Agriculture & Land Affairs	Ms L Xingwana
Arts & Culture	Dr ZP Jordan
Communications	Dr I Matsepe-Casaburri
Correctional Services	Mr BMN Balfour
Defence	Mr MGP Lekota
Education	Ms N Pandor
Environmental Affairs & Tourism	Mr M van Schalkwyk
Finance	Mr TA Manuel
Foreign Affairs	Dr NC Dlamini Zuma
Health	Dr ME Tshabalala-Msimang
Home Affairs	Ms N Mapisa-Nqakula
Housing	Dr LN Sisulu
Intelligence	Mr R Kasrils
Justice & Constitutional Development	Ms B Mabandla
Labour	Mr MMS Mdladlana
Minerals and Energy	Ms BP Sonjica
Provincial & Local Government	Mr FS Mufamadi
Public Enterprises	Mr A Erwin
Public Service & Administration	Ms GJ Fraser-Moleketi
Public Works	Ms AT Didiza
Safety and Security	Mr C Nqakula
Science & Technology	Mr M Mangena
Social Development	Dr ZST Skweyiya
Sport and Recreation	Mr M Stofile
The Presidency	Dr EG Pahad
Trade and Industry	Mr MBM Mpahlwa
Transport	Mr JT Radebe
Water Affairs & Forestry	Ms LB Hendricks

Annexure 2

Activity 2: Transparency

THE GOALS OF THE GOVERNMENT

- To build a strong economy and reduce poverty



- To stop crime, and



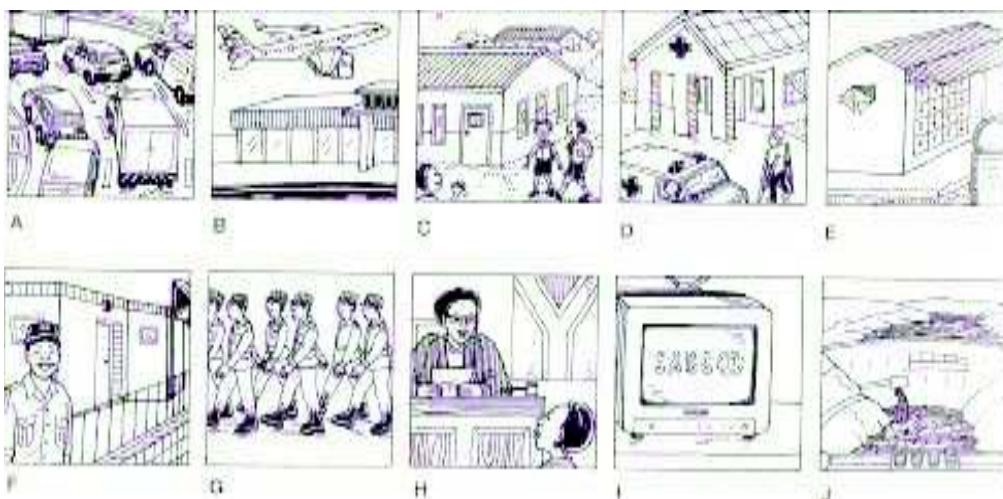
- To make sure that important resources like labour, water and minerals are used and conserved in the best ways

Annexure 3

Activity 2: Worksheet

Instructions:

- Identify each of the government resources or services depicted in the 10 pictures below and write your answers in the first column of the table:



- Link each of the 10 resources/services with one or more of the government's goals on the right

A		To build a strong economy and reduce poverty
B		
C		
D		To stop crime
E		
F		
G		To make sure that important resources like labour, water and minerals are used and conserved in the best ways
H		
I		
J		

Annexure 3 (MEMO)

Activity 2: Worksheet: Memorandum

MEMORANDUM

Instructions:

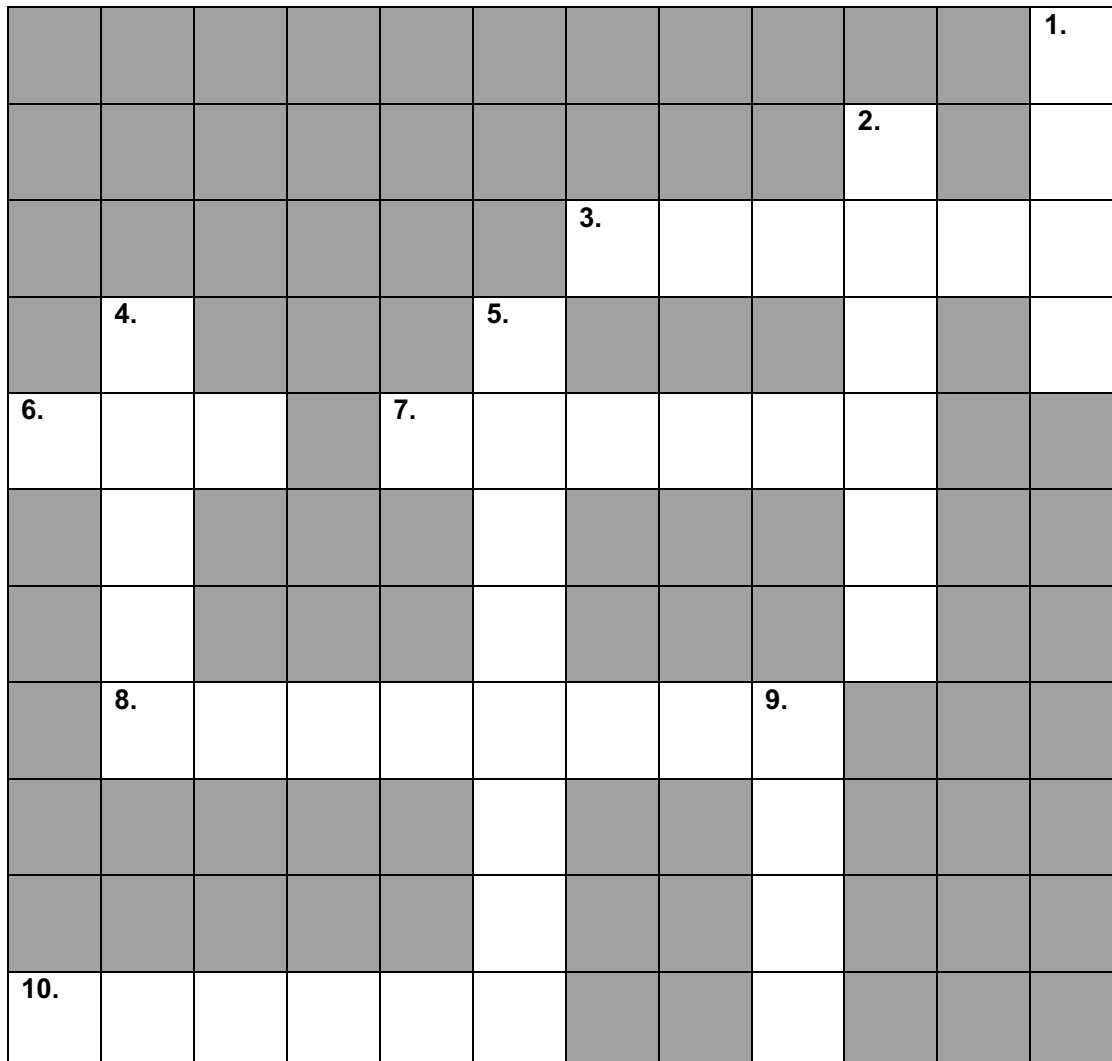
1. Identify each of the government resources or services depicted in the 10 pictures below and write your answers in the first column of the table:
2. Link each of the 10 resources/services with one or more of the government's goals on the right

A roads		To build a strong economy and reduce poverty
B airports		
C schools		
D hospitals		To stop crime
E postal services		
F correctional services		
G police		To make sure that important resources like labour, water and minerals are used and conserved in the best ways
H legal system		
I broadcasting		
J water storage		

Annexure 4

Activity 2: (Individual)

CROSSWORD PUZZLE



Across

- 3 tax levied on cigarettes
- 6 14% of the amount you pay for things you buy
- 7 what will determine how much tax we pay
- 8 if you get paid monthly
- 10 the income of a business

Down

- 1 tax levied on petrol
- 2 example is Income Tax
- 4 what a person gets paid per day or week
- 5 example is VAT
- 9 collect taxes for the government

Annexure 4 (MEMO)

Activity 2: Memorandum

MEMORANDUM											
CROSSWORD PUZZLE											
											1. F
									2. D		U
						3. E	X	C	I	S	E
	4. W				5. I				R		L
6. V	A	T		7. I	N	C	O	M	E		
	G				D				C		
	E				I				T		
	8. S	A	L	A	R	I	E	9. S			
					E			A			
					C			R			
10. P	R	O	F	I	T			S			

Across	Down
3 tax levied on cigarettes	1 tax levied on petrol
6 14% of the amount you pay for things you buy	2 example is Income Tax
7 what will determine how much tax we pay	4 what a person gets paid per day or week
8 if you get paid monthly	5 example is VAT
10 the income of a business	9 collect taxes for the government

Annexure 5

Activity 3: Worksheet (Pairs)

Study the attached till slip carefully:

1. How much did the person pay in total?

.....

2. Can you work out how much money the person handed the cashier?

.....

3. Why does it say 'rounding' ?

.....

4. Does the till slip indicate the % VAT?

.....

5. How much VAT was included in the amount paid?

.....

6. Are there any items shown which are not taxed? If so, which items are they?

.....

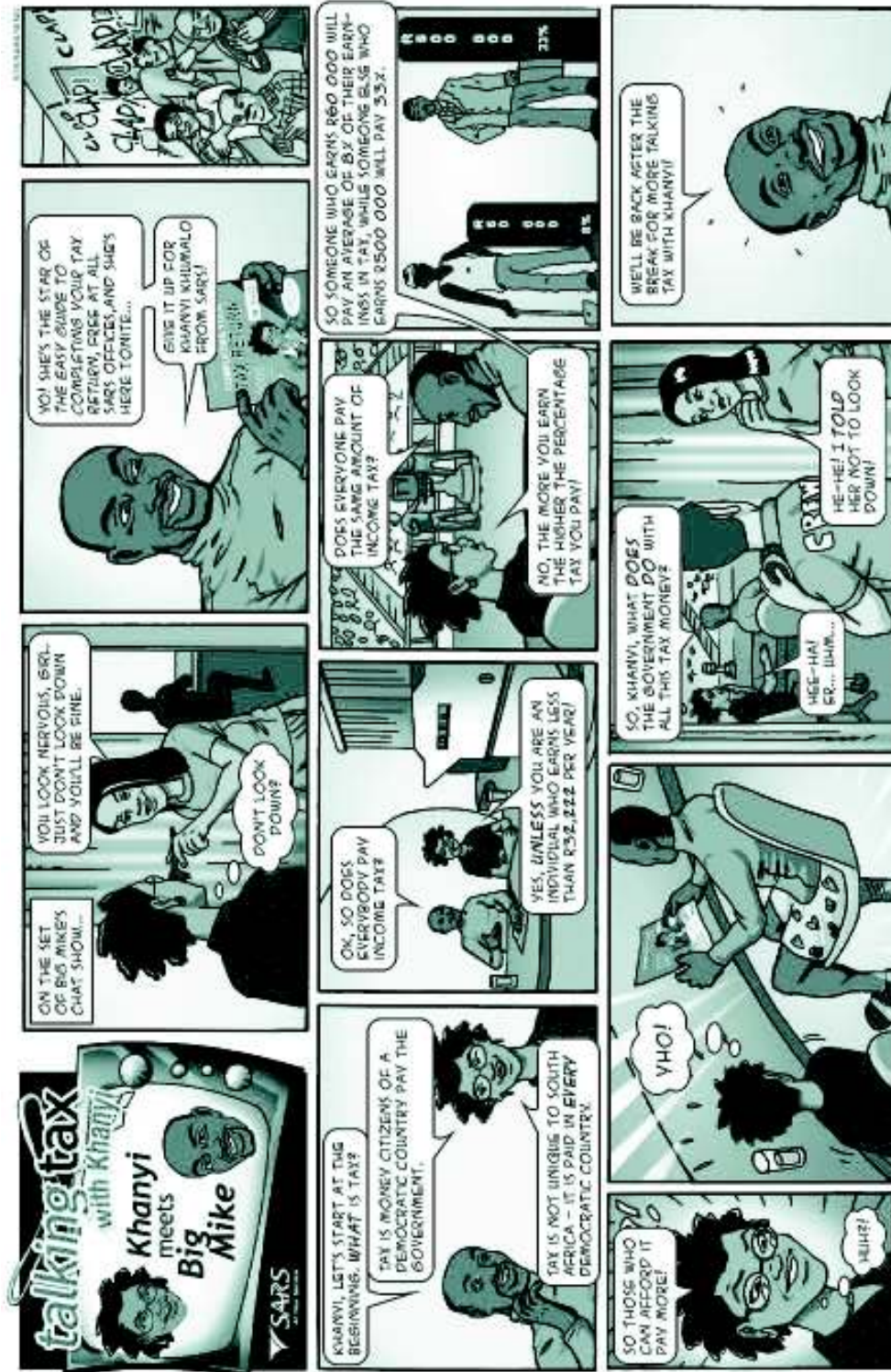
.....

Annexure 6

Activity 5: Worksheet (Pairs)

Instructions:

- Read the following SARS comic strips on your own and answer the questions below.
- Then compare your answers with your partner.





Source: <http://www.sars.gov.za>

1. Who is responsible for collecting all the taxes on behalf of the government?
2. How did Khanyi answer the question "what is tax?"
3. Who does not have to pay INCOME TAX?
4. Does everyone pay the same amount of income tax?
5. How did Khanyi answer the question why we must pay taxes?
6. What can happen to a person that is supposed to pay income tax but doesn't?

LESSON PLAN

Learning Area : Economic and Management Sciences			
Grade : 6 Context : South African Economy Duration : 3 weeks Date :			
SKILLS	KNOWLEDGE	VALUES	
○ Analyzing ○ Listening ○ Discussion ○ Expression ○ Comparing ○ Describe ○ Identify	Role of :- ○ Households ○ Businesses ○ Government in the economic cycle Rights and responsibilities of each of the participants in the production and consumption of resources and services	● Respect ● Honesty ● Responsibility ● Value the importance of rights and responsibilities	
<i>Learning Outcomes and Assessment standards</i> <i>Integration</i>	<i>Teaching activities</i>	<i>Learning activities</i>	<i>Assessment</i>
LO1 : THE ECONOMIC CYCLE AS 1 : Describes the roles of households, businesses and government in the economic cycle AS 2 : Identifies and describes the role of government in the use of resources and services. <i>Integration within</i> LO2 : SUSTAINABLE GROWTH AND	Show the learners pictures and flash cards of consumers, businesses and government and ask the learners what exactly each party's role is. Answers can be put on board by means of flash cards and pictures so that every learner can get a good idea of the flow of goods and services work.	Activity 1(a) Learners answer questions and may even participate in putting up pictures or flash cards Activity 1(b) Learners assist teacher by putting cards on the board to show their understanding	Class work Assignment* Class work Homework Class test

DEVELOPMENT AS1 : Researches and analyses standards of living and patterns of consumption in modern societies where people specialize and trade to satisfy needs and wants. <i>Integration across</i> Languages LO2 : Reading, Writing and Listening		Activity 1(c) Learners can simulate by dividing into the difference sectors and role play the roles households, businesses and government. Activity 1(d) Learners describe and discuss the roles of households, businesses and government in the economic cycle	
	Teacher asks learners to explain the following concepts using dictionary : ○ Rights ○ Responsibilities ○ Consumption ○ Production	Learners list their rights and responsibilities at school and at home	
ASSESSMENT ACTIVITY 2 Copy and complete this table that lists the rights and responsibilities of the government, businesses and households in the Production and consumption of resources and services.			
Responsibilities of Government	Responsibilities of Businesses	Responsibilities of households	

Rights of government	Rights of businesses	Rights of households
ACTIVITY 3 – ASSIGNMENT Learners will use information from the above worksheet as well as other sources to compare the rights and responsibilities of households, government, businesses in the production and consumption of resources and services		
RESOURCES : Pictures, Textbooks, Television, Magazines And Standard Bank Module 2, learners must organize word bank based on content and ask learners to make use of those words in sentence formation		
EXPANDED OPPORTUNITIES : Excursion, organize pocketbook constitution,		
REFLECTION :		

ASSESSMENT TASK

LO 1 ECONOMIC CYCLE	AS 1 Describes the roles of households, businesses and government in the economic cycle.	LO 1 ECONOMIC CYCLE	AS2 Identifies and describes the role of government in the use of resources and services
Process skills		Identify. list; compare, describe, observe, gather, analyze, process, evaluate,present,record,decision-making	
Mark Allocation		30	
Levels of complexity		Identify. list; compare, describe, observe, gather, analyze, process, conclude, evaluate,present,record	
CONTENT : SOUTH AFRICAN ECONOMY			
ACTIVITY 1 : Use the information you used in the worksheet on rights and responsibilities of the participants in the production and consumption ○ Compare the participants in respect of their rights and responsibilities ○ Make use of additional sources e.g textbooks, newspaper, SA constitution, local people			
ACTIVITY 2 : Analyze the information you have gathered ACTIVITY 3 : how can you address the problem of violation of people's(consumers, employees, businesses) rights (NB your answer should be based on your Findings) ACTIVITY 4 : Design a poster to present your findings Use a poster to do oral presentation			
Form Of Assessment : ASSIGNMENT			
MARKING GUIDE Memoranda, Checklist,Rubrics,etc			

Senior Phase Planning

ECONOMIC AND MANAGEMENT SCIENCES LEARNING PROGRAMME – SENIOR PHASE

LEARNING OUTCOME		GRADE 7	GRADE 8	GRADE 9
LEARNING OUTCOME 1				
ECONOMIC CYCLE CLUSTER 1	AS 1: Explains needs and wants and how the differences between them impact on communities and the environment. AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary sectors. AS 3: Explains the concepts 'free' and 'economic' (scarce) goods and the influence of demand and supply on market prices.	AS 1: Describes the historical development of money and its role in societies and their economies. AS 2: Discusses how trade (import and export) addresses the economic problem (choice and opportunity cost), and the role of banks in investing in the economy. AS 5: Explains what inflation is and discusses reasons for changes in inflation rates.	AS 1: Explains the different flows of money, factors of production, goods and services in the economic cycle within the South African economy. AS 2: Discusses the role of the foreign sector in the economic cycle. AS 3: Illustrates by means of a graph and discusses how demand and supply influence prices.	
Integration	Within LA LEARNING OUTCOME 4 AS 1: Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practicing entrepreneurs in own community.	Across LA TECHNOLOGY SOCIAL SCIENCES LANGUAGES LIFE ORIENTATION MATHEMATICS	Within LA LEARNING OUTCOME 2: AS 3 Discusses the importance of savings for investments.	Across LA LANGUAGES MATHEMATICS TECHNOLOGY SS LIFE ORIENTATION

Content in context	ECONOMIC ACTIVITIES	MONEY AND BANKING	FINANCIAL MANAGEMENT
	Concepts: • Needs • Want How differences between them impact on : ✓ Community ✓ Environment Concepts: • Primary sector • Secondary sector • Tertiary sector Describes the activities within these sectors Concepts: • Free goods • Economic goods (scarce) • Demand, demand schedule and law of demand • Supply, supply schedule and law of supply • Market prices • Explains the influence of demand and supply on market prices Explain the concepts “free” and “economic” (scarce) goods, and the influence of	Concepts: • Money (Development of money) • Barter trade • Banks • Banking Describes the historical development of money and its role in societies and their economies Concepts: • Trade • Imports and Exports • Economic growth • Opportunity cost • Investment Discusses how trade (imports and exports) addresses the economic problem (choice and opportunity cost), and discusses the role of banks in investing in the economy Concepts: • Inflation • Inflation rates • Reasons for change in inflation rates	Concepts: • Goods and services • Producer • Consumer • Government • Natural resources (land, labour, capital and entrepreneur) • Circular flow Explain the different flow of money, factors of production, goods and services in the economic cycle within the South African economy) Concepts: • Role of foreign sector • Reasons for foreign exchange • Advantages and disadvantages of foreign sector Concepts: • Demand and demand schedule • Law of demand • Supply and supply schedule • Law of supply • Market prices • Equilibrium price • How demand and supply influence prices

	demand and supply on market price	Concepts: • Savings • Investments Discusses the importance of savings for investments	• Changes in demand and supply
Resources	Newspapers; Textbooks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Bank coins and notes; Television; Financial magazines	Newspapers, Textbooks, Publications, TV, Radios, Guest Speakers and Government publication
LEARNING OUTCOME 1			
CLUSTER 2	AS 4: Describes and debates the power relationships, economic rights and responsibilities between: • consumer and producer; • employer and employee; • government and business.	AS 3: Explains how different economic systems address the economic problem (e.g. planned, market and mixed economies). AS 4: Discusses the role, rights and responsibilities of trade unions.	AS 4: Critically assesses the influence and actions (strikes and stay aways) of trade unions in general and during the apartheid era on: • the South African economy; • political, economic and social transformation; • Labour issues. AS 5: Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security).

Integration	Within LA	Across LA LANGUAGES	Within LA	Across LA LANGUAGES	Within LA LEARNING OUTCOME 3	Across LA LANGUAGES
	LIFE ORIENTATION	LIFE ORIENTATION		SOCIAL SCIENCES	AS 7: Researches the laws affecting basic conditions of employment and non-discrimination in the workplace.	LIFE ORIENTATION
Content in context	LIFE ORIENTATION/AL ECONOMIC ACTIVITIES	ECONOMIC LITERACY	HUMAN RESOURCES MANAGEMENT			
	Concepts: • consumer and producer • consumer and producer • employer and employee • government and business Describes and debates the power relationships economic right and responsibilities between: • consumer and producer • employer and employee • government and business	Concepts: • Economic systems: ✓ Planned ✓ Market ✓ Mixed How different economic systems addresses economic growth	Concepts: • Trade Unions • Role of trade unions • Right and responsibilities of trade unions • Influence of trade unions on political, economic and social transformation • Different trade unions e.g Sadtu, Cosatu, Fawu etc Critically assesses the influence and actions (strikes and stay aways) of trade unions in general and during the apartheid era on: • the South African economy; • political, economic and social transformation; • Labour issues.			

			Concepts: • National budget • Taxation • Expenditure on education, social welfare, health and security Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security). Concepts: • Basic condition & Employment act • Labour Relations act • Employment equity act Laws affecting basic conditions of employment; Non-discrimination in the workplace.
Resources	Newspapers; Textbooks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Television;	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Television;

LEARNING OUTCOME 2					
SUSTAINABLE GROWTH AND DEVELOPMENT CLUSTER 1	AS 1: Collects information on the influence of apartheid economic policies on ownership, poverty, wealth and quality. AS 2: Identifies steps required to redress socio-economic imbalances and poverty.	AS 1: Investigates and describes how the national budget is used to influence growth and redress economic inequalities. AS 2: Investigates how the RDP could have been used to stimulate economic growth and restructuring (e.g. capacity building, jobs).	AS 1: Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development. AS 2: Investigates and debates the successes and shortcomings of the RDP.		
	Integration	Within LA LEARNING OUTCOME 1 AS 1: Explains needs and wants and how the differences between them impact on communities and the environment.	Across LA SOCIAL SCIENCES LANGUAGES	Within LA LEARNING OUTCOME 1 AS 3: Explains how different economic systems address the economic problem (e.g. planned, market and mixed economies).	Across LA SOCIAL SCIENCES LANGUAGES
		Within LA LEARNING OUTCOME 1 AS 5: Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security).		Across LA LANGUAGES SOCIAL SCIENCES	

Content in context	ECONOMIC ACTIVITIES	ECONOMIC GROWTH	ECONOMIC GROWTH
	Concepts: • Apartheid • Economic policies (wealth) • Poverty • Wealth Collects information on the influences of apartheid economic policies on ownership, poverty, wealth and equity. Concepts: • Socio-economic imbalances • Poverty • Steps required to redress Socio-economic imbalances Poverty Identifies steps required to redress socio- economic imbalances and poverty. Concepts:	Concepts: • National budget • Economic inequalities • Economic growth • Redress economic inequalities Investigates and describe how National budget is used to influence growth and redress economic inequalities Concepts: • RDP • Economic growth and Restructuring • How RDP could have been used to stimulate economic growth and restructuring (e.g. capacity building, jobs). Investigates RDP could have been used to stimulate economic growth and restructuring, (Capacity building, jobs)	Concepts: • National budget • Regional agreements e.g : ✓ SADC ✓ OAU ✓ NEPAD • International agreements e.g: ✓ G8 ✓ Common Wealth Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development Concepts: • RDP • Successes of the RDP • Shortcomings of the RDP Investigates and debates the successes and shortcomings of the RDP Concepts: • National budget • Taxation

	Needs and wants		- Expenditure on education - Expenditure on social welfare - Expenditure on Health and security Discusses the effect of the national budget on the economy (e.g taxation and expenditure on education, social welfare , health and security.
Resources	Newspapers; Textbooks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Television; Financial Magazines	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Television; Financial Magazines
LEARNING OUTCOME 2			
CLUSTER 2	AS 3: Compares and discusses the difference between savings and investments.	AS 3: Discusses the importance of savings for investments.	AS 3: Explains the role of savings and investments in economic prosperity and growth. AS 4: Discusses productivity and its effect on economic prosperity, growth and global competition
Integration	<u>Within LA</u> LEARNING OUTCOME 1 AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary	<u>Across LA</u> LANGUAGES	<u>Within LA</u> <u>Across LA</u> MATHEMATICS LANGUAGES

	sectors.			
Content in context	ECONOMIC LITERACY Concepts: • Savings • Investments Compare and discuss: • different types of savings (e.g.call accounts) • different types of and investments (e.g. unit trusts) Compares and discusses the difference between savings and investments.	MONEY, BANKING AND ECONOMIC GROWTH Concepts: • Savings • Investments Importance for savings for investment Discusses the importance of savings for investments	MONEY, BANKING AND ECONOMIC GROWTH Concepts: • Savings • Investment Role of savings in: • Economic growth • Economic prosperity Role of investment in: • Economic growth • Economic prosperity Explains the role of savings and investments in economic prosperity and growth. Concepts: • Productivity • Globalization • Economic prosperity • Economic growth • Global competition Discusses productivity and its effects on economic prosperity, growth and global competition	

Resources	Newspapers; Textbooks; Banks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Television; Financial Magazines
LEARNING OUTCOME 2			
CLUSTER 3	AS 4: Discusses the meaning of productivity.	AS 4: Investigates and reports on how technology can improve productivity, economic growth, living standards, etc.	
Integration	<u>Within LA</u> LO1 AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary sectors.	<u>Across LA</u> LANGUAGES	<u>Across LA</u> TECHNOLOGY LANGUAGES
Content in context	PRODUCTIVITY Concepts: • Productivity • Efficiency • Effectiveness • Output • Input • Quality	PRODUCTIVITY Concepts: • Technology • Productivity • Economic growth • Living standards Investigates and reports on how	

	Discusses the meaning of productivity	technology can improve productivity, economic growth, living standards etc.	
Resources	Newspapers; Textbooks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet	

LEARNING OUTCOME 3				
MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS CLUSTER 1	AS 1: Explains the role of planning, organising, leading and controlling (e.g. financial and procedural controls) in a business. AS 2: Discusses different approaches to leadership and management. AS 5: Draws up an elementary statement of net worth, using personal records.	AS 1: Differentiates between financial concepts used in business (e.g. fixed assets, current assets, liabilities, and owner's equity). AS 3: Completes source documents (e.g. receipts, deposit slips, cheques) and records elementary cash transactions in a statement of receipts and payments. AS 4: Uses keyboard skills and function keys in developing, storing and retrieving basic information. AS 5: Explains the concept and analyses a statement of net worth.	AS1: Completes a basic income statement and balance sheet for a service and retail business. AS 5: Analyses financial statements for decision-making at a basic level. AS 4: Uses keyboard skills and function keys in developing, storing, retrieving and editing business documentation.	
	Integration	Within LA Across LA LANGUAGES MATHEMATICS	Within LA Across LA LANGUAGES MATHEMATICS	
Content in context	MANAGEMENT AND CONSUMER SKILLS Concepts: - Planning - Organising - Leading - Controlling (financial and	ENTREPRENEURIAL KNOWLEDGE AND SKILLS Concepts: - Fixed assets/Tangible assets - Current assets - Liabilities - Owners equity	FINANCIAL LITERACY Concepts: - Sales and Cost of sales - Current Income - Rent income - Gross Profit - Operating Income	

	procedural control) - Explain the role of planning, organising, leading and controlling 9e.g. financial and procedural controls in a business Concepts: - Leadership - Management - Democratic - Autocratic - Free (laissez-faire) Discusses different approaches to leadership and management Concepts: - Assets – fixed and current - Liabilities – Long term (bonds) and current (short term loan) - Net worth (owners' equity) Draw up an elementary statement of net worth using personal records	- Income - Expenses Differentiate between financial concepts used in business Concepts: - Source documents - Receipts - Deposit slips - Cheques - Cash slips - Cash transactions - Statement of receipts and payments Completion of source documents Record elementary cash transaction in a statement of receipts and payments Record cash transactions in accounting equation Concepts - Keyboard skills - Storing - Retrieving basic information - Opening a document - Saving a document] - Retrieving a document - Using keyboard functions - How to use a mouse Explains the concept and analyses a statement of net worth	- Operating expenses - Net profit - Current Assets - Cash and Cash equivalents - Equity - Capital - Drawings - Fixed Deposit - Inventory - Income statement - Balance sheet Completes a basic income statement and balance sheet for a service and retail business. Concepts: - Financial statements - Gross Profit % - Net profit % - Current ratio - Acid test ratio - Returns on owners equity Analyses financial statements for decision making Concepts: - Home Keys - Keyboard Keys - Mouse and Monitor Switching computer on and off Opening a document in Ms word Use keyboard to enter text
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		Concepts: Fixed assets Current assets Liabilities Owners equity Analyse a statement of Net worth	Storing of documents Retrieving of documents
Resources	Newspapers; Textbooks; Publications; Government publications and Internet; Standard Bank Financial Literacy; Guest speakers;	Newspapers; Magazines; Text Books; Publications; Internet; Source documents; Computer; Disks; Cell phones; Statement of net worth; Format of statements; receipts and payments, etc	Newspapers; Magazines; Text Books; Publications; Internet; Source documents; Computer; Disks; Cell phones; Statement of net worth; Format of statements; receipts and payments, etc

LEARNING OUTCOME 3				
CLUSTER 2	AS 3: Describes the importance of administration in managing a business (record keeping, storing documentation). As 4: Discusses the use of technology in telecommunication services (e.g. cell phones) and financial transactions (e.g. ATM, Internet) in improving administration, communication and access to information.		AS 2: Develops leadership and management strategies that will ensure a return on investments. AS 6: Investigates the various methods of savings and investments (e.g. savings accounts, fixed deposits, shares, unit trusts), and calculates returns on a variety of investments.	AS 3: Completes cash and credit transactions in the books of service and retail businesses: • uses a cash receipts and payment journal, and a debtors’ and creditors’ journal; • posts journals to the general ledger and draws up a trial balance.
Integration	<u>Within LA</u>	<u>Across LA</u> TECHNOLOGY LANGUAGES	<u>Within LA</u>	<u>Across LA</u> LANGUAGES MATHEMATICS
Content in Context	MANAGEMENT AND CONSUMER SKILLS	MANAGEMENT AND CONSUMER	MANAGEMENT AND CONSUMER SKILLS	FINANCIAL MANAGEMENT
	Concepts: • Administration • Filing systems: ✓ Manual ✓ Electronic • Book keeping		Concepts: • Leadership strategies • Management strategies Develop leadership and management strategies that will ensure return on	Concepts: • Service and retail businesses • Cash transactions • Income and Expenses • Assets ,Liabilities and Owners equity • Accounting equation • Double entry principle • Credit transactions

	- Storing documentation - Record keeping - Bookkeeper - Source documents: ✓ Receipts ✓ Cash slips ✓ cheques Describes the importance of administration in managing a business (record keeping and storing documentation) Concepts: - Technology - Telecommunication services (e.g. cell phones) - ATM - Internet - Uses of technology in telecommunication services in improving administration, communication and access to information Discusses the use of technology in telecommunication services (e.g. ATM, Internet) in improving administration, communication and access to information	investment Concepts: - Savings account - Fixed deposits - Shares - Unit trust - Return on investment - Various methods of: - Savings - Investments (capital and saving) - Returns on variety of investments Investigates the various methods of savings and investments (e.g. savings accounts, fixed deposits, shares, units) and calculates returns on variety of investments calculate returns on variety of investments (e.g. compound and simple interest)	Debtors and Creditors Recording transactions in the Cash Receipts(CRJ) and the Cash Payment Journal(CPJ) Posting from Cash Journal to the ledger Balancing the accounts Recording transactions in the Debtors and Creditors Journal Posting from Debtors Journal to the Debtors Ledger and General Ledger Posting from Creditors Journal to the Creditors Ledger and General Ledger Drawing up of Trial Balance
Resources	Newspapers; Textbooks; Publications; Government publications and Internet	Newspapers; Textbooks; Publications; Government publications and Internet; Guest speakers	Newspapers; Financial Statements , Internet, Magazines; Text Books, Computer; Disks; Cell phones; Statement of net worth

LEARNING OUTCOME 3					
CLUSTER 3	AS 7: Explains the different processes of human resource management.	AS 7: Describes the levels, categories, remuneration and responsibilities of jobs.	AS 6: Differentiates between the forms of credit purchases (e.g. open accounts, instalment sales, credit card), and explains and assesses: - the use of different means of payment in the economy (e.g. cash, cheques, postal orders, credit cards, debit cards, smart cards, travelers cheques); - the advantages of cash purchases. AS 2: Investigates the public relations, social responsibility, and environmental responsibility and environmental responsibility strategies and actions of different businesses and organizations	AS 7: Researches the laws affecting basic conditions of employment and non-discrimination in the workplace.	
	CLUSTER 4				
Integration	Within LA Across LA LANGUAGES LIFE ORIENTATION	Within LA Across LA LANGUAGES LIFE ORIENTATION	Within LA Across LA LANGUAGES	Across LA LANGUAGES LIFE ORIENTATION	HUMAN RESOURCE MANAGEMENT
Content in Context	HUMAN RESOURCE MANAGEMENT		HUMAN RESOURCE MANAGEMENT		

	Concepts: - Human resource management Explain different processes of human resource management: - Planning - Recruitment - Selection - Induction - Placement - Developing/in-service-training	Concepts: - Job levels (skilled, semi skilled, and unskilled) - Job categories(organogram) - Remuneration Describe the levels, categories, remuneration and responsibilities of jobs	Concepts: - Open accounts - Instalment sales - Credit card - Cash - Cheques - Postal orders - Debit cards - Smart cards - Travelers cheques - Forms of credit purchases - Advantages of cash purchases Differentiates between the forms of credit purchases (e.g. open accounts, instalment sales, credit card), and explains and assesses: - the use of different means of payment in the economy (e.g. cash, cheques, postal orders, credit cards, debit cards, smart cards, travelers cheques); - the advantages of cash purchases. Concepts: Strategies and actions of different businesses and organisations e.g.
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			• Public relations • Social responsibility • Environmental responsibility Investigates the public relations, social responsibility, and environmental responsibility and environmental responsibility strategies and actions of different businesses and organizations Concepts: • Basic condition & Employment act • Labour Relations act • Employment equity act • Researches laws affecting basic conditions of employment; Non-discrimination in the workplace.
Resources	Newspapers; Textbooks; Publications; Government publications and Internet; Guest speakers	Newspapers; Textbooks; Publications; Government publications and Internet; Guest speakers	Newspapers; Magazines; Text Books; Publications; Internet; Source documents; Computer; Disks; Cell phones; Statement of net worth; Format of statements; receipts and payments, etc

LEARNING OUTCOME 4				
ENTREPRENEURIAL KNOWLEDGE AND SKILLS CLUSTER 1	AS 1: Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practicing entrepreneurs in own community. AS 3: Participates in a joint venture between the school and the community/parents by taking ownership of producing a product or service.	AS 1: Identifies financial institutions and organisations promoting entrepreneurship. AS 2: Discusses different ideas for starting a business (including ideas to attract tourists, franchising). AS 3: Differentiates between the forms of ownership in the informal and formal sectors (sole proprietor, partnership, close corporation).	AS 1: Generates, through SWOT analysis, possible business ideas to meet the need for manufactured goods or services. AS 2: Develops a business plan (including a budget) for a manufacturing, service or tourism enterprise based on the best business opportunity from the ideas generated.	
Integration	<u>Within LA</u> <u>Across LA</u> TECHNOLOGY LIFE ORIENTATION LANGUAGES	<u>Within LA</u> <u>Across LA</u> LANGUAGES LIFE ORIENTATION	<u>Within LA</u> <u>Across LA</u> TECHNOLOGY LIFE ORIENTATION LANGUAGES ARTS & CULTURE	
Content in Context	ENTREPRENEURIAL ACTIVITIES Concepts: • Characteristics e.g. ○ Vision ○ Responsibility	ENTREPRENEURIAL ACTIVITIES Concepts: • Financial institutions • Financial organizations	ENTREPRENEURIAL ACTIVITIES Concepts: • SWOT analysis • Idea generating techniques:	

	○ Taking risks ○ Enthusiastic ○ Confidence ○ Determination • Skills ○ Solve problems ○ Decision making ○ Planning ○ Organising ○ Goal setting, etc Comparison of two practising entrepreneurs in own community (two different simple case studies) Concept: • Product • Service • Ownership • Joint venture Participate in a joint venture between school and community/parents by taking ownership of producing a product or service	Identify financial institutions and organizations that promote entrepreneurship (e.g. Msobomvu Youth Fund, Khula Enterprise, DTI) Concepts: • Different business ideas for starting a business • Tourist • Franchising • Manufacturing • Retail/service Discusses different ideas for starting a business including ideas to attract tourists and franchising Concepts: • Forms of ownership • Informal sector • Formal sector • Sole proprietor • Partnership • Close corporation Differentiates between the forms of ownership in the informal and formal sectors	1. E.g. interviews 2. Questionnaire etc Generates, through swot analysis, possible business ideas to meet the need for manufactured goods or services. Concepts: Business Plan: • Product or service • Marketing plan • Financial plan • Management plan • Goals of the business • Form of ownership • SWOT analysis • Develops a business plan for a manufacturing, service or tourism enterprises based on the best business opportunity from the ideas generated.
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		Informal sector Advantages and disadvantages of different forms of ownership	
Resources	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Businesses;	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Businesses
LEARNING OUTCOME 4			
CLUSTER 2	AS 2: Uses idea generation techniques to make recommendations on using community resources to generate income in a responsible way. AS 4: Runs a business event using one or two of the ideas or opportunities identified in a questionnaire that had been designed. AS 5: Designs posters or other materials to advertise own business venture.	AS 4: Evaluates the financial viability of a business (e.g. start-up costs, production costs, sales, profit). AS 5: Engages in a business activity that involves purchasing, production and marketing (should involve financing of business with own or borrowed capital - e.g. bank overdraft).	AS 3: Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership. AS 4: Conducts a marketing campaign to promote a product and discusses the self-selected advertising media.
Integration	<u>Within LA</u> Learning Outcome 3 AS 2: Discusses different approaches to leadership and management.	<u>Across LA</u> TECHNOLOGY LIFE ORIENTATION	<u>Within LA</u> <u>Across LA</u> TECHNOLOGY LIFE ORIENTATION LANGUAGES

	Learning Outcome 1 AS 1: Explains needs and wants and how the differences between them impact on communities and the environment. AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary sectors.	LANGUAGES ARTS & CULTURE				ARTS & CULTURE
Content in Context	ENTREPRENEURIAL ACTIVITIES Concepts: • Community resources • Income generation • Idea generation Techniques: ✓ Survey ✓ Questionnaires ✓ Interviews ✓ Brainstorming ✓ Discussions Use idea generation Techniques to make recommendations on using community resources (e.g. community hall and vegetable garden) to generate income in responsible way Concepts:	ENTREPRENEURIAL ACTIVITIES Concepts: • Start-up costs • Production costs • Sales • Profit Evaluate financial viability of a business Concepts: • Borrowed capital (e.g. bank overdraft) • Purchasing • Production • Marketing Engages in business activity	ENTREPRENEURIAL ACTIVITIES Concepts: Forms of ownership: • Partnership • Sole trader • Close cooperation • Private and Public company • Characteristics of different forms of ownership • Advantages and disadvantage Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership			

	• Questionnaire • Opportunities Run business event based on one or two ideas or opportunities identified in a questionnaire that was designed Concepts: • Poster • Advertisement Designs posters or other materials to advertise own business venture	that involves purchasing, production and marketing Financing of business with own or borrowed capital e.g. bank overdraft	Concepts: Marketing campaign to promote a product: • Develop a questionnaire • Conduct interviews/survey • Collect information • Analyse information • Advertising media Conducts a marketing campaign to promote a product and discusses the self selected advertising media Types of advertising media		
Resources	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy	Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Businesses		
LEARNING OUTCOME 4					
CLUSTER 3			AS 5: Researches the role of small, medium and micro enterprises in wealth and job creation processes.		
Integration	Within LA	Across	Within LA	Across	LANGUAGES TECHNOLOGY LIFE ORIENTATION
Content in Context					TYPES OF BUSINESSES AND JOB CREATION

				Concepts: • What are SMMEs • Role of SMMEs in: • Wealth processes job creation processes
Resources				Newspapers; Textbooks; Publications; Government publications and Internet; Case Studies; Guest Speakers; Standard Bank Financial Literacy; Businesses

Grade 7

Work Schedule

TERM 1

1 - 4	LO 1 : ECONOMIC CYCLE AS 1: Explain needs and wants and how the differences between them impact on communities and the environment AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary sectors AS 3: Explains the concepts “free” and “economic” (scarce) goods, and the influence of demand and supply on market prices	<u>WITHIN:</u> LO 4:REPRENEURIAL KNOWLEDGE AND SKILLS AS 1: Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practicing entrepreneurs in own community <u>ACROSS:</u> MATHEMATICS LO5: Data handling TECHNOLOGY LO 1: Technological processes and skills LO 3: Society and environment LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	LOCAL COMMUNITY AS 1: Concepts: • Needs and wants • Characteristics and Differences Explain needs and wants and how the differences between them impact on communities and the environment AS 2: Concepts: • Different types of businesses e.g. ✓ Primary ✓ Secondary ✓ Tertiary Explain needs and wants and how the differences between them impact on communities and the environment AS 3: Concepts: • Free and economic goods • Demand and demand schedule • Law of demand/Law of supply • Supply and supply schedule • Market prices • Equilibrium price Explains the concepts “free” and “economic” (scarce) goods, and the influence of demand and supply on market prices	Library Text books Newspaper TV Dictionary Flash cards	FORMS Class work Class test Home work Simulation Poster Presentation Investigation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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5 - 7	AS 4: Describes and debates the power relationships, economic rights and responsibilities between: • Consumer and producer • Employer and employee • Government and business	<u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 4: Concepts: • Consumer and producer • Employer and employee • Government and business Describes and debates the power relationships, economic rights and responsibilities Describes and debates the power relationships between : • Consumer and producer • Employer and employee • Government and business Describes and debate the economic rights and responsibilities between: • Consumer and producer • Employer and employee • Government and business	Newspaper Textbooks Publications Internet	FORMS Debate Class work Class test Home work Simulation Presentation Investigation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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8 - 9	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Collects information on the influence of apartheid economic policies on ownership, poverty, wealth and quality AS 2: Identifies steps required to redress socio-economic imbalances and poverty	<u>WITHIN:</u> LO 1: THE ECONOMIC CYCLE AS 1: Explains needs and wants and how the differences between them impact on communities and the environment. <u>ACROSS:</u> TECHNOLOGY LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	ECONOMIC GROWTH AND DEVELOPMENT AS 1: Concepts • Apartheid • Economic policies on : ✓ Ownership ✓ Wealth ✓ Poverty ✓ Quality Collects information on the influence of apartheid economic policies on ownership, poverty, wealth and quality AS 2: Concepts: • Redress • Socio-economic imbalances • Poverty Identifies steps required to redress socio-economic imbalances and poverty •	Library Text books Newspaper TV Dictionary Government publications	FORMS Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 – 14	LO 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 1: Compares essential characteristics and skill needed to be entrepreneurial from two simple case studies of practicing entrepreneurs in own community AS 3: Participates in a joint venture between the school and the community/pa rents by taking ownership of producing a product or service	<u>ACROSS:</u> LO 2: Chooses possible solutions LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning TECHNOLOGY LO 1: Technological processes MATHEMATICS LO 5: Data handling AS: Designs a simple questionnaires	AS 1: Concepts: - Characteristics e.g. vision, responsibility, taking risks, enthusiastic, confidence , determination etc - Skills e.g. solve problems, decision making, planning and organizing etc - Compares essential characteristics and skills needed to be entrepreneurial from two different simple case studies of practicing entrepreneurs in own community AS 3: Concepts - Buying and selling - Producing - Income and expenses - Cost and selling price - Loss /profit - interviews, brainstorm etc	Library Text books Newspaper TV Dictionary	FORMS Project Case Study Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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15 - 18	AS 2: Uses idea generation technique make recommendations on using community resources to generate income in a responsible way AS 4: Runs a business event using one or two of the ideas or opportunities identified in a questionnaire that had been designed AS 5: Designs posters or other materials to advertise own business venture	<u>WITHIN:</u> LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 2: Discusses different approaches to leadership and management <u>ACROSS:</u> TECHNOLOGY LO 1: Technological processes ARTS & CULTURE LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 2: Concepts:: • Community resources • Income generation Idea generation techniques e.g. (survey, questionnaire, AS 4: Concepts: • Use ideas i or opportunities identified t in questionnaire • Runs a business event AS 5: Concepts: • Poster • Advertisement • Designing of posters Designs posters or other materials to advertise own business venture AS 4: Concepts: • Technology • Telecommunication services e.g. cell phones • Financial transactions (e.g. ATM, internet	Text books Newspaper Koki pens Television	FORMS Mini Project Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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21 -24	LO3: MANAGEMENT , CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Explains the role of planning, organizing, leading and controlling (e.g. financial and procedural controls) in a business. AS 2: Discusses different approaches to leadership and management AS 5: Draws up an elementary statement of net worth, using personal record	<u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning LIFE ORIENTATION MATHEMATICS LO 5: Data handling AS: Designs a simple questionnaires	AS 1: Concepts: • Planning • Organizing • Leading • Controlling (financial and procedural control) Explains the role of planning, organizing, leading and controlling (e.g. financial and procedural controls) in a business. AS 2: Concepts: • Leadership • Management • Democratic • Autocratic • Free (laissez-faire) Discusses different approaches to leadership and management AS 5: Concepts: • Assets (fixed and current) • Liabilities (long term e.g. mortgage bonds and current (short) term e.g. short term loans) • Net worth (owners' equity) Draws up an elementary statement of net worth, using personal record	Text books Financial Magazine Journals Newspaper Koki pens Television	FORMS Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Question and Answer Discussion Group work Individual work
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25 – 28	AS 3: Describes the importance of administration in managing a business (record keeping, storing documentation). AS 4: Discusses the use of technology in telecommunication services (e.g. cell phones) and financial transactions (e.g. ATM, Internet) in improving administration, communication and access to information.	<u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: • Administration • Filing systems: (Manual and electronic) • Book keeping/ book keeper • Financial data • Source documents e.g. receipts, cash slips cheques Describes the importance of administration in managing a business (record keeping, storing documentation) AS 4: • Technology • Telecommunication services (e.g. cell phones) • ATM • Internet • Uses of technology in telecommunication services in improving administration, communication and access to information Discusses the use of technology in telecommunication services (e.g. ATM, Internet) in improving administration, communication and access to information	Textbooks Library Bank Publications	FORMS Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Discussion Question and Answer Discussion Group work Individual work
29 - 30	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 4

31 – 33	LO 3: MANAGEMENT, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 7 (6): Explains the different processes of human resource management	ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 6: Concepts: - Human resource management - Planning - Recruitment - Selection - Induction - Placement Explain the different processes of human resource management	Text books Newspaper Koki pens Television	FORMS Assignment Case study Class work Class test Home work Presentation TOOLS Rubric Memorandum METHOD Educator	Discussion Question and Answer Discussion Group work Individual work
34 - 38	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 3: Compares and discusses the difference between savings and investments AS 4: Discusses the meaning of productivity	WITHIN: LO 1 : ECONOMIC CYCLE AS 2: Describes the different types of businesses and activities within the primary, secondary and tertiary sectors ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: - Savings and Investments - Different types of savings (e.g. call accounts) - Different types of investments (e.g. unit trust) Compares and discusses the difference between savings and investments. AS 4: Concepts: - Productivity - Efficiency and effectiveness - Output and Input - Quality and Quantity Discusses the meaning of productivity	Banks Newspaper Textbooks Magazines Flash cards	FORMS Assignment Presentation TOOLS Memorandum Rubrics Method Educator Peer Individual	
39 - 40	CONSOLIDATION , CONTROL TEST AND REPORTS					

Grade 8

Work Schedule

TERM 1

1 - 5	LO 1: ECONOMIC CYCLE AS 1: Describes the historical development of money and its role in societies and their economies AS 2: Discusses how trade (import an export) addresses the economic problem (choice and opportunity costs), and the role of banks in investing in the economy AS 5: Explains what inflation is and discusses reasons for changes in inflation rates	<u>WITHIN:</u> LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 3: Discusses the importance of savings for investment <u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling TECHNOLOGY LO 3: Society and environment	MONEY AND BANKING AS 1: Concepts: • Money (development of money) • Barter trade • Banks • Banking Describes the historical development of money and its role in societies and their economies AS 2: Concepts: • Trade • Imports • Exports • Economic growth • Opportunity cost • Investment Discusses how trade (import an export) addresses the economic problem (choice and opportunity costs), and the role of banks in investing in the economy AS 5: Concepts: • Inflation • Inflation rates • Reasons for change in inflation rates Explains what inflation is and discusses reasons for the changes in inflation rates	News Text books Dictionary Television Radio Government publications	FORMS Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
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	AS 3: Explains how different economic systems address the economic problem (e.g. Planned, market and mixed economies) AS 4: Discusses the role, rights and responsibilities of trade unions	ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling TECHNOLOGY LO 3: Society and environment	AS 3: Concepts: • Economic systems • Planned • Market • Mixed Explains how different economic systems address the economic problem (e.g. Planned, market and mixed economies) AS 4: Concepts: • Trade unions • Role of trade unions • Right and responsibilities of trade unions • Different trade unions e.g .Sadtu, Cosatu, Fawu etc Discusses the role, rights and responsibilities of trade unions	News Text books Dictionary Television Radio Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 - 14	LO 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 1: Identifies financial institutions and organisations promoting entrepreneurship AS 2: Discusses different ideas for starting a business (including ideas to attract tourists, franchising). AS 3: Differentiates between the forms of ownership in the informal and formal sectors (sole proprietor, partnership, close corporation)	ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	AS 1: Concepts: - Financial institutions - Financial organizations Identifies financial institutions and organisations promoting entrepreneurship AS 2: Concepts: - Tourist - Franchising - Manufacturing - Retail/ service Idea generation for starting a business including ideas to attract tourist and franchising AS 3: Concepts: - Forms of ownership - Informal and formal sector - Sole proprietor - Partnership - Close corporation - Advantages and disadvantages of different forms of ownership	News Text books Dictionary Television Radio Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
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	AS 4: Evaluates the financial viability of a business (e.g. start – up costs, production costs, sales, profit) AS 5: Engages in a business activity that involves purchasing, production and marketing (should involve financing of business with own or borrowed capital – e.g. bank overdraft)	ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	Differentiates between the forms of ownership in the informal and formal sectors (sole proprietor, partnership, close corporation) AS 4: Concepts: • Financial viability • Start –up costs • Production costs • Sales • Profit • Evaluates the financial viability of a business (e.g. start – up costs, production costs, sales, profit) AS 5: Concepts: • Borrowed capital e.g. bank overdraft, loan) • Purchasing • Production • Marketing Evaluates the financial viability of a business (e.g. start – up costs, production costs, sales, profit)	News Text books Dictionary Television Radio Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
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15 – 18	LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Differentiates between financial concepts used in business (e.g. fixed assets, current assets, liabilities, and owner's equity). AS 3: Completes source documents (e.g. receipts, deposit slips, cheques) and records elementary cash transactions in a statement of receipts and payments AS 4: Uses keyboard skills and function keys in developing, storing and retrieving basic information. AS 5: Explains the concept and analyses a statement of net worth	ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	AS 1: Concepts: - Fixed assets/Tangible assets - Current assets - Liabilities - Owners equity - Income - Expenses Differentiate between financial concepts used in business AS 3: Concepts: - Source documents - Receipts - Deposit slips - Cheques - Cash slips - Cash transactions - Statement of receipts and payments Completes source documents (e.g. receipts, deposit slips, cheques) and records elementary cash transactions in a statement of receipts and payments AS 4: Concepts: - Keyboard skills - Storing and retrieving basic information - Opening and saving a document Using keyboard functions and a mouse	Text books Source documents Cash Journals calculators	FORMS Home work Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
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				AS 5: Concepts: • Statement of net worth • Analyse a statement of net worth Explains the concept and analyses a statement of net worth				
19 - 20	CONSOLIDATION , CONTROL TEST AND REPORTS							

TERM 3

21 - 24	LO 3: MANAGERIAL, CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 2: Develops leadership and management strategies that will ensure a return on investments. AS 6: Investigates the various methods of savings accounts, fixed deposits, shares, unit trusts), and calculates returns on a variety of investments	<u>ACROSS:</u> LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 2: Concepts: - Leadership strategies - Management strategies Develops leadership and management strategies that will ensure a return on investments. AS 6: Concepts: - Savings account - Fixed deposit - Shares - Unit trust - Return on investment - Various methods of savings Various methods of investment (capital and saving)	Text books Documents Computers Flash disk Library Banks Financial institutions Standard bank financial literacy material	FORMS Home work Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
25 – 28	LO 7: Describes the level, categories, remuneration and responsibilities of jobs.	LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 7: Concepts: - Job levels (skilled, semi skilled, and unskilled) - Job categories (organogram) - Remuneration Describe the levels, categories, remuneration and responsibilities of jobs	Text books Newspapers Government publications Internet Guest speakers	FORMS Home work Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
29 - 30	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 4

31 - 38	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Investigates and describes how the national budget is used to influence growth and redress economic inequalities AS 2: Investigated how the RDP could have been used to stimulate economic growth and restructuring (e.g. capacity building, jobs)	ACROSS LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning SOCIAL SCIENCES LO 1: Exploring issues AS: Identifies challenges to societies and settlement associated with use and abuse of people and natural resources	AS 1: Concepts: - National budget - Economic inequalities - Economic growth - Redress Investigates and describe how National budget is used to influence growth and redress economic inequalities AS 2: Concepts: - RDP - Economic growth - Restructuring - Capacity building and jobs Investigated how the RDP could have been used to stimulate economic growth and restructuring (e.g. capacity building jobs)	Text books Newspapers Koki pens Television		
34 – 38	AS 3: Discusses the importance of saving for investment	ACROSS LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 1: Concepts: - National budget - Economic inequalities - Economic growth - Redress - RDP and restructuring Investigates and describes how the national budget is used to influence growth and redress economic inequalities	News Text books Dictionary Television Radio Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation	Discussion Question and answer Group work

						Sheet Rubric	
	AS 4: Investigates and reports on how technology can improve productivity, economic growth, living standards, etc	ACROSS LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 4: Concepts: • Productivity • Efficiency • Effectiveness • Output • Input • Quality Discusses the meaning of productivity	Newspapers, Textbooks, Dictionary, Television, Radio, Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work	
39 - 40	CONSOLIDATION , CONTROL TEST AND REPORTS						

Grade 9

Work Schedule

TERM 1

1 – 7	LO 1 ECONOMIC CYCLE AS 1: Explains the different flows of money, factors of production, goods and services in the economic cycle within the South African economy AS 2: Discusses the role of the foreign sector in the economic cycle AS 3: Illustrates by means of a graph and discusses how demand and supply influence prices	WITHIN: LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development ACROSS: LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling TECHNOLOGY LO 1: Technological processes and skills LO 3: Society and environment	ECONOMIC CYCLE AS 1: Concepts: • Goods and services • Natural resources (land, labour, capital and entrepreneur) • Circular flow Explains the different flows of money, factors of production, goods and services in the economic cycle within the South African economy AS 2: Concepts: • Role of foreign sector • Reasons for foreign exchange • Advantages and disadvantages of foreign sector Discusses the role of the foreign sector in the economic cycle AS 3: Concepts: • Demand and demand schedule • Law of demand/Law of supply • Demand and supply schedule • Market prices and equilibrium price	Excursion Text books Dictionary Television Radio Government publications	FORMS Investigation Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and answer Group work
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	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 1: Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development AS 2: Investigates and debates the successes and shortcomings of the RDP	WITHIN: LO 1 ECONOMIC CYCLE AS 5: Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security). ACROSS: SOCIAL SCIENCES LO 3: Historical interpretation LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	• How demand and supply influence prices • Changes in demand and supply Illustrates by means of a graph and discusses how demand and supply influence prices AS 1: Concepts: • National budget • Regional agreements (e.g. SADC, OAU, NEPAD etc) • International agreements (e.g. (G8, Common Wealth etc) Discusses how the national budget, regional and international agreements can be used to facilitate sustainable growth and development AS 2: Concepts: • RDP (reasons and goals) • Successes and shortcomings of RDP Investigates and debates the successes and shortcomings of the RDP	Textbooks Government publications	FORMS Investigation Graphs Assignment Presentation Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Discussion Question and Answer
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8 – 9	LO 1: THE ECONOMIC CYCLE AS 4: Critically assesses the influence and actions (strikes and stayaways) of trade unions in general and during the apartheid era on: - the South African economy - political, economic and social transformation; - labour issues AS 5: Discusses the effect of the national budget on the economy (e.g. taxation and expenditure on education, social welfare, health and security)	<u>WITHIN:</u> LO3: MANAGERIAL, CO NSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 7: Researches the laws affecting basic conditions of employment and non discrimination in the workplace <u>ACROSS:</u> SOCIAL SCIENCES LO 1: Historical enquiry LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 4: Concepts: - Role of trade unions - Right and responsibilities of trade unions - Influence of trade unions on labour issues, South African economy - Influence of trade unions on political, economic and social transformation - Different trade unions e.g Sadtu, Cosatu, Fawu etc Critically assesses the influence and actions (strikes and stayaways) of trade unions in general and during the apartheid era on: - The South African economy; - Political, economic and social transformation and labour issues AS 5: Concepts: - National budget and Taxation - Expenditure on education, social welfare, health and security Discusses the effect of the national budget on the economy(e.g. taxation and expenditure on education, social welfare , health and security)	Textbooks Library Newspaper Magazines Internet Field trip	FORMS Presentation(poster) Graphs Assignment Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Brainstorm Pole lay Discussion Question and Answer
10	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 2

11 - 14	LO 4: ENTREPRENEURIAL KNOWLEDGE AND SKILLS AS 1: Generates, through SWOT analysis, possible business ideas to meet the need for manufactured goods or service AS 2: Develops a business plan (including a budget) for a manufacturing. Service or tourism enterprise based on the best business opportunity from the ideas generated.	ACROSS: TECHNOLOGY LO 3: Society and environment LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	AS 1: Concepts: • SWOT analysis (Strengths, Weaknesses, Opportunities and Threat) Generates, through SWOT analysis, possible business ideas to meet the need for manufactured goods or service AS 2: Concepts: • Product or service • Feasibility study • Marketing plan • Financial plan • Goals of the business • Management plan • SWOT analysis Develops a business plan (including a budget) for a manufacturing. Service or tourism enterprise based on the best business opportunity from the ideas generated.	Textbooks Library Newspaper Magazines Internet Field trip	FORMS Presentation(poster) Graphs Assignment Class test Class work Business plan TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Brainstorm Pole lay Discussion Question and Answer
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15 - 18	AS 3: Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership AS 4: Conducts a marketing campaign to promote a product and discusses the self selected advertising media	<u>ACROSS:</u> TECHNOLOGY LO 3: Society and environment LANGUAGES LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: • Forms of ownership: • Partnership / sole trader • Close cooperation • Private and public company • Characteristics of different forms of ownership • Advantages and disadvantage Engages in the business activity planned and discusses the reasons for choosing a particular form of ownership AS 4: Concepts: Marketing campaign to promote a product: • Develop a questionnaire • Conduct interviews/survey • Different advertising media Conducts a marketing campaign to promote a product and discusses the self selected advertising media	Textbooks Library Newspaper Magazines Internet	FORMS Presentation(poster) Graphs Assignment Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Brainstorm Role play Discussion Question and Answer
19 - 20	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 3

21 - 23	LO3: MANAGERIAL CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 1: Completes a basic income statement and balance sheet for a service and retail business AS 5: Analyses financial statements for decision – making at a basic level. AS 4: Uses keyboard skill and function keys in developing, storing, retrieving and editing business documentation	ACROSS: LANGUAGES: LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning MATHEMATICS LO 5: Data handling	AS 1: Concepts: • Sales and cost of sales • Income and expenses • Gross income and current income • Operating income and expenses • Gross profit and net profit • Assets : fixed and current • Cash and cash equivalents • Capital and drawings • Owners equity Completes a basic income statement and balance sheet for a service and retail business AS 5: Concepts: • Gross profit % • Net Profit % • Current and acid test ratios • Returns on owners equity AS 4: Concepts: • Home and keyboard keys • Mouse and monitor • Switching computer on and off • Opening a document in Ms word Uses keyboard skill and function keys in developing, storing, retrieving and editing business documentation	Textbooks Journal Computer Newspaper Exercises	FORMS Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Brainstorm Pole lay Discussion Question and Answer
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24 - 26	AS 3: Completes cash and credit transactions in the books of service and retail business: • Uses a cash receipts and payment journal, and a debtors' and creditor's journal • Posts journals to the general ledger and draws up a trial balance	MATHEMATICS LO 5: Data handling LANGUAGES: LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: • Transaction (cash and credit) • Cash receipts journal • Ledger (double entry principle • Posting to the ledger • Cash payments journal • Posting to the ledger • Trial balance • Income and expenditure • Balance and nominal accounts sections • Assets and liabilities and Owners equity • Accounting equation • Debtors and Creditors • Debtors and Creditors Journal • Posting to debtors and creditors ledger Completes cash and credit transactions in the books of service and retail business: • Uses a cash receipts and payment journal, and a debtors' and creditor's journal • Posts journals to the general ledger and draws up a trial balance	Textbooks Journals Exercises	FORMS Home work Class test Class work TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Question and Answer
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27 – 28	AS 6: Differentiates between the forms of credit purchases (e.g. open accounts, installment sales, credit card), and explain and assess: - the use of different means of payment in the economy (e.g. cash cheques, postal orders, credit cards, debit cards, smart cards, travelers cheques); - the advantages of cash purchases AS 2: Investigates the public relations, social responsibility and environmental responsibility strategies and actions of different businesses and organizations	<u>ACROSS:</u> LANGUAGES: LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 6: Concepts: - open accounts - installment dale - credit card - cash, cheques - postal orders - debit cards - smart cards - travelers cheque - use of different means of payment - advantages of cash purchases Differentiates between the forms of credit purchases AS 2: Content: - public relations, social responsibility, and environmental responsibility strategies. - Actions of different businesses and organizations Investigates the public relations, social responsibility and environmental responsibility strategies and actions of different businesses and organizations	Textbooks Journals	FORMS Home work Class test Class work Investigation TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Question and Answer
29 - 30	CONSOLIDATION , CONTROL TEST AND REPORTS					

TERM 4

31 – 32	LO 2: SUSTAINABLE GROWTH AND DEVELOPMENT AS 3: Explains the role of savings and investments in economic prosperity and growth AS 4: Discusses productivity and its effects on economic prosperity, growth and global competition.	LANGUAGES: LO 2: Speaking LO 3: Reading LO 5: Thinking and reasoning	AS 3: Concepts: • Savings • Investment • Role of savings in : • Economic growth • Economic prosperity Role of investment in: • Economic growth • Economic prosperity Explains the role of savings and investments in economic prosperity and growth AS 4: Concepts: • Production • Globalization • Economic prosperity • Economic growth • Global competition Discusses productivity and its effects on economic prosperity, growth and global competition.	Textbooks Financial institutions	FORMS Discussion Home work Class test Class work Investigation TOOLS Memorandum Observation Sheet Rubric METHOD Educator	Question and Answer Discussions
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	LO3: MANAGERIAL CONSUMER AND FINANCIAL KNOWLEDGE AND SKILLS AS 7: Researches the laws affecting basic conditions of employment and non-discrimination in the workplace		AS 7: Concepts: • Labour relations act • Employment equity act • Employment act • Basic conditions of employment Researches the laws affecting basic conditions of employment and non discrimination in the workplace			
33 - 40	CTA SECTION A AND B					

Lesson Plans

LEARNING AREA – EMS

LESSON PLAN GRADE 7

LEARNING AREA: EMS			
DURATION: 6 WEEKS		DATE:	
CONTEXT: ECONOMIC ACTIVITIES			
•			
KNOWLEDGE	SKILLS	VALUES	
CORE KNOWLEDGE AND CONCEPTS: • needs ,wants, community ,environment and characteristics of needs • Impact of needs and wants on: community and environment • Different types of activities in the following sectors: primary sector, secondary and tertiary sector • Free goods, economic goods, law of demanded, supply – law of supply, supply and demand curves, market prices, influence of demand and supply on market prices	Communication Differentiation Identifying Comparing Classification Drawing Research Negotiation	Respect Tolerance Caring Interdependence Cooperation Responsibility	
LOs and ASs	Teaching Activities	Learners Activities	Assessment
LO1:AS1, AS2 & AS3 INTEGRATION: WITHIN: LO4: AS1 ACROSS: LANGUAGES: LO2-LO5	• Conduct a base line assessment by giving them worksheets ask questions on needs and wants	ACTIVITY 1 • They complete the worksheet and answer the questions	FORM Worksheet Class work TOOL

TECHNOLOGY: LO1 MATHEMATICS: LO1 & LO5 NATURAL SCIENCES: LO2	- Teacher lead debate on differences of needs and wants - Divide learners into groups of 2 (pairs) and assist to read the case study on page 8 (Spot On) and answer the questions that follow. Teacher will explain the concepts to the learners e.g community and environment - Teacher gives learners the assignment to explain how the satisfaction of needs and wants impact on their communities and environment - Teacher leads the discussion on explaining the concepts primary, secondary and tertiary sectors	<u>ACTIVITY 2</u> - Learners debate differences between needs and wants by giving practical examples <u>ACTIVITY 3</u> - Learners read the case study and answer the questions on page 8 <u>ACTIVITY 4</u> TASK 1 The learners will write the task and hand it to their teacher (DATE SPECIFIED) <u>ACTIVITY 5</u> - Learners will discuss how the community needs are satisfied i.e how to obtain different goods and services	Memorandum METHOD Peer assessment FORM Case study TOOL Memorandum METHOD Teacher FORM: INVESTIGATION (FORMAL ASSESSMENT) TOOL: RUBRIC METHOD: Teacher
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	• Give learners worksheet where they classify business activities according to sectors	• Learners will complete the worksheet <u>ACTIVITY 6</u> • Learners will draw the flow diagram in the form of a poster and make a presentation <u>ACTIVITY 7</u> • Learners discuss and present their answers in class • Learners give examples of these goods • The learners identify the free goods /economic goods	FORM: Worksheet Class work TOOL: Memorandum METHOD: Peer FORM: Poster Presentation TOOL Memorandum and rubric METHOD Teacher FORM: Written presentation TOOL: memorandum METHOD : peer/teacher
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	responses and explain the meaning of concepts: Free goods and economic goods Teacher gives learners a case study to identify free & economic goods (p8 sport on gr7)	<u>ACTIVITY 8</u> - Learners do a case study to identify free & economic goods (p8 sport on gr7) <u>ACTIVITY 9</u> The learner participates in a simulation for auction of chocolate in the classroom - Learners will draw up the demand schedule - Learner will respond to questions <u>ACTIVITY 10</u> Learners will draw the demand curve	FORM: Case Study (informal) METHOD: Peer TOOL: Memorandum FORM: Simulation METHOD: peer and teacher TOOL: Questions and instructions FORM: Class work METHOD: peer TOOL: Memorandum
	responses and explain the meaning of concepts: Free goods and economic goods - Teacher discusses with the learners what an auction (buying and selling) is and give instructions on how it should be carried out. - Using the findings from the auction the teacher explains the meaning of the following concepts: Demand, demand schedule		

	• Ask learners to use demand schedule to explain what happens to demand when price is high /low • Teacher will further explain the law of demand • Teacher explains what the demand curve is and give/show example		
	• The teachers explain the following concepts with practical example to the learners: ✓ Supply ✓ Supply schedule ✓ Supply curve • Refers the learners to the chocolate auction to emphasise the above	<u>ACTIVITY 11</u> Draw up supply schedule Learners will respond to questions Learners will draw the supply curve using supply schedule	FORM: classwork TOOL: memo METHOD: peer

	concepts: The teacher consolidate the lesson by using the card activities from NCEE material		
	- Ask learners to use supply schedule to explain what happens to supply when price is high/low - Explain the law of supply - Give learners demand and supply schedule and ask them to draw demand and supply curves on the same axis to identify the point of intersection i.e the equilibrium price/market price Ask questions/definition of	Learners respond to questions <u>ACTIVITY 12</u> Learners will draw the graph and identify market prices from the graph and answer question Learners answers the questions	FORM: discussion METHOD: teacher TOOL: FORM: Questions and answers METHOD: teacher TOOL: Memorandum

	market price or equilibrium price • Lead discussion on how demand and supply influence market price		
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RESOURCES: TEXTBOOK, MAGAZINE, NEWSPAPER, WORKSHEET; PROJECT; POSTERS; PAPERS

LESSON PLAN GRADE 7

LEARNING AREA: EMS			GRADE 7		
CORE KNOWLEDGE AND CONCEPTS:			DATE:		
DURATION: 6 Weeks					
Learning Outcome 1: THE ECONOMIC CYCLE					
CONTEXT: The Economic Problem					
Skills		Knowledge		Value	
Comparing, reporting, collecting, tabulating data, drawing graphs, analysing graphs		Needs and wants, concepts of 'free' and 'scarce' goods, demand and supply, different types of businesses, the three sectors of business and productivity		Responsible use of resources, accountability, honesty and loyalty	
Learning Outcomes And Assessment Standards (LO 1 : AS 1,2 and 3)		Teaching activities		Learning Activities	
		Teacher will revise the concepts needs and wants by giving the brain storming activity and do a revision of Maslow's hierarchy of needs and wants		Activity 1a Brainstorming activity, learners must work in groups and draw up a mind map of general needs and wants.	
		The teacher explains the impact on the community and environment of different needs and wants		One learner per group must present their mind maps in order for them to compare the similarities and differences	
		Give examples of how needs and wants of different communities impact on the environment		Activity 1b Using their own mind maps they must draw up the hierarchy of needs and wants in a pyramid.	
		Teacher provides a worksheet of community needs and a case study		Activity 2	
				Brainstorming Worksheet Case Study (20 marks)	

		Learners must give more examples of the effect on the different communities <u>Activity 3</u> Learners must work individually on the worksheet and the case study	
	Teacher explains primary, secondary and tertiary sectors and learners must identify different types of businesses within each sector. Teacher gives assignment where learners must investigate the difference of three sectors of economy	<u>Activity 4</u> Learners are given a flow diagram which shows the satisfaction of needs and wants through the factors of production Learners need to identify a need in their community and draw the provision of this need through the different sectors. They must draw a diagram to present to class making use of newspapers Learners do the investigation	Flow chart Investigation
	Teacher explains the 'free' and 'economic' (scarce) goods Teacher explains new concepts: demand, law of demand, quantity demanded and how to draw a demand curve. Teacher develops a demand schedule for the learners to draw up a demand curve. Teacher explains new concepts: supply, law of supply, quantity supplied and how to draw a supply curve. Teacher develops a supply schedule for the learners to draw up a supply curve. Teacher explains market prices and how demand and supply influence the market price with the aid of a graph. Teacher develop a few activities for the learners to plot the graphs The teacher develop a worksheet on demand and	<u>Activity 5</u> Learners work in pairs and complete a worksheet based on free and economic goods <u>Activity 6</u> Learners use the given examples given by teacher to draw up the demand curves <u>Activity 7</u> Learners use the given examples given by teacher to draw up the demand curves <u>Activity 8</u> The learners plot the graphs using the teacher activities	Worksheet Class work Test

	supply	<u>Activity 9</u> Learners complete the worksheet.	
RESOURCES			
Newspapers, text books, internet, publications			
Expanded opportunities:		Teacher reflection:	

ECONOMIC AND MANAGEMENT SCIENCES ASSESSMENT TASK 1 GRADE 7
Date: <u>FORM OF ASSESSMENT:</u> Investigation assignment <u>LO AND AS:</u> 7.1.2 Describes the different types of businesses and activities within the primary, secondary and tertiary sectors. <u>ASSESSMENT TOOL:</u> Rubric (20 marks)

Instruction:

- 1 Investigate the difference of the three sectors of the economy
- 2 Compare the different stages of production in the different sectors
- 3 Draw a collage to show the different stages of production (you can make use of pictures)

Criteria	1 = Not achieved	2 = Partially achieved	3 = Achieved	4 = Outstanding
Handed in on time	Had to be reminded after due date	Handed in after due date	Handed in on due date	Handed in well before due date
Cover page with title and name and content page and due date	2 out of 5 requirements were met	3 out of 5 requirements were met	4 of 5 requirements were met	Meets all the requirements and very neat
Content	Could not give any distinction between different sectors very hap hazard	Could not give a clear distinction between the 3 sectors	Well researched and covers all sectors	Well researched and covers all sectors thoroughly with examples
Collage/ illustrations	No illustrations	Some illustrations but no examples given	Well illustrated but only with examples from textbooks	Very well illustrated with own original examples and very neat.
Conclusion	No conclusion	Some conclusion but not to the point	Conclusion very vague	Very well worked out conclusion

20 marks

Proposed Template for the Development of Assessment Task

CONCEPT / TOPIC : ECONOMIC ACTIVITY				
L.O. 1		A.S.1	L.O.	A.S.
		A.S.		A.S.
L.O.		A.S.	L.O.	A.S.
		A.S.		A.S.
Time Allocation			2 DAY	
Process Skills			COMMUNICATION, DIFFERENTIATION RESEARCH	
Mark Allocation			25	
Levels Of Complexity			25	
CONTENT / ACTIVITY INVESTIGATE NEEDS AND WANTS AND HOW THEIR SATISFACTION IMPACTS IN YOUR COMMUNITY AND ENVIRONMENT				
Form of Assessment ASSIGNMENT				
MARKING GUIDE				
Memoranda, Checklists, Rubrics, etc: RUBRIC				

LESSON PLAN

Learning Area: Economic and Management Sciences Grade 8			Context: Money, banking and economic growth Duration: Week 1 - 3 Date completed: _____	
Skills	Knowledge	Values		
Analyse sketches Conduct research Calculate exchange rates Work on their own Cooperate with others	Core knowledge and concepts: Money, barter, Banks, Banking The origin of money } 3 hours Historical development The role of money in society Trade and the economic problem The economic problem Reasons for international trade The role of banks in international trade } 3 hours	Learners will: - Develop an understanding of the power of money - Realise that the economies of the world are mutually dependent on each other - Show that they understand the importance of cooperation in general - Show respect for the views and opinions of others - Show that they can help a friend or a partner.		
LO's and AS's (Integration)	Teaching Activities	Learning Activities	Assessment	
LO1: AS1, AS2, AS3' AS5 LO2: AS1, AS2, AS4 Languages: LO1 - 5 SS (H): LO 1	Divide class into groups. Allow enough time for them to study the sketch and discuss it in their groups. Teacher asks a few learners to give feedback Divide the class into pairs Asks learners to explain term BARTER to the class. Allow time to study sketch and discuss it with their partners. Divide the class into pairs Ask a few learners to define the term MONEY in their own words. Allow learners sufficient time to study the sketches and to discuss it with their partners. Asks a few learners to give feedback on their answers. Check if correct Teacher gives clear instructions as this is an assignment (Assessment Task)	Learners are able to: Define the terms: barter and barter exchange rate Understand the origin of and the need for a commodity to barter. ACTIVITY 1 [SKETCH ON PAGE 2] (class work exercise) Working in groups, study the sketch and discuss the activities that are depicted. Make sure that all members of your group understand what is happening. Answer questions 1 – 7 (page 2) in your workbook ACTIVITY 2 [SKETCH ON PAGE 3] (CLASS WORK EXERCISE) Learners work in pairs, study the sketch, read through the passage and discuss it with their partners. Learners answer questions on page 4 ACTIVITY 3 (CLASS WORK EXERCISE) Learners study the sketches on page 6 and discuss them with partners. Learners answer the questions on page 6-7 in writing ACTIVITY 4 (ASSIGNMENT) FORMAL TASK 1 Learners draw a list of at least 24 countries in different parts of the world. They choose countries from each of the continents (excluding Australia, North America and Antarctica). They have to write down the name of each country and the monetary unit used there and the symbol for that currency. [table to be used as on page 8] Learners have to work over several days listening to the news on the radio, watch a financial programme on TV or get information from a newspaper. Learners also have to see if they can make a deduction or come to some conclusion by studying the information they have collected. ACTIVITY 5 [TEST] 1 Briefly explain the following concepts: 1.1 Bartering 1.2 Currency 1.3 Exchange rate 2 Give an example of a barter exchange rate	QUESTION AND ANSWERS REFLECTION BY LEARNERS FORMAL ASSESSMENT TASK 1 Form: Assignment Method: Self Assessment Tool: Rubric INFORMAL ASSESSMENT Form: Test	

	Teacher read through questions with learners to clarify all questions. Divide the class into groups. Show them pictures of/photos of people of different nationalities and ask them to identify the various nationalities. Now ask the learners to study the sketch and to answer the questions that follow (page 11) Divide class into pairs Ask a few to give feedback on discussions and their answers. Make sure answers are correct Ask a few learners to explain the meaning of the term international trade in their own words Divide the class into groups to discuss possible reasons for international trade. Allow each group to give one reason and allow time for a brief discussion to determine whether the rest of the class agrees. Class discussions on previous activity and guide them to complete activity 9 Teacher makes an example of exchange rate and asks a few learners to define the concept. Ask them to read the paragraph and to study the sketch. Ask a few learners to share their interpretations with the class. Make sure that they understand that	3 Briefly explain how money originated. (10) 4 Write down the name of the currency (monetary unit) used in each of these countries and its symbols. 4.1 England 4.2 USA 4.3 Japan 5 Name the three roles of money in society and explain them by giving examples (6) (12) ACTIVITY 6 (CLASS WORK EXERCISE) Learners to study the sketch provided (page 10 EMS for all) and discuss their observations with the members of their group. They discuss the questions provided (page 11) and write down the answers in their workbooks. ACTIVITY 7 (CLASS WORK EXERCISE) Learners read the paragraph provided and study the sketch (page 12 EMS for all) Learners to give feedback to the class on their interpretation. Answer the questions in their workbooks and give feedback to the class. ACTIVITY 8 (CLASS WORK EXERCISE) Learners to discuss and draw up a list of possible reasons for international trade in their groups and give feedback to the class. ACTIVITY 9 (CLASS WORK EXERCISE) Learners study the table provided (EMS for all page 15) and match the definitions in the column on the right to the core concepts on the left. They copy the table into their workbooks, writing the core concepts in the left-hand column as shown. They have to search for the correct definition and write it next to the correct concept. ACTIVITY 10 (CLASS WORK EXERCISE) Learners read and study the paragraph and sketch provided (EMS for all pages 16-17) And answer the questions provided (page 17-18)	Method: Teacher Tool: Memo Discussion
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	all international trade must be conducted through the central bank and the Bank of International Settlements Now ask them to write the answers in their workbooks. Ask a few learners to give feedback and check their answers. Write the correct answers on the chalkboard	
Resources:	Text Books (EMS for all page 2-18), Pictures, coins and/or notes of other currencies, chalkboard, OHP. News papers, magazines	
Expanded opportunities	Interview members of banks on their role in international trade Identify different currencies of the world	
Teacher Reflection	Where the outcomes met? Did learners perform well in assessment? Did the activities strengthen learners' understanding? How can I improve group work?	

RUBRIC TO ASSESS ASSIGNMENT: ACTIVITY 4

Criteria	Marks			
	LEVEL 1 Not achieved	LEVEL 2 Partly achieved	LEVEL 3 Achieved	LEVEL 4 Outstanding
Cover page with title and name	No cover page	Neat, but not all information	Neat and colourful	Neat, appropriate and colourful
Complete and correct information	Incomplete or incorrect	Partly complete not all information included	Complete	Complete well planned page references included
Illustrations	None	Less than 2, not appropriate	Less than three appropriate	Three or more appropriate
Proof of information	None	Less than two appropriate	Less than three appropriate	Three or more appropriate
Deductions and conclusions	None	Vague and insignificant	Meaningful or interesting	Meaningful and interesting
List of resources consulted	None	Less than two appropriate	Less than three appropriate	Three or more appropriate

MEMO TO ASSESS ACTIVITY 5 – TEST

1.1. Bartering take place when goods are exchanged for other goods without money changing hands

(2)✓✓

- 1.2. Currency is the monetary unit (money) used by a particular country. (2)✓✓
- 1.3. Rate of exchange is the rate at which one country's money is exchanged for that of another. (2)✓✓
2. One commodity is exchanged for three other commodities (The learners may fill in any commodities) (2)✓✓
- 3.
- Goldsmiths locked their valuables in safes for safekeeping ✓✓
 - Other people placed their gold and silver in these safes for safekeeping ✓✓
 - The goldsmith issued a letter of proof ✓✓
 - The letters of proof were later used instead of gold or silver for bartering ✓✓
 - Over time the letters of proof developed into banknotes ✓✓
- 4.1. Pound £ (10)
- 4.2. Dollar symbol ✓✓
- 4.3. Yen ¥ ✓✓
- 5.1. Means of exchange ✓✓ (any example of money being exchanged for a commodity ✓✓)
- 5.2. Measure of value ✓✓ (any example of an item that is more expensive than a similar one ✓✓)
- 5.3. Value retainer ✓✓ (any example of a commodity whose value decreases while the value of money remains the same ✓✓ (12)

LESSON PLAN

Learning Area: Economic and Management Sciences Grade 9		Context: Entrepreneurial Knowledge and Skills Duration: 4 Week s Date Completed:	
Skills : • Analysis skills • Writing skills • Listening skills • Presenting skills • Explain • Discuss	Knowledge • Different flows of money • Effect of factors of production in economic cycles • Role of foreign sector in the economic cycle		Values • Preservation of resources • Appreciation • Respect / love for community and environment • Environmental Awareness • Respect of resources
	Teaching Activities Baseline assessment is done to identify gaps in content. The teacher gives the learners work sheets with the sketch based on economic cycle. The teacher recognises the learners' previous knowledge about roles of households; businesses and government: LO1 AS 1 Grade 6. Teacher divides learners into manageable groups to unpack and discover different	Learning Activities ACTIVITY 1 Learners to respond to the sketch provided by the teacher about roles of households; businesses and government based on LO 1 AS1 Grade 6. Learners discuss roles of economic cycle participants from Grade 6 experience They define in their own words the meaning of the concept – Economic	Assessment Method: Educator Form: Class work / worksheet Tool: Memorandum Method: Educator Form: Class work Tool: Observation sheet
LO's and AS's LO 1: Economic cycle AS. 1: Circular flow AS. 2: Role of Foreign sector			

	• Flows of money in the economic cycle. • Factors of production • Goods and services in the economic cycle. by designing posters The information shall be displayed in a poster by each group.	cycle. ACTIVITY 2 Learners consult different sources of information on the different flows of money; factors of production and goods and services. They discuss their findings and then design a poster. Groups will do a gallery walk to have a look and also listen to the presentations of other group members. ACTIVITY 3 Learners listen from the educator and ask questions for clarities. Learners take notes as provided to them by the educator. Learners read notes to check for errors and other areas that need clarities. ACTIVITY 4 Learners do a class work activity in their class work books answering questions that are based on the content of AS 2.	Method: Group Form: Poster presentation Tool: Rubric and memorandum Method: Peer Form: Class work Tool: Memo FORMAL ASSESSMENT: Method: Teacher Form: Investigation Tool: Rubric
	Teacher tells the learners about the role of foreign sector in the economic cycle with the help of textbooks; newspapers; magazines as his or her resources. Teacher gives a class work exercise to the learners. Teacher gives the learners a topic for doing investigation which is based on AS 2.		

		ACTIVITY 5 Learners are referred to various sources for investigation and they discuss the role of the foreign sector in the economic cycle.	
Resources : Text books; News papers; Magazines; Publications; Internet; Government Institutions			
Barriers to Learning:			
Expanded Opportunities: Finding more about international trade restrictions. Possible solutions for local industries that are being threatened by cheaper imports.			
Teacher Reflection:			

LESSON PLAN

Learning area: Economic and Management Science Grade 9 Date Started:		Context: Entrepreneurial Knowledge and Skills Duration: 4 weeks Date complete:	
Skills: Communication Skills Investigation Skills Analysis Skills Writing Skills Listening Skills Computing Generate Ideas Develop Business Plan	LO's and AS's LO 4 Entrepreneurial knowledge and skills AS 1 –SWOT analysis AS2- Business Plan	Knowledge Know how to conduct a SWOT analysis- Strengths, weaknesses, opportunities and threats Need in terms of goods or services are in demand in the environment. Factors of production are available. The components of budget.	Values Appreciation Tolerance Respect ,honesty ,accomodating
		Learning Activities Activity 1 Learners will work in groups, explore and discuss possible needs for manufactured good or services in their environment. Activity 2 Discuss the necessary factors of production used in the production of these goods or services. Activity 3 Learners will fill templates and each group present it to the class.	Assessment Method – Educator and Learners Tool – Checklist Form of assessment – Question and Answer. Classroom and oral presentation

	goods/services /factors of production /remuneration. (introduction of a SWOT) -In that chosen business the teacher will ask learners to analyze their personal strengths and weakness in starting that business. -Teacher will identify an example of a business and do SWOT analysis using it. -Teacher give learners case study in any book to identify SWOT of the business presented. -Teacher gives the learners a home work to table the business idea and SWOT analysis of the business (introduction components of business plan) Teacher ask learners to identify and define how they can plan for identified business –look at what business how you going to establish for which target market , with whom ,where to get finance ect.	-Learners will analyse personal strengths and weakness in group and present them. -Learners will take notes on the SWOT presented by teacher. - Learners read a case study and respond in writing SWOT analysis. - Learners will further do homework given. Such h/work will encompass questions on factors of production, SWOT etc. -Learners respond to the teacher s questions .They also discuss and ask clarity from the teacher on the question that they do not understand.	Form of assessment :Question and Answer Assessment Tool- Observation Sheet Assessment Method-Educator Form of assessment :Home work /Presentation Method :Learner/Group Tool: Rubric Form :Observation Method :Teacher Tool: Check List
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	Teacher administers the class work. Teacher consolidates by giving components of business plan and to each component. Teacher introduces and discusses the component of a budget and how to compile a budget of a business idea. Teacher gives a case study to learners on budgeting (Spot on EMS grade .9) Learners develop a fully fledged business plan as per generated business idea	Learners are answering questions about components of a business plan in the form of a class work exercise or activity Learners participate in a discussion and provide examples of the aspects to be included in the budget Learners do a case study from the text book (pg 149) with imaginary amounts. Also learners do the case study on pages 165-166 of the text book. From the class work of the components of Business Plan and Budget; learners work on the project of a business plan on generated business ideas.	Form :Class Work Tool: Memorandum Method :Educator &Learner Form: Discussion Tool: Check List Method: Peer Form: Case Study Tool: Memorandum Formal assessment :	

			Method :Teacher Form: Project Tool: Rubric
Resources: Text Book, News Papers, Magazines, Publications, Internet, Dictionaries			
Barriers to Learning: Language			

Expanded Opportunities: Learners with challenges in discovering ideas and components are referred to News Papers and Magazines	
Teacher Reflection	

ASSESSMENT TASK

CONCEPT/ TOPIC: Business Plan (Entrepreneurial Knowledge and Skills)				
L.O.: 4	A.S. 1	L.O.		A.S.
	A.S. 2			A.S.
	A.S.			A.S.
L.O.:	A.S	L.O.		A.S.
TIME ALLOCATION		2 Weeks		
PROCESS SKILLS		Communicating; Investigating; Analysis; Writing; Listening; Computing.		
MARK ALLOCATION		75 marks		
LEVELS OF COMPLEXITY		Blooms' Taxonomy : 1; 2; 3; 4; 5; 6		
CONTENT / ACTIVITY: L.O. 4 A.S. 1 and 2 Learners develop a fully fledged Business Plan per generated business Idea.				
FORM OF ASSESSMENT: Project (BUSINESS PLAN)				
MARKING GUIDE: Rubric				

Economic and Management Sciences

Grade 9 Project: Business Plan

Due Date _____

Introduction

Read the following information carefully before starting work on your Business Plan

1. This project involves drawing up a business plan with a view to starting your own business, which you will run together with the members of your group in the second term.
2. At this stage you have already conducted a needs analysis survey to determine whether your target market will in fact be interested in purchasing your product.
3. Each component of the business plan should be completed in full.
4. Take some time to go through the assessment rubric, as this will give you an idea of how your teacher will be evaluating your project.
5. Even though the project is done as a group it is your responsibility to ensure that the project reaches your teacher by the respective due date or marks will be deducted.

Learning Outcome 4: Entrepreneurial Skills – The learner will be able to demonstrate entrepreneurial knowledge, skills and attitudes.

Assessment standard 1 : Generates through SWOT analysis, possible business ideas to meet the need for manufactured goods or services.

Assessment standard 2 Develop a business plan(including a budget) for a manufacturing, service or tourism enterprise based on the best business opportunity from business ideas generated.

1. TITLE PAGE

The information on this page should include the following:

- Name of owner/s
- Name of business (Bear in mind the form of ownership chosen)
- Business logo or emblem

Your title page is the first impression a financier (a bank) will get of your business plan. It therefore has to be set out professionally.

2. CONTENTS PAGE

Give a list of the **major sections** of the business plan, including **sub-sections** and their respective page numbers. (This can only be done at the end)

3. MISSION STATEMENT

List your goals and objectives for the business opportunity and give a motivation for each:

- Ensure that the goals and objectives you have identified are achievable.
- Consider what you would like to achieve in your business. **This should not only be profit based.**

4. EXECUTIVE SUMMARY

This must include the following items:

- Name of the owner(s)
- An appropriate name for the business
- Type of business(service or trading)
- Address and contact details of the business.
- Name and describe your product(s) in detail.
- List the raw materials used to make your product.
- What is the estimated price of one unit of your product?

5. FORM OF OWNERSHIP

Decide on a form of ownership for your business and give a reason for your choice.

- Select from a sole trader, partnership or close corporation.
- Identify the **Economic sector** within which the business operates.

6. TARGET MARKET

Give a detailed description of your target market

7. STAFF STRUCTURE

Describe the following with relation to your staff:

- The number of employees needed to run your business efficiently.
- Levels of skills of your employees (Who does what)

- Management structure of your business by way of an organogram.
- Staffing costs (How will the staff be paid)

8. COMPETITORS

Your business will be competing against other businesses.

- Who are your potential competitors and what are they selling?
- Do you see your competitors as a threat to your business and why?
- What are you going to do differently to ensure that customers buy from you and not from your competitors?

9. MARKETING PLAN

A marketing plan is essential for the success of any business, as it links the customer to the goods offered by the business. To design a good marketing plan you need to consider the four P's essential to the marketing of goods and services namely:

- **PRODUCT** – how will your product benefit the customer and how will it be packaged.
- **PRICE** – what will the price range of your product be?
- **PROMOTION**- how will sales and advertising take place?
- **PLACE** – where will you be selling your product?

SWOT Analysis- Strengths, Weaknesses, Opportunities and threats

10. PRODUCTION PLAN

The following information needs to be included in the production plan:

- A diagram of the production process: Inputs ➔ Process ➔ Outputs

- Describe the **Four Factors of Production** used in your business.
- The cost of all raw materials that have to be purchased.
- Cost of labour (wages and salaries)
- A list of all the overhead costs (electricity, water, rent, transport)
- Total cost of production = fixed costs + variable costs
- Unit cost = total cost / number of units produced

12. FINANCIAL PLAN

This part of the business plan is of particular importance to banks that need to grant loans or potential investors. The following aspects need to be covered:

- **Money needed to start the business- CAPITAL**
 - Total assets needed to start the business.
 - Expenses that need to be paid for the first month.
 - Total money that will be contributed (adding together the two points above)
 - Source of finance (where will you get the money eg. saved up pocket money or loan from parents.)
- **Projected turnover for the first month.**
- **Projected net profit for the first month.**
- **Break-even point (BEP)**

- **Planned Cash Flow budget for the first two months.**

13. CONCLUSION

This component rounds off the business plan. Make sure you end on a positive note and include the following:

- Why do you think your business will be successful? (Incorporate some of the points of your mission statement.)
- Restate the uniqueness of your business.
- Give reasons why your business can be seen as a good investment to investors who might want to invest or even the bank whom you might want to request a loan from (viability, profitability)

14. REFERENCE LIST

A list of references or sources of your information.