


**The Indian High School, Dubai**  
**Lesson Plan**

Teacher: Ms. JAMUNA BABU		Date: 10.10.2022	
Subject: ENTREPRENEURSHIP		Period: 5,6	
Grade: 11 ART B		Roll:	
Topic: E-BUSINESS		Duration: 1 HR 30 MINUTES	
<b>Learning Objective(s):</b> Identify the concept of e-business. Compare e-business and e-commerce Investigate the steps involved in online trading.			
<b>Big Ideas:</b> Have you ever placed order through online for purchasing goods or food items etc.,		<b>Key Competencies:</b> Observe, initiative, Compare, Thinking, Communication, decision making, teamwork, Research and investigating.	
<b>Prior Knowledge:</b> Learners have knowledge about emerging markets (e-commerce) in their previous classes.		<b>Possible Misconceptions:</b> <ul style="list-style-type: none"><li>• We can succeed in e-business with minimal resources.</li><li>• E-commerce businesses require less skill and experience to run than brick-and-mortar stores</li><li>• E-commerce businesses should sell to everyone</li></ul>	
<b>Association Phase</b>	<b>Activation Phase</b>	<b>Assimilation Phase</b>	<b>Assessment Phase</b>
Introduce the topic with Think pair share activity by showing images. 	<ul style="list-style-type: none"><li>• Watch the video and pictures.</li><li>• Discuss collaboratively to identify the concept of e-business.</li><li>• Research based learning</li></ul>	<ul style="list-style-type: none"><li>• Learners discuss and work in group and present their research, new information/ideas with the class for further discussion through debate.</li><li>• Tiered activity based on ability as listed below in all levels.</li><li>• Learning gaps are filled by peers within the</li></ul>	<ul style="list-style-type: none"><li>• Observing student participation during the activities</li><li>• Closure at the end of the lesson</li><li>• Exit ticket</li><li>• Students' reflection of Learning</li></ul>

		group or others in class.	
<b>LOTS</b>	<b>LEARNING LADDER / DEPTH OF KNOWLEDGE</b>		<b>HOTS</b>
<b>Level 1: Recall</b>	<b>Level 2: Skill/Concept</b>	<b>Level 3: Strategic Thinking</b>	<b>Level 4: Extended Thinking</b>
<ul style="list-style-type: none"> <li>• Define e-business</li> <li>• What is meant by E-commerce?</li> </ul>	Describe e-business and e-commerce.	What type of risk involved in data storage and transmission in e-business?	Research / Explore the concept/idea and share the information about e-business through PPT / Role play /social media for peers..
<ul style="list-style-type: none"> <li>• Highlight the key points in the textbook.</li> <li>• Complete the Crossword puzzle</li> </ul>	Compare e-business and e-commerce. Refer text book page No.95 and take points in tabular form in your notebook.	Harsh runs an online store dealing in all kinds of household items which he procures from different dealers. Whereas his friend Lakshay runs an online store which sells all kinds of organic products like spices, pickles, jams etc.. These products are produced in his automated manufacturing unit in Mumbai.  In context of the above case: a) Identify the two concepts which define	Pushkar is a taxi driver working with a popular cab service provider. Recently, he was given a bonus of Rs. 50,000 by the company. He bought a smart phone for himself from the money. Now, he wishes to buy a watch for his son which is exclusively available for sale on the portal of a popular e-commerce company.  Appraise him for the

# Lesson Plans For Caps Business Studies Grade 1

**SA Dillow**



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**Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries** Management Association, Information Resources, 2022-07-08 The introduction of social media has given many communities the opportunity to connect and communicate with each other at a higher level than ever before Many organizations from businesses to governments have taken advantage of this important tool to conduct research and enhance efficiency Libraries and educational institutions have also made use of social media to enhance educational marketing engage with learning communities adapt educational tools and more The Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries describes the applications tools and opportunities provided by the intersection of education and social media It also considers the ways in which social media encourages learner engagement and community participation Covering topics such as data collection online professional learning networks and reinforcement learning this major reference work is a dynamic resource for pre service teachers teacher educators faculty and administrators of both K 12 and higher education librarians archivists government officials researchers and academicians

**Resources in Education** ,1992-08 **Bulletin of the New York Society for the Experimental Study of Education** ,1928 **Johns Hopkins University Circulars** Johns Hopkins University, 1918 *The Johns Hopkins University Circular* Johns Hopkins University, 1918 Includes University catalogues President s report Financial report registers announcement material etc **Circulars** Johns Hopkins University, 1918 **Announcement** Columbia University. School of Library Service, 1928 *Announcement of Courses and Degrees* City University of New York. City College. School of Education, 1925

**Catalog** Kansas State Teachers College of Emporia, 1918 *Undergraduate Catalog* North Carolina State

University,1927      *The American Educational Catalogue* ,1919      **The Publishers Weekly** ,1916      **The Evening Sessions** University of Toledo,1921      Teachers' Monographs ,1924      **Courses of Study for Continuation Schools** Pennsylvania. Department of Public Instruction,1928      **The Economist** ,1978      *Report of the Minister for Education and Cultural Activities* Queensland. Department of Education,1966      **The American School** ,1922      **The Church School Journal** ,1905

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