

2021 ANNUAL TEACHING PLAN – TERM 1

TERM 1: 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	WEEK 10
CAPS section	Development of the self in society			Development of the self in society			World of work			
Topic, concepts, skills and values	<p>Basic hygiene principles (issues of COVID-19) - Prior-Knowledge: Grade 8 term 2- Social factors that contribute to substance abuse including community and media - Appropriate behaviour to stop and avoid substance abuse: refusal and decision-making skills -Long and short term consequences of substance abuse: link to crime, violence and educational outcomes -- Rehabilitation options: where to find help, care and support - Goal-setting skills: personal lifestyle choices -Influence of media, environment, friends and peers, family, culture, religion and community on personal lifestyle choices - Appropriate responses to influences on personal lifestyle choices: o Informed decision-making skills: positive and negative influences o Assertiveness skills: confident and firm decision-making</p>			<p>Basic hygiene principles (issues of COVID-19) -Sexual behaviour and sexual health: - Risk factors leading to unhealthy sexual behaviour -Unwanted results of unhealthy sexual behaviour: teenage pregnancy, sexually transmitted infections (STIs), HIV and AIDS, low self-image and emotional scars - Factors that influence personal behaviour including family, friends, peers and community norms - Strategies to deal with unhealthy sexual behaviour: abstinence and change of behaviour - Protective factors, where to find help and support: community structures that offer protection or resilience against high risk behaviour -Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers</p>			<p>Basic hygiene principles (issues of COVID-19) -Prior- Knowledge Grade 8 term 2- Identify and apply own learning style *Time-management skills: accountability in carrying out responsibilities - How to organise one’s work -How to use time effectively and efficiently • Reading and writing for different purposes: - Keeping a journal; summarising and improving reading and writing skills *Prior-Knowledge: Grade 8 term 2-Six career categories: investigative, enterprising, realistic, artistic, conventional and social -Interests and abilities related to each career category -Thinking and learning skills required by each career category - School subjects related to each career category • The role of work in relation to South Africa’s social and economic needs -Identify needs in the community and country * How work can meet social and economic needs in South Africa</p>			
	<p>Physical Education -Participation in target games, activities that improve physical wellness level Safety issues relating to fitness activities</p>			<p>Participation in target games, activities that improve physical wellness level • Participation and movement performance in activities that improve physical wellness level</p>			<p>• Participation in target games, activities that improve physical wellness level • Participation and movement performance in activities that improve physical wellness level</p>			
Requisite pre-knowledge	Development of the self in society			Development of the self in society			World of work			
Resources (other than textbook) to enhance learning	Textbook, resources on careers Textbook, resources on recreational activities, e-book for COVID-19, posters, PE guideline			Textbook, newspaper articles and resources on sport Textbook, resources on recreational activities, , e-book for COVID-19, posters, PE guideline			Textbook, newspaper articles Textbook, resources on recreational activities, e-book for COVID-19, posters, PE guideline			
Informal assessment; remediation	Homework/ classwork /worksheets									
SBA (Formal Assessment)	Written Task: 70 Marks Physical Education Task: 30 Marks									

2021 ANNUAL TEACHING PLAN – TERM 2

TERM 2: 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9-10:																	
CAPS section	Constitutional rights and responsibilities		Constitutional rights and responsibilities			World of work			FORMAL ASSESSMENT																	
Topic, concepts, skills and values	<p>Basic hygiene principles (issues of COVID-19)</p> <p>*Prior-Knowledge: Grade 8 term 3 -Informed, responsible decision-making about health and safety: HIV and AIDS</p> <ul style="list-style-type: none"> - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV and AIDS <p>Caring for people living with HIV and AIDS</p> <ul style="list-style-type: none"> -Issues relating to citizens’ rights and responsibilities: - Respect for others’ rights: people living with different disabilities and HIV and AIDS (infected and affected) - Celebrations of national and international days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Youth Day, Worker’s Day, Women’s Day, Africa Day, Nelson Mandela Day, World Refugee’s Day and national health days -Plan and participate in a local celebration of a national day <p>Prior –Knowledge: Grade 8 term3- Environmental health issues:</p> <ul style="list-style-type: none"> -Application of laws and policies to protect the environmental health: address an environmental issue - Earth Day: prevention of the environment -Honouring Earth Day: ways of being kinder to earth -Develop and implement an environmental health programme 		<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior-knowledge: Grade 8term 3 -Nation building: definition</p> <ul style="list-style-type: none"> -Different ways to promote nation building in different context: community, school and home -Contributions of women and men towards nation building: individual and groups <p>Constitutional values as stated in the South African Constitution</p> <ul style="list-style-type: none"> - Positive and negative role models - Role models for upholding constitutional values: parents and leaders in the community/society - Applying these values in daily life <p>*</p>			<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> • Prior-knowledge: Grade 8 term 3- Relationship between performance in school subjects and interests and abilities -Type of learning activities related to different subjects: practical, theoretical, individual or group activities -Demands of each subject: thinking and learning skills required • Decision making process: -Steps in choosing career category relating to individual strength, ability, interest and passion • Options available after completing Grade 9: National Senior Certificate (NSC – Grades 10 – 12) and National Certificate Vocational (NCV – TVET Colleges) qualifications -Implications of choices: choice between NSC and NCV -Knowledge of the world of work: rights, responsibilities and opportunities in the workplace 			<ul style="list-style-type: none"> • The form of assessment at the end of Term 2 will be a controlled test and Physical Education Task based on Term 1 and Term 2 work. • Notes or guidelines on the controlled test is as follows: <table border="1"> <thead> <tr> <th>Section A: 25 Marks</th> <th>Section B: 25 Marks</th> <th>Section C: 20 Marks</th> </tr> </thead> <tbody> <tr> <td>All questions are compulsory A source or Case study may be used to contextualise the questions</td> <td>All questions are compulsory Short open ended, scenario based, source based and case study questions</td> <td>Three 10-mark questions will be set of which learners will be expected to answer TWO.</td> </tr> <tr> <td>The questions should be a combination of three or more types of questions ranging from list, what, why, multiple choice, matching columns and missing words.</td> <td>Questions should be knowledge based i.e. include information that learners have acquired from the Life Orientation class</td> <td>Questions will predominantly focus on the application of knowledge and skills Learners will solve problems, make decisions and give advice. 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Requisite pre-knowledge	Health, social and environmental responsibility	Constitutional rights and responsibilities	Constitutional rights and responsibilities			World of work																				
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2021 ANNUAL TEACHING PLAN – TERM 4

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CAPS section	Constitutional rights and responsibilities		Constitutional rights and responsibilities	Development of the self in society			World of Work		FORMAL ASSESSMENT							
Topic, concepts, skills and values	Constitutional rights and responsibilities Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> • Prior-Knowledge: Grade 8 term 4- Understanding diverse cultures: recognition of diverse cultures to enrich South African society • Respect difference: religion and gender • Celebrate unity in diversity: respect differences and celebrate similarity • Contribute to social development by organisations from various religions -Contributions of various religions in promoting peace		Constitutional rights and responsibilities Basic hygiene principles (issues of COVID-19) Prior Knowledge: - Sport ethics in all physical activities	Development of the self in society Basic hygiene principles (issues of COVID-19) - Prior-knowledge: Grade 8 term 4- Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions -Challenging situations: depression, grief, loss, trauma and crisis -Causes of depression, grief, loss, trauma and crisis -Counterproductive coping techniques: using alcohol and drug.			World of Work Basic hygiene principles (issues of COVID-19) Prior-knowledge: Grade 8 term 4- Problem-solving and decision-making skills: strategies to respond to emotions in challenging situations Study and career funding providers -Plan for own lifelong learning: goal-setting for lifelong learning		<ul style="list-style-type: none"> • The form of assessment at the end of 4 will be a controlled test and a Physical Education task based on Term 3 and Term 4’s work. • Notes or guidelines on the controlled test is as follows: <table border="1"> <thead> <tr> <th>Section A: 25 Marks</th> <th>Section B: 25 Marks</th> <th>Section C: 20 Marks</th> </tr> </thead> <tbody> <tr> <td>All questions are compulsory A source or Case study may be used to contextualise the questions The questions should be a combination of three or more types of questions ranging from list, what, why, multiple choice, matching columns and missing words. Questions will test understanding and factual knowledge Responses should be short and direct and range from one word to a phrase or a full sentence</td> <td>All questions are compulsory Short open ended, scenario based, source based and case study questions Questions should be knowledge based i.e. include information that learners have acquired from the Life Orientation class Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real life issues affecting the youth and society at large and give advice of possible solutions, demonstrate goal</td> <td>Three 10-mark questions will be set of which learners will be expected to answer TWO. Questions will predominantly focus on the application of knowledge and skills Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content.</td> </tr> </tbody> </table>		Section A: 25 Marks	Section B: 25 Marks	Section C: 20 Marks	All questions are compulsory A source or Case study may be used to contextualise the questions The questions should be a combination of three or more types of questions ranging from list, what, why, multiple choice, matching columns and missing words. Questions will test understanding and factual knowledge Responses should be short and direct and range from one word to a phrase or a full sentence	All questions are compulsory Short open ended, scenario based, source based and case study questions Questions should be knowledge based i.e. include information that learners have acquired from the Life Orientation class Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real life issues affecting the youth and society at large and give advice of possible solutions, demonstrate goal	Three 10-mark questions will be set of which learners will be expected to answer TWO. Questions will predominantly focus on the application of knowledge and skills Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content.
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