

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 Topic	Development of the self in society		Development of the self in society			Development of the self in society		Health and environmental responsibility	Development of the self in society	World of work	
Core Concepts, Skills and Values	<p>Basic COVID – 19 information</p> <p>Concept: self-image -- Identify and reflect on positive personal qualities: relationship with self, family, friends -- Strategies to enhance self-image through positive actions: respect for self -- Personal interests, abilities and potential -- Strategies to enhance others' self-image through positive actions: respect for others and respect for diversity</p>		<p>Basic COVID – 19 information The impact of COVID – 19 on adolescents</p> <p>Changes in boys and girls: puberty and gender constructs -- Physical and emotional changes -- Understanding the changes and how these impact on relationships - Respect for own and others' body changes and emotions -- Appreciation and acceptance of the self and others</p>			<p>Basic COVID – 19 information</p> <ul style="list-style-type: none"> Peer pressure: effects of peer pressure How peer pressure may influence an individual: use of substances, crime, unhealthy sexual behaviour, bullying and rebellious behavior Appropriate responses to pressure: assertiveness and coping skills Negotiation skills: ability to disagree in constructive ways <p>Where to find help</p>		<p>Basic COVID – 19 information</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Caring for people with AIDS 	<p>Basic COVID – 19 information</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Self-management skills: Responsibilities at school and home Prioritising responsibilities Developing an activity plan: homework, house chores and playing time 	<p>Basic COVID – 19 information</p> <ul style="list-style-type: none"> Importance of reading and studying: reading for enjoyment and reading with understanding Skills to develop memory: ability to recall 	
	Physical Education				Physical Education			Physical Education			
	<ul style="list-style-type: none"> Participation in a fitness programme Safety issues relating to fitness activities 				<ul style="list-style-type: none"> Participation in a fitness programme Participation and movement performance in a fitness programme 			<ul style="list-style-type: none"> Participation in a fitness programme Participation and movement performance in a fitness programme 			
Requisite Pre-Knowledge	Development of the self in society		Development of the self in society			Development of the self in society		<ul style="list-style-type: none"> HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Caring for people with AIDS Self-management skills: Responsibilities at school and home Prioritising responsibilities Developing an activity plan: homework, house chores and playing time 	World of work		
Resources (other than textbook) to enhance learning	YouTube videos, magazines, Physical Education Guidelines, posters		YouTube videos, magazines, Physical Education Guidelines, posters			YouTube videos, magazines, Physical Education Guidelines, posters		YouTube videos, magazines, Physical Education Guidelines, posters			
Informal Assessment	Classwork/homework/class discussions										
SBA (Formal Assessment)	Written task: 70 marks Physical Education Task (PET): 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	Week 10 - 11						
CAPS Topic	Social responsibility	Constitutional rights and responsibilities		Social responsibility	Constitutional rights and responsibilities		Development of the self	World of work		FORMAL ASSESSMENT						
Core Concepts, Skills and Values	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Nation-building and cultural heritage : definition of concepts How cultural heritage unifies the nation: national symbols, national days National symbols such as flag, anthem, code of arms, etc. Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children’s Day, Women’s Day, Africa Day, Mandela Day 	<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Human rights as stipulated in the South African Constitution: <ul style="list-style-type: none"> Application of human rights Application of responsibilities in relation to human rights Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference 		<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Gender stereotyping, sexism and abuse: definition of concepts Effects of gender stereotyping and sexism on personal and social relationships Effects of gender-based abuse on personal and social relationships Dealing with stereotyping, sexism and abuse 	<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Dealing with abuse in different contexts: between adults and children and between peers Identify threatening and risky situations Effects of abuse on personal and social health and relationships Importance of communication to promote healthy and non-violent relationships How to protect oneself from threatening and risky situations Places of protection and safety for victims of abuse: where to find help 		<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior knowledge - Grade 6 content:</p> <ul style="list-style-type: none"> Caring for people: Considering others’ needs and views Communicating own views and needs without hurting others Acts of kindness towards other people 	<p>Basic hygiene principles (issues of COVID-19)</p> <p>Career fields:</p> <ul style="list-style-type: none"> Qualities relating to each field: interests and abilities School subjects related to each career field Work environment and activities in each career field Opportunities within each career field Challenges within each career field Level of schooling – requirements for each career field Duration of study for each career field Services and sources for career fields and study information 		<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 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 setting and decision making skills Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs </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. 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Physical Education	Physical Education		Physical Education		Physical Education		Physical Education									
<ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Safety issues relating to participation in invasion games 	<ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of invasion 		<ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of invasion 		<ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of in 		<ul style="list-style-type: none"> Plays community or indigenous games that include the concept of invasion Participation and movement performance in community or indigenous games that include the concept of in 									
Requisite Pre-Knowledge (revision of Gr.6 content)	<ul style="list-style-type: none"> Nation-building and cultural heritage : definition of concepts How cultural heritage unifies the nation: national symbols, national days National symbols such as flag, anthem, code of arms, etc. Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children’s Day, Women’s Day, Africa Day, Mandela Day 		<p>Effects of gender stereotyping and sexism on personal and social relationships</p> <p>Effects of gender-based abuse on personal and social relationships</p> <p>Dealing with stereotyping, sexism and abuse</p> <p>Problem solving skills in conflict situations: keeping safe and how to protect self and others</p>		<ul style="list-style-type: none"> Caring for people: Considering others’ needs and views Communicating own views and needs without hurting others Acts of kindness towards other people: homework, house chores and playing time 		World of work									

2021 Grade 7 Life Orientation Annual Teaching Plan

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 - 11
Resources (other than textbook) to enhance learning	YouTube videos, magazines, South African Constitution, Bill of Rights, posters, Physical Education Guidelines			YouTube videos, magazines, South African Constitution, Bill of Rights, posters, Physical Education Guidelines			YouTube videos, magazines, South African Constitution, Bill of Rights, posters, Physical Education Guidelines			
Informal Assessment	Classwork/homework/class discussions									
SBA (Formal Assessment)	Controlled test: 70 marks Physical Education Task (PET): 30 marks									

2021 ANNUAL TEACHING PLAN – TERM 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Development of the Self	Health, social and environmental responsibility			Social responsibility	Health, social and environmental responsibility			World of work		
Core Concepts, Skills and Values	Basic hygiene principles (issues of COVID-19 for 5min) Prior knowledge - Grade 6 content • Bullying: reasons for bullying	Basic hygiene principles (issues of COVID-19) Substance abuse: -- Types/ forms of substance abuse -- Symptoms of substance abuse -- Personal factors that contribute to substance abuse: intrapersonal and interpersonal -- Protective factors that reduce the likelihood of substance abuse -- Prevention measures: early detection			Basic hygiene principles (issues of COVID-19 for 5min) Prior knowledge - Grade 6 content • Cultural rites of passage: Important stages in the individual's life in South African cultures: birth, baptism, wedding and death - Meaning of each stage - Personal and social significance of each stage	Basic hygiene principles (issues of COVID-19) and the need for water and sanitation • Concept: environmental health -- Local environmental health problems -- Community and individual projects and strategies to prevent and deal with environmental health problems -- Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions			Basic hygiene principles (issues of COVID-19) Safety measures to be observed during the simulation of career-related activities • Simulation of career-related activities: name of career, who is the employer -- Dress code for the career -- Tools or working equipment for the career -- Activities related to work environment -- Place or institution of employment -- Personality characteristics -- School subjects and level of schooling: requirements for this career -- Where to study and duration of study -- Related careers • Value and importance of work in fulfilling personal needs and potential		
	Physical Education	Physical Education			Physical Education			Physical Education			
	<ul style="list-style-type: none"> Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Safety issues relating to movement activities 	<ul style="list-style-type: none"> Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements 			<ul style="list-style-type: none"> Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements 			<ul style="list-style-type: none"> Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements 			
Requisite Pre-Knowledge	<ul style="list-style-type: none"> Bullying: reasons for bullying Getting out of the bullying habit: where to find help 			<ul style="list-style-type: none"> Cultural rites of passage: Important stages in the individual's life in South African cultures: birth, baptism, wedding and death Meaning of each stage Personal and social significance of each stage 			World of work				

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Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Resources (other than textbook) to enhance learning	YouTube videos, magazines, Physical Education Guidelines				YouTube videos, magazines, Physical Education Guidelines				YouTube videos, magazines, Physical Education Guidelines			
Informal Assessment	Classwork/homework/class discussions											
SBA (Formal Assessment)	Project: 70 marks Physical Education Task (PET): 30 marks											

2021 ANNUAL TEACHING PLAN – TERM 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 – 10											
CAPS Topic	Development of the self in society Health and environmental responsibility		Health and environmental responsibility			Constitutional rights and responsibilities		Social responsibility	FORMAL ASSESSMENT											
Core Concepts, Skills and Values	<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Concepts: personal diet and nutrition Factors that influence choice of personal diet: ecological, social, economic, cultural and political Ways to improve nutritional value of own personal diet: a plan for healthy eating habits <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Food hygiene: Safe and harmful ingredients Food preparation Food storage Food-borne diseases 		<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. Causes of communicable diseases Signs and symptoms of communicable diseases Where to find information: o Prevention strategies Available treat 			<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity Treatment options, care and support Resources on health information and health services Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS 		<p>Basic hygiene principles (issues of COVID-19)</p> <ul style="list-style-type: none"> Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha-i faith and African religion. <p>Revision of Grade 6 content</p> <ul style="list-style-type: none"> The dignity of the person in a variety of religions in South Africa 		<p>Basic hygiene principles (issues of COVID-19)</p> <p>Prior knowledge - Grade 6 content</p> <ul style="list-style-type: none"> Caring for animals: Acts of cruelty to animals Taking care of and protecting animals Places of safety for animals 	<ul style="list-style-type: none"> The form of assessment at the end of Term 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</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. 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.</td> </tr> <tr> <td>The questions should be a combination of three or more types of</td> <td>Questions should be knowledge based i.e.</td> <td></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	All questions are compulsory Short open ended, scenario based, source based and case study questions	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.	The questions should be a combination of three or more types of	Questions should be knowledge based i.e.	
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Physical Education			Physical Education																	
<ul style="list-style-type: none"> Participation in an outdoor recreational programme Safety issues relating to outdoor recreational activities 			<ul style="list-style-type: none"> Participation in an outdoor recreational programme Participation and movement performance in an outdoor recreational programme 																	

2021 Grade 7 Life Orientation Annual Teaching Plan

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 – 10		
<p style="text-align: center;">Requisite Pre-Knowledge</p>	<ul style="list-style-type: none"> • Food hygiene: Safe and harmful ingredients - Food preparation - Food storage - Food-borne diseases 	<ul style="list-style-type: none"> • HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS Caring for people with AIDS • Communicable diseases such as mumps, tuberculosis, common colds, chickenpox, athletes' foot, etc. - Causes of communicable diseases - Signs and symptoms of communicable diseases - Where to find information: <ul style="list-style-type: none"> o Prevention strategies - Available treat 		<p>Constitutional rights and responsibilities</p>	<p>questions ranging from list, what, why, multiple choice, matching columns and missing words.</p> <p>Questions will test understanding and factual knowledge</p> <p>Responses should be short and direct and range from one word to a phrase or a full sentence</p>	<p>include information that learners have acquired from the Life Orientation class</p> <p>Learners should display, present and apply knowledge and skills gained.</p> <p>Learners will display an understanding of real life issues affecting the youth and society at large and give advice of possible solutions, demonstrate goal setting and decision making skills</p> <p>Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs</p>	<p>Each question will focus on the specific information or the integration of content.</p> <p>A short text/diagram/data/graphs/cartoons can be provided as stimulus.</p>				

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