

## 2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	Development of the self in society			Development of the self in society			Development of the self in society			World of work	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Concept: Self-image <ul style="list-style-type: none"> <li>Identify and reflect on positive personal qualities: Relationship with self, family and friends</li> <li>Strategies to enhance self-image through positive actions: Respect for self</li> <li>Personal interests, abilities and potential</li> <li>Strategies to enhance others' self-image through positive actions: Respect for others and respect for diversity</li> </ul>			<ul style="list-style-type: none"> <li>Changes in boys and girls: Puberty and gender constructs</li> <li>Physical and emotional changes</li> <li>Understanding the changes and how these impact relationships</li> <li>Respect for own and others' body changes and emotions</li> <li>Appreciation and acceptance of the self and others</li> </ul>			<ul style="list-style-type: none"> <li>Peer pressure: Effects of peer pressure</li> <li>How peer pressure may influence an individual:               <ul style="list-style-type: none"> <li>Use of substances</li> <li>Crime</li> <li>Unhealthy sexual behaviour</li> <li>Bullying</li> <li>Rebellious behavior</li> </ul> </li> <li>Appropriate responses to pressure: Assertiveness and coping skills</li> <li>Negotiation skills: Ability to disagree in constructive ways</li> <li>Where to find help</li> </ul>			<ul style="list-style-type: none"> <li>Importance of reading and studying: Reading for enjoyment and reading with understanding</li> <li>Skills to develop memory: Ability to recall</li> </ul>	
	<b>Physical Education</b>		<b>Physical Education</b>			<b>Physical Education</b>			<b>Physical Education</b>		
	<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Safety issues relating to fitness activities</li> </ul>		<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> </ul>			Participation in a fitness programme			<ul style="list-style-type: none"> <li>Participation in a fitness programme</li> <li>Participation and movement performance in a fitness programme</li> </ul>		
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>YouTube videos</li> <li>Magazines</li> <li>Posters</li> <li>Printable workbooks</li> <li>Pictures</li> <li>Library materials</li> </ul>		<ul style="list-style-type: none"> <li>YouTube videos</li> <li>Magazines</li> <li>Posters</li> <li>Printable workbooks</li> <li>Pictures</li> <li>Library materials</li> </ul>			<ul style="list-style-type: none"> <li>YouTube videos</li> <li>Magazines</li> <li>Posters</li> <li>Printable workbooks</li> <li>Pictures</li> <li>Library materials</li> </ul>			<ul style="list-style-type: none"> <li>Magazines</li> <li>Library materials</li> </ul>		
<b>INFORMAL ASSESSMENT</b>	Classwork/homework/class discussions										
<b>SBA (FORMAL ASSESSMENT)</b>	Written task: 70 marks Physical Education task (PET): 30 marks										

## 2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 7 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11	
<b>CAPS TOPIC</b>	<b>Constitutional rights and responsibilities</b>		<b>Constitutional rights and responsibilities</b>			<b>World of work</b>			<b>Formal assessment</b>		
									<ul style="list-style-type: none"> <li>The form of assessment at the end of Term 2 will be a controlled test and Physical Education task (PET) based on Term 1 and Term 2's work</li> <li>Notes and guidelines for the controlled test are as follows:</li> </ul>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b>		<ul style="list-style-type: none"> <li>Dealing with abuse in different contexts: Between adults and children and between peers</li> <li>Identify threatening and risky situations</li> <li>Effects of abuse on personal and social health and relationships</li> <li>Importance of communication to promote healthy and non-violent relationships</li> <li>How to protect oneself from threatening and risky situations</li> <li>Places of protection and safety for victims of abuse: Where to find help</li> </ul>			<b>Career fields:</b> <ul style="list-style-type: none"> <li>Qualities relating to each field: Interests and abilities</li> <li>School subjects related to each career field</li> <li>Work environment and activities in each career field</li> <li>Opportunities within each career field</li> <li>Challenges within each career field</li> <li>Level of schooling: Requirements for each career field</li> <li>Duration of study for each career field</li> <li>Services and sources for career fields and study information</li> </ul>			<b>Section A: 25 marks</b>	<b>Section B: 25 marks</b>	<b>Section C: 20 marks</b>
	<ul style="list-style-type: none"> <li>Human rights as stipulated in the South African Constitution: <ul style="list-style-type: none"> <li>Application of human rights</li> <li>Application of responsibilities in relation to human rights</li> </ul> </li> <li>Fair play in a variety of athletic and sport activities: Role of values, trust and respect for difference</li> </ul>								<b>Physical Education</b>		
	<b>Physical Education</b> <ul style="list-style-type: none"> <li>Playing community or indigenous games that include the concept of invasion</li> <li>Safety issues relating to participation in invasion games</li> </ul>		<b>Physical Education</b> <ul style="list-style-type: none"> <li>Playing community or indigenous games that include the concept of invasion</li> <li>Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>			<b>Physical Education</b> <ul style="list-style-type: none"> <li>Playing community or indigenous games that include the concept of invasion</li> <li>Participation and movement performance in community or indigenous games that include the concept of invasion</li> </ul>					
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>YouTube videos</li> <li>Magazines</li> <li>South African Constitution</li> <li>Bill of Rights</li> <li>Posters</li> <li>Physical Education guidelines</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	Classwork/homework/class discussions										
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: 70 marks (Terms 1 and 2 content) Physical Education task (PET): 30 marks										

## 2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
<b>CAPS TOPIC</b>	Health and social and environmental responsibility							World of work				
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Substance abuse: <ul style="list-style-type: none"> <li>Types/forms of substance abuse</li> <li>-Symptoms of substance abuse</li> <li>Personal factors that contribute to substance abuse: Intrapersonal and interpersonal</li> <li>Protective factors that reduce the likelihood of substance abuse</li> <li>Prevention measures: Early detection</li> </ul>				Concept: Environmental health: <ul style="list-style-type: none"> <li>Local environmental health problems</li> <li>Community and individual projects and strategies to prevent and deal with environmental health problems</li> <li>Problem-solving skills: An action plan to address an environmental health problem and formulate environmentally sound choices and actions</li> </ul>			<ul style="list-style-type: none"> <li>Simulation of career-related activities: Name of career, who is the employer</li> <li>Dress code for the career</li> <li>Tools or working equipment for the career</li> <li>Activities related to work environment</li> <li>Place or institution of employment</li> <li>Personality characteristics</li> <li>Requirements for this career: School subjects and level of schooling</li> <li>Where to study and duration of study</li> <li>Related careers</li> <li>Value and importance of work in fulfilling personal needs and potential</li> </ul> <b>FORMAL ASSESSMENT</b> Project PET				
	<b>Physical Education</b>											
	<ul style="list-style-type: none"> <li>Performing a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> <li>Safety issues relating to movement activities</li> </ul>				<ul style="list-style-type: none"> <li>Performing a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> <li>Participation and movement performance of a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> </ul>			<ul style="list-style-type: none"> <li>Performing a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> <li>Participation and movement performance of a sequence of physical activities including rotation, balance, elevation and rhythmic movements</li> </ul>				
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>YouTube videos</li> <li>Magazines</li> <li>Physical Education guidelines</li> </ul>											
<b>INFORMAL ASSESSMENT</b>	Classwork/homework/class discussions											
<b>SBA (FORMAL ASSESSMENT)</b>	Project: 70 marks Physical Education task (PET): 30 marks											

## 2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 TO 10		
<b>CAPS TOPIC</b>	<b>Development of the self in society</b>		<b>Health and social and environmental responsibility</b>			<b>Constitutional rights and responsibilities</b>		<b>Formal assessment</b>		
								<ul style="list-style-type: none"> <li>The form of assessment at the end of Term 2 will be a controlled test and Physical Education task (PET) based on Term 1 and Term 2's work</li> <li>Notes and guidelines for the controlled test are as follows:</li> </ul>		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<b>Basic hygiene principles</b> Concepts: Personal diet and nutrition		<ul style="list-style-type: none"> <li>Common diseases: <ul style="list-style-type: none"> <li>Tuberculosis</li> <li>Diabetes</li> <li>Epilepsy</li> <li>Obesity</li> <li>Anorexia</li> <li>HIV and AIDS</li> <li>COVID-19</li> </ul> </li> <li>Causes of diseases: Social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity</li> <li>Treatment options, care and support</li> <li>Resources on health information and health services</li> <li>Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS and COVID-19</li> <li><b>Dealing with grief, trauma, loss and crises</b></li> </ul>			Role of oral traditions and scriptures in major religions in South Africa: <ul style="list-style-type: none"> <li>Judaism</li> <li>Christianity</li> <li>Islam</li> <li>Hinduism</li> <li>Buddhism</li> <li>Bahá'í faith</li> <li>African religion</li> </ul>		<b>Section A: 25 marks</b>	<b>Section B: 25 marks</b>	<b>Section C: 20 marks</b>
	<ul style="list-style-type: none"> <li>Factors that influence choice of personal diet: <ul style="list-style-type: none"> <li>Ecological factors</li> <li>Social factors</li> <li>Economic factors</li> <li>Cultural factors</li> <li>Political factors</li> </ul> </li> <li>Ways to improve nutritional value of own personal diet: A plan for healthy eating habits</li> </ul>							<b>All questions are compulsory</b> 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: 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	<b>All questions are compulsory</b> Questions may be short and open-ended, scenario-based, source-based or 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 advise on possible solutions and demonstrate goal-setting and decision-making skills Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs	<b>Three 10-mark questions will be set, of which learners will be expected to answer TWO</b> 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 A short text/diagram/data/graph/ cartoon can be provided as stimulus
	<b>Physical Education</b>									
	<ul style="list-style-type: none"> <li>Participation in an outdoor recreational programme</li> <li>Safety issues relating to outdoor recreational activities</li> </ul>		<ul style="list-style-type: none"> <li>Participation in an outdoor recreational programme</li> <li>Participation and movement performance in an outdoor recreational programme</li> </ul>			<ul style="list-style-type: none"> <li>Participation in an outdoor recreational programme</li> <li>Participation and movement performance in an outdoor recreational programme</li> </ul>				
<b>RESOURCES TO ENHANCE LEARNING</b>	YouTube videos Magazines Posters Physical Education guidelines									
<b>INFORMAL ASSESSMENT</b>	Classwork/homework/class discussions									
<b>SBA (FORMAL ASSESSMENT)</b>	Examination: 70 marks (Terms 3 and 4 content) Physical Education task (PET): 30 marks									