**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** | Basic COVID – 19 information  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 | | Basic COVID – 19 information  The impact of COVID – 19 on adolescents  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 | | | Basic COVID – 19 information   * 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   Where to find help | | Basic COVID – 19 information  Prior knowledge - Grade 6 content   * HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS * Caring for people with AIDS | Basic COVID – 19 information  Prior knowledge - Grade 6 content   * Self-management skills: Responsibilities at school and home * Prioritising responsibilities * Developing an activity plan: homework, house chores and playing time | Basic COVID – 19 information  • 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** | | | |
| * Participation in a fitness programme * Safety issues relating to fitness activities | | | | * Participation in a fitness programme * Participation and movement performance in a fitness programme | | | * 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 | | * 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** | Basic hygiene principles (issues of COVID-19)  Prior knowledge - Grade 6 content   * 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 | Basic hygiene principles (issues of COVID-19)   * Human rights as stipulated in the South African Constitution: * 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 | | Basic hygiene principles (issues of COVID-19)  Prior knowledge -Grade 6 content   * 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 | Basic hygiene principles (issues of COVID-19 )   * 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 | | Basic hygieneprinciples (issues of COVID-19)  Prior knowledge - Grade 6 content:   * Caring for people: Considering others’ needs and views * Communicating own views and needs without hurting others * Acts of kindness towards other people | Basic hygiene principles (issues of COVID-19 )  Career fields:  -- 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 | | * **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:**  |  |  |  | | --- | --- | --- | | **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 contexualise the questions  The questions should be a combination of three or more types of questions ranging from list, what, why, multiple choice, matching coulumns and missing words.  Questions will test understanding and factual knowledge  Responses should be short and direct and rage 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 setting and decision making skills  Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs | 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.  A short text/diagram/data/graphs/cartoons can be provided as stumulus. | |
| **Physical Education** | | | **Physical Education** | | | **Physical Education** | | |
| • Plays community or indigenous games that include the concept of invasion  • Safety issues relating to participation in invasion games | | | • 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 | | | 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)** | * 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 | | | 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  Problem solving skills in conflict situations: keeping safe and how to protect self and others | | | * 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** | |
| **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 simulationof 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** | | |
| * Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements * Safety issues relating to movement activities | | | | | * 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 | | | | | * 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** | * Bullying: reasons for bullying * Getting out of the bullying habit: where to find help | | | | | * 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 | | |
| **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** | Basic hygiene principles (issues of COVID-19)   * 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   Prior knowledge - Grade 6 content   * Food hygiene: Safe and harmful ingredients * Food preparation * Food storage * Food-borne diseases | | Basic hygiene principles (issues of COVID-19)  Prior knowledge - Grade 6 content   * 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   1. Available treat | Basic hygiene principles (issues of COVID-19 )   * 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 | | | Basic hygiene principles (issues of COVID-19 )   * Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism,   Baha-i faith and African religion.  Revision of Grade 6 content   * The dignity of the person in a variety of religions in South Africa | Basic hygiene principles (issues of COVID-19)  Prior knowledge - Grade 6 content   * Caring for animals: Acts of cruelty to animals * Taking care of and protecting animals * Places of safety for animals | * **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:**  |  |  |  | | --- | --- | --- | | **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 contexualise the questions  The questions should be a combination of three or more types of questions ranging from list, what, why, multiple choice, matching coulumns and missing words.  Questions will test understanding and factual knowledge  Responses should be short and direct and rage 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 setting and decision making skills  Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs | 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.  A short text/diagram/data/graphs/cartoons can be provided as stumulus. | |
| **Physical Education** | | | **Physical Education** | | | | |
| * Participation in an outdoor recreational programme   Safety issues relating to outdoor recreational activities | | | * Participation in an outdoor recreational programme * Participation and movement performance in an outdoor recreational programme | | | | |
| **Requisite Pre-Knowledge** | * Food hygiene: Safe and harmful ingredients * Food preparation * Food storage * Food-borne diseases | | * 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: o Prevention strategies * Available treat | | | | | **Constitutional rights and responsibilities** |
| **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)** | **Controlled test: 70 marks**  **Physical Education Task (PET): 30 marks** | | | | | | | | |