

2021 Annual Teaching Plan – Term 1 Life Orientation Grade 10

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February (5 days)	Week 3 8-12 February (5 days)	Week 4 15-19 February (5 days)	Week 5 22-26 February (5 days)	Week 6 1-5 March (5 days)	Week 7 8-12 March (5 days)	Week 8 15-19 March (5 days)	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS Topic	Development of the self in society	Development of the self in society	Development of the self in society	Careers and career choices	Careers and career choices	Careers and career choices	Democracy and human rights	Democracy and human rights	Democracy and human rights	Democracy and human rights
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Identify factors that may influence self-awareness and self-esteem, including the media Strategies to enhance self-awareness, self-esteem and self-development: <ul style="list-style-type: none"> Develop strategies to build confidence in self and others: effective communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others 	<ul style="list-style-type: none"> Acknowledge and respect the uniqueness of self and others and respect differences regarding, e.g. race, gender, individual abilities, personal preferences Demonstrate an understanding of the concepts: power, power relations, masculinity, femininity and gender: <ul style="list-style-type: none"> Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities 	<ul style="list-style-type: none"> Analyse and evaluate the influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, sexually transmitted infections (STIs), including HIV and AIDS Value of participation in exercise programmes that promote fitness: cardiovascular fitness, muscular strength, endurance and flexibility Relationship between physical and mental health 	<ul style="list-style-type: none"> Demonstrate knowledge about self in relation to own subjects, career fields and study choices: <ul style="list-style-type: none"> Identify own interests, abilities, talents and strengths 	<ul style="list-style-type: none"> Differentiate between a career field, occupation, career and job Research requirements for National Senior Certificate (NSC): various subjects and career options, steps in choosing and decision-making process 	<ul style="list-style-type: none"> Socio-economic factors to consider when making career and/or study choices: community needs, availability of finances, affordability, stereotyping, accessibility and the impact of income tax on final salary package 	<ul style="list-style-type: none"> Develop an understanding of the following concepts: <ul style="list-style-type: none"> Diversity, discrimination and violations of human rights within the context of race, religion, language, gender, xenophobia, human trafficking, sexual orientation 	<ul style="list-style-type: none"> Importance of the Bill of Rights and other International Conventions and Instruments including: <ul style="list-style-type: none"> Convention on the rights of the child, Committee on the Elimination of Discrimination against Women (CEDAW) and protection agencies, rules, codes of conduct and laws 	<ul style="list-style-type: none"> Identify types of discriminating behaviour and violations, and incidences of discriminating behaviour and human rights violations in SA and globally Determine the nature and source of bias, prejudice, discriminating and oppressing behaviour, and the impact of these violations of human rights on individuals and society 	<ul style="list-style-type: none"> Contemporary events showcasing the nature of a transforming South Africa: South African initiatives and campaigns
	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET
Requisite Pre-Knowledge	Past a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs • Constitution of the Republic of South Africa, Different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc.									

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Resources (other than textbook) to enhance learning	<p>Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.</p>									
Informal Assessment	<p>Past a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs • Constitution of the Republic of South Africa, Different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc.</p>									
SBA (Formal Assessment)	<p>SOURCE-BASED TASK The source-based task must be completed independently under controlled conditions. The teacher is required to facilitate the process in class time. However, the completion of the task should not be administered as a class test. PET</p>									

2021 Annual Teaching Plan – Term 2 Life Orientation Grade 10

Term 2 47 days	Week 1 13-16 April (4 days)	Week 2 19-23 April (5 days)	Week 3 26-30 April (4 days)	Week 4 3-7 May (5 days)	Week 5 10-14 May (5 days)	Week 6 17-21 May (5 days)	Week 7 24-28 May (5 days)	Week 8 31 May-4 June	Week 9 7-11 June	Week 10 14-18 June	Week 11 21-25 (June)
CAPS Topic	Study skills	Study skills	Study skills	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Social and environmental responsibility	Consolidation of Work Controlled Test			
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Apply study skills: listening, reading, comprehension, concentration, memory, organisation and time management, Apply effective study methods: note-taking, mind-mapping, summarising, selecting important concepts and 	<ul style="list-style-type: none"> Develop and apply critical thinking, creative and problem-solving skills Analyse own performance in assessment tasks: internal and external assessment 	<ul style="list-style-type: none"> Develop a study plan: organisation of activities, time management, etc. 	<ul style="list-style-type: none"> Display an awareness of contemporary social and environmental issues that impact negatively on local and global communities: Demonstrate understanding of the concepts: social and environmental justice 	<ul style="list-style-type: none"> Research social issues that impact on local and global communities: crime, violence, poverty, safety and security, unequal access and lack of basic services and resources (water and health services), etc. Evaluate the harmful effects of these issues on personal and community health 	<ul style="list-style-type: none"> Develop and apply social, constructive and critical thinking skills necessary to participate in civic life: Social responsibilities including the knowledge and skills to make informed decisions and take appropriate action Youth service development: youth and civic organisations, community services or projects and volunteerism 	<ul style="list-style-type: none"> Purpose and contribution, areas of strength and possible improvements Report on own contribution to these services, projects and organisation: a group or individual project to address a contemporary social issue that impacts negatively on local and/or global communities 				
	PET	PET	PET	PET	PET	PET	PET				
Requisite Pre-Knowledge	Past a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs • Constitution of the Republic of South Africa, Different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc.										
Resources (other than textbook) to enhance learning	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered.										
Informal Assessment	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following:										
SBA (Formal Assessment)	CONTROLLED TEST No assessment for PET										

2021 Annual Teaching Plan – Term 3 Life Orientation Grade 10

Term 3 48 days	Week 1 13-16 July (4 days)	Week 2 19-23 July (5 days)	Week 3 26-30 July (5 days)	Week 4 2-6 August (5 days)	Week 5 10-13 August (4 days)	Week 6 16-20 August (5 days)	Week 7 23-27 August (5 days)	Week 8 30 August – 3 September (5 days)	Week 9 6-10 September (5 days)	Week 10 13-17 September	Week 11 20-23
CAPS Topic	Development of the self in society	Development of the self in society	Development of the self in society	Development of the self in society	Development of the self in society	Development of the self in society	Careers and career choices	Careers and career choices	Careers and career choices	Careers and career choices	Consolidation of work
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Identify and analyse life roles and responsibilities <p>As student, as: member of a family, friend, Partner, employee, employer, leader and follower, etc. Determine the changing nature of responsibilities inherent in each role</p> <ul style="list-style-type: none"> How awareness and understanding of roles can create a more fulfilling and meaningful life 	<ul style="list-style-type: none"> Explain changes associated with development: adolescence to adulthood Physical changes: rapid physical Hormonal, increased growth rate, secondary sex/ gender characteristics, Primary changes in the body: (Menstruation, ovulation) growth and maturing of genital organs, skin problems, increase in body odour, etc. Emotional changes: Maturing personality Depth of emotions become more intense, mood swings, feelings of insecurity, changing needs in belief, values and sexual interest 	<ul style="list-style-type: none"> Social changes In relationships with family, social groups, Need for acceptance by peer group Discuss benefits of positive coping strategies that would enhance long-term resilience and wellbeing 	<ul style="list-style-type: none"> Formulate strategies to assist in making responsible decisions: Regarding sexuality and life style Identify behaviour that could lead to sexual intercourse, teenage pregnancy, sexual abuse, and rape. Values such as respect for self and others, abstinence, self-control, right to privacy, right to protect oneself, right to say “No” and taking responsibility for own actions. Demonstrate skills such as self-awareness, critical thinking, decision making, problem solving, assertiveness negotiations communication in relation to sexuality and life style choices 	<p>Continue...</p> <ul style="list-style-type: none"> Apply effective strategies to assist in making responsible decisions: Practice and demonstrate the following problem-solving thinking skills as a practical class activity: <ul style="list-style-type: none"> Identify and clarify emotions behind actions Evaluate: did actions meet the goal? Reflect on and show what was learnt from past experiences Brainstorm different approaches or solutions Explore possible consequences Select and motivate the best alternative 	<ul style="list-style-type: none"> Respect for diversity: e.g. race gender, sexual orientation lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) Where to find help regarding sexuality and lifestyle choices: 	<ul style="list-style-type: none"> Diversity in jobs: <ul style="list-style-type: none"> Economic sectors: primary (raw materials), secondary (finished products or goods) and tertiary (infrastructure and providing services) 	<ul style="list-style-type: none"> Work settings: workplace environment and conditions; indoors and outdoors Activities involved in each job: designing, assembling and growing Skills and competencies 	<ul style="list-style-type: none"> Opportunities within different career fields including work in recreation, fitness and sport industries: <ul style="list-style-type: none"> Research skills, salary package, promotion and further study prospects 	<ul style="list-style-type: none"> Profitable use of time, how to use talents in working and career opportunities, enjoyment and transfer of skills to other related industries 	

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	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET	
Requisite Pre-Knowledge	Past a concept definition map, discussion map, for notetaking, summaries, to organize ideas, etc. • Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs • Constitution of the Republic of South Africa, Different textbooks, handouts on self-development/self-concepts/self-image/self-esteem/ components of fitness and activities etc.										
Resources (other than textbook) to enhance learning	Informal assessment: A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.										
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SBA (Formal Assessment)	Project Learners will spend time outside of contact time to collect resources and information. The completion of the task should be facilitated by the teacher in class time. PET										

2021 Annual Teaching Plan – Term 4 Life Orientation Grade 10

Term 4 47 days	Week 1 5-8 October (4 days)	Week 2 11-15 October (5 days)	Week 3 18-22 October (5 days)	Week 4 25-29 October (5 days)	Week 5 1-5 November (5 days)	Week 6 8-12 November (5 days)	Week 7 15-19 November (5 days)	Week 8 22-26 November (5 days)	Week 9 29 November – 3 December (5 days)	Week 10 6-8 December (3 days)																																	
CAPS Topic	Careers and career choices	Careers and career choices	Careers and career choices	Democracy and human rights			EXAMINATIONS																																				
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Awareness of trends and demands in the job market: emerging demands or changing patterns of careers and scarce skills, and the job market Reading the market for trends regarding jobs and identifying niches 	<ul style="list-style-type: none"> Growth and decline of various occupations and fields of work and competencies linked to these jobs South African Qualifications Authority (SAQA) and the National Qualifications Framework (NQF) and Recognition of Prior Learning (RPL) 	<ul style="list-style-type: none"> The need for lifelong learning: ability to change, re-train, flexibility and ongoing development of the self Different kinds of learning: formal, informal and non-formal 	<ul style="list-style-type: none"> Living in a multi-religious society: understanding ethical teachings and/ or religious laws of major religions in South Africa Major Religions: African Traditional Religions, Baha'i Faith, Buddhism, Christianity, Hinduism, Islam, and Judaism 	<ul style="list-style-type: none"> Indigenous belief systems in South Africa: origins and practices Coverage of sport and ways to redress biases: <ul style="list-style-type: none"> Gender, race and stereotyping matters within sporting codes Unfair, corrupt and illegal practices: drug-taking, match-fixing, subjective umpiring and maladministration in sport <ul style="list-style-type: none"> Analysis and critical evaluation of sport coverage 	<table border="1"> <thead> <tr> <th rowspan="2">TERM</th> <th rowspan="2">ASSESSMENT TASK</th> <th colspan="2">MARKS PER TERM</th> </tr> <tr> <th>RECORDING</th> <th>REPORTING</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Source-based task</td> <td>90</td> <td>100</td> </tr> <tr> <td></td> <td>PET</td> <td>10</td> <td></td> </tr> <tr> <td>2</td> <td>Controlled test</td> <td>100</td> <td>100</td> </tr> <tr> <td>3</td> <td>Project</td> <td>90</td> <td>100</td> </tr> <tr> <td></td> <td>PET</td> <td>10</td> <td></td> </tr> <tr> <td>4</td> <td>Final exams</td> <td>100</td> <td>100</td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>400</td> <td>100</td> </tr> </tbody> </table>				TERM	ASSESSMENT TASK	MARKS PER TERM		RECORDING	REPORTING	1	Source-based task	90	100		PET	10		2	Controlled test	100	100	3	Project	90	100		PET	10		4	Final exams	100	100	TOTAL		400	100
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							Section A: 20 marks	Section B: 40 marks	Section C: 40 marks		
							All questions are COMPULSORY	All questions are COMPULSORY	Learners will answer TWO 20 mark questions out of THREE		
							<ul style="list-style-type: none"> • A short source may be used to contextualise some of the questions • The questions have to include a combination of THREE or more types of questions from the list below: <ul style="list-style-type: none"> ○ Multiple choice ○ One-word responses (list, state, provide, give) ○ Definitions ○ Short explanations (why, how, describe, explain discuss) • Questions should test understanding and factual knowledge • Responses should be short, direct • Mark allocation for the questions should range between 1 – 2 mark 	Learners will answer TWO 20 mark questions. Short open-ended questions could be: <ul style="list-style-type: none"> ○ Scenario based ○ Source-based ○ Case study ○ Cartoons ○ Illustration ○ Graphs Questions should be knowledge- based, from information learners have acquired from the Life Orientation content in the FET band. Learners should display, present and apply knowledge and skills gained from the Life Orientation content.	Questions will predominantly focus on the application of knowledge and skills <ul style="list-style-type: none"> • A short text/diagram/ data/graphs/cartoons can be provided as a stimulus • Questions will predominantly focus on the application of knowledge and skills • Learners will be required to: <ul style="list-style-type: none"> ○ Explain/examine/ analyse/evaluate/critically discuss a topic. ○ Make decisions and give advice ○ Provide recommendations ○ Make conclusions. ○ Solve problems • Learners should provide responses through extended writing of descriptive paragraphs or short essays. 		
Definition of key concepts • Job market, trends and demands, globalisation, scarce skills, niche job, SETA's, SAQA, NQF, RPL, • Lifelong learning, formal-, informal-, non-formal, learning, retrain, ethical, monotheistic, sect, indigenous, • Redress, bias, stereotyping, match-fixing, maladministration, subjective umpiring Grade 11 related content and concepts											
Resources (other than textbook) to enhance learning	Definition of key concepts • Job market, trends and demands, globalisation, scarce skills, niche job, SETA's, SAQA, NQF, RPL, • Lifelong learning, formal-, informal-, non-formal, learning, retrain, ethical, monotheistic, sect, indigenous, • Redress, bias, stereotyping, match-fixing, maladministration, subjective umpiring Grade 11 related content and concepts Gr 8 & 9 related content and concepts Understanding the different action/ command words Use the list of definition of concepts. Include key words in terms of different cognitive levels										

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	<p>Graphic organizers to enhance thinking skills: e.g. KWHL chart for baseline assessment and/or consolidation after lesson. Other types: as a concept definition map, discussion map, for note taking, summaries, to organize ideas, etc. Internet/Case Studies/Scenarios that are *current and up-to-date*/Newspaper articles/DVD's/Role Play activities/Presentations by learners/Video clips, DVDs, PowerPoint Presentations/Guest speakers on a subtopic *as per CAPS content per term*/Power Posters/Stimuli such as picture(s)/ Google classroom/ Kahoot/Social media platforms/Objects/material for demonstrations (to accommodate kinaesthetic learning style)/ Organisations/NGOs, Tips for Success/LinkedIn/Career websites on the different sub-topics for the term/Google the updated Scars Skills lists in the current job market, Past exam papers to consolidate content. Textbook, resources on careers, relevant websites (Khetha, DEDAT, Department of Labour, etc.)</p> <p>Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, • Dictionaries, magazines, newspaper articles, DVDs, video clips, internet, past examination papers and marking guidelines, relevant past tests items and marking guidelines, information from NGOs, government websites</p>									
	<p>Informal assessment:</p> <p>A minimum of one informal task should be given per week. An informal task should cover the various cognitive levels. Types of informal tasks could include the following: Various nature of questions are used: short, discursive, columns, true or false with motivation, definition of concepts, attachment of concepts to expressions, scenario based, case studies, simulations, panel discussion, practical demonstrations, etc. Both written and practical demonstrations are considered. After a reasonable amount of content has been treated, informal assessment must be given. At least one informal assessment must be administered on each period. For practical demonstration, observation sheets must be used. After a reasonable amount of content has been treated, informal assessment must be given.</p>									
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