

## 2022 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
<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	Health, Social and environmental responsibility	
<b>Core Concepts, Skills and Values</b>	<b>Basic hygiene principles(issues of Covid- 19)</b> <b>(Week 1-2)</b> Concepts: self-concept and self-motivation -Factors that influence self-concept formation and self-motivation: media, environment, friends and peers, family, culture, religion and community <b>(Week 3)</b> -Positive self-talk: individuality and uniqueness and personal achievements -Strategies and skills to extend personal potential			<b>Basic hygiene principles(issues of Covid-19)</b> <b>(Week 4)</b> Concepts: sexuality -Understanding one's sexuality: personal feelings that impact on sexuality -Influence on friends and peers on one's sexuality <b>(Week 5)</b> -Family and community norms that impact on sexuality -Social pressures including media that impact on sexuality -Problem-solving skills: identity formation and development		<b>Basic hygiene principles(issues of Covid- 19)</b> <b>(Week 6)</b> Relationships and friendships: relationship at home, school and in the community -Appropriate ways to initiate a relationship -Appropriate ways to sustain a relationship <b>(Week 7)</b> -Problem solving skills: appropriate behaviour in a relationship -Communication skills: ability to disagree in constructive ways and appropriate ways to end a relationship		<b>Basic hygiene principles(issues of Covid 19)</b> <b>(Week 8)</b> Different learning styles: visual, aural, kinaesthetic, reading and writing	<b>(14-25 March 2022)</b> <b>Week 9-10)</b> <b>(Grade 7 Prior-knowledge of Term 4)</b> -Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID -19 -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 (coping with emotions: trauma, grief, loss and anxiety) -Resources on health information and health services <b>S-Strategies for living with and management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19</b>	
	<b>Physical Education</b> <ul style="list-style-type: none"> <li>- Participation in Physical activities that promote components of fitness</li> <li>- Safety issues relating to fitness</li> </ul>			<b>Physical Education</b> <ul style="list-style-type: none"> <li>- Participation in Physical activities that promote components of fitness</li> <li>- Participation and movement performance in physical activities that promote components of fitness</li> </ul>		<b>Physical Education</b> <ul style="list-style-type: none"> <li>- Participation in Physical activities that promote components of fitness</li> </ul>		<b>Physical Education</b> <ul style="list-style-type: none"> <li>- Participation in Physical activities that promote components of fitness</li> </ul>		
<b>Requisite Pre-Knowledge</b>	<b>Development of the self in society</b> Concept: self-image			<b>Development of the self in society</b> Changes in boys and girls: puberty and gender constructs Peer pressure: effects of peer pressure				<b>World of Work</b> Importance of reading and studying Skills to develop memory	<b>Health, Social and environmental responsibility</b>	
<b>Resources (other than textbook) to enhance learning</b>	Resources on study skills Covid-19 E booklet and posters Resources on fitness Physical Education guidelines									
<b>Informal Assessment</b>	Homework/Classwork/worksheets									
<b>SBA (Formal Assessment)</b>	<b>Written Task: 70 marks</b> <b>Physical Education Task: 30 marks</b>									

2022 ANNUAL TEACHING PLAN – TERM 2

Term 2 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11 - 12					
<b>CAPS Topic</b>	<b>World of Work</b>	<b>World of Work</b>			<b>Health, social and environmental responsibility</b>			<b>Constitutional rights and responsibilities</b>		<b>FORMAL ASSESSMENT</b>						
<b>Core Concepts, Skills and Values</b>	<b>Basic hygiene principles(issues of Covid 19)</b>  <b>(Week 1)</b> •Identify and apply own learning style (self-management skills)	<b>Basic hygiene principles(issues of Covid 19)</b>  <b>(Week 2-3)</b> •Six career categories: investigative, enterprising, realistic, artistic, conventional and social (identify category of essential workers) -Interests and abilities related to each career category -Thinking and learning skills required by each career category -School subjects related to each career category.  <b>(Week 4)</b> •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 need in South Africa			<b>Basic hygiene principles(issues of Covid 19)</b>  <b>( Week 5-8)</b> 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			(30 May-03June 2022 Week 9-10)  <b>(Prior Knowledge of Grade 7 Term 2)</b>  Human rights as stipulated in the South African Constitution: <b>S-Application of human rights</b> 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		<ul style="list-style-type: none"> <li>The form of assessment at the end of 2 will be a controlled test and Physical Education Task based on Term 1 and Term 2 work.</li> <li>Notes or guidelines on the controlled test is as follows:</li> </ul>						
	<b>Physical Education</b>  Participation in target games	<b>Physical Education</b>  Participation in target games Participation and movement performance in target games			<b>Physical Education</b>  Participation in target games Participation and movement performance in target games					<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.  A short text/diagram/data/graphs/cartoons can be provided as stimulus.</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 setting and decision making skills  Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs
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 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 stimulus.														
<b>Requisite Pre-Knowledge</b>	<b>World of Work</b>  Importance of reading and studying Skills to develop memory	<b>World of Work</b>			<b>Health, social and environmental responsibility</b>			<b>Constitutional rights and responsibilities</b>								
<b>Resources (other than textbook) to enhance learning</b>	Resources on careers and study skills Internet: VARK Test Covid-19 E booklet and posters Resources on target games Physical Education guideline			Resources on substance abuse Newspaper articles and magazines Covid-19 E booklet and posters Resources on target games Physical Education guideline			Resources on human rights South African Constitution Bill of Rights Resources on target games Physical Education guideline									
<b>Informal Assessment</b>	Homework/Classwork/worksheets															

2022 Grade 8 Life Orientation Recovery Annual Teaching Plan

Term 2 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11 - 12	
CAPS Topic	World of Work	World of Work			Health, social and environmental responsibility			Constitutional rights and responsibilities		FORMAL ASSESSMENT		
SBA (Formal Assessment )	Controlled Test: 70 Marks Physical Education Task: 30 Marks											

2022 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	World of Work			Health and environmental responsibility				Health and environmental responsibility		Constitutional rights and responsibilities	
Core Concepts, Skills and Values	<b>Basic hygiene principles of COVID-19</b> (Week 1-3) • Relationships between performance in school subjects and interests and abilities: -Types 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			<b>Basic hygiene principles of Covid-19</b> (26-30 September 2022 Week 11) (Prior Knowledge of Grade 7 Term 3) • <b>Concept: environmental health</b> <b>Local environmental health problems</b> - <b>Community and individual projects and strategies to prevent and deal with environmental health problems</b> - <b>Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions</b> (Week 4-6) • Environmental health issues: - Application of laws and policies to protect the environmental health: address an environmental issue – - Earth Day: preservation of the environment: - Honouring Earth Day: ways of being kinder to Earth - Develop and implement an environmental health programme				<b>Basic hygiene principles of Covid-19</b> (Week 7-8) • Informed, responsible decision making about health and safety: HIV & AIDS and COVID 19 - Management with medication, diet, healthy living and positive attitude - Prevention and safety issues relating to HIV/AIDS and COVID 19 - Caring for people living with HIV/AIDS and COVID 19 - Management of HIV/AIDS including COVID 19 - Coping with (coping with grief, trauma, loss and crisis)		<b>Basic hygiene principles of Covid-19</b> (Week 9-10) • Nation building: definition Different ways to promote nation building in different contexts: community, school and home Contributions of women and men towards nation building: individuals and groups	
	<b>Physical Education</b> Participation in a programme that improves movement techniques Safety issues relating to movement activities			<b>Physical Education</b> Participation in a programme that improves movement techniques Participation and movement performance in a programme that improves movement techniques				<b>Physical Education</b> Participation in a programme that improves movement techniques		<b>Physical Education</b> Participation in a programme that improves movement techniques Participation and movement performance in a programme that improves movement techniques	
Requisite Pre-Knowledge	World of Work			Health and environmental responsibility				Health and environmental responsibility		Constitutional rights and responsibilities	

2022 Grade 8 Life Orientation Recovery Annual Teaching Plan

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
<b>Resources</b> (other than textbook) to enhance learning	Resources on World of Work Resources on careers, career guidance and counselling Covid-19 E booklet and posters Resources on movement techniques Physical Education guidelines			Resources on environmental health Covid-19 E booklet and posters Resources on movement techniques Physical Education guidelines			Resources on health and safety Health books, magazines and brochures Department of Health brochures Covid-19 E booklet and posters Resources on movement techniques Physical Education guidelines			Resources on nation building Newspapers and magazine articles Covid-19 E booklet and posters Resources on movement techniques Physical Education guidelines	
<b>Informal Assessment</b>	Homework/Classwork/Worksheets										
<b>SBA (Formal Assessment)</b>	Project Task: 70 Marks Physical Education Task: 30 Marks										

2022 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			
<b>CAPS Topic</b>	Constitutional rights and responsibilities			Constitutional rights and responsibilities			Development of the self in society		<b>FORMAL ASSESSMENT</b>			
<b>Core Concepts, Skills and Values</b>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>(Week 1)</b></p> <ul style="list-style-type: none"> <li>•Concept: human rights violations</li> <li>- Types of violations</li> <li>- Counter-strategies to violations of human rights</li> </ul> <p><b>(Week 2-3)</b></p> <ul style="list-style-type: none"> <li>•Concept: gender equity</li> <li>- Gender equity issues in a variety of athletic and sport activities</li> <li>- Defining gender-based violence</li> <li>- Emotional, health and social impact of rape and gender-based violence</li> <li>- Prevention of violence against women: law on sexual offences</li> <li>- Sources of help for victims: safety for girls and women</li> </ul>			<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>(Week 4-6)</b></p> <ul style="list-style-type: none"> <li>•Concept: cultural diversity in South Africa - Diverse cultural norms and values in relation to personal and community issues</li> <li>- Influence of cultural norms and values on individual behaviour, attitude and choices: cultural expectations, practices and traditions</li> <li>- Understanding diverse cultures: recognition of diverse cultures to enrich South African society</li> <li>- Respect difference: culture, religion and gender</li> <li>- Celebrate unity in diversity: respect difference and celebrate similarity</li> <li>- Contributions to social development by organisations from various religions</li> </ul>			<p><b>(05-09 December 2022 Week 7-8)</b></p> <p><b>(Prior Knowledge of Grade 7 Term 4 )</b></p> <ul style="list-style-type: none"> <li>•Concepts: personal diet and nutrition</li> <li>-Factors that influence choice of personal diet: ecological, social, economic, cultural and political</li> <li>-Ways to improve nutritional value of own personal diet: a plan for healthy eating habits</li> </ul>		<ul style="list-style-type: none"> <li>• The form of assessment at the end of Term 4 will be a controlled test and Physical Education Task based on Term 3 and Term 4 work.</li> <li>• Notes or guidelines on the controlled test is as follows:</li> </ul>			
									<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><b>Section A:</b></td> <td style="width: 33%;"><b>Section B:</b></td> <td style="width: 33%;"><b>Section C:</b></td> </tr> </table>	<b>Section A:</b>	<b>Section B:</b>	<b>Section C:</b>
<b>Section A:</b>	<b>Section B:</b>	<b>Section C:</b>										

2022 Grade 8 Life Orientation Recovery 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						
<b>CAPS Topic</b>	Constitutional rights and responsibilities			Constitutional rights and responsibilities			Development of the self in society		<b>FORMAL ASSESSMENT</b>						
	<b>Physical Education</b> Participation in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity Safety issues relating to participation in recreational activities			<b>Physical Education</b> Participation in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity					<table border="1"> <thead> <tr> <th>25 Marks</th> <th>25 Marks</th> <th>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  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.  A short text/diagram</td> </tr> </tbody> </table>	25 Marks	25 Marks	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  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
25 Marks	25 Marks	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  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													
<b>Requisite Pre-Knowledge</b>	Constitutional rights and responsibilities			Constitutional rights and responsibilities			Development of the self in society								

2022 Grade 8 Life Orientation Recovery 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
<b>CAPS Topic</b>	Constitutional rights and responsibilities			Constitutional rights and responsibilities			Development of the self in society		<b>FORMAL ASSESSMENT</b>
									/data/graphs /cartoons can be provided as stimulus.
<b>Resources (other than textbook) to enhance learning</b>	Resources on human rights violations Resources on gender based violence South African Constitution Bill of Rights Covid-19 E booklets Resources on recreational activities Physical Education guidelines			Resources on diversity South African Constitution Bill of Rights Covid-19 E booklets Resources on recreational activities Physical Education guidelines			Resources on personal diet and nutrition Covid-19 E booklets Resources on recreational activities Physical Education guidelines		
<b>Informal Assessment</b>	Homework/classwork/Worksheets								
<b>SBA (Formal Assessment)</b>	Controlled Test: 70 Marks Physical Education Task: 30 Marks								