

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (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	
CAPS TOPIC	Development of the self in society							World of work				
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles <ul style="list-style-type: none"> Goal-setting skills: Personal lifestyle choices Influences on personal lifestyle choices: <ul style="list-style-type: none"> Media Environment Friends and peers Family Culture Religion Community Appropriate responses to influences on personal lifestyle choices: <ul style="list-style-type: none"> Informed decision-making skills: Positive and negative influences Assertiveness skills: Confident and firm decision-making 				<ul style="list-style-type: none"> Sexual behaviour and sexual health: Risk factors leading to unhealthy sexual behaviour Unwanted results of unhealthy sexual behaviour: <ul style="list-style-type: none"> Teenage pregnancy Sexually transmitted infections (STIs) HIV/AIDS Low self-esteem Emotional scars Factors that influence personal behavior, including family, friends, peers and community norms Strategies to deal with unhealthy sexual behaviour: Abstinence and change of behaviour Protective factors, where to find help and support: community structures that offer protection or resilience against high-risk behaviour Adverse consequences and implications of teenage pregnancy for teenage parent(s) and the children born to teenagers 			<ul style="list-style-type: none"> Time-management skills: Accountability in carrying out responsibilities How to organise one's work How to use time effectively and efficiently Reading and writing for different purposes: Keeping a journal, summarising and improving reading and writing skills 				
	Physical Education											
	<ul style="list-style-type: none"> Participation in activities that improve physical wellness (fitness) level Safety issues relating to fitness activities 				<ul style="list-style-type: none"> Participation in activities that improve physical wellness (fitness) level Participation and movement performance in activities that improve physical wellness level 							
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook resources on careers resources on recreational activities Posters Physical Education guidelines COVID-19 e-booklet and posters 				<ul style="list-style-type: none"> Textbook Newspaper articles Resources on sport Resources on recreational activities Posters Physical Education guidelines 			<ul style="list-style-type: none"> Textbook Newspaper articles resources on recreational activities Posters Physical Education guidelines 				
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets											
SBA (FORMAL ASSESSMENT)	Written task: 70 marks Physical education task: 30 marks											

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (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		
CAPS TOPIC	Constitutional rights and responsibilities					World of work				Formal assessment		
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles <ul style="list-style-type: none"> Issues relating to citizens' rights and responsibilities: Respect for others' rights – People living with different disabilities and HIV/AIDS (infected and affected) Celebrations of national and international days: <ul style="list-style-type: none"> Human Rights Day Freedom Day Heritage Day Reconciliation Day Youth Day Worker's Day Women's Day Africa Day Nelson Mandela Day World Refugees' Day National health days Plan and participate in a local celebration of a national day 			<ul style="list-style-type: none"> Constitutional values as stated in the South African Constitution Positive and negative role models Role models for upholding constitutional values: Parents and leaders in the community/society Applying these values in daily life 		<ul style="list-style-type: none"> Options available after completing Grade 9: National Senior Certificate (NSC: Grades 10–12) and National Certificate Vocational (NCV: TVET colleges) qualifications Implications of choices: Choice between NSC and NCV Knowledge of the world of work: Rights, responsibilities and opportunities in the workplace 				<ul style="list-style-type: none"> The form of assessment at the end of Term 2 will be a controlled test based on Term 1 and Term 2's work and a Physical Education task Notes and guidelines for the controlled test are 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 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	All questions are compulsory 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	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/graph/cartoon can be provided as a stimulus
	Physical Education											
	<ul style="list-style-type: none"> Participation in a programme that improves movement techniques and executes a game plan for individual or team sport Safety issues relating to participation in sport 		<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Participation in, and execution of, a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport that improves movement techniques 		<ul style="list-style-type: none"> Participation in a programme that improves movement techniques Participation in, and execution of, a game plan for individual or team sport Participation and movement performance in a game plan for individual or team sport that improves movement techniques 							
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook Resources on careers Resources on recreational activities Posters Physical Education guidelines 		<ul style="list-style-type: none"> Textbook, Newspaper articles and resources about sport Resources on recreational activities Posters Physical Education guidelines 		<ul style="list-style-type: none"> Textbook Newspaper articles Resources on recreational activities Posters Physical Education guidelines 				Note: Information provided in the texts must be current, up to date, age appropriate and learner-friendly			
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets											
SBA (FORMAL ASSESSMENT)	Controlled test: 70 marks (Terms 1 and 2 content) Physical education task: 30 marks											

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (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	
CAPS TOPIC	World of work				Health and social and environmental responsibility							
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles Career and subject choices: <ul style="list-style-type: none"> Subjects in Grade 10, 11 and 12 Careers related to different subjects Qualities relating to different careers and subjects: Strengths and weaknesses; and interests and abilities Decision-making skills: Steps in choosing subjects relating to interests and abilities and career of interest 				Concept: Volunteerism: <ul style="list-style-type: none"> Individual and community responsibility Different types of volunteer organisations: Contributions of community-based and non-profitable organisations to social and environmental health and sustainable development -Different types of volunteer activities: Helping those less privileged and assisting those affected and infected by HIV/AIDS and terminal illnesses 			Health and safety issues related to violence: <ul style="list-style-type: none"> Common acts of violence at home, school and in the community Reasons that violence occurs in families and communities and among friends and peers Impact of violence on individual and community health and safety Alternatives to violence: Problem-solving skills and managing conflict Protecting oneself and others from acts of violence: Where to find help National health and/or safety promotion programmes 				
	Physical Education											
	<ul style="list-style-type: none"> Participation in a programme that improves movement, and refinement of own and peer performance in movement activities Safety issues relating to movement activities 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook Resources on careers Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 				<ul style="list-style-type: none"> Textbook Newspaper articles and resources on sport Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 			<ul style="list-style-type: none"> Textbook Newspaper articles Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 				
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork /worksheets											
SBA (FORMAL ASSESSMENT)	Project: 70 marks Physical Education task: 30 marks											

2023/24 ANNUAL TEACHING PLANS: LIFE ORIENTATION: GRADE 9 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 TO 10		
CAPS TOPIC	Constitutional rights and responsibilities			Development of the self in society			World of work	Formal assessment		
CONCEPTS, SKILLS AND VALUES	Basic hygiene principles Contributions of various religions in promoting peace		Sport ethics in all physical activities	<ul style="list-style-type: none"> Challenging situations: Depression, grief, loss, trauma and crisis Causes of depression, grief, loss, trauma and crisis Counterproductive coping techniques: Using alcohol and drugs 			<ul style="list-style-type: none"> Study and career funding providers Plan for own lifelong learning: Goal-setting for lifelong learning 	Notes on or guidelines for final examinations: <ul style="list-style-type: none"> The form of assessment at the end of Term 4 will be an examination based on Term 3 and 4's work and a Physical Education task Notes and guidelines for the examination are as follows: 		
	Physical Education							Section A: 25 marks	Section B: 25 marks	Section C: 20 marks
	<ul style="list-style-type: none"> Participation and refinement of own performance in an outdoor recreational activity Safety issues relating to participation in recreational activities 							<p>All questions are compulsory</p> <p>A source or case study may be used to contextualise the questions</p> <p>The questions should be a combination of three or more types of questions: 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>All questions are compulsory</p> <p>Questions may be short and open-ended, scenario-based, source-based or case study questions</p> <p>Questions should be knowledge based, i.e. 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 advise on possible solutions and 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>Three 10-mark questions will be set, of which learners will be expected to answer TWO</p> <p>Questions will predominantly focus on the application of knowledge and skills</p> <p>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</p> <p>Each question will focus on the specific information or the integration of content</p> <p>A short text/diagram/data/graph/cartoon can be provided as a stimulus</p>
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook Resources on careers Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 	<ul style="list-style-type: none"> Textbook Newspaper articles and resources on sport Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 	<ul style="list-style-type: none"> Textbook Newspaper articles Resources on recreational activities E-book for COVID-19 Posters Physical Education guidelines 					<p>Note: Information provided in the texts must be current, up to date, age appropriate and learner-friendly</p>		
INFORMAL ASSESSMENT AND REMEDIATION	Homework/classwork/worksheets									
SBA (FORMAL ASSESSMENT)	Examination: 70 marks (Terms 3 and 4 Content) Physical Education task: 30 marks									