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| 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) |
|----------------------------|---|------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|---------------------------------|----------------------------------|-----------------------------------|-----------------------------------|------------------------------------|
| 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: 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. | | | | | | | | | |
| SBA (Formal Assessment) | 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 | | | | | | | | | |

| 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 (5 days) | Week 9 7-11 June (5 days) | Week 10 14-18 June (4 days) | Week 11 21-25 (June) |
|----------------------------------|---|---|--|--|--|---|--|--|---------------------------------|-----------------------------------|-------------------------|
| 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 | Social and environmental responsibility | Social and environmental responsibility | Social and environmental responsibility | Social and environmental responsibility | Controlled Test | | |
| Core Concepts, Skills and Values | <ul style="list-style-type: none"> Research gender-based violence in SA and the world Different forms of violence e.g. <ul style="list-style-type: none"> domestic sexual rape physical emotional mental femicide sexual harassment | <ul style="list-style-type: none"> Causes e.g. unequal power relations, power balance and power struggles between genders, abuse of power -social norms about the roles and responsibilities o, patriarchy sexist views, gender stereotypes prejudice /bigotry race, sexual orientation (LGBTQI) | <ul style="list-style-type: none"> Negative effects on the health and well -being of the individual, family and society: e.g. physical, psychological and emotional trauma, broken family structures, increased social ills, inability to build trusting social relationships, burden on health and judicial systems | <ul style="list-style-type: none"> Strategies to reduce and prevent gender-based violence: <ul style="list-style-type: none"> Awareness campaigns, e.g. 16 Days of Activism against Violence Against Women and Girls; educational programmes; free social and legal support | <ul style="list-style-type: none"> Environmental issues that cause ill-health: <ul style="list-style-type: none"> The use of harmful substances in food production Inhumane farming methods Impact of degradation on society and the environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires, | <ul style="list-style-type: none"> -Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills, and coping with disasters Climate change: <ul style="list-style-type: none"> Human activities that contribute to global warming Effect on ecosystems, oceans, humans, weather patterns | <ul style="list-style-type: none"> - Ways to reduce/mitigate adapt to global warming: responsible consumption habits, recycling, sustainable use of natural resources, sustainable transportation | <ul style="list-style-type: none"> Being a responsible citizen :Participate in a community service that address contemporary environmental issue indicating how this may harm certain sectors of society more than others | | | |
| | PET | PET | PET | PET | PET | PET | PET | PET | | | |
| Requisite Pre-Knowledge | Definition of concepts: Study Skills: Study skills. Study styles and study strategy, examination-writing skills, process of assessment, time management skills etc. Social environmental responsibility: Environmental issues, ill-health, environmental degradation, environmental hazards, depletion of resources, environmental factors, climate change Social and environmental responsibility: Definition of concepts: Social and environmental justice; social, constructive, and critical thinking skills; social issues, personal and community health etc. Definition of action words in assessment | | | | | | | | | | |
| Resources | Notes on different approaches towards effective studying, environmental issues that cause ill-health, environmental degradation, climate change. Internet sources of information. DVDs, Material From different Departments, hand outs and notes on different but relevant content in the term, Magazines, Textbooks of other subjects with similar content. | | | | | | | | | | |
| 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: 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. | | | | | | | | | | |
| SBA (Formal Assessment) | CONTROLLED TEST No marks for PET | | | | | | | | | | |

2021 Annual Teaching Plan – Term 3 Life Orientation Grade 11

| 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 |
|---|---|---|---|---|--|---|---|---|---|---|--------------------|
| 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 | Careers and career choices | Careers and career choices | Careers and career choices | Careers and career choices | Careers and career choices | Consoli- dation |
| Core Concepts, Skills and Values | <ul style="list-style-type: none">• Healthy and balanced lifestyle choices:<ul style="list-style-type: none">- Maintaining physical, psychological, social, emotional and spiritual health- Healthy nutrition and being physically active | <ul style="list-style-type: none">• Risky behaviour and situations:<ul style="list-style-type: none">- Substance use and abuse, unsafe sexual behaviour, risk of pregnancy, teenage suicides; poor hygiene and dietary habits, unsafe road use• Factors that impact negatively on lifestyle choices:<ul style="list-style-type: none">- Lack of knowledge; poor decision-making skills; unsafe attitudes and behaviours; unsafe environments, emotional factors; peer pressure- | <ul style="list-style-type: none">- Socio-economic aspects: poor literacy, low income, poverty, and unfavourable social environments• Factors that impact positively on lifestyle choices:• Positive role models, e.g. parents, peers and others; personal values; belief system; religion; social skills and positive cultural influences; economic conditions | <ul style="list-style-type: none">- Individual responsibility for making informed decisions and choices: prioritising personal safety, seeking support and advice to change risky behaviour | <ul style="list-style-type: none">- Impact of unsafe practices on self and others: physically, emotionally, spiritually and socially- | <ul style="list-style-type: none">• Competencies, abilities and ethics that will assist in securing a job and developing a career:<ul style="list-style-type: none">- Studying advertisements, writing an application letter and completing application forms (hard copies and online) | <ul style="list-style-type: none">• Writing and building a curriculum vitae (CV): all forms of experience gained, obtain testimonials, evidence of job shadowing, and informal and/or part-time jobs.<ul style="list-style-type: none">- Managing projects; administration skills | <ul style="list-style-type: none">- Interview skills: personal appearance, conduct and preparation for typical questions- Work ethics: responsibility and accountability | <ul style="list-style-type: none">• Personal expectations and knowledge about self in relation to the demands of the world of work and socio-economic conditions:<ul style="list-style-type: none">- Acquire knowledge about jobs that require skilled, semi-skilled, unskilled and physical labour | <ul style="list-style-type: none">- Additional and higher education studies required for different careers- Expectancy, reality and perseverance- Chances of success and satisfaction- Suitability for the job | |
| | PET | PET | PET | PET | PET | PET | PET | PET | PET | PET | PET |
| Requisite Pre- Knowledge | Definition of concepts: <ul style="list-style-type: none">• Development of the self in society: Healthy and balanced lifestyle, Risky behaviours, unsafe practices, etc.• Careers and career choices: Socio-economic environment, competencies, abilities, ethics, ethical behaviour, etc. | | | | | <ul style="list-style-type: none">• Grade 10 related content and concepts• Development of self in society: Life roles, changes and development towards adulthood, coping with change, values and strategies to make informed decisions.• Careers and career choices: Career field, occupations, careers and jobs, NCS, life domains, socio'-economic considerations for careers and study choices, ethical behaviour, | | | | | |
| Resources (other than textbook) to enhance learning | Notes on different jobs and their requirements etc. Internet sources, publication from relevant government departments, Magazines and textbooks. <ul style="list-style-type: none">• 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 Scares Skills lists in the current job market, Past exam papers to consolidate content | | | | | | | | | | |

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2021 Annual Teaching Plan – Term 4 Life Orientation Grade 11

| 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 | Study skills | Study skills | Study skills | Democracy and human rights | Democracy and human rights | Democracy and human rights | Grades 10 and 11 | | | |
| Core Concepts, Skills and Values | <ul style="list-style-type: none">Revise and implement a study plan by including and applying:<ul style="list-style-type: none">Time management skillsStudy skills: examine how learning takes place and reflect on effectiveness | <ul style="list-style-type: none">Study styles as preferred way of approaching tasksStudy strategy to approach a specific task in the light of perceived demands | <ul style="list-style-type: none">Examination writing skills<ul style="list-style-type: none">Apply goal-setting skills: personal development goals regarding study, health and fitness | <ul style="list-style-type: none">Contributions of South Africa’s diverse religions and belief systems to a harmonious society and own belief system:<ul style="list-style-type: none">Clarify own values and beliefs | <ul style="list-style-type: none">Identify and critically analyse various moral and spiritual issues and dilemmas: right-to-life, euthanasia, | Continue... <ul style="list-style-type: none">cultural practices and traditionsRespect differing opinions | 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 examination | 100 | 100 |
| | TOTAL | 400 | 100 | | | | | | | |
| Requisite Pre- Knowledge | Development of the self: Poverty, social environment, social and cultural influences, Informed decisions, barrier, Sexuality, lifestyle choices, COVID-19 Democracy and Human Rights: Diverse religions, belief systems, harmonious society, Night vigil | | | | | | | | | |
| Resources | 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 Scares Skills lists in the current job market, Past exam papers to consolidate content | | | | | | | | | |
| 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: 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. | | | | | | | | | |
| Formal Assessment | FINAL EXAMINATIONS | | | | | | | | | |