2021 Life Orientation Annual Teaching Pan

# 2021 Annual Teaching Plan – Term 1 Life Orientation Grade 11

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> <li>Apply various life skills to provide evidence of an ability to plan and achieve life goals</li> <li>Define goal- setting and types of goals: short-term, medium- and long- term</li> <li>Steps in planning and goal-setting, problem-solving skills, perseverance and persistence</li> </ul>	<ul> <li>Evaluate the importance of prioritising life goals, e.g. family, parenting, marriage, career choices and relationships</li> <li>Analyse the relationship between personal values, choices and goal-setting</li> <li>Explain how relationships can influence and are influenced by on own wellbeing:</li> <li>Explain the different types of relationships with different people/ groups and their changing nature</li> </ul>	<ul> <li>Factors that contribute to relationships that are detrimental to well-being:</li> <li>-rights and responsibilities in relationships,</li> <li>societal and cultural views that influence and/or affect relationships,</li> <li>qualities required in different relationships and</li> <li>and individuality in relationships</li> <li>Evaluate the impact of the media on values and beliefs about relationships</li> </ul>	<ul> <li>Research the requirements for admission to additional and higher education courses: National Senior Certificate (NSC) requirements for ;         <ul> <li>certificate,</li> <li>diploma</li> <li>degree</li> </ul> </li> <li>Explore additional and higher education options:</li> </ul>	<ul> <li>Calculate Admission Point Score (APS) for specific programmes/cour ses at</li> <li>institutions of higher learning Universities of Technology Technical and Vocational Education and Training (TVET) colleges, Universities,</li> <li>Explain the purpose of the National Benchmark Tests (NBTs)</li> </ul>	<ul> <li>Explore options for financial assistance:         <ul> <li>Bursaries, study loans, scholarships, learnerships and Sector Education and Training Authorities (SETAs)</li> <li>Obligations in terms of financial arrangements</li> </ul> </li> </ul>	<ul> <li>Investigate the principles, processes and procedures for democratic participation:</li> <li>Public participation in democratic structures and petition processes</li> <li>Governance, law-making process</li> <li>Rule of Law: definition, importance and benefits</li> <li>Transparency, representation and accountability</li> </ul>	<ul> <li>Research the democratic structures:</li> <li>National,</li> <li>Provincial</li> <li>Local government,</li> <li>political parties</li> <li>traditional authorities,</li> <li>interest groups and businesses</li> <li>local community structures, viz. non-governmental organisations (NGOs), community-based organisations (CBOs),</li> <li>faith-based organisations and</li> <li>representative councils of learners,</li> </ul>	-Explain principles and functions of structures in addressing the interests of civil society and how structures change: constitutions, elections, representation of constituencies, mandates, lobbying, advocacy and directing of meetings	<ul> <li>Role of sport in nation building:         <ul> <li>How sport can support or detract from nation building:</li> <li>Participant and spectator behaviour in sport: incidences that may trigger certain behaviour and the impact thereof on participants, spectators, teams, opposition, the referee, community, society and nation at large</li> <li>Exposure to positive behaviour programmes, e.g. respect for authority, opponents and spectators</li> </ul> </li> </ul>
	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET
Requisite Pre- Knowledge					ce/struggle, incest, dom s, match fixing, subject	estic violence, sexual h ve umpiring,	arassment, sexual viol	ence	1	1
Resources	institutions websites				formation. DVDs, Mate r-covid-19-coronavirus-	rial from different Depar 16-mar	tments, handouts, Mag	azines, Textbooks of of	her subjects with sim	ilar content. Tertiary



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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)
Informal Assessment	Various nature of practical demonst After a reasonabl	e informal task should b questions are used: sh trations, etc. Both writte e amount of content ha	ort, discursive, columns n and practical demons s been treated, informal	, true or false with motiv trations are considered assessment must be g	vation, definition of cond iven. At least one inform	e levels. Types of inforr cepts, attachment of co mal assessment must b n treated, informal asse	ncepts to expressions, a	scenario based, cas
SBA (Formal Assessment)		sk must be completed in			e task should not be ad	lministered as a class te	est.	



Week 9 23-26 March (4 days) Week 10 29-31 March (3 days)

ase studies, simulations, panel discussion,

2021 Life Orientation Annual Teaching Pan

# 2021 Annual Teaching Plan – Term 2 Life Orientation Grade 11

					5								
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					
Core Concepts, Skills and Values	<ul> <li>Research genderbased violence in SA and the world</li> <li>Different forms of violence e.g.         <ul> <li>domestic</li> <li>sexual</li> <li>rape</li> <li>physical</li> <li>emotional mental</li> <li>femicide</li> <li>sexual harassment</li> </ul> </li> </ul>	- 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> <li>Negative effects on the health and well -being of the individual, family and society: e.g. physical, psychological and emotional trauma,</li> <li>broken family structures,</li> <li>increased social ills,</li> <li>inability to build trusting social relationships, burden on health and judicial systems</li> </ul>	<ul> <li>Strategies to reduce and prevent gender- based violence:         <ul> <li>Awareness campaigns, e.g.</li> <li>Days of Activism against Violence Against Women and Girls; educational programmes; free social and legal support</li> </ul> </li> </ul>	<ul> <li>Environmental issues that cause ill-health:</li> <li>The use of harmful substances in food production</li> <li>Inhumane farming methods</li> <li>Impact of degradation on society and the</li> <li>environment: environmental hazards such as soil erosion, pollution, radiation, floods, fires,</li> </ul>	<ul> <li>-Dealing with environmental factors that cause ill-health on a personal level: attitudes, safety and first aid skills, and coping with disasters</li> <li>Climate change: <ul> <li>Human activities that contribute to global warming</li> <li>Effect on ecosystems, oceans, humans, weather patterns</li> </ul> </li> </ul>	- Ways to reduce/	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		Controlled Test			
	PET	PET	PET	PET	PET	PET	PET	PET					
Requisite Pre- Knowledge	Social environmental Social and environme Definition of concepts Definition of action w	responsibility: Enviro ental responsibility: s: Social and environn ords in assessment	nmental issues, ill-hea nental justice; social,	alth, environmental deg constructive, and critica	radation, environmental I thinking skills; social is	cess of assessment, tin hazards, depletion of rossues, personal and cor	esources, environmenta mmunity health etc.	al factors, climate chang	ge				
Resources						ental degradation, clima Magazines, Textbooks (							
Informal Assessment	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: 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 TES	Т											



# 2021 Annual Teaching Plan – Term 3 Life Orientation Grade 11

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week			
48 days	13-16 July	19-23 July	26-30 July	2-6 August	10-13 August	16-20 August	23-27 August	30 August –	6-10 September	13-17 September	11			
	(4 days)	(5 days)	(5 days)	(5 days)	(4 days)	(5 days)	(5 days)	3 September	(5 days)					
						<u> </u>		(5 days)						
	Development of	Development of	Development of	Development of			Careers and	Careers and career	Careers and career	Careers and career	Consoli			
CAPS Topic	the self in	the self in society	the self in	the self in society	the self in society	career choices	career choices	choices	choices	choices	dation			
	society	- Diaky hahaviour	society - Socio-economic	- Individual	Impact of unsafe	- Compotonaica	- Writing and	- Interview	Personal	Additional and				
	<ul> <li>Healthy and balanced</li> </ul>	<ul> <li>Risky behaviour and situations:</li> </ul>	aspects: poor	responsibility	practices on self	<ul> <li>Competencies, abilities and</li> </ul>	Writing and     building a	skills: personal		higher education				
		- Substance use	literacy, low	for making	and others:	ethics that will	building a curriculum vitae		expectations and	studies required				
	lifestyle choices: - Maintaining	and abuse,	income, poverty,	informed	physically,	assist in securing	(CV): all forms of	appearance, conduct and	knowledge about self in relation to	for different				
	physical,	unsafe sexual	and unfavourable	decisions and	emotionally,	a job and	experience	preparation for	the demands of	careers				
	prysical, psychological,	behaviour, risk	social	choices:	spiritually and	developing a	gained, obtain	typical questions	the world of work	Expectancy,				
	social,	of pregnancy,	environments	prioritising	socially	career:	testimonials,	Work ethics:	and socio-	reality and				
	emotional and	teenage	Christian	personal	-	- Studying	evidence of job	responsibility and	economic	perseverance				
	spiritual health	suicides; poor	<ul> <li>Factors that</li> </ul>	safety, seeking		advertisements,	shadowing, and	accountability	conditions:	- Chances of				
		hygiene and	impact	support and		writing an	informal and/or		- Acquire	success and				
	- Healthy	dietary habits,	positively on	advice to		application letter	part-time jobs.		knowledge about	satisfaction				
	nutrition and	unsafe road use	lifestyle	change risky		and completing	- Managing		jobs that require	Suitability for the				
		<ul> <li>Factors that</li> </ul>	choices:	behaviour		application forms	projects;		skilled, semi-	job				
Core	physically	impact negatively				(hard copies and	administration		skilled, unskilled					
Concepts,	active	on lifestyle	<ul> <li>Positive role</li> </ul>			online)	skills		and physical					
Skills and		choices:	models, e.g.			,			labour					
Values		Lack of	parents, peers											
		knowledge; poor	and others;											
		decision-making	personal											
		skills; unsafe	values; belief											
		attitudes and	system;											
		behaviours;	religion; social											
		unsafe	skills and											
		environments,	positive											
		emotional	cultural											
		factors; peer	influences;											
		pressure	economic conditions											
		-	CONDITIONS											
	PET	PET	PET	PET	PET	PET	PET	PET	PET	PET				
	Definition of concer	 ots:				Grade 10 related	content and concept	lts						
Deculation			lealthy and balanced	lifestyle, Risky behavi	ours, unsafe									
Requisite Pre-	practices, etc.	-	-				o make informed deci							
Knowledge	Careers and car	eer choices: Socio-eo	conomic environment	, competencies, abiliti	es, ethics, ethical	<ul> <li>Careers and car</li> </ul>	reer choices: Career	field, occupations, care	ers and jobs, NCS, life d	omains, socio'-economi	С			
Kilowieuge	behaviour, etc.					considerations f	or careers and study	choices, ethical behavi	our,					
	Notes on different j	obs and their requirer	ments etc. Internet so	ources, publication fro	m relevant governme	nt departments, Mag	azines and textbooks	6.						
Resources								a concept definition ma	an discussion man for r	oto taking summarios	to			
Resources (other than	Graphic org	ganizers to enhance t	tninking skills: e.g. Kv		e assessifierit anu/or		500m Othor typoo. do	a concept dominion m	ap, discussion map, ior i	iole laking, summanes,	10			
	organize ideas, etc	. Internet/Case Studie	es/Scenarios that are	*current and up-to-da	te*/Newspaper article	es/DVD's/Role Play a	ctivities/Presentations	s by learners/Video clip	s, DVDs, PowerPoint Pr	esentations/Guest spea	kers on a			
(other than	organize ideas, etc subtopic *as per CA	Internet/Case Studie	es/Scenarios that are */Power Posters/Stim	*current and up-to-da uli such as picture(s)/	te*/Newspaper article Google classroom/ k	es/DVD's/Role Play a Kahoot/Social media p	ctivities/Presentations platforms/Objects/ma	s by learners/Video clip terial for demonstration		esentations/Guest spea esthetic learning style)/	kers on a			



cussion map, for note taking, summaries, to
os, PowerPoint Presentations/Guest speakers on a
ccommodate kinaesthetic learning style)/
kam papers to consolidate content

Do	ownload :	more resou:	rces like	this on ECO	LEBOOKS.CC	M						
2021	_ife Orientation A	nnual Teaching Pan										
	Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
	48 days	13-16 July	19-23 July	26-30 July	2-6 August	10-13 August	16-20 August	23-27 August	30 August –	6-1		
		(4 days)	(5 days)	(5 days)	(5 days)	(4 days)	(5 days)	(5 days)	3 September			
									(5 days)			
		<ul> <li>https://www</li> </ul>	v.gov.za/documents/c	lisaster-management	-act-declaration-natio	nal-state-disaster-cov	/id-19-coronavirus-16	i-mar				
		https://www.sahrc.c	org.za/index.php/sah	rc-media/news-2/item	/2298-media-stateme	ent-sahrc-continues-to	p-monitor-human-righ	ts-observance-and-ca	lls-for-calm			
			<b>Q</b> 1	hp/sahrc-media/news								
									th-disabilities-are-incl			
		•				•			minimise-the-spread-			
_		https://www.sahrc.org.za/index.php/sahrc-media/news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-statement-sahrc-establishes-a-civil-society-advisory-committee-to-undertake-human-rights-news-2/item/2327-media-stablishes-advisory-civil-society-advisory-committee-to-undertake-h										
		Informal assessmer										
									Id include the followin			
	Informal					motivation, definition	of concepts, attachm	ent of concepts to exp	pressions, scenario ba	ised, cas		
	Assessment	-		actical demonstration								
								nt must be administere				
_			•	n sheets must be used	d. After a reasonable	amount of content ha	as been treated, infor	mal assessment mus	be given.			
	SBA	1. PROJECT		• • • • • •		•						
	(Formal		•	of contact time to col								
	Assessment)		etion of the task shou	d be facilitated by the	teacher in class time	9.						
	/ lococomenty	2. PET										



Week 9 6-10 September (5 days)

### -in-decisions-and-interventions-related-to-covid-19 vid-19 -monitoring-during-the-lockdown

case studies, simulations, panel discussion, practical

### 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 Novembe (5 days)	er	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 1	1	<b>I</b>		
	Revise and	- Study styles as	- Examination	Contributions of	Identify and critically	Continue	Term	ASSES	SMENT TASK	MAF	RKS PER TERM	
	implement a study plan by	preferred way of approaching	writing skills	South Africa's diverse religions	analyse various moral and spiritual	- cultural practices and				RECO	ORDING	REPORTING
	including and applying:	tasks - Study strategy	- Apply goal- setting skills: personal	and belief systems to a harmonious	issues and dilemmas: right-to- life, euthanasia,	traditions	1	Sourc	e-based task	90		100
	- Time management	to approach a specific task in	development goals regarding	society and own belief system:	ine, eutrariasia,	Respect differing opinions		PET		10		
Core	skills	the light of perceived	study, health and fitness	- Clarify own values			2	Contro	olled test	100		100
Concepts, Skills and	- Study skills: examine how learning takes	demands		and beliefs			3	Projec	t	90		100
Values	place and reflect on effectiveness	place and reflect						PET		10		100
							4	Final e	nal examination			100
								ΤΟΤΑΙ		400		100
Requisite		onment, social and cu	Itural influences, Inforn	ned decisions, barrier,								
Pre- Knowledge	Sexuality, lifestyle ch Democracy and Hum	an Rights:										
			ous society, Night vigil ills: e.g. KWHL chart fo	or baseline assessment a	nd/or consolidation after le	esson. Other types: a	s a conce	pt definitio	n map, discussion n	nap, fo	r note taking, summa	aries, to organize ideas,
Resources	etc. Internet/Case Stu CAPS content per ter	udies/Scenarios that a rm*/Power Posters/St	are *current and up-to- imuli such as picture(s)	date*/Newspaper articles )/ Google classroom/ Kał	/DVD's/Role Play activities noot/Social media platform updated Scares Skills lists	s/Presentations by leases/Objects/material for	arners/Vid <sup>·</sup> demonst	eo clips, D rations (to	VDs, PowerPoint P accommodate kina	Presenta esthetio	ations/Guest speake c learning style)/ Org	rs on a subtopic *as per
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 EXAMINATIO	INS										

