

SENIOR PHASE

GRADE 7

TERM	LOs & ASSs	INTEGRATION	CONTENT IN CONTEXT	RESOURCES	ASSESSMENT FORMS	TEACHING AND LEARNING STRATEGIES
1 Week 1-8	<p>LO 2 AS 1 Discusses the application of human rights as stated in the SA constitution</p> <p>AS2 Explain how to counter gender stereotyping and sexism.</p> <p>LO4 :PHYSICAL DEVELOPMENT</p> <p>AS4: Designs and plays a game that includes the concept of invasion</p>		<p>Human rights in the SA Constitution</p> <ul style="list-style-type: none"> • Bill of Rights • Rights and responsibilities in relation to gender equity • Gender roles & stereotypes • Sexist statements <ul style="list-style-type: none"> • One team\ player crosses the other other's territory – offending team penalised, opposition to defend 	<p>SA Constitution handbook Newspaper</p>	<p>Forms Case-study Oral discussion Classwork</p> <p>Method Teacher</p> <p>Tools Memorandum</p> <p>Forms Oral discussion Practical demonstration</p> <p>Method Teacher</p>	<p>Role-play Jigsaw Debates</p>

	<p>AS 5 Investigates fair play in a variety of athletic and sport activities</p> <p>LO3 :PERSONAL DEVELOPMENT AS5: Demonstrates and reflects on decision-making skills AS6: Critically evaluates own study skill strategies</p>		<p>Examples</p> <ul style="list-style-type: none"> • Rugby • Netball • Soccer <p>-Design variations of these -Play an invasion game</p> <p>Actions taken in cases of unfair play in different athletic & sport activities</p> <p>Steps in decision-making</p> <ul style="list-style-type: none"> • Weighing options • Reflecting • Considering consequences <p>Effective studying</p> <ul style="list-style-type: none"> • Sustaining concentration • Variety of study skills 		<p>Group</p> <p>Tools Memorandum</p>	
2	<p>LO 3:Personal Development AS 1 Reports on the implementation of strategies to enhance own and</p>		<p>Self awareness Self confidence Behaviour Body image Media influence e.g. TV commercials</p>		<p>Forms Case-study Oral discussion Role play Method</p>	<p>Role play Discussion Debate</p>

	<p>others' self- image through positive actions AS 2 Evaluates media and other influences on personal lifestyle choices and propose appropriate responses</p> <p>LO 5: Orientation to the world of work AS 1 Discusses interests and abilities related to career and study opportunities AS 2 Explains the value and importance of work in fulfilling personal potential</p>		<p>Identify own abilities and interests. Categories of personalities- Realistic ,investigative, artistic, social, Enterprising, conventional. Personal Interests & Abilities Numerical Creative Language, social, methodical influencing, scientific physical and practical talents Hobbies Envisaged career in relation to personality Importance of work</p>		<p>Self Peer Teacher</p> <p>Tools Observation sheet Checklist</p> <p>Forms Discussions and Oral presentations</p> <p>Method Self Peer Teacher</p> <p>Tools Worksheet Rubric</p> <p>Forms Practical</p>	
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	<p>LO 4 Physical Development AS2: Performs a sequence of physical activities including rotation, elevation and balance movements</p> <p>AS 3 Participates in and reports on a fitness programme</p>		<p>Techniques of performing</p> <ul style="list-style-type: none"> • Forward roll • Backward roll • Cartwheel • Balancing on apparatus & on different parts of the body <p><u>Circuit Training</u> Sit- ups Push -ups Half squats Lunges Animal walks <u>Running & walking programme</u> Reports on performances</p>		<p>Demonstration Discussions Oral presentation Fitness test</p> <p>Method Self Peer Teacher</p> <p>Tools Observation sheet Rubric</p>	
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3 Week 1-8	LO 1 Health Promotion AS1 Proposes ways to improve nutritional value of own diet AS 2 Evaluates actions to address an environmental health problem AS 3 Describes strategies for living with diseases including HIV/AIDS		Nutrients in different foodstuffs Clean up campaign to counter land and air pollution Awareness campaigns on air pollution and different diseases including HIV/AIDS How these campaign alleviate diseases. How to cope with different diseases.		Forms Project Discussions Method Group Teacher Tools Observation sheet Rubric Forms Practical Demonstration Discussions Method Group Teacher	

	<p>LO3: PERSONAL DEVELOPMENT AS3: Explains and evaluates own coping with emotions and own response to change AS4: Shows evidence of respect for others and the ability to disagree in constructive ways</p> <p>LO 4: Physical Development AS 1 Participates in an outdoor adventure programme through orienteering in different environments</p>		<p>How to cope with</p> <ul style="list-style-type: none"> • Sadness • Anger • Disappointment • Loss <p>How to cope with changes in</p> <ul style="list-style-type: none"> • Adolescents • New teacher, school, environment <p>Use maps to find object in</p> <ul style="list-style-type: none"> • School environment • Water • Mountain \ Forest 		<p>Tools Observation sheet</p>	
<p>4 Week 1-8</p>	<p>LO 5: Orientation</p>		<p>Career books and literature</p>		<p>Forms Practical</p>	

	<p>to the world of work AS 3:Identifies service and sources for career and study opportunities AS 4 Reports on an initiated or simulated career and study information AS 5: Demonstrates time management skills and accountabilities</p> <p>LO1: HEALTH PROMOTION AS4:Discuss the personal feelings,community norms , values and social pressures associated with sexuality</p> <p>LO2:SOCIAL DEVELOPMENT</p>		<p>Internet Job shadowing Higher Education Institutions Department of Labour Career Exhibitions</p> <p>Planning and preparation Taking responsibility Goals and how to prioritize them Benefits of managing time</p> <ul style="list-style-type: none"> • Physical and hormonal changes • Sexuality (Gays, Lesbians) • Peer pressure • Relationships and community norms • How community perceive adolescent behaviour 		<p>Demonstration Discussions Investigation</p> <p>Method Group Teacher</p> <p>Tools Observation sheet Rubric</p>	
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	AS4: Explains how recognition of diverse cultures can enrich South African society		Examples of diversity in relation to <ul style="list-style-type: none">• Food• Clothing• Language			
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GRADE 8

TERM	LOs &ASs	INTEGRATION	CONTENT IN CONTEXT	ASSESSMENT FORMS METHODS TOOLS	TEACHING & LEARNING STRATEGIES
1 WEEK 1-8	<p>LO2 : SOCIAL DEVELOPMENT</p> <p>AS1: Discusses violations of human rights and plans counter-strategies</p> <p>AS2:Explains how to use democratic processes to address a local problem</p> <p>AS4:Critically evaluates changes in cultural norms and values in relation to personal and community issues</p>	<p>LO1 : HEALTH PROMOTION</p> <p>AS1: Demonstrates informed , responsible decision – making about health and safety</p> <p>AS5: Examines a health and safety issue related to violence as a well as counter-strategies</p> <p>A&C LO2 AS1(VISUAL ARTS)</p> <p>Identifies and</p>	<p><u>Violations of human rights</u> -Violence (domestic, political, social)</p> <p>Bullyism</p> <p>Discrimination</p> <p><u>Democratic processes</u></p> <p>Negotiations</p> <p>Legal rights e.g. restraining orders, maintenance orders</p> <p>Actions like marches, stay- away, petitions</p> <p>-functions of structures like LRCs,</p> <p>Changes in cultural norms and values in</p>	<p><u>Forms</u></p> <p>Case Studies</p> <p>Research</p> <p>Discussion</p> <p>Test</p> <p><u>Methods</u></p> <p>Teacher</p> <p><u>Tools</u></p> <p><u>Rubric</u></p> <p>Memorandum</p>	<p>Jigsaw</p>

	<p>LO1: HEALTH PROMOTION AS4: Demonstrates informed , responsible decision-making about health and safety AS5: Examines a health and safety issue related to violence as well as counter- strategies</p> <p>LO4: PHYSICAL DEVELOPMENT AS5: Investigates and</p>	<p>explains how photography, filmmaking , sculpture and printmaking can document human rights abuses</p> <p>LO2: SOCIAL DEVELOPMENT AS1: Discusses violations of human rights and plans counter-strategies TECH LO1 AS2.1: Compares existing products relevant to the problem situation based on:</p> <ul style="list-style-type: none"> • Safety <p>AS1: Discusses violations of human</p>	<p>relation to above</p> <p>Responsible actions regarding - sexual relationships - contracting and spreading of diseases -gangsterism -bullyism - domestic violence / abuse Counter strategies to violence</p>	<p><u>Forms</u> Case Studies Research Discussion</p>	<p>Co-operative groups</p>
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	<p>reports on gender equity issues in a variety of athletic and sport activities</p> <p>LO4:PHYSICAL DEVELOPMENT AS2: Plans and implements a programme to improve techniques of rotation , balance and elevation</p> <p>LO3:PERSONAL DEVELOPMENT AS2:Reflects on appropriate behaviour</p>	<p>rights and plans counter-strategies HL LO5 AS1.7: Questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics)</p> <p>LO1 AS3: Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease</p> <p>HL LO5 AS1: Questions and</p>	<p>- Equal representation of male and female athletes</p> <ul style="list-style-type: none"> - Equal media publicity in predominantly male and female sport - Financial rewards - Awards <p>-Forward rolls -Backward rolls -Headstands -Handstands - Cartwheels - Pyramid building</p>	<p><u>Methods</u> Teacher Group</p> <p><u>Tools</u> Rubric</p> <p><u>Forms</u> Practical Demonstration</p> <p><u>Methods</u> Teacher Group <u>Tools</u> Rating Scale</p> <p><u>Forms</u> Case Studies Discussion <u>Methods</u></p>	
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	<p>in different kinds of interpersonal relationships</p> <p>AS4: Discusses appropriate ways to initiate, sustain and end relationships</p>	<p>infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics)</p>	<p>How to behave towards/ in</p> <ul style="list-style-type: none"> -family -peers -community -intimate relationships 	<p>Teacher Self</p> <p><u>Tools</u></p> <p>Rubric</p>	
<p>2</p> <p>Week 1-8</p>	<p>LO3;PERSONAL DEVELOPMENT</p> <p>AS1:Analyses and discusses factors which influence self-concept formation and self-motivation</p> <p>AS3:Explains how self will cope with depression, crisis or trauma</p> <p>AS5:Designs and implements a personal plan for preventing and managing stress</p>	<p>HL LO4 AS1.1</p> <p>Writes a selected range of imaginative texts: to express imagination, ideas and feelings about self and others</p>	<p>-Attitude towards self</p> <ul style="list-style-type: none"> - Esteem -Confidence / Assertiveness <p>Engaging in healthy habits:</p> <ul style="list-style-type: none"> - physical exercise programme - leisure time - healthy diet -healthy relationships 	<p><u>Forms</u></p> <p>Discussion</p> <p>Oral presentation</p> <p><u>Methods</u></p> <p>Teacher Self</p> <p><u>Tools</u></p> <p>Observation sheet</p> <p>Worksheets</p> <p>Questionnaire</p>	<p>Brainstorming</p> <p>Co-operative groups</p>

	<p>LO4: PHYSICAL DEVELOPMENT AS3: Participates in fitness programmes and records progress</p> <p>LO5:ORIENTATION TO THE WORLD OF WORK</p> <p>AS1:Identifies and discusses career and study choices and their corresponding requirements AS2:Investigates career and study opportunities related</p>	<p>LO1 AS3: Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease</p> <p>A&C LO3 AS1(DANCE): Researches and shares information about training and careers in dance, and explains:</p> <ul style="list-style-type: none"> • The kind of dance-linked careers there are • The kinds of 	<p>-Aerobic exercises Running, jumping, climbing stairs -Muscular endurance exercises (using apparatus) Abdominals, leg thrusts, partner sit-ups ,one-leg hops, partner sit-ups</p> <p>-Subject choices in relation to requirements for career and study options - Self-knowledge i.e.</p>	<p><u>Forms</u> Practical Demos <u>Methods</u> Teacher Self <u>Tools</u> Observation sheet Progress sheet</p> <p><u>Forms</u> Practical Demos <u>Methods</u> Teacher Self <u>Tools</u> Observation sheet</p>	
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	to own interests and abilities AS3:Evaluates own abilities and interests related to careers and study choices	attributes needed <ul style="list-style-type: none"> The kind of training required (Also)AS1 in Drama, Visual Arts and Music	personality and personal qualities, skills and abilities, hopes ,ambitions& dreams ,interests, values		
3 WEEK 1- 8	LO4: PHYSICAL DEVELOPMENT AS1:Plans and participates in an adventurous recreational outdoor activity LO1: HEALTH PROMOTION AS1: Plans an action in which laws and / or policies for protecting environmental health are applied to address an environmental health issue AS2: Critically analyses the causes of common diseases in	LO3 AS5: Designs and implements a personal plan for preventing and managing stress LO3 AS6: Draws up an action plan to apply problem-solving skills in a personal context LO4 AS3: Participates in fitness programmes and records progress	-Orienteering -Mountain climbing -Hiking -Cross-country -Team building activity -Water pollution (swimming in lakes) , air & land pollution -Waste management policy -Relation of e.g. TB & Poverty; HIV/AIDS & malnutrition -Regular exercise -Healthy diet	<u>Forms</u> Practical Demos <u>Methods</u> Teacher Group <u>Tools</u> Observation sheet <u>Forms</u> Action research <u>Methods</u> Teacher Group <u>Tools</u> Rubric	Co-operative groups

	<p>relation to socio-economic and environmental factors AS3: Describes what a healthy lifestyle is in own personal situation, as a way to prevent disease</p> <p>LO 3:PERSONAL DEVELOPMENT AS6: Draws up an action plan to apply problem-solving skills in a personal context</p> <p>LO5:ORIENTATION TO THE WORLD OF WORK AS4:Discusses the role of work in relation to needs in</p>	<p>LO1 AS1: Plans an action in which laws and / or policies for protecting environmental health are applied to address an environmental health issue</p> <p>LO2AS3:Discusses how the learner would promote nation-building in different contexts</p>	<p>-Apply problem-solving steps in e.g. conflict with parents, teachers, friends</p> <p>Formal and Informal</p>	<p><u>Forms</u> Discussion Oral presentation <u>Methods</u> Teacher Self <u>Tools</u> Observation sheet Worksheets Questionnaire</p> <p><u>Forms</u> Research Discussion Worksheets</p> <p><u>Methods</u> Teacher</p>	<p>Brainstorming Co-operative groups</p>
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	<p>South Africa AS5: Critically evaluates a range of Further Education and Training providers</p>		<p>work Self-actualisation Scarce skills vs economy Support for government (tax generation) -explore the 50 public FET Colleges + the private colleges (what skills they offer, duration and costs) – link with SA needs</p>	<p>Group <u>Tools</u> Rubric</p>	
<p>4 WEEK 1- 5</p>	<p>LO2:SOCIAL DEVELOPMENT AS3:Discusses how the learner would promote nation-building in different contexts AS5: Discusses the contributions of organizations from various religions to social development</p> <p>LO4:PHYSICAL DEVELOPMENT</p>	<p>LO5 AS4:Discusses the role of work in relation to needs in South Africa EMS LO1 AS4 Discusses the role , rights and responsibilities of trade unions</p> <p>LO1 AS4: Demonstrates</p>	<p>-peace keeping -volunteering -community projects -Youth For Christ -Friends for Life -Salvation Army -NGOs</p> <p>-Variations of target games e.g. cricket, tee ball</p>	<p><u>Forms</u> Discussion Oral presentations <u>Methods</u> Teacher Group <u>Tools</u> Rubric</p> <p><u>Forms</u> Practical Demonstration</p>	<p>Brainstorming Co-operative groups</p>

	AS4: Designs and plays target games	informed , responsible decision-making about health and safety	- Rules -Safety measures -Equipment -Awarding of points -Duration of game	Discussion <u>Methods</u> Teacher Group <u>Tools</u> Rubric Observation sheet	
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Grade 9

TERM	LOs and ASs	INTEGRATION	CONTENT IN CONTEXT	ASSESSMENT FORMS METHODS TOOLS	RESOURCES	TEACHING & LEARNING
1 WEEK 1-8	LO2 AS1:Debates issues with regard to citizen's rights and personal choices : SOCIAL DEVELOPMENT AS3:Critically discusses social relationships in a variety of situations	LO3 AS4 Explains what has been learned from a challenging personal interaction by critically reflecting on own behavior A&C LO2 AS1: (VISUAL ARTS): Transforms sensory experiences and perceptions of power in social relationships in	-Citizen's rights based on Constitutional rights -family, friends, community, adults	<u>Forms</u> Debates <u>Methods</u> Teacher <u>Tools</u> Rubric	SA Constitution hand book Posters Pamphlets	Role play Debates

	<p>LO1 : HEALTH PROMOTION AS1:Illustrates and evaluates the influence of ecological, social, economic , cultural and political factors on own personal choice of diet</p>	<p>visual artworks</p> <p>LO4 AS3: Assesses own physical wellness level and sets personal goals for improvement</p>	<p><u>Ecological</u> Plants(vegetation, indigenous) animals ,birds ,water existing in environment which ones you can live on</p> <p><u>Social</u> Family , friends, community members’ values pertaining to food choices</p> <p><u>Economic</u> Food gardens & their contribution to a healthy diet Food prices</p> <p><u>Cultural</u> Different cultures’ choices of food</p>	<p><u>Forms</u> Research Discussion <u>Methods</u> Teacher <u>Tools</u> Rubric</p>	<p>Posters</p>	<p>Jigsaw</p>
	<p>LO4:PYSICAL DEVELOPMENT AS2:Refines and evaluates own and peer movement</p>	<p>LO3 AS5:Applies goal-setting and decision-making strategies</p>	<p>Refine tactics of</p> <ul style="list-style-type: none"> -Shot put -Javelin -High / long jump <p>Assess peer on heights,</p>	<p><u>Forms</u> Practical Demonstration Discussion <u>Methods</u></p>		

	<p>performance including rotation, balance and elevation</p> <p>AS3: Assesses own physical wellness level and sets personal goals for improvement</p>	<p>A&C LO3 AS2 (DANCE)</p> <p>Participates responsibly in trust exercises, using eye contact, the giving and receiving of weight (contact improvisation), and exploring active and passive roles</p> <p>See also A&C LO1 AS2</p> <p>DANCE:Additional</p>	<p>distances and level of skills achieved over a period of time: compare Each other</p>	<p>Teacher Self Peer <u>Tools</u> Rubric</p>		
<p>2 WEEK 1-8</p>	<p>LO3:PERSONAL DEVELOPMENT</p> <p>AS1: Analyses and reflects on positive personal qualities in a range of contexts</p> <p>AS3:Responds appropriately to emotions in challenging situations</p> <p>AS4:Explains what has been learned from a challenging personal</p>	<p>LO2 AS3:Critically discusses social relationships in a variety of situations</p>	<p>Own strengths and weaknesses in different situations; home, school, church, sport</p> <p>Emotional intelligence</p> <p>How to behave when angry, sad, disappointed etc.</p> <p>Personal qualities</p>	<p><u>Forms</u> Role play Discussion <u>Methods</u> Teacher <u>Tools</u> Rubric</p>	<p>Community skills Development Centres</p>	<p>Co-operative groups</p>

	<p>interaction by critically reflecting on own behavior</p> <p>LO4:PHYSICAL DEVELOPMENT AS4: Critically evaluates and executes a game plan for individual or team sport</p>	<p>LO3 AS1:Analyses and reflects on positive personal qualities in a range of contexts</p>	<p>Plan how the game will be played & evaluate</p> <ul style="list-style-type: none"> - tactics to be employed - how apparatus will be used - duration of game - no. of players - how points will be scored - the skill to be learnt - rules to be adhered to - fairness - enjoyment - behaviour of players towards one another & coach 	<p><u>Forms</u> Discussion Practical Demonstration <u>Methods</u> Teacher <u>Tools</u> Rubric</p>	<p>Balls Whistle Stopwatch Arm bands / Sashes Bats / Hockey sticks Tennis racquets</p>	
	<p>LO5: ORIENTATION TO THE WORLD OF WORK AS1: Researches</p>	<p>LO3 AS5: Applies goal-setting and decision-making strategies HL LO5 AS2.3:Uses</p>	<p>Find information on</p> <ul style="list-style-type: none"> -scholarships -bursaries -loan from bank or training institution -study policies 	<p><u>Forms</u> Discussion Investigation <u>Methods</u> Teacher Self</p>	<p>Newspapers Magazines Career counselors Internet Dept. of Labour</p>	

	<p>study and career funding providers AS2: Motivates own career and study choices AS5: Outlines a plan for own lifelong learning</p>	<p>language to investigate and explore</p> <ul style="list-style-type: none"> • questions and weighs options 	<p>-work part time and pay own studies Sources for funding -Adverts -Funding desk at the training institution (University or Technikon) -Career counselors -Companies -Bursary registers at libraries and career centres -Dept. of Labour -National Skills Fund -Self –knowledge -Future aspirations</p>	<p><u>Tools</u> Observation Rubric</p>		
<p>4 WEEK 1-5</p>	<p>LO 5: ORIENTATION TO THE WORLD OF WORK AS2: Critically reflects and reports on opportunities in the workplace AS4: Discusses rights and responsibilities in the workplace</p>	<p>LO2 AS1: Debates issues with regard to citizen's rights and personal choices AS2: Critically investigates issues of diversity in South Africa and ways in which to promote understanding of diverse cultures EMS LO3 AS2</p>	<p>Settings in the work place Opportunities in the work place e.g. promotions and salary progression</p>	<p><u>Forms</u> Written report <u>Method</u> Teacher <u>Tool</u> Rubric</p>		

